

GOVERNMENT ARTS COLLEGE (AUTONOMOUS)
COIMBATORE - 641 018

**Learning Outcome based Curriculum Framework
(LOCF) For**

B.A. ECONOMICS
(With effect from the Academic Year 2021-22)



**POST GRADUATE AND RESEARCH
DEPARTMENT OF ECONOMICS**

MAY 2021

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Preamble

Over the past decades the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of Choice Based Credit System (CBCS) which further expects learning outcome-based curriculum in order to maximize the benefits of the newly designed curriculum. The learning outcome-based curriculum will definitely help the teachers of the discipline to visualize the curriculum more specifically in terms of the learning outcomes expected from the students at the end of the instructional process. It is pertinent to mention here that the purpose of education is to develop an integrated personality of the individual and the educational system provides all knowledge and skills to the learner for this.

Tamil Nadu State Council for Higher Education (TANSCHE) has formed the State Integrated Boards of Studies, which, with great diligence and expertise has devised the mandatory areas that have to be covered for three-year under-graduation and two-year postgraduation courses to realize the facilitation of the mobility of faculty and students from one university to another and to easily solve the problem of equivalence among courses. Great care has been taken so that these areas would take 75% of the course content and the remaining 25% can be decided by the individual institutions. The areas that must be covered by the student that are mandatory for earning the degree to have due value has been worked out so that the student will gain enough depth of knowledge in the subject concerned. 25% percent of the syllabus should be designed by the institutions, and the areas covered under this also must have a weightage of 25%. This gives the autonomous institution seamless liberty on every Board of Studies (BOS) to innovate and experiment, and more importantly, it is here that the institution devises appropriate strategies by which (i) to make creative and critical applications of what has been learnt in the mandatory components, and (ii) to meaningfully connect the learners to the career demands and expectations. It is essential that the theoretical subject knowledge of the students must be translated into practical hands-on experience.

The Learning Outcomes based Curriculum prepared for the Programme, B.A. Economics primarily intends to help the learners in understanding the objectives of studying an Undergraduate Programme and specifically the discipline of Economics. This curriculum will help them in understanding, critically engaging, analysing and appreciating the societal and market relevance of the discipline of Economics.

This syllabus for B.A. Economics Undergraduate Program is framed as per the LOCF Guidelines under CBCS. The learning outcomes of the various courses and the whole programme are modifiable keeping in view the advancement in the related fields of knowledge or practice and the changing requirements of the stakeholders, which are complex, diverse and culturally specific.

1 INTRODUCTION

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The undergraduate Programmes will prepare the students for both, academia and employability. Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it aims to inculcate at the point of graduation. These attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and skills for employability. In short, each programme prepares students for sustainability and lifelong learning.

The new curriculum of B.A. Economics offers a rigorous basis for much of the advanced thinking in the Economics discipline. It provides the student with a logical paradigm for conceptualizing and interpreting the behaviour and interactions of households, firms, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, law, management, journalism, government, and many other fields. The programme is consistent with global standards in the Economics discipline. It offers training that is comparable to that of an undergraduate student at the world's best Colleges.

1.1 Course Structure – Types of Courses.

The following types of courses are offered under CBCS-LOCF:

- a) **Core Courses (CC).** A core course is a compulsory discipline specific course. A student of Economics has to take 13 such Economics courses over six semesters.
- b) **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types. Which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

- i. **Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialized areas of Economics. A set of six semester-specific, courses of this kind are offered in the First through fourth semester of the Undergraduate programme, BA. Economics.
- ii. **Project.** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project. Such a course is compulsory in sixth semester.
- iii. **Generic Electives (GE).** These courses, in disciplines other than Economics, are intended to broaden the training of a student in the Economics Undergraduate programme. A student of Economics will take one such course, offered by another department, in each of Semester V and VI.
- c) **Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Environmental Studies) and one in Semester II (Value Education– Gandhian Thoughts).
- d) **Skill Enhancement Course (SEC).** A student is to take one such course each in Semester III through Semester VI.

2. LEARNING OUTCOMES BASED APPROACH TO CURRICULUM PLANNING

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes is earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study.

2.1 Nature and extent of the BA. Programme

- i. Bachelor's Degree is a well-recognized, structured, specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level.
- ii. Bachelor's Degree programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the particular field of study/profession. Thus, BA Programme in Economics aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.
- iii. Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical thinking and effective communication skills. Knowledge at this level includes generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. Courses, therefore, reflect different aspirations of types of students, and skills, learning needs and personal circumstances, needed thereof. Programmes assess not only academic skills but also other skills and attributes including what graduate level education requires, recognises and accredits in order for the Honours Degree to sync with national standards and be compatible with international practices.

iv. The attributes and outcomes associated with specialised programmes of study such as BA in Economics predominantly comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication.

v. To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness with an understanding of human empowerment.

2.2 Aims of Bachelor's degree programme in Economics

The undergraduate course in Economics aims at a broad and solid understanding of economics. It allows to study the core of economics in considerable depth, using mathematical and statistical techniques, while it also gives a more comprehensive perspective on economics, incorporating historical, political and social insights.

- a) Understand the economic issues and problems faced by individuals, organizations and society; the economic principles that help explain behavior; the operation of markets; the gains from trade; and the range of institutions that affect the allocation of resources.
- b) Be able to apply methods of economic analysis (such as supply and demand, equilibrium, constrained optimization and dynamic analysis) to decision-making, behavior and economic outcomes.
- c) Have the ability to apply statistical methods in the empirical analysis of economic data and models.
- d) Be able to communicate economic analysis and empirical conclusions in the discussion of social phenomena and public policy.
- e) Develop understanding of issues and methods of analysis in specific fields of economic study such as labor, money and banking, public finance, international trade and finance, development, health and the environment.

3 GRADUATE ATTRIBUTES OF BA ECONOMICS

The Graduate Attributes (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by the graduates of Government Arts College (Autonomous), Coimbatore.

A student will be able to analyze government policies and regulations, and demonstrate their significance. Knowing how an economy functions, and how decisions are made by consumers, producers, and regulators, the student will have the necessary skills to identify, analyze, and solve problems in a logical and efficient way. The programme provides the basic ingredients of economic theory and the opportunity to learn how to process and analyze economic data based on sound statistical principles, in order to arrive at economically meaningful conclusions.

The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond the study of a particular area and programme.

The GAs of BA. Economics Programme of Government Arts College (Autonomous), Coimbatore.

- Continue life-long learning as an autonomous learner
- Continuously strive for excellence in education
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote co-operation over competition
- Balance rights with responsibilities
- Understand and respect diversity & difference
- Not be prejudiced by gender, age, caste, religion, or nationality
- Use education as a tool for emancipation and empowerment of humanity

4 QUALIFICATION DESCRIPTORS OF BA. ECONOMICS

The students who complete three years of full-time study of BA. Economics will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include the following:

Demonstrate :-

- (i) a fundamental/ understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;
- (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service;
- (iii) skills in areas related to one's specialization and current developments in the academic field of study.

The students will be able to use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s);

Meet one's own learning needs, drawing on a range of current research and development work and professional materials;

Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyze problems and issues and solve complex problems with well-defined solutions.

Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

5 PROGRAMME LEARNING OUTCOMES IN BA ECONOMICS

Programme learning outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of BA Economics should be able to demonstrate for the award of the Degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates of the given programme of study.

PROGRAMME LEARNING OUTCOMES:

The programme learning outcomes to B. A., Economics:

- will be able to demonstrate:
 - (i) a systematic, extensive and coherent knowledge and understanding of **Economics** as a whole and its applications and links to disciplinary areas of the study; including critical understanding of the established theories, principles and concepts of a number of advanced and emerging areas in the field of Economics such as Micro Economics, Indian Economy, Entrepreneurial development, Mathematical Economics, Statistical methods, Macro Economics and Banking theory and practice.
 - (ii) the procedural knowledge that creates different types of professionals in the field of Economics like in research and development, teaching, government and public services, Bureaucrats, Planners, Policy Decision Makers, Entrepreneurs, Financial Consultants, Knowledge Consultants, Financial Analysts, Economists, Journalists, Data Analysts and Public Sector roles. Further application of knowledge can enhance productivity of several economically important areas in the country and worldwide.
 - (iii) Skills related to specialization area(s) within Economics as well, and other related fields of study, including broader interdisciplinary subfields like Statistics, Mathematics, Commerce, International Business, Political Science, Agriculture, Environment and Computer Applications.
- Knowledge understanding and skills to identify the problems faced by the economies of the world in the past and present and assessment of wide range of ideas and solutions from

scholarly and professional literature of advanced learning in the field of Economics through the project.

- Communicate the results of project studies in the academic field of Economics using main concepts, constructs and techniques through publication to the community for the transfer of knowledge and policy decisions.
- Apply the disciplinary knowledge and transferable skills for identification of suitable solutions to economic issues in the field of agriculture, industries and services sectors.
- Employ theoretical, statistical and mathematical techniques relevant to academia, industry and government, and generic skills and global competencies, including relevant disciplinary knowledge and skills that enable to undertake further studies in the field of Economics or related disciplines.
- Undertake activities that help develop knowledge and skills that are required for pursuing career in government sector, industries, teaching, research, environmental monitoring, quality control, financial analysis and administration.

6 COURSE STRUCTURE OF BA ECONOMICS PROGRAMME

UG - SCHEME OF EXAMINATIONS: CBCS PATTERN

(For the students admitted during the academic year 2021-22 and onwards)

Part	Code	Title of the Paper	Hours	Internal Marks	External Marks	Maximum Marks	Minimum Marks	Pass Marks	Grade
Semester - I									
I	21TAM11L	Part-I: Language: Tamil I	6	50	50	100	20	40	3
II	21ENG12L	Part-II: English I	6	50	50	100	20	40	3
III	21BEC13C	Core: Micro Economics - I	8	50	50	100	20	40	5
III	21BEC14A	Allied – 1: Indian Economy	8	50	50	100	20	40	4
IV	21ENV1GE	Environmental Studies	2	50	50	100	20	40	2
Semester – II									
I	21TAM21L	Part-I: Language: Tamil II	6	50	50	100	20	40	3
II	21ENG22L	Part-II: English II	6	50	50	100	20	40	3
III	21BEC23C	Core: Micro Economics - II	8	50	50	100	20	40	5
III	21BEC24A	Allied – 2: Entrepreneurial Development	8	50	50	100	20	40	4
IV	21VAL2GE	Value Education– Gandhian Thoughts	2	50	50	100	20	40	2

Semester – III									
I	21TAM31L	Part-I: Language: Tamil III	6	50	50	100	20	40	3
I	21ENG32L	Part-II: English III	6	50	50	100	20	40	3
III	21BEC33C	Core: Statistical Methods	5	50	50	100	20	40	5
III	21BEC34C	Core: Trade Documentation	4	50	50	100	20	40	5
III	21BEC35A	Allied-3 Indian Political System	4	50	50	100	20	40	4
IV	21BEC36S	Skill Based Subject-I: Management Principles and Practices	5	50	50	100	20	40	3
Semester – IV									
I	21TAM41L	Part-I: Language: Tamil IV	6	50	50	100	20	40	3

I	21ENG42L	Part–II: English IV	6	50	50	100	20	40	3
III	21BEC43C	Core: Managerial Economics	6	50	50	100	20	40	5
III	21BEC44A	Allied – 4: Contemporary Political System	6	50	50	100	20	40	4
IV	21BEC45S	Skill Based Subject – II: Economics of Advertising	6	50	50	100	20	40	3
V	21EXA4GE	@Extension Activities: NCC/NSS/SPORTS/YRC	-	-					1

Semester – V									
III	21BEC51C	Core: Mathematical Methods	6	50	50	100	20	40	5
III	21BEC52C	Core: Macro Economics	5	50	50	100	20	40	5
III	21BEC53C	Core: Banking Theory and Practices	5	50	50	100	20	40	5
III	21BEC54C	Core: Fundamentals of International Economics	6	50	50	100	20	40	5
IV	21BEC55S	Skill Based Subject – III: Management of Sales Force	5	50	50	100	20	40	2
IV	21BEC5EL	Non-Major Elective Paper – I: Economics for Competitive Examinations - I	3	50	50	100	20	40	2
Semester – VI									
III	21BEC61C	Core: Economics of Stock Market	5	50	50	100	20	40	5
III	21BEC62C	Core: Public Finance	5	50	50	100	20	40	5
III	21BEC63C	Core: Monetary Economics	5	50	50	100	20	40	5
III	21BEC64C	Core: History of Economic Thought	5	50	50	100	20	40	5
III	21BEC65V	Project & Viva – Voce	2	50	50	100	20	40	15
IV	21BEC66S	Skill Based Subject – IV: Industrial Economics	5	50	50	100	20	40	3
IV	21BEC6EL	Non-Major Elective Paper – II: Economics for Competitive Examinations – II	3	50	50	100	20	40	2
		Total / Credits				3400			140
I	21BCO15A/ 21BIB15A	B. Com & B. Com IB: Indian Economy	6	50	50	100	20	40	5
II	21BCO25A	B. Com: Business Economics	6	50	50	100	20	40	5
III	21BBA34A	BBA: Managerial Economics	6	50	50	100	20	40	5

Year	Subject Title	Sem	Sub Code
2021-2022 Onwards	MICRO ECONOMICS- I	I	21BEC13C

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

- CO1: Describe the nature of Economics
- CO2: Explain the consumer behaviour and theories.
- CO3: Illustrate the demand function and consumer surplus
- CO4: Examine the supply and production function
- CO5: Identify the nature of revenue and cost of production.

UNIT-I

Definition of Economics- Adam Smith definition- Marshall definition-Robin's definition - Samuelson definition - Inductive and deductive approach-Positive and normative economics - Micro and Macroeconomics - Importance and limitations - Basic economic problems of all societies- Production possibility curve.

UNIT-II

Utility Analysis- Cardinal utility –Ordinal utility –Law of Diminishing Marginal Utility-Law of Equi-Marginal utility- Indifference Curve Analysis- Characteristics and uses of Indifference Curves- Budget Line-Consumer Equilibrium – Income, Price and Substitution Effects.

UNIT-III

Demand – determinants of demand – the causes for the demand curve sloping downwards - law of demand- exceptions to law of demand-elasticity of demand- types of elasticity – measurement –factors influencing elasticity of demand - uses – the concept of Consumer's surplus.

UNIT-IV

Supply- Factors or determinants of the supply curve - shifts in the supply curve-law of supply-elasticity of supply –factors of production –land, labour, capital and organization–laws of returns –production function--law of variable proportion -returns to scale- Difference between Laws of Returns and Laws of Returns to Scale.

UNIT-V

Cost and Revenue – The different kinds of costs and revenues-cost concepts –relationship between AC and MC- short run and long run cost curves –revenue concepts-revenue curves under perfect and imperfect competition.

Pedagogy Strategies:

- Class room Lectures
- Interactive Lecture
- PowerPoint Presentations

Textbook Assignments
 Student Presentation
 Class tests
 Assessment & Evaluation of Student Learning

Reference:

1. S.Sankaran, Micro Economics, Margham Publications, Chennai, 2000.

Further Readings:

1. H.L. Ahuja, Principles of Micro Economics: A New Look at Economics Theories, S.Chand and Company, New Delhi, 1996.
2. Mishra and Puri, Advanced Micro Economics, Himalaya Publishing House, Mumbai, 1996.
3. M.L. Jhingan, Micro Economic Theory, Vrinda Publications Ltd. New Delhi, 2002.
4. V. Lokanathan, Principles of Economics, Economic Analysis, S.Chand & Co. 2003.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Critical thinking	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Research- related skills			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Team work	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Moral and ethical awareness	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub Code
2021-2022 Onwards	INDIAN ECONOMY (For BA, B.Com. & B. Com IB STUDENTS) ALLIED – I	I	21BEC14A 21BCO15A 21BIB15A

COURSE LEVEL OUTCOMES

On the completion of the course, the student will able to

CO1: Find the ideas of the basic characteristics of Indian Economy.

CO2: Discuss the causes and impact of population growth in India and relate them with Economic Development.

CO3: Examine the progress and changing nature of agriculture sector and its contribution to the Economy as a whole.

CO4: Compare the growth of industrial sector such as MSME's and Large scale industries.

CO5: Assess the underlying context of Poverty and Unemployment in India.

CO6: Explain the impact of Indian Economy after the introduction of New Economic Reforms.

UNIT-I

Nature and Characteristics of Indian Economy - Economic Growth and Economic Development - Factors influencing Economic Development - Obstacles to Economic Development - Population: Causes - Effects - Control measures of Population Growth in India.

UNIT-II

Role of Agriculture in Indian economy – Low productivity - causes and remedies - Green Revolution – Mechanisation – Merits – demerits - Agricultural Marketing - Features - Defects of Agricultural Marketing in India.

UNIT-III

Sources of agricultural finance: Co-operative Banks - Commercial Banks - NABARD - Land Development Bank - Regional Rural Banks - Informal Credit - Rural Indebtedness and Farmers' Suicide.

UNIT – IV

Role of Industrialization in Indian Economy - Importance of MSME's and Large scale industries in India – Industrial sickness causes of Industrial sickness – Measures – Industrial policy of India 1948, 1956 and 1991.

UNIT-V

Poverty - Causes - Effects – Measures to control poverty – Unemployment: Types - Causes - Measures to reduce unemployment - Liberalization - Privatization – Globalization.

Pedagogy strategies:

1. Class Lecture.
2. Debate.
3. Group Discussion.
4. Seminar.
5. Class Test.

6. Quiz.

References:

1. Dutt & Sundaram, Indian Economy, S.Chand & Co., New Delhi 2013.
2. I.C. Dhirga, The Indian Economy: Environment & Policies, Sultan Chand & Co., 2014.
3. Ashwani Mahajan Gaurav Datt, Indian Economy, S.Chand & Co., New Delhi 2013.
4. Sankaran.S, Indian Economy: Problems, Development and Policies, Margham Publications, Chennai.

Further Readings:

1. Ahulwalia, I.J and I.M.D. Little (Eds) (1999), India's Economic Reforms and Development, Oxford University Press, New Delhi.
2. Anna. O. Krueger. (ed) (2002), Economic Policy Reforms and Indian Economy, Oxford University Press, New Delhi.
3. Brahmananda, P.R. Panchmukhi (Eds) (2001), Development Experience in the Indian Economy, Inter State Perspectives, Bookwell, Delhi.
4. Jalan. B. (1992), Indian Economy Problems and Prospects, Viking, New Delhi.
5. Uma Kapila (2010), Indian Economy since Independence, Academic Foundation, New Delhi.
6. A. Vaidyanathan (1994), Performance of Indian Agriculture since Independence in Kaushik Basu (ed) Agrarian Questions, Oxford University Press, U.S.A.
7. R. Nagaraj (2003), Industrial Growth and Diversification, Academic Foundation, New Delhi.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)					6
		1	2	3	4	5	
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
	Communication skills	✓		✓		✓	✓
	Critical thinking	✓		✓	✓		✓
	Research- related skills	✓	✓	✓			✓
	Analytical reasoning	✓		✓	✓	✓	✓
	Problem solving		✓	✓	✓		
	Team work		✓		✓		✓
	Moral and ethical awareness	✓				✓	

AECC-1 @ SEMESTER I

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21ENV1GE	ENVIRONMENTAL STUDIES (For all UG courses)	2

COURSE LEARNING OUTCOMES:

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

1. Recognize the role of the environment and the need to conserve it for sustaining life.
2. Enumerate the natural resources
3. Explores the adverse effects of deforestation and over exploitation of natural resources
4. Associate the components of the ecosystem and need for biodiversity conservation.
5. Evaluate the environmental pollution hazards and their effects on the living system.
6. Interpret the different disaster management procedures.
7. Analyse the climatic change and global effects
8. Infer the need for environmental laws in the constitution of India.
9. Relate the growth of the human population and its impact on the environment.

UNIT I:

Environment – Introduction – Nature - Scope – Content – Need for study. Natural resources- Forest and energy resources- Use and overexploitation - deforestation. Energy resources- renewable and non-renewable energy resources.

UNIT II:

Ecosystem – concept – types- Forest, Grassland, Desert and Aquatic (Pond)- Structure and function of an ecosystem – Producers- consumers and decomposers – Food chain – food web- ecological pyramids- energy flow. Biodiversity and its conservation- *in situ* and *ex situ* conservation- Mega biodiversity centres and hotspots.

UNIT III:

Environmental pollution- definition- causes-effects and control measures of air, water, soil, thermal and nuclear pollution. Waste management- Industrial and solid waste. Disaster management – earthquake, cyclone, flood and landslides.

UNIT IV:

Social Issues and the environment-Urbanization-Urban problems related to energy and watershed management. Environmental Ethics- Issues and possible solutions- Wasteland reclamation- Climate change - causes and effects. Global warming- Acid rain- Ozone layer depletion- Public awareness. Environmental laws- Environment Protection Act, Wildlife Protection Act, Forest Conservation Act.

UNIT V:

Human population and its impact on environment- Population growth- Resettlement and Rehabilitation of project affected persons- Case studies – Sardar Sarovar Project, Maharashtra and Bandipur National Park- Project Tiger, Karnataka, NTPC, India. Role of Indian and Global religions and Cultures in environmental conservation- Case study: sacred groves in Western Ghats (kavu) & Chinese culture. Human and Wildlife Conflict.

PEDAGOGY STRATEGIES

- ❖ Board and Chalk lectures
- ❖ PowerPoint slide presentations
- ❖ Assignments

Textbooks:

1. Sharma, P. D. 2000. Ecology & Environment. Rastogi Publications, Meerut, India.
2. Bharucha, E. 2003. Text book of Environmental Studies. UGC, New Delhi & Bharati Vidyapeeth Institute of Environmental Education and Research, Pune.
3. Arumugam, M. and Kumaresan, V. 2016. Environmental Studies (Tamil version). Saras Publications, Nagerkoil.

Online/E-Resources:

<https://www.edx.org/course/subject/environmental-studies>
https://www.coursera.org/courses?_facet_changed_=true&domains=life-sciences%2Cphysical-science-and-engineering%2Csocial-sciences&query=environmental%20science%20and%20sustainability&userQuery=environmental%20science%20and%20sustainability
<https://www.open.edu/openlearn/nature-environment/free-courses>

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOME:

Program Level Outcomes (PLO)	Course Level Outcome (CLO)								
	1	2	3	4	5	6	7	8	9
Disciplinary Knowledge		√	√		√	√			
Communication Skills		√		√				√	√
Critical Thinking	√		√		√		√		
Research related skills	√		√			√		√	
Analytical reasoning	√			√		√		√	
Problem Solving		√	√			√			√
Team Work				√	√		√		√
Moral and ethical awareness		√		√		√		√	√

Year	Subject Title	Sem.	Sub Code
2021-2022 Onwards	MICRO ECONOMICS- II	II	21BEC23C

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Identify different markets structure with price and output determination in perfect competition

CO2: Discuss the pricing in the monopoly market

CO3: Illustrate the pricing in the monopolistic market

CO4: Identify the theories of factor pricing.

CO5: Analyze the concept of interest and profit and its theories

UNIT – I

Market: Meaning – Market Structure – Equilibrium of Firm and Industry – Perfect Competition – Features – Price and Output Determination under Perfect Competition – Short Run – Long Run.

UNIT – II

Monopoly: Meaning - Kinds of Monopoly – Degrees of Monopoly – Power – Price and Output Determination under Monopoly – Discriminating Monopoly- Dumping.

UNIT - III

Monopolistic Competition: Meaning – Features – Price and Output Determination under Monopolistic Competition – Definition and Characteristics of Oligopoly – Price and Output Determination under Oligopoly.

UNIT – IV

Theories of factor pricing: Marginal Productivity theory – Rent – Ricardian Theory of Rent – Quasi Rent –Theories of Wages – Subsistence Theory and Wage Fund Theory.

UNIT – V

Concept of Interest – Classical Theory – Loanable Fund Theory and Keynes Liquidity Preference Theory – Concept of Profit – Gross Profit and Net Profit – Theories of Profit – Dynamic Theory of Profit - Innovation Theory of Profit and Uncertainty Bearing Theory of Profit.

Pedagogy Strategies:

1. Class Lecture.
2. Seminar.

3. Assignment.
4. Case study
5. Class Test.
6. Quiz.

References:

1. S. Sankaran, Micro Economics, Margham Publications, Chennai, 2000.
2. H.L. Ahuja, Principles of Micro Economics: A New Look Economics Theories, S. Chand and Company, New Delhi, 1996.

Further Readings:

1. M.L. Jhingan, Micro Economic Theory, Vrinda Publications Ltd. New Delhi, 2002.
2. V. Lokanathan, Principles of Economics, Economic Analysis, S. Chand and Co., New Delhi, 2003.
3. Mishra and Puri, Advanced Micro Economics, Himalaya Publishing House, Mumbai, 1996.
4. Sujatra Bhattacharyya, Microeconomics II and Indian Economy, Oxford University Press, Daryaganj, New Delhi 110002, 2019.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
	Critical thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	Research- related skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	Analytical reasoning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Problem solving	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Team work		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Moral and ethical awareness	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub Code
2021-2022 Onwards	ENTREPRENEURIAL DEVELOPMENT	II	21BEC24A

COURSE LEVEL OUTCOMES

CO1: Write the idea generation, creative and innovative skills required for entrepreneur

CO2: Discuss the different opportunities and successful growth stories

CO3: Examine the procedure to start an enterprise and design business plans which are suitable by considering all dimensions of business.

CO4: Explain the entrepreneurial process by way of studying different case studies and find exceptions to the process model of entrepreneurship.

CO5: Create a small enterprise with small capital for a short period and experience the science and art of doing business.

UNIT- I

Entrepreneurship: Meaning - Characteristics- factors influencing Entrepreneurship - Types – Functions of Entrepreneur – Entrepreneur Vs Intrapreneur.

UNIT- II

Role of Entrepreneurship in Economic Development – Entrepreneurial Development Programme: Objectives, Phases of EDPS, Problems, Role of EDPS.

UNIT- III

Micro, Small and Medium Enterprises- Definition- Role of MSMED Act -Institutions Assisting Entrepreneurs - Role of DIC-SIDCO-NSIC-SISI-TIIC- -SIPCOT.

UNIT- IV

Role of SSI in Economic Development - Objectives- Financing of SSIs- Banking and Non-Banking Financial Institutions - Commercial banks – SIDBI – NABARD.

UNIT- V

Micro Finance- Meaning- Definition- Features- Growth of SHGs – Features – Micro Credit Schemes and income generating activities- Self Employment Programmes– Role of Women Entrepreneurs in Indian Economy- Importance- Problems.

References

- 1) R.C. Agarwal, Fundamentals of Entrepreneurship, Vikas Publishing House, 1980.
- 2) C.B.Gupta&N.P.Srinivasan, Entrepreneurial Development, Sultan & Chand,1992.

Further Readings:

1. Jayshree Suresh, Entrepreneurial Development, Margham Publishers, Chennai
2. Poornima M Charantimath, Entrepreneurship development small business enterprises, Pearson, 2013

Pedagogy Strategy:

Class room Lectures and interaction
 PowerPoint Presentations
 Assignments
 Periodical Seminars
 Class tests
 Term Exams

Further Readings:

1. The Design of Business, Martin Roger, Harvard Business Publishing, 2009
2. Entrepreneurship, Roy Rajiv, Oxford University Press, 2011
3. Innovation and Entrepreneurship, Drucker, Peter, Harper business, 2006.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Critical thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Research- related skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical reasoning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Problem solving	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
	Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

AECC-2 @ SEMESTER II

Year	Subject Title	Semester	Sub Code
2021 -22 Onwards	VALUE EDUCATION – GANDHIAN THOUGHTS (For all UG courses)	II	21VAL2GE

COURSE LEVEL OUTCOMES:

On successful completion of the course, the student will be able to:

1. Interpret Gandhiji's experiments to his spiritual pursuits and search for purity, political activities through fasting protests, and even his role as an educator using diet and meals as teaching exercises.
2. Lead a life marked with humility and truthfulness and subsequent realization of the Truth as the purpose of human life.
3. Infer lessons that are fundamental to living in harmony and social progress such as respect, empathy, equality, solidarity and critical thinking.
4. Promote tolerance and understanding above and beyond our political, cultural and religious differences.
5. Create special emphasis on the defense of human rights, the protection of ethnic minorities
6. Emerge as responsible citizens with clear conviction to practice values and ethics in life.
7. Transform themselves to become good leaders.
8. Realize their role and contribution to the nation building.

UNIT I: Birth and Parentage - Childhood - At the High school - Stealing and Atonement - Glimpses of Religion - Gandhi's choice - Experiments in Dietetics - Acquaintance with Religions - The Great Exhibition.

UNIT II: The first case - Preparing for South Africa - same experiences - on the way to Pretoria – Coolie - Natal Indian Congress - Education of Children - Brahmacharya.

UNIT III: Simple life - The Boer war - Sanitary Reform and Famine Relief - Lord Curzon's Darbar - A month with Gokhale - Experiments in Earth and water treatment - Indian opinion - Coolie Locations or Ghettoes - The Black plague.

UNIT IV: The Magic spell of a Book - The Zulu Rebellion - The Birth of Satyagraha - More experiments in Dietetics - Kasturbai's Courage - Domestic Satyagraha- Fasting - Shanti Niketan - Woes of Third-Class passengers.

UNIT V: Kumbha mela - Lakshman Jhula - Founding of the Ashram - Abolition of Indentured Emigration - The Kheda Satyagraha - The Rowlatt Bills - Navajivan and young India - Congress Initiation - The Birth of Khadi.

TEXT BOOKS

1. M.K. GANDHI, “The Story of My Experiments with Truth”, An Autobiography Apple publishing International(P) Ltd, Chennai.
- 2.

. மகாத்மா காந்தியின் சுயசரிதை - சத்தியசோதனை தமிழாக்கம் -
-ரா.வேங்கடராஜ்*ஹ, நவஜீவன் பரகாலயம், அகமதாபாத

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Powerpoint slide presentations
- Seminar
- Assignments
- Quizes
- Group discussion

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

			Course Level Outcomes (CLO)							
			1	2	3	4	5	6	7	8
Program Level Outcomes (PLO)	1	Reflective thinking	✓	✓			✓		✓	✓
	2	Communication skills		✓		✓	✓	✓	✓	✓
	3	Critical thinking	✓			✓		✓	✓	✓
	4	Multicultural competence				✓	✓	✓	✓	✓
	5	Analytical reasoning		✓	✓	✓		✓		
	6	Problem solving		✓	✓	✓		✓	✓	✓
	7	Team work	✓		✓		✓	✓	✓	
	8	Leadership readiness/qualities			✓		✓	✓		✓
	9	Moral and ethical awareness	✓		✓		✓	✓		✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	STATISTICAL METHODS (40% Theory and 60% Problems)	III	21BEC33C

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Describe the uses and importance of statistical analysis; sampling; classification and tabulation of data.

CO2: Outline the measures of central tendency

CO3: Examine the methods of correlation and regression

CO4: Identify the methods of calculating index numbers

CO5: Analyze the time series analysis

UNIT-I

Statistics: Definition – Characteristics – Uses – Functions - Limitations of Statistics - Sources of data: Primary and Secondary data - Classification – Sampling: Meaning – Types – Sampling errors. Tabulation - Diagrammatic and Graphic representation of data.

UNIT-II

Measures of Central Tendency: Mean – Median - Mode – Geometric mean - Harmonic mean (only definition) - Measures of dispersion: Range - Quartile deviation - Mean deviation - Standard deviation - Lorenz curve.

UNIT-III

Correlation: Meaning and definition - Types of Correlation - Methods of Correlation - Uses of Correlation - Scatter diagram - Karl Pearson's Co-efficient of Correlation - Rank Correlation –Regression: Meaning and definition – difference between Correlation and Regression - Regression lines - Regression equations - Uses and Limitations of Regression analysis.

UNIT-IV

Index numbers: Definition – Uses - Types - Problems in the construction of index numbers - Laspeyres, Paasches, Bowley's, Marshall- Edgeworth and Fisher's ideal index numbers - Test for ideal index numbers.

UNIT-V

Time series: Definition - Utility of Time series analysis - Components of Time series - Measurement of trend - Graphic Method - Method of semi averages - Method of moving averages - Method of least squares.

Pedagogic Strategies:

Class Lectures
Power point presentation
Assignment
Seminars
Class Tests
Examination

References:

1. R.S.N Pillai, V. Bagavathi, Statistics, Chand & Co., New Delhi, 2005.

Further Readings:

1. S.P. Gupta, Statistical Methods, Sultan Chand & Co., New Delhi, 2012.
2. D.N. Elhance, Fundamentals of Statistics, KitabMahal, New Delhi, 2012.
3. Pillai & V. Bhagavathi, Statistics: Theory& Practice, Chand & Co, 2008.
4. Sivathanupillai, Fundamentals of Statistics, Milestone Publishers, New Delhi, 1983.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Communication skills		✓	✓		
	Critical thinking	✓	✓	✓	✓	✓
	Research- related skills	✓	✓	✓	✓	✓
	Analytical reasoning	✓	✓	✓	✓	
	Problem solving	✓	✓	✓	✓	✓
	Team work		✓		✓	
	Moral and ethical awareness	✓			✓	

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	TRADE DOCUMENTATION	III	21BEC34C

COURSE LEVEL OUTCOMES

On completion of this course, the students will be able to:

CO1: Discuss the concepts in trade documentation in international business in relation to foreign trade.

CO2: Apply the current business phenomenon and to evaluate the global business environment in terms of economic, social and legal aspects.

CO3: Analyze the principles of international business and the strategies adopted by firms to expand globally.

CO4: Integrate the concepts of international business with the functioning of global trade.

CO5: Assess suitable Trade documentation method for managing foreign trade in India.

UNIT- I

Meaning and Definition of Export – Classification – Strategy and Preparation for Export-Market entry in a foreign market – Direct and Indirect exporting–Joint Venture–Licensing Arrangement –Management Contract –Turnkey Project – Foreign Direct Investment.

UNIT- II

Aligned Documentation System – Commercial Invoice – Shipping Bill – Certificate of Origin – Consular Invoice – Mate’s Receipt – Bill of Lading – GR Form – Types of Marine Insurance Policies-Import Documents – Transport Documents – Bill to Entry – Certificate of Inspection – Certificate of Measurements – Freight Declaration-Duty drawback-INCO Terms

UNIT- III

Importance of Documentation in Logistics – Transport Documentation: Procedures– Modern developments in transportation –Multi Model Transport – Liners and Tramps –Role of clearing and forwarding agent.

UNIT- IV

Export import Licenses – Letter of Credit – Uniform Customs and Practices for Documentary Credit (UCPDC) - Types of Risks – Export credit Guarantee Corporation (ECGC).

UNIT- V

Processing of an Export order –Different Stages- Getting export order -Pre shipment – Post Shipment – Presentation of Documents for negotiation –Export incentives.

Pedagogy Strategies:

1. Lecture
2. Class room Discussion

3. Case Method
4. Video Tutorials
5. DGFT Office Visits (Batch wise)

References:

1. B.S. Rathor & J.S.Rathore: Export Marketing, Himalaya Publishing House, 2016 Mumbai,
2. Government of India: Handbook of Import and Export Procedures.(Latest)
3. Balagopal: Export Management, Himalaya Publishing House, 2018, Delhi.
4. Paras Ram: Export – What, Where and How, Tata McGraw Hill, 2018 Edition.

Further Readings:

1. C.Ramagopal,- Export Import Procedures Documentation and Logistics–New age International Publishers, 2018, Chennai
2. S.L.Ganapathi and S.K.Nandi Logistics Management – Oxford University Press, 2018, New Delhi.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Communication skills	✓	✓	✓	✓	✓
	Critical thinking	✓	✓		✓	✓
	Research- related skills	✓	✓		✓	✓
	Analytical reasoning	✓	✓	✓	✓	
	Problem solving	✓	✓	✓	✓	✓
	Team work	✓	✓	✓	✓	✓
	Moral and ethical awareness			✓		✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	MANAGEMENT PRINCIPLES & PRACTICES (SKILL BASED SUBJECT- I)	III	21BEC36S

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Identify the principles, operation procedures and practices of managers.

CO2: Examine the procedure of planning

CO3: Analyze the meaning, function and role of organization

CO4: Assess the knowledge of staffing

CO5: Synthesise the uses and importance of leadership in management

UNIT- I

Principles of Management: Management - Meaning – Definition - Nature and Scope – Characteristics – Functions – Importance - Relationship Between Management and Administration.

UNIT-II

Planning: Meaning – Definition – Nature – Characteristics – Objectives – Importance - Methods and Steps in planning process - Decision Making: Meaning - Characteristics - Types of Managerial decisions - Administrative problems in decision making.

UNIT- III

Organization: Meaning – Definition – Functions - Principles – Characteristics - Organizational structure - Types of organization - Line or Military organization - Functional organization - Line and staff organization - Committee organization - Span of control.

UNIT- IV

Staffing: Meaning – Definition – Functions - Importance - Recruitment: Meaning - Definition – Sources of Recruitment – Selection: Meaning – Stages of selection procedure - Training: Meaning – Definition – Need – Types of training - Motivation: Definition – Types – Importance – Theories of motivation.

UNIT -V

Leadership: Definition – Importance - Types of Leader - Controlling: Definition – Steps – Need – Characteristics – Types of managerial control.

Pedagogy Strategies:

Classroom Lecture

Power point presentation

Group Discussions

Assignment

Seminars

Class test

Examination

References:

- 1.T. Ramasamy: Principles of Management, Himalaya Publishing House,2010

Further Readings:

1. Dinker Pagare: Business Management, Sultan& Chand, 2014.
2. Lallan Prasad & S.S.Olshan: Management Principles and Practice, Excel Books, 2011.
3. Prasad L.M.: Business Policy and Strategic Management, Sultan & Chand, 2014.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes				
		CO-1	CO-2	CO-3	CO-4	CO-5
Programme Level Outcomes	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical Reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Research related skills	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Scientific Reasoning	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Information / Digital Literacy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Problem Solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Cooperation/Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Moral and ethical Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	Self directed learning		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	MANAGERIAL ECONOMICS	III/ IV	21BBA34A 21BEC43C

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Recognizing the nature, role, scope, responsibilities and objectives of Managerial Economics and economist.

CO2: Examine the methods of demand forecasting

CO3: Differentiate the different pricing strategies

CO4: Assess the decision-making methods under uncertainty

CO5: Synthesize Profit Management planning and measurement

UNIT –I

Managerial Economics: Definition - Nature and Scope of Managerial Economics- Role and Responsibilities of Managerial Economist - Objectives of Firms.

UNIT -II

Demand Forecasting: Meaning - Criteria of Good Demand Forecasting - Demand Forecasting Methods – Importance and Limitation of Demand Forecasting - Demand Forecasting for a New Product.

UNIT- III

Pricing Strategies - Penetration Pricing –Skimming Pricing -Economic Pricing -Value Pricing –Dual Pricing - Peak-load pricing – Bundling – Break Even Analysis: meaning – Assumptions – Application - importance – Limitation.

UNIT -IV

Managerial Decision Making and Uncertainty: Characteristics of Decision-Making - Managerial Decision Making Process - Basics of uncertainty and Risk - Risk-Aversion - Reducing risk.

UNIT -V

Profit Management: Economic Profit – Measurement of Profit – Policies – Planning, Forecasting and Controlling – Capital Gains and Losses.

Pedagogy strategies:

1. Class Lecture.
2. Seminar.
3. Assignment.
4. Case study

5. Class Test.
6. Quiz.

References:

1. Habib – Ur – Rahman, Managerial Economics, Himalaya Publishing House, 2012.
2. Victor L. Mote and Samuel Paul, Managerial Economics: Concepts and Cases, Tata McGraw Hill, New Delhi, 2014.

Further Readings:

1. Mithu Adhikary, Managerial Economics, Khosla Publishers, New Delhi, 2014
2. Dwivedi, D.N., Managerial Economics, Vikas Publication, 2007.
3. Kristian J. Sund, Robert J. Galavan, Anne Sigismund Huff, Uncertainty and Strategic Decision Making, Emerald Group Publishing Limited, 2016.
4. Dr. D.M.Mithani, Managerial Economics, Himalaya Publishing House, 2010

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Communication skills	✓	✓	✓	✓	✓
	Critical thinking		✓	✓		✓
	Research- related skills		✓	✓		✓
	Analytical reasoning	✓	✓	✓	✓	
	Problem solving		✓	✓	✓	✓
	Team work			✓	✓	
	Moral and ethical awareness	✓			✓	

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	ECONOMICS OF ADVERTISING (SKILL BASED SUBJECT - II)	IV	21BEC45S

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

- CO1: Describe the importance and the techniques of advertising
- CO2: Outline the origin, development, meaning, function and role of advertising
- CO3: Classify advertising
- CO4: Design advertising materials
- CO5: Construct the different types of advertising agency

UNIT- I

Advertisement: Meaning, Definition, Characteristics, Origin, Development, Objectives - Functions.

UNIT- II

Personal Selling, Propaganda, Salesmanship and Sales promotion – AIDA Model of Advertising.
Advertising: Role, Advantages and Disadvantages- kinds of sales promotions.

UNIT- III

Advertising Media: Press Advertising, Outdoor or Mural Advertising, Direct Mail Advertising – Broadcast Advertising, Promotional Advertising, Miscellaneous Advertising Media.

UNIT- IV

Advertising Material: Advertising Copy – Meaning, Characteristics or Essentials of a Good Advertising Copy, Advertising Theme and Unique Selling Proposition (USP).

UNIT- V

Advertising Agency: Meaning – Functions – Selection of Advertising Agency – Types- Advantages- Advertising Budget - Advertising Appeals.

Pedagogy Strategies:

1. Class Lectures
2. Seminar.
3. Assignment.
4. Group Discussion.
5. Self-Reading.
6. Class test.
7. Examination.

References:

1. C.N. Bovee, Contemporary Advertising, Irwin Series, 2012.

- Williams Wells, John, Advertising Principles and Practices, Prentice Hall, 1992
- Rajin Batra and David A. Aaker, Advertising Management, John Myers Books, 1995.
- Moonie Lee, Carioa Johnson, Principles of Advertising: A Global Perspective, Haworth Press 2005.

Further Readings:

- Pandey & Rastogi, Sales Management, King Books publishers, Delhi
- S.A. Chunawalla (2010), Advertising, Sales and Promotion management, Himalaya publishing house, New Delhi.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes				
		CO-1	CO-2	CO-3	CO-4	CO-5
Programme Level Outcomes	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Analytical Reasoning		✓	✓		
	Research related skills	✓			✓	✓
	Scientific Reasoning	✓		✓	✓	
	Information / Digital Literacy	✓	✓	✓	✓	
	Problem Solving	✓		✓		✓
	Cooperation/Team work	✓	✓	✓	✓	
	Moral and ethical Learning		✓	✓		✓
	Self directed learning	✓		✓		✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	MATHEMATICAL METHODS (50% Theory, 50% Problems)	V	21BEC51C

COURSE LEVEL OUTCOMES

On completion of the course, students will be able to

CO1: Identify matrices and determinants.

CO2: Estimate the problems of matrices and determinants

CO3: Examine and solve differential equations with respect to economic concepts

CO4: Justify partial differentiation as a technique for solving equations

CO5: Assess the use of integral calculus in economics.

UNIT-I

Matrices: Types- Addition-Subtraction- Multiplication- Transpose of Matrices- Determinants- Properties of Determinants- Rank of Matrix- Inverse of Matrix- Solution to Simultaneous Equations by Matrices and determinants - Cramer's 'Rule.

UNIT-II

Differential Calculus: Rules of Differentiation- Implicit and Explicit Function- Derivatives of higher order- Condition for maximum and minimum values for two variables.

UNIT-III

Partial differentiation – Meaning – Techniques of Partial Differentiation with Two Variables- Higher order Partial differentiation

UNIT-IV

Application of Differentiation - Utility Function – Production Analysis – Relationship among Total, Average, Marginal Cost and Revenue Functions - Demand Analysis – Elasticity of Demand.

UNIT-V

Integral Calculus: Rules of Integration- Standard Forms – Definite and Indefinite integrals – Integration by parts (simple problems).

Pedagogy Strategies:

Class lectures

Power point presentations

Assignments

Seminars

Class tests

Examination

References:

1. Metha B.C. and Madnani,: Elementary Mathematics in Economics
2. Bose, D : An Introduction to Mathematical Methods,
3. Vittal, P. R, “Business Mathematics and Statistics”, Margham Publications, Chennai.

Further Readings:

1. Dowling E.T, “Mathematical Methods for Business and Economics”, Schaums Outline Series, McGraw Hill,
2. Sachdeva, S, “Business Mathematics and Statistics”, Lakshmi Narain Agarwal, Agra

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Communication skills	✓	✓	✓	✓	✓
	Critical thinking		✓			✓
	Research- related skills		✓			✓
	Analytical reasoning	✓	✓	✓	✓	✓
	Problem solving	✓	✓	✓	✓	✓
	Team work			✓	✓	
	Moral and ethical awareness		✓		✓	✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	MACRO ECONOMICS	V	21BEC52C

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Identify the basic concepts and theories of macroeconomics.

CO2: Discuss the law of markets, consumption function, investment function and interaction of multiplier and accelerator.

CO3: Illustrate Keynesian theory of employment.

CO4: Analyze the IS and LM model.

CO5: Assess the different Phases of trade cycle and Keynes view.

UNIT-I

Nature and Scope of Macro Economics - Circular Flow of Income - National Income – Concepts - Measurements and Importance - Difficulties and Problems of Measurement of National Income - Social Accounting - Classical Theory of Output and Employment - Say's Law of Markets.

UNIT-II

Keynesian Theory of Employment - Aggregate Demand and Aggregate Supply - Equilibrium - Difference between Classical and Keynesian Theories.

UNIT-III

Consumption Function - Keynesian Psychological Law of Consumption - Relationship between APC and MPC - Factors Determining Consumption Function – Keynesian Multiplier - Working of MEC, MPS and Multiplier - Leakages and Limitations.

UNIT-IV

Investment Function – Types, Determinants - Marginal Efficiency of Capital – Factors Affecting MEC - Rate of Interest - Equilibrium between Saving and Investment - Accelerator – Working of Accelerator and Multiplier Interaction - Assumptions and Limitations.

UNIT-V

General Equilibrium – Goods and Money Sector – Derivation of IS and LM - Shifts in IS and LM function - Trade Cycle - Phases of Trade Cycle - Keynes's View of Trade Cycle.

Pedagogy Strategies:

Class Lectures.

Assignment.

Seminars.

Self-Reading.

Group Discussion.

Mini Project.

Examinations.

References:

1. Sankaran S., Macro Economics, Margham Publishers, Chennai.

Further Readings:

1. K.R. Gupta, R.K. Mandal & Amit Gupta, Macro Economics, Atlantic Publishers 2008.
2. R.D. Gupta, Post Keynesian Economics, Kalyani Publishers, 1997.
3. Edward Shapiro, Macro Economics, Galgotia Publishers, New Delhi, 2010.
4. Gardner Ackley, Macro Economics Theory, Collier – Mac Millan Publishers, 1961.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Communication skills		✓			✓
	Critical thinking	✓	✓	✓	✓	✓
	Research- related skills	✓	✓	✓		✓
	Analytical reasoning	✓	✓	✓	✓	✓
	Problem solving	✓	✓		✓	✓
	Team work			✓	✓	
	Moral and ethical awareness	✓		✓		✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	BANKING THEORY AND PRACTICE	V	21BEC53C

COURSE LEVE OUTCOMES

On Completion of the Course, the Students will be able to

CO1: Describe the functions of banking sector in India.

CO2: Associate the relationship between Banker and Customer and the internal functions.

CO3: Implement the process of documentation related to Bank accounts.

CO4: Analyze various Banking instruments.

CO5: Inspect the process of loans and advances in Banks.

CO6: Synthesise the modern Banking system such as E – Banking activities.

UNIT – I

Indian Banking System: Reserve Bank of India – Role and Functions – Commercial Banks – Definition – Importance and Functions – Growth of Private Banks in India.

UNIT- II

Banker & Customer: Definitions –Relations between Banker and Customer – Banker as a Trustee – as Agent – As Baillie- Opening of New Account- Precautions to be taken while Opening a New Account-Closure of Accounts-Pass Book.

UNIT-II

Different Types of Accounts - Special types of Customers – Cheques -Banker's Obligation to Honor Cheques - Consequences of Wrongful Dishonor – Endorsement-Types of Endorsement

UNIT- IV

Paying Banker: Meaning – Duties - Statutory Protection - Collecting Banker - Meaning Duties - Statutory protection - Principles of portfolio investment by bankers - Loans and Advances - Cash credit – Overdraft.

UNIT- V

Mortgage - Meaning Different types of Mortgage – Guarantee - Meaning – Types of Guarantee - Modern Development in Banking - e-Banking –Electronic Delivery Channel (ATM, Smart Card, Tele Banking and Electronic Cheque).

Pedagogy Strategies:

Class Lecture.

Group Discussion.

Seminar.

Assignment.

Bank Visit.

References:

1. Reddy.P.N.&Appannaiah, Banking Theory and Practice, Himalaya Publishing House,2004
2. Sundaram&Varshiney, Banking Theory and Practice, Vikas Publishing House
3. Bedi, Bankers Advances
4. Parthasarathy, Law relating to Cheques
5. Tannam.M.L., Banking Law & Practice in India.

Further Readings:

1. E. Gordon and K. Natarajan (2015), Banking Theory, Law and Practice, Himalaya Publications, Mumbai, 24th Revised Edition.
2. K.P.M. Sundaram and P.N. Varshney (2014), Banking Law and Practice, Sultan Chand and Sons Publishing, 18th Edition, New Delhi.
3. K.C. Shekar, Lekshmy Shekar (2007), Banking Theory and Practice, Vikas Publishing House Private LTD, 20th Edition.
4. Modern Banking Theory and Practice, Muraleedharan.
5. Nayan Barua (2020), Banking Theory and Practice, First Edition, ISBN 9789389955.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)					
		1	2	3	4	5	6
Program Level Outcomes (PLO)	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
	Critical thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Research- related skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical reasoning	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Moral and ethical awareness		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	FUNDAMENTALS OF INTERNATIONAL ECONOMICS	V	21BEC54C

COURSE LEVEL COUTCOMES

On completion of the course, the students should be able to:

- CO1: Relate national and international trade
- CO2: Discuss theories of international trade
- CO3: Classify the components of balance of payments.
- CO4: Analyze exchange rate mechanism and the causes of disequilibrium
- CO5: Compare the International financial institutions
- CO6: Assess the working of various international trade organizations

UNIT – I

Role of Foreign Trade in the India Economic Development – Scope – Basis of International Trade – International Trade and Inter Regional Trade –Free Trade Vs. Protection.

UNIT – II

Classical Theory of International Trade – Theory of Comparative Cost – Heckscher – Ohlin Theory of Foreign Trade – Leontief Paradox –Tariff and Import Quotas.

UNIT – III

Balance of Payment: Meaning – Components of BOP – Importance of BOP – BOT and BOP – Disequilibrium in BOP - Causes for Disequilibrium – Measures to Correct Disequilibrium in BOP.

UNIT – IV

Terms of Trade and Gains from Trade – Types- Factors influencing Terms of Trade- Exchange rate – Flexible and Fixed Rate of Exchange – Spot and Forward Foreign Exchange rates – Arbitrage- Purchasing Power Parity Theory – Devaluation – Exchange control.

UNIT – V

International Financial Institution – Working of IMF, IBRD, IDA – International Liquidity – SDR – WTO – Regional Economic Co-operation- EEC- NAFTA-LAFTA-SAARC-BRICS- Recent Import and Export Policy.

Pedagogy Strategies:

- Class Lectures.
- Assignment.
- Seminars.
- Self-Reading.
- Group Discussion.
- Mini Project.
- Power Point Presentation.
- Case Studies.
- Examinations

References:

1. Bhagavathi and Srinivasan: Foreign trade and Economic Development NBER
2. Cherunilum Francis : International Business Texts and Cases, Himalaya Publishing House, Mumbai, 2009
3. Ashwani Mahajan Gaurav Datt: Indian Economy, S. Chand & CO., New Delhi, 2013.

Further Readings:

1. Sodersten, Bo and Geoffrey Reed., International Economics, Hong Kong: Macmillan Education Ltd., 1998.
2. Dutt&Sundaram: Indian Economy, S. Chand & Co., New Delhi.
3. M.L. Jhingam: International Economics, S. Chand New Delhi Vrinda Publishers 2016
4. Kindle Berger, Charles: International Economics, R.D. Irwin Fishers Publication, 2010.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)					
		1	2	3	4	5	6
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
	Communication skills	✓		✓		✓	
	Critical thinking		✓	✓	✓	✓	
	Research- related skills	✓			✓	✓	✓
	Analytical reasoning		✓		✓	✓	✓
	Problem solving		✓	✓			✓
	Team work	✓	✓				✓
	Moral and ethical awareness	✓			✓		✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	MANAGEMENT OF SALES FORCE (SKILLED BASED SUBJECT- III)	V	21BEC55S

COURSE LEVEL OUTCOMES

On completion of the course, students will be able to

CO1: Outline the importance of sales force management discipline

CO2: Discuss the strategic issues and predict sales.

CO3: Examine the channels of distribution

CO4: Compare sales quota and sales budget

CO5: Justifying the importance of sales territories.

UNIT – I

Introduction to Sales Management: Concept of Sales Management, Marketing and Sales, Sales Approaches, Emergence of Sales Management, Sales Management Functions and role and responsibilities of Salesperson.

UNIT – II

Sales force size, organization of the sales department - Geographic, Product wise, Market based - Sales Planning and Central Market analysis and Sales Forecasting - Methods of Forecasting Sales.

UNIT – III

Channels of Distribution – Factors- Types- Policies- Methods- Role- Types.

UNIT – IV

Sales Budget – Importance, process of sales budget, Sales quota: Objectives, principles of selling sales quota - Administration of sales quota - Uses of sales quota

UNIT – V

Sales Territories – Characteristics – Impatience – Determinants – Factors affecting sales territories – Procedure for establishing sales territories.

Pedagogy strategies:

Lectures,
classroom discussions,
student team presentations and
Periodical examinations.

References:

1. Stanten and Buskirk, Management of the Sales force,
2. Philip Kotler, Marketing Management,

3. William J. Staton, Richard H. Buskrirk, Rosann Spiro, Rosann L. Spiro, Management of the Sales Force, McGraw Hills, Singapore.

Further Readings:

1. Selling & Sales Management 6th Edition by David Jobber (Author)
2. Geoff Lancaster (Author) Sales Management: Concepts, Practices, and Cases
3. Personal Selling: Building Customer Relationships and Partnerships Hardcover– 10 Mar 2006 by Rolph E. Anderson (Author), Rajiv Mehta (Author), Alan J. Dubinsky (Author)
4. Sales force Management by Still, Cundiff & Govoni

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes				
		CO-1	CO-2	CO-3	CO-4	CO-5
Programme Level Outcomes	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical Reasoning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Research related skills	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Scientific Reasoning	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Information / Digital Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Problem Solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Cooperation/Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Moral and ethical Learning		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Self directed learning	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	ECONOMICS FOR COMPETITIVE EXAMINATIONS- I (NON-MAJOR ELECTIVE - I)	V	21BEC5EL

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

- CO1: Identifying the nature and characteristics of Indian economy
- CO2: Discuss the impact of population growth on employment
- CO3: Examine the importance of agriculture in Indian economy
- CO4: Compare and contrast the latest developments in industrial policy
- CO5: Assess the contribution of foreign trade in India

UNIT- I

Nature and Characteristics of Indian Economy – Growth and Development Distinction – Causes of underdevelopment - Factors influencing Economic Development – Five-year plans after liberalization.

UNIT- II

Human Resource Development and Economic Development- Population Growth – Effects - Recent National Population Policy – Unemployment: Types of unemployment – Causes of unemployment.

UNIT- III

Agricultural Growth in India – Contribution of Agriculture in Economic development – Causes of Low Productivity – Measures to Increase Productivity – Irrigation – defects – modern irrigation systems – dry land farming.

UNIT- IV

Industrial Development: Industrialization in India during five year plans - Industrial policies since 1948 - New Industrial Policy of 1991 – Public sector- Role- Reforms-Drawbacks; Private Sector- merits and demerits; Joint Sector-features - Industrial Sickness- causes and remedies.

UNIT- V

International trade: Meaning – Composition of India's foreign trade - Balance of trade and balance of payments – Role of IBRD, IMF and WTO.

Pedagogic Strategies

Classroom Lecture
Slide presentation
Group Discussion
Seminar
Assignment

References:

1. V. K. Puri and S. K. Misra., Indian Economy, Himalaya Publishing House, New Delhi, 2019.
2. Ramesh Singh, Indian Economy, Tata McGraw Hill, 2020.

3. Ruddar Dutt and K. P. M. Sundaram, Indian Economy, S. Chand and Co., New Delhi.
4. Debraj Ray, Development Economics, Oxford University Press, 2009.

Further Readings:

1. Dhingra I.C., March of the Indian Economy, Heed Publications Pvt LTD, Haryana, 2019.
2. Gerald M.Meier, Leading Issues in Economic Development., Oxford University Press.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes				
		CO-1	CO-2	CO-3	CO-4	CO-5
Programme Level Outcomes	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Analytical Reasoning	✓	✓	✓		
	Self-directed Learning	✓			✓	✓
	Reflective thinking	✓		✓	✓	✓
	Information / Digital Literacy	✓	✓	✓		✓
	Problem Solving	✓	✓	✓		✓
	Cooperation/Team work	✓	✓	✓	✓	
	Moral and ethical Learning	✓	✓		✓	✓
	Lifelong learning	✓	✓	✓	✓	✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	ECONOMICS OF STOCK MARKET	VI	21BEC61C

COURSE LEVEL OUTCOMES

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

- CO1: List out the basic principles, objectives and various forms of Investment.
CO2: Distinguish Primary and Secondary market.
CO3: Analyze the role of Listing Securities in Stock market.
CO4: Assess the regulations of stock exchange in India.
CO5: Design the market for derivative securities and pricing of Futures and Options contract.
CO6: Synthesise Security Credit Rating.

UNIT – I

Investment: Definition – Objectives - Importance – Principles – Shares - Debentures –Bond.

UNIT – II

Growth of stock market: Primary market – Secondary market – Listing – BSE – NSE – OTCEI.

UNIT – III

Securities Contract Regulation Act – Importance and Criticism – SEBI: Objectives -Powers - Functions of SEBI – Index – Future – Option.

UNIT – IV

Risk and Return Analysis – Causes, Types and Measurement of Risk – Return: Factors determining – Measurement of Return Fundamental Analysis: Economic, Industry and Company Analysis.

UNIT – V

Security Credit Rating in India: Functions – Advantages - Defects - Credit Rating Agencies: ICRA – CRISIL – CARE.

Pedagogy Strategies:

1. Class Lecture.
2. Seminar.
3. Assignment.
4. Stock Brokers Visit.
5. Company Visit.

References:

1. Dr. Radha, Parameswaran, Dr. Nedunchezian (2002), Investment Management, Prasanna Publishers, Chennai.
2. Bhalla, V.K, Investment Management, S.Chand & Co.
3. Prasanna Chandra, Investment Analysis and Portfolio management — TMH - 2nd Edition, 2005.
4. Punithavathy Pandian – Security Analysis & Portfolio Management, Vikas Publishing House, 2005.

Further Readings:

1. Atkinson Anthony, B., & Stiglitz, J. E. (1980). Lectures on public economics.
2. Auerbach, A. J., Chetty, R., Feldstein, M., & Saez, E. (Eds.). (2013). Handbook of public economics (Vol. 5). Newnes.
3. Kaplow, L. (2011). The theory of taxation and public economics. Princeton University Press.
4. J.J. Laffont, Fundamentals of Public Economics
5. Myles, G. D. (1995). Public economics. Cambridge university press.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)					6
		1	2	3	4	5	
Program Level Outcomes (PLO)	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Critical thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Research- related skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Analytical reasoning	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Moral and ethical awareness	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	PUBLIC FINANCE	VI	21BEC62C

COURSE LEVEL OUTCOMES

On completion of the course, the students will be able

- CO1: Outline the nature and scope of public finance
- CO2: Discuss the causes and growth of public expenditure
- CO3: Demonstrate the application and impact of tax
- CO4: Identify principles of Equity for public borrowings.
- CO5 Assess the main objectives and instruments of fiscal policy

UNIT – I

Nature and Scope of Public Finance: Meaning and Scope of Public Finance – Public and Private Finance – Public Goods vs. Private Goods – Principles of Maximum Social Advantage.

UNIT – II

Public Expenditure: Meaning – Classification and Canons of Public Expenditure, Causes, Effects and Control of Growth of Public Expenditure.

UNIT – III

Public Revenue: Sources of Public Revenue - Tax and Non-Tax Revenue - Canons and Classification of Taxes. The Benefit and Ability to Pay Approaches - Impact and Incidence of Taxes - Effects of Taxation.

UNIT – IV

Public Debt: Meaning – Sources of Public Borrowing – Internal and External – The Burden of Public Debt- Methods of Debt Redemption – Causes and Effects of Public Debt – Budget and Deficit Financing.

UNIT – V

Fiscal Policy: Meaning and Objectives – Instruments of Fiscal Policy – Role of Fiscal Policy in Developing Country – Federal Finance: Principles – Centre-State Financial Relationship – Recent Finance Commission.

Pedagogy Strategy:

Class room Lectures and interaction
PowerPoint Presentations
Assignments
Periodical Seminars

Class tests
Term Exams

References:

1. Sankaran, S., Public Finance, Margam Publication, Chennai.
2. Tyagi, B.P., Public Finance, Jay Prakash Nath, New Delhi
3. Public Finance in Theory and Practice, Musgrave Richard A., Musgrave Peggy B. Fifth Edition, McGraw-Hill International Editions ,Singapore. (1989)
4. Intermediate Public Economics, Hindriks, J and G.D. Myles., Cambridge: MIT Press, (2013)
5. Public Finance in Theory and Practice, Singh S.K., Sixth Edition, New Delhi. (2004)

Further Readings:

1. Atkinson Anthony, B., & Stiglitz, J. E. (1980). Lectures on public economics.
2. Auerbach, A. J., Chetty, R., Feldstein, M., & Saez, E. (Eds.). (2013). Handbook of public economics (Vol. 5).
3. Kaplow, L. (2011). The theory of taxation and public economics. Princeton University Press.
4. J.J. Laffont, Fundamentals of Public Economics
5. Myles, G. D. (1995). Public economics. Cambridge university press.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Communication skills		✓		✓	✓
	Critical thinking	✓	✓	✓	✓	✓
	Research- related skills	✓	✓	✓		✓
	Analytical reasoning	✓		✓	✓	✓
	Problem solving		✓	✓	✓	✓
	Team work	✓	✓		✓	✓
	Moral and ethical awareness	✓		✓		✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	MONETARY ECONOMICS	VI	21BEC63C

COURSE LEVEL OUTCOMES

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

CO1: Describe the basic functions of Money in an Economy.

CO2: Compare the features of demand for Money and Supply of Money in an Economy.

CO3: Examine the importance of balancing both Demand as well as Supply of Money by way of Monetarist view on quantity of Money.

CO4: Explain the impact of inflationary pressure and its consequences in an Economy.

CO5: Prioritize the role of Commercial Banks and Central Bank for Economic Development.

CO6: synthesize the impact of Monetary Policy in Money Supply as well as Demand for Money.

UNIT- I

Money: Definition - Function of Money - Role of Money - Defects of Money - Kinds of Money - Quality of Good Money. Money Supply: Meaning - Money Supply in India - Velocity of Circulations.

UNIT- II

Value of Money: Quantity theory of Money - Transaction Approach - Cash Balances Approach - Income and Expenditure theory - Keynesian theory of Money and Prices - Theory of Money: Milton Friedman's re-statement of the Quantity Theory of Money.

UNIT- III

Inflation: Meaning - Types of Inflation - Causes of Inflation - Inflationary Gap - Effects of Inflation - Control of Inflation - Deflation: Effects of Deflation - Controlling Methods.

UNIT- IV

Commercial Banks: Functions - Credit Creation - Central Bank: Functions - role of Central Bank for Economic development - Credit Control.

UNIT- V

Monetary Policy: Meaning - Objectives - Limitations - Monetary Policy in India - Money Market: Indian Money Market - Structure and Composition - Importance - Defects.

Pedagogy Strategies:

Group Discussion

Case study

Interaction with students by Bankers

Assignments

Seminars

Monetary Experts speeches could be exposed in the class room.

Class test

Power point presentation

References:

1. C. Vaish, Monetary Theory, Vikas Publishing House, New Delhi, 2014
2. P.M. Sundaram, Money, Banking and International Trade, Sultan Chand & Co.,2012.
3. N.Halm, Monetary Theory, Asia Publishing House, 2001.
4. D.M. Mithani, Money, Banking International Trade and Public Fiance, Himalaya Publishing House.
5. M.L. Jhingan, Monetay Economics,Vrinda Publications (P) Ltd.,

Further Readings:

1. Thomas F.Cargil, The financial System and Monetary Policy, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979
2. M.L.Jhingan, Moneatry Theory, Vrinda Publications, New Delhi.
3. Gurely and Shaw, Money in a theory of Fiance, Cambridge: Harvard University Press, 1967.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)					6
		1	2	3	4	5	
PROGRAMME LEVEL OUTCOME	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Critical thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Research- related skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Team work	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Moral and ethical awareness	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	HISTORY OF ECONOMIC THOUGHT	VI	21BEC64C

COURSE LEVEL OUTCOMES

On completion of this course, the students will be able to:

CO1. Describe and explain classical, neoclassical, Keynesian, Post-Keynesian and the other major theoretical groups of economic understanding.

CO2. Compare the spectrum of economic systems that the different prominent economic philosophers outlined in their writings; and why they believed that specific Systems were better or worse, obsolete or inevitable.

CO3. Examine the current political and economic policy within the various schools of thought studied throughout the course; clearly outlining the assumptions (reasonable and unreasonable) and the implications of those assumptions on the outcome of the various proposed or current policies.

CO4. Rate how government actions affect economic performance and how economic interests influence government decisions.

CO5. Construct an in-depth understanding on Indian Economic Thought.

UNIT-I

Nature and Importance of Economic thought – Approaches of Economic Thought – Mercantilism – Thomas Munn – Physiocracy – Quesnay.

UNIT-II

The Classical School – Adam Smith – Division of Labour -Theory of Value – Ricardo theory of Rent – Comparative Cost Theory – Stationary State – Malthus Theory of Population and Theory of Gluts.

UNIT-III

Neo-Classical – Alfred Marshall – Utility Theory – Consumer's Surplus – Elasticity of Demand – Concept of Representative Firm – Welfare Economics – A.C.Pigou.

UNIT-IV

Karl Marx – Materialistic Interpretation of History – Class Struggle – Theory of Surplus Value – Appraisal of Marxian Economics-Keynesian contributions-Theory of Employment – Milton Friedman's contribution to Economics-Theory of Consumption & Stagflation-Paul Samuelson's contribution to Economics – Theory of Revealed preference and Social welfare function.

UNIT-V

Modern Indian Economic Thought – Ranade's views-Dadabhai Naoroji's Economic ideas – Gohale's Ideas – M.K.Gandhi's Economic Ideas – Contribution

of Dr. Ambedkar -Nehruvian economics - Amartya Sen's contribution, Jagadish Bhagawati & T.N. Srinivasan's contribution.

Pedagogy Strategies:

1. Lecture.
2. Discussion.
3. Demonstration of Different ideas in the field of Economics and its application
4. Discovery of new way of approaching the past ideas.
5. Case Study Method pertaining to various schools of economic thought.

References:

1. R.R. Paul., History of Economic Thought, Kalyani Publishers, New Delhi, 2014.
2. S.K.Srivastava, History of Economic Thought, Chand & Co., New Delhi 2019.
3. V.P. Raghavan, History of Economic Thought, Kunal Books, New Delhi, 2009.
4. M.L. Jinghan, History of Economic Thought, Vrinda Publications, New Delhi, 2011
5. E.K.Hunt & Mark Lautzenheiser, History of Economic Thought-A critical perspective, Taylor&Francis, New Delhi, 2011.
6. Jonathan Colin, Great Economic Thinkers: From Adam Smith to Amartya Sen, , , Speaking Tiger Publishing Pvt Ltd, New Delhi, 2018
7. John Kenneth Galbraith, A History of Economics: The Past as the Present, , Penguin, New Delhi, 1991.

Further Readings:

1. S. Medema and W. Samuels, The History of Economic Thought: A Reader, Routledge, 2003 (Selections).
2. Cameron, Rondo. A Concise Economic History of the World, Third Edition. Oxford University Press, 1997.
3. Ekelund, Robert B., Jr., and Robert F. Hébert. A History of Economic Theory and Method, Fourth Edition. McGraw-Hill, 1997.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	Critical thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Research- related skills		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical reasoning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	INDUSTRIAL ECONOMICS (SKILL BASED SUBJECT- IV)	VI	21BEC66S

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Describe the concept of firm, optimum firm and representative firm.

CO2: Discuss the locational factors and theories

CO3: Examine the need for industrial productivity and rationalization

CO4: Assess the industrial policies and industrial disputes

CO5: Synthesise the need for industrial finance and the institutions providing finance.

UNIT- I

Firm: Size of the Firm – Measures of Size - Optimum Firm - Factors determining the optimum firm– Representative firm- Passive and active behaviours of the firm.

UNIT- II

Location of industry: Factors determining Industrial Location – Theories of industrial Location: Weber’s theory – Sargeant Florence Theory.

UNIT- III

Industrial Productivity: Meaning and Definition, Importance - Factors Influencing Productivity – Rationalization – Aspects of Rationalization – Scientific Management – Automation – Benefits – Rationalization in India

UNIT- IV

Industrial Policies: Pre and Post Liberalization Policies – New Industrial Policy – Regional industrial growth in India – Labour market Reforms – Industrial Disputes.

UNIT- V

Industrial Finance: Term Finance - Short Term - Long Term – Specialized Financial Institutions – IFCI – IDBI – ICICI.

Pedagogy Strategies:

1. Class Lectures
2. Seminar.
3. Assignment.
4. Group Discussion.
5. Self Reading.
6. Mini Project.
7. Case studies.
8. Examinations.

References:

1. Barthwal, R.R. “Industrial Economics an Introductory Text Book” Wiley Eastern Ltd., New Delhi, 2000.

2. Sivayya, K.V. and Das, V.B.M. "Indian Industrial Economy", S. Chand & Co., New Delhi ,2015.
3. Devine, P.J. "An Introduction to Industrial Economics" George Allen and Unwind, London, 1978.
4. Sadhu, A.N., and Singh, A. Industrial Economics" Himalaya Publishing House, Mumbai, 1998.
5. Dutt and Sundaram, K.P.M. "Indian Economy" S. Chand & Co., New Delhi ,2007.
6. Dhingra, I.C., "Indian Industrial Economy" Sultan Chand & Co., New Delhi,1972.

Further Readings:

1. Barthwal, R.R. (1992), Industrial Economics: An Introductory Text Book, Wiley Eastern Ltd.,New Delhi.Economics 65
2. Cherunilam, F. (1994), Industrial Economics: Indian Perspective (3rd Edition), Himalaya Publishing House, Mumbai.
3. Desai, B. (1999), Industrial Economy in India (3rd Edition), Himalaya Publishing House, Mumbai.
4. Devine, P.J. et. al (1978), An Introduction to Industrial Economics, (3rd Edition), George Allen and Unwin, London.
5. Kuchhal, S.C. (1980), Industrial Economy of India (5th Edition), Chaitanya Publishing House, Allahabad

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes				
		CO-1	CO-2	CO-3	CO-4	CO-5
Programme Level Outcomes	Disciplinary Knowledge	✓	✓	✓	✓	✓
	Analytical Reasoning	✓	✓	✓		
	Research related skills	✓	✓		✓	✓
	Scientific Reasoning			✓	✓	✓
	Information / Digital Literacy	✓	✓	✓		✓
	Problem Solving	✓	✓	✓		✓
	Cooperation/Team work	✓	✓	✓	✓	
	Moral and ethical Learning	✓	✓		✓	✓
	Self directed learning		✓	✓	✓	✓

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	ECONOMICS FOR COMPETITIVE EXAMINATIONS- II (NON-MAJOR ELECTIVE - II)	VI	21BEC6EL

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Describe the concepts of national income

CO2: Explain inflation and phases of business cycle

CO3: Examine the role, functions and uses of money and role of RBI

CO4: Identify the causes and effects of public expenditure

CO5: Assess the importance of monetary and fiscal policies with its limitations

UNIT- I

National Income: Meaning and Definition – Measurement of National Income – Difficulties in Measuring National Income – PQLI and HDI – Meaning and limitations.

UNIT- II

Money: Definition – Functions – Functions of Commercial Banks — Functions Central Bank.
- Monetary Policy: Meaning – Objectives – Instruments of monetary policy – Inflation and deflation - Causes and remedy.

UNIT- III

Public Finance: Meaning and scope - Sources of Public Revenue – Distinction between Direct Tax and Indirect Tax – Features of GST - Public Expenditure: Causes and Effects – Public Debt: Internal and External debt - Causes of Public Debt

UNIT- IV

Fiscal Policy: Meaning – Objectives – Limitations - Budget: Meaning – Features of a good budget – Causes and consequences of deficit budgeting in India - Business Cycle – Meaning and Phases

UNIT V

Federal finance: Centre State Financial relations – Role of Finance Commission – Recommendations of the Last Two Finance Commissions.

Pedagogy Strategies:

Classroom Lecture
Slide presentation
Group Discussion
Seminar
Assignment

References:

1. Sankaran S., Macro Economics, Margham Publications, Chennai.
2. K.P.M. Sundaram, Money and Banking, Kalyani Publishers, Chennai.

3. D.M. Mithani, Money, Banking International Trade and Public Finance, Himalaya Publishing House, 2017.
4. M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011.

Further Readings:

1. Uma Kapila, Indian Economy since Independence, Academic Foundation, New Delhi, 2020.
2. Nitin Singhania, Indian Economy for Civil Services and Other Competitive Examinations, McGraw Hill, 2020

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes				
		CO-1	CO-2	CO-3	CO-4	CO-5
Programme Level Outcomes	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical Reasoning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Self-directed Learning	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Reflective thinking	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Information / Digital Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Problem Solving	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
	Cooperation/Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Moral and ethical Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Lifelong learning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub. Code
2021-2022 Onwards	BUSINESS ECONOMICS (ALLIED -II for B.COM)	II	21BCO25A

COURSE LEVEL OUTCOMES

On completion of the course, the students should be able to

CO1: Describe the nature, scope, objectives and problems of business firms

CO2: Discuss the demand and supply analysis

CO3: Explain the production function and theories of production and cost.

CO4: Assess the different pricing methods under different market structure

CO5: Synthesize information on national income and measurement; phases of business cycle and types and measures to control inflation.

UNIT- I

Business Economics: Meaning – Nature and Scope - Significance – Objectives of Business Firm - Basic Business Problems - Business Economics and Business Decisions. Role and Social Responsibilities of Business Firms.

UNIT- II

Demand and Supply: Meaning and Definition - Law of Demand- Factors Determining Demand –Changes in Demand – Exceptions to the Law of Demand. Elasticity of Demand- Types of Elasticity of Demand - Methods of Measuring Price Elasticity of Demand – Significance of Elasticity of Demand – Supply - Factors Determining Supply – Law of Supply.

UNIT- III

Theory of Production Function: Law of Variable Proportion - Returns to Scale – Cost Concepts – Short Run and Long Run Cost Curves - Total, Average and Marginal Cost – Economies of Scale.

UNIT- IV

Pricing Under Different Market Structure: Price output determination under Perfect Competition – Monopoly – Monopolistic Competition- Oligopoly.

UNIT- V

National Income: Concepts – Methods of Measuring National Income – Difficulties in Estimation of National Income– Business Cycle: Phases of Business Cycle - Inflation: Meaning and Types of Inflation, Causes and Measures to Control Inflation.

Pedagogy strategies:

Teaching -Learning interaction in classroom

Assignment and seminar
Group discussion related to the topic
Paper presentation

References:

1. Dr.S.Sankaran, Business Economics - Margham Publications, Chennai, 2000

Further Readings:

2. Aryasri and Murthy: Business Economics, Tata Mc Graw Hill Publication, 2003
3. HL Ahuja, Business Economics (Microeconomic Analysis), S.Chand Publication, Chennai 2016
4. Mithani D.M, Fundamentals of Business Economics – I, Himalaya Publishing House, Mumbai, 2012.
5. M. John Kennedy, Fundamentals of Business Economics, Himalaya Publishing House, 2015
6. Moyer & Harris, Managerial Economics, Tata McGraw-Hill, New Delhi, 2016

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

		Course Level Outcomes (CLO)				
		1	2	3	4	5
Program Level Outcomes (PLO)	Disciplinary Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Communication skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
	Critical thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Research- related skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analytical reasoning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Team work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
	Moral and ethical awareness	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

7 TEACHING LEARNING PROCESS

Teaching and learning in this programme involves classroom lectures as well as tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student's progress and address her/his individual difficulties. Written assignments and projects submitted by students as part of the course are also discussed in tutorials. Research projects will encourage independent thinking among students and prepare them to carry out research on their own after completion of the degree.

The use of prescribed textbooks and e-learning resources and other self-study materials; open ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc. Students will be assigned regular home assignments and will be tested periodically through quizzes and class tests to ensure that they have properly learnt the course material.

8 ASSESSMENT METHODS

Progress towards achievement of learning outcomes will be assessed using the following:

- time-constrained examinations;
- closed-book and open-book tests;
- problem based assignments;
- individual project reports (case-study reports);
- team project reports;
- oral presentations, including seminar presentation;
- viva voce interviews; computerized adaptive testing;
- peer and self-assessment etc. And any other pedagogic approaches as per the context.