

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS)
COIMBATORE - 641 018**

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

**M.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 to achieve the attribute.

Tamil Nadu State Council for Higher Education (TANSCHE) has formed the State Integrated Boards of Studies with great diligence and expertise, has devised the mandatory areas that have to be covered for three-year under-graduation and two-year post-graduation 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 SIBS would frame 75% of the course content and the remaining 25% can be decided by the individual institutions. The framed syllabus will enable the student to gain enough depth of knowledge in the subject concerned. The autonomy to decide on the 25 percent of the syllabus would provide the individual institution seamless liberty on every Board of Studies (BOS) to innovate and experiment. More importantly, the institution devises appropriate strategies like (i) making creative and critical applications of what has been learnt in the mandatory components, and (ii) meaningfully connects 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 outcome based curriculum prepared for the programme. M.A Economics intends to help the learners in understanding the objectives of studying Economics. This curriculum will help them in learning, critically engaging, analysing and appreciating the societal and market relevance of the discipline of Economics

This syllabus for M.A. Economics 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 with the advancement in the related fields of knowledge or practice and the changing requirements of the stakeholders.

1 Introduction

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the postgraduate 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 post graduate 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 M.A. Economics offers a rigorous basis for an advanced thinking in the discipline of Economics. 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 electives 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. It offers training that is comparable to that of a post graduate student at the world's best Colleges.

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

1.1 Alignment with CBCS

The M.A. Economics programme is aligned with Choice Based Credit System (CBCS) adopted by the Government Arts College.

The Core courses are those courses whose knowledge is deemed essential for the students registered for a particular Master's degree program. Where ever feasible and necessary two or more programs can have one or more common core courses.

- The core courses shall be mandatory for all the students registered for the master's degree program.
- The core courses shall be spread throughout the semesters of the program.

2.1 Elective courses

The elective courses can be chosen from a pool of papers. These courses are intended to

- allow the student to specialise in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills, for example, statistical, computational, language, communication skills etc.
- help the student to pursue area of interest
- The student may also choose additional elective courses offered by the college to enable him /her to acquire extra credits from the discipline or across the discipline

3.1 Project work

A course (core/elective/self-study/skill based) in the form of a project work.

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 educational qualification such as Masters Degree programme provides an opportunity for the students to choose from the prescribed courses comprising core, elective/minor or project. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. This 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 the graduates of a particular course are (a) expected to know, (b) understand and (c) able to achieve at the end of their programme of study.

2.1 Nature and extent of the MA.Programme in Economics

- i. Master Degree is a well-recognized, structured, and specialized 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. Master Degree programmes attract entrants from the under graduate level or equivalent. Thus, M.A Programme in Economics aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. The Post Graduates are enabled to enter a variety of jobs or to continue academic study at higher levels of research.
- 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 on the skills, learning needs and personal circumstances of the students. Programmes assess not only academic skills but also other skills and attributes including what post graduate level education requires, recognises and accredits in order to sync with national standards and be compatible with international practices.
- iv. The attributes and outcomes associated with specialised programmes of study such as M.A Economics predominantly comprised of structured learning opportunities. These

programmes are devoted to classroom learning, group and individual learning, 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 Masters Degree Programme in Economics

The Post graduate course in Economics aims at a broad and solid understanding of economics. It allows studying 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 labour, money and banking, public finance, international trade and finance, development, health and the environment.

3. GRADUATE ATTRIBUTES (GAS)

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 post 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 MA. 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 M.A. ECONOMICS

The students who complete two years of full-time study of M.A. Economics will be awarded a Masters Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a post graduate degree-level programme may include the following:

Demonstrate:-

- (i) Theoretical and practical skills in handling MS excel and SPSS
- (ii) 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 through the Research Methodology course.
- (iii) The Econometrics course enables the students to apply and analyze the various research problems.
- (iv) The marketing management course enables the learner is able to update their skills and knowledge on the latest developments in the field of marketing.
- (v) The foreign trade, theory and management course helps the learners to understand international business and take part in export business.
- (vi) The project work undertaken by the learner will enable them to communicate the results of studies undertaken which in turn will help the firm to change their production or sales methods.

For this purpose the students will 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;

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

Applying the transferable skills gained by the learner to new/unfamiliar contexts rather than replicating curriculum content knowledge, to identify and analyze the issues and solve complex problems with well-defined solutions.

Demonstrating the transferable skills gained by the learner which are relevant to some of the job trades and employment opportunities.

5. PROGRAMME LEARNING OUTCOMES IN M.A 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 MA Economics should be able to demonstrate for the award of the Post Graduate Degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study and employment. This will help to ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of post graduates of the given programme of study.

PROGRAMME LEARNING OUTCOMES:

The student graduating with the Degree **M. 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 Econometrics, Research Methodology, Computer Applications with SPSS, Advanced Micro Economics, Statistics for Economists, Marketing Management and Environmental Economics.
 - (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 research 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 MA ECONOMICS PROGRAMME

PG - SCHEME OF EXAMINATIONS: CBCS PATTERN

(For the students admitted during the academic year 2021-2022 and onwards)

Code S u b	Title of the Paper	Credits	Internal Marks	External Marks	Total Marks	Internal	External	Total
Semester – I								
21MEC11C	Core 1: <i>Advanced Micro Economics – I</i>	8	50	50	100	25	50	5
21MEC12C	Core 2: <i>Theories of Economic Growth and Economic Policies</i>	7	50	50	100	25	50	5
21MEC13C	Core 3: <i>Mathematics for Economists</i>	7	50	50	100	25	50	5
21MEC14C	Core 4: <i>Research Methodology in Economics</i>	8	50	50	100	25	50	5
Semester – II								
21MEC21C	Core 5: <i>Advanced Micro Economics – II</i>	8	50	50	100	25	50	5
21MEC22C	Core 6: <i>International Trade</i>	8	50	50	100	25	50	5
21MEC23C	Core 7: <i>Statistical Methods</i>	7	50	50	100	25	50	5
21MEC24C	Core 8: <i>Computer Applications in Economics</i>	7	50	50	100	25	50	5

Code S u b	Title of the Paper	Hours H w	Internal Marks In CA	External Marks EM	Internal Marks It	Number of M ax E	Passing Mark in T	Credits
Semester – III								
21MEC31C	Core 9: <i>Macro Economics</i>	6	50	50	100	25	50	5
21MEC32C	Core 10: <i>Fiscal Economics</i>	6	50	50	100	25	50	5
21MEC33C	Core 11: <i>Econometrics</i>	6	50	50	100	25	50	5
21MEC34E	Elective – I <i>Industrial Economics</i>	6	50	50	100	25	50	3
21MEC35E	Elective – II <i>Economics of Financial Market</i>	6	50	50	100	25	50	3
Semester – IV								
21MEC41C	Core 12: <i>Monetary Economics</i>	6	50	50	100	25	50	5
21MEC42C	Core 13: <i>Environmental Economics</i>	6	50	50	100	25	50	5
21MEC43C	Core 14: <i>Economics of Human Resources</i>	6	50	50	100	25	50	5
21MEC44E	Elective – III <i>Economics of Agriculture</i>	6	50	50	100	25	50	3
21MEC45E	Elective – IV <i>Economics of Infrastructure</i>	6	50	50	100	25	50	3
21MEC46V	<i>Project Viva Voce</i>		50	50	100	25	50	8
	Total Credits	120			1900			90

No passing minimum for internal marks

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	ADVANCED MICRO ECONOMICS – I	I	21MEC11C

COURSE LEVEL OUTCOME

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

- CO1 Relate the concepts and models related to Infrastructure.
- CO2 Explain the basic Economic theories and models required for infrastructure sector understanding.
- CO3 Examine the concepts of Infrastructure economics and policy
- CO4 Identify and integrate technical, economic, social and regulatory frameworks for Infrastructure sector planning and resource management.
- CO5 Assess the different Government Policies for regulation and reform of the infrastructure sector.

UNIT- I

Theory of Consumer's Behaviour: Cardinal and Indifference Curve Analysis – Consumer's Equilibrium - Application of Indifference Curve Analysis–Giffen goods- Consumer Surplus- Revealed Preference Approach – Revision of Demand Theory.

UNIT- II

Modern Utility Analysis: St.Petersburg Paradox and Bernoullian Hypothesis–Neumann Morgenstern Theory of Decision Making–Friedman Savage Hypothesis–Markovitz Hypothesis.

UNIT- III

Production Function: Linear Homogeneous Production Function–Cobb Douglas Production Function–Optimal Combination of Resources–Maximizing Output for Given Cost–Minimization of Cost Subject to Given Output–Expansion Path – Production Function in a Multi-Product Firm–ISO–Revenue Curves.

UNIT- IV

Theory of Cost: Traditional Theory of Cost–U shape of the AVC-L-Shape of the LAC Curves- Modern Theory of Cost–Analysis of Economies of Scale-Theories of Firms: Price and Output Determination under Perfect Competition–Supply Curve of Firm and Industry under Perfect Competition.

UNIT- V

Short Run and Long Run Equilibrium of the Monopoly Firm–Bilateral Monopoly -Price and Output Determination under Monopolistic Competition–Product Differentiation– Selling Cost.

Pedagogical strategies

Lectures

Written in-class quizzes

Self-study

Teachers' consultations

Written tests (midterm test and final exam)

TEXT BOOKS

1. **A. Koutsoyiannis**, *Modern Micro- Economics*, Macmillan Press, 1983.
2. **William J. Baumol**, *Economic Theory and Operations Analysis*, Prentice-Hall India Ltd., New Delhi.
3. **Bilas, A.** *Micro Economic Theory*, McGraw Hill, 1971.
4. **C.E. Ferguson**, *Microeconomic Theory*, Richard Irwin, 1966.
5. **H.L. Ahuja**, *Advanced Economic Theory*, S Chand, 2004.

FURTHER READINGS

1. Advanced Microeconomic Theory, (2011) 3rd Ed. Geoffrey A. Jehle & Phillip J. Reny, Prentice Hall.
2. Microeconomic Theory (2016), Mas-Colell, Whinston & Green, Oxford University Press.

Mapping of Programme Level Outcomes with Core Course Level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑		☑		
Communication Skills	☑	☑		☑	
Critical Thinking		☑	☑		☑
Research –related skills	☑		☑	☑	☑
Analytical Reasoning	☑	☑	☑	☑	☑
Problem Solving	☑		☑	☑	☑
Team Work	☑	☑		☑	☑
Moral and Ethical Awareness	☑	☑		☑	☑
Multicultural Competence	☑	☑	☑		☑

Year	Subject Title	Sem.	Sub Code
2021 - 22 Onwards	THEORIES OF ECONOMIC GROWTH AND ECONOMIC POLICIES	I	21MEC12C

COURSE OUTCOMES

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

CO1: Describe the Growth Theories.

CO2: Explain the practical relevance of growth models.

CO3: Examine and Gain information on domestic and international dimensions of Indian Economy.

CO4: Assess the Indian Public Sector Units (PSUs) and industrial policies.

CO 5: Inspect the resources for planning and importance of Foreign Capital.

OBJECTIVES:

To make the students understand the importance of planning as a technique to accelerate economic growth and development.

UNIT- I

Theories of Economic Growth: Theory of Balanced Growth and Unbalanced Growth – Dualistic Theories – Big Push Theory – Rostow’s Stages of Economic Growth –Lewis theory of unlimited supplies of labour (Lewis model)- The Role of State in Economic Development.

UNIT- II

Basic Assumption of Growth Models- Classical – Neo Classical Growth Models- Growth Models: The Harrod- Domar Models – Meade’s neo-classical model- Mrs. Joan Robinson’s model- Kaldor’s model- Robert M. Solow’s model- Mahalanobis Model.

UNIT- III

Capital Formation and Economic Development – Major Issues of Development –Basic Characteristics of Indian Economy – Agriculture and Economic Development in India – WTO and Indian Agriculture: TRIPS, TRIMS, TRS and Tariff and Non -Tariff Barriers.

UNIT- IV

Industrial Policy since 1991- Globalization and its effect on Indian economy-Privatization - Need and importance -Rationale for Public Sector Enterprise in India-Problems - Disinvestment Policies and Causes of failure.

UNIT- V

Mobilization of Resources for Planning– Foreign Aid, Foreign Capital, Foreign Direct Investment and Multinational corporations-Transfer of Technology – Meaning, Types and Need.

Pedagogy Strategy:

- Class room Lectures
- Interactive Lecture
- PowerPoint Presentations

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

TEXT BOOKS

1. M.L. Jhingan, Economic Development and Planning, Chand & Co. New Delhi, 2017.
2. O.S. Shrivastava, Advanced Economics of development and Planning, Chand & Co. New Delhi, 2016.
3. RuddarDutt and KPM Sundaram, Indian Economy- Problems of Development, Chand & co, New Delhi, 2016.
4. I.C. Dhingra, Indian Economy, New Delhi: S Chand & Co Pvt. Ltd, 2016.
5. Uma Kapila, Indian Economy: Performance and Policies, Academic Foundations, 2008-09.

Further Readings:

1. Debraj Ray, Development Economics, Oxford University Press, 2009.
2. Partha Dasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, Understanding Poverty, Oxford University Press, 2006.
4. Kaushik Basu, The Oxford Companion to Economics in India, OUP, 2007.
5. Daron Acemoglu and James Robinson, Economic Origins of Dictatorship and Democracy, Cambridge University Press, 2006.

Mapping of Programme Level Outcomes with Core Course Level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	<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"/>
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"/>	<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"/>	<input checked="" type="checkbox"/>	
Multicultural Competence	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Sub Code
2021-2022 onwards	MATHEMATICS FOR ECONOMISTS (Problem 40 %, Theory – 60%)	I	21MEC13C

COURSE LEVEL OUTCOMES:

Student will be able to

CLO1: Describe the concepts of Matrices and determinants.

CLO2: Explain the problems and to solve matrices and determinants

CLO3: Examine the financial problems and to solve them mathematically

CLO4: Assess the uses of differential equations in illustrating economic issues

CLO5: Design the input-output models for estimation of output and demand

UNIT-I

Matrix- Types-Matrix Operations – Determinants-Properties-Solving Equations Using Matrix - Inverse of matrix - Cramer’s Rule. (problems only - not exceeding 3x3 matrix).

UNIT-II

Growth Rate: Simple and Compound - Depreciation – Methods of Calculating Depreciation - Time Value of Money- Future and Present Value, Compounding and Discounting - Annuities.

UNIT-III

Techniques of Derivatives – Simple, Partial and Cross Partial Derivatives - Maxima and Minima of Function of Two Variables - Conditions.

UNIT-IV

Constrained Optimization Techniques: Lagrangian Constrained Optimization-Application to Utility Maximization - Linear Programming- Graphical Method and Simplex Method (Simple Problems).

UNIT- V

Input Output Analysis- Assumptions - Closed and Open Model - Hawkins-Simon Condition - Determination of Valued Added.

PEDAGOGY STRATEGY

Class lectures

Power point presentations

Assignments

Seminars

Class tests

Examination

TEXT BOOKS

1. Mehta-Madnani , “Mathematics for Economists”, Sulthan Chand & Sons, New Delhi
2. Chiang, Alpha C, “Fundamental Methods of Mathematical Economics”, McGraw-Hill International Editions
3. Bose, D, “An Introduction to Mathematical Methods”, Himalaya Publishing House, Mumbai
4. Vittal, P. R, “Business Mathematics and Statistics”, Margham Publications, Chennai.

FURTHER READINGS

1. Allen R.G.D, Mathematical Analysis for Economist, Macmillan,
2. Taro Yamane, Mathematics for Economists: An Elementary Survey, Prentice Hall of India (P) Ltd, New Delhi
3. Dowling E.T, “Mathematical Methods for Business and Economics”, Schaums Outline Series, McGraw Hill,
4. Weber. J.D. “Mathematical Analysis – Business and Economic Applications”, Cambridge.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑		☑	☑	☑
Communication Skills			☑	☑	☑
Critical Thinking	☑	☑	☑	☑	
Research –related skills	☑	☑	☑	☑	☑
Analytical Reasoning	☑	☑		☑	☑
Problem Solving	☑	☑	☑	☑	
Team Work		☑		☑	☑
Moral and Ethical Awareness	☑		☑	☑	☑
Multicultural Competence		☑	☑		☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	RESEARCH METHODOLOGY IN ECONOMICS	I	21MEC14C

COURSE LEVEL OUTCOME

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

CLO1: Explain the basic framework of research process.

CLO2: Discuss the various research designs and techniques.

CLO3: Classify and categorize the various sources of information for literature review and data collection.

CLO4: Assess the ethical dimensions of conducting applied research.

CLO5: Synthesise the components of scholarly writing and evaluate its quality

UNIT- I

Meaning and Definitions of Research - importance - scope of research methods - types of research - research process - criteria of good research - case study method.

UNIT – II

Identification of research problem - need for defining the problem - hypothesis - meaning - Definition - kinds and characteristics - formulation and testing of hypothesis('t test, X^2 test, level of significance of one tailed and two tailed test).

UNIT – III

Research Design - important concepts - features of good research design - types of research design - types of sampling - sampling Errors.

UNIT – IV

Methods of collection of primary Data - construction of a questionnaire - mailed questionnaire method - Advantages - Limitation – interviewing Techniques - Advantages and Disadvantages - sources of secondary Data - Data processing.

UNIT - V

Interpretation and Report writing: Need for interpretation - Techniques of interpretation - precautions for interpretation - Types of Research Report - characteristics of A Good Research Report - structure And Format of Report - uses of footnotes, References, citations - Bibliography.

PEDAGOGY STRATEGY

Teaching methods include readings, lectures, group discussions, exercises, and assignments.

Lectures are designed such that ensure greater scholar participation.

Evaluation Assignments Presentation End-Term Paper

TEXT BOOKS

1. Cooper, schindler, Business Research Methods; New Delhi, Tata MaGraw Hill. 2001.
2. C.R. Kothari, Research Methodology: Methods and Techniques, John Wiley & sons (Asia) Pvt. Ltd; 2Rev Edition (13 April1985).
3. Wilkinson and Bhandarkar, Methodology and Techniques of social Research, Himalaya

publishing House, Bombay.

4. William J. Goode and P.K Hatt, Methods in Social Research, McGraw-Hill Inc., Singapore, 1952.

FURTHER READINGS

1.Kerlinger, F.N., & Lee, H.B. (2000). Foundations of Behavioural Research (Fourth Edition), Harcourt Inc.

2.Rubin, Allen & Babbie, Earl (2009). Essential Research Methods for Social Work, Cengage Learning Inc., USA.

3.Anantasi, A. & Urbina, S. (2004). Psychological Testing, Pearson Education, Inc.

4.Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases, Vikas Publishing House Pvt. Ltd. Delhi.

5.Pawar, B.S. (2009). Theory building for hypothesis specification in organizational studies, Response Books, New Delhi.

6.Neuman, W.L. (2008). Social research methods: Qualitative and quantitative approaches, Pearson Education.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑	☑	
Communication Skills	☑		☑	☑	☑
Critical Thinking	☑				☑
Research –related skills		☑	☑	☑	☑
Analytical Reasoning	☑	☑	☑		
Problem Solving		☑	☑	☑	☑
Team Work	☑		☑		☑
Moral and Ethical Awareness		☑		☑	
Multicultural Competence	☑		☑	☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	ADVANCED MICRO ECONOMICS– II	II	21MEC21C

COURSE LEARNING OUTCOMES

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

CO1: Describe the entirety of Oligopoly market.

CO2: Discuss the various Managerial theories of firm.

CO3: Examine the theories of factor pricing.

CO4: Explain the General Equilibrium Theory and its extensions.

CO5: Evaluate Welfare Economics and its theories.

UNIT- I

Pricing Under Oligopoly – Non Collusive Models – Cournot – Bertrand – Edgeworth – Chamberlin – Stackleberg Model – Paul Sweezy’s Kinked Demand Model – Collusive Models – Cartels – Price Leadership Models (Low Cost & Dominant Firm) – Bain’s Limit Pricing.

UNIT- II

Recent Developments in Managerial Theories of the Firm – Baumol’s Sales Revenue Maximising Model – Marris’s Model of Managerial Enterprise – Williamson’s Model of Managerial Discretion – Behavioural Model of Cyert and March.

UNIT -III

Factor Pricing in Perfectly Competitive Market – Factor Pricing in Imperfectly Competitive Market – Bilateral Monopoly - Elasticity of Substitution – Euler’s Theorem of Product Exhaustion.

UNIT -IV

General Equilibrium Theory – Interdependence - The Walrasian System - Graphical Treatment of the Two Factors, Two Commodities and Two Consumer General Equilibrium System- General Equilibrium and Resource Allocation – Pricing of Commodities and Factors – Factor Ownership and Income Distribution.

UNIT- V

Welfare Economics – Criteria of Social Welfare by Adam Smith, Bentham and Cardinalists – The Pareto Optimality Criteria – The Kaldor Hicks Compensation Criteria – Scitovsky Double Criterion – The Bergson’s Social Welfare Criterion – Maximisation of Social Welfare: Derivation of Grand Utility Possibility Frontier.

PEDAGOGIC STRATEGIES

Classroom Lecture

Power point presentation

Group Discussions

Assignment

Seminars

Class test

Examination

TEXT BOOKS

1. Koutsoyiannis, Modern Micro – Economics, Macmillan Press, 2011.

FURTHER READINGS

1. C.E.Ferguson, Micro Economic Theory, Richard Irwin, 1996
2. Bilas.A, Micro Economic Theory, McGraw Hill, 1971.
3. H.L.Ahuja, Advanced Economic Theory, S.Chand, 2014.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑	☑	
Communication Skills	☑	☑	☑		☑
Critical Thinking	☑	☑		☑	☑
Research –related skills		☑			☑
Analytical Reasoning	☑	☑	☑		
Problem Solving	☑	☑		☑	☑
Team Work	☑	☑	☑		☑
Moral and Ethical Awareness		☑		☑	
Multicultural Competence	☑		☑	☑	☑

Year	Subject Title	SEM	Sub CODE
2021 -22 Onwards	INTERNATIONAL TRADE	II	21MEC22C

COURSE LEVEL OUTCOMES

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

CO1: Describe the international trade theories.

CO2: Explain the exchange rate mechanisms.

CO3: Examine the components of balance of payments.

CO4: Assess the export assistance mechanisms in India.

CO5: Construct the comprehensive details on Bretton Woods Institutions and its impact on Indian economy.

UNIT- I

Theory of International Trade: Classical and Modern Theories – Heckscher –Ohlin Theorem – Leontief Paradox – International Trade and Factor Prices –Samuelson Theorem – Haberler Theorem – Terms of Trade – Types, Determination of Terms of Trade - Factors Affecting Terms of Trade – Gains from Trade – Types, Measurement, Factors Determining Gains from Trade - Foreign Trade and Economic Growth.

UNIT- II

Foreign Exchange – Determination and Causes - Mint Parity Theory – Purchasing Power Parity Theory – Balance of Payments Theory – Foreign Exchange Rate Policy – Fixed Exchange Rate – Flexible Exchange Rate – Foreign Exchange Market – Structure and Functions - Spot and Forward Exchange rate.

UNIT- III

Balance of Payment - Balance of Trade – Components - Disequilibrium in Balance of Payments –Causes of disequilibrium - Methods of Correcting Disequilibrium – Balance of Payments Position in India – Tariff and Non - Tariff Barriers – Classification – Quotas – Types and its Impact.

UNIT- IV

Export Promotion Council- Structure and Functions – Role of the Councils in India's Foreign Trade – Commodity Boards and Development Councils – Structure of their Role in India's Foreign Trade – Special Export Promotion Zones – Recent EXIM Policy in India.

UNIT- V

International Institutions: IMF, GATT, UNCTAD – World Bank – International Development Association, International Finance Corporation – WTO and its impact on India.

PEDAGOGY STRATEGIES:

1. Class Lectures.

2. Assignment.
3. Seminars.
4. Self-Reading.
5. Group Discussion.
6. Mini Project.
7. Field visit.
8. Power Point Presentation.
9. Case Studies.
10. Examinations

TEXT BOOKS

1. Sodersten, Bo and Geoffrey Reed., International Economics, Hong Kong: Macmillan Education Ltd., 1998.
2. M.L. Jhingan, International Economics, Chand & Co., New Delhi.
3. Francis Cherunilam, International Business, New Delhi: Wheeler Publishers, 1998.
4. Export and Import Policy 1992-97, 1999-2000, Ministry of Commerce, Government of India.
5. Government of India, Economic Survey.

FURTHER READING

1. Soderston, Bo, (2014), International Economics, The Macmillan Press Ltd., London.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	✓	✓		✓	✓
Communication Skills		✓		✓	✓
Critical Thinking	✓	✓	✓	✓	✓
Research –related skills			✓		✓
Analytical Reasoning	✓	✓	✓	✓	✓
Problem Solving	✓	✓	✓		
Team Work	✓	✓		✓	✓
Moral and Ethical Awareness	✓		✓	✓	✓
Multicultural Competence		✓		✓	

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	STATISTICAL METHODS (Theory 60%, Problem 40%)	II	21MEC23C

COURSE LEVEL OUTCOMES

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

CO1: Discuss the solutions for economic problems scientifically.

CO2: Examine the various tests of hypothesis

CO3: Explain the estimates for further analysis

CO4: Categorize relationship between two and more variables.

CO5: Construct the data points in research.

UNIT- I

Testing of Hypotheses– Procedures of testing hypothesis–Two Types of Errors in testing of Hypothesis –Two-tailed and One-tailed tests in Hypothesis- Errors in Hypothesis– Standard Error and sampling distribution – Estimation - Properties of Good Estimator.

UNIT- II

Test of Hypothesis - Large Sample Tests – Mean Test – Standard Deviation Test – Proportion Test – Correlation Test- Z Transformation Test-Small Samples Test –Student's 'T' Test – F Test – X^2 Test (Chi-square test) (Simple Problems).

UNIT- III

Probability: Definition – Types – Types of Events – Theories – Binomial distribution –properties and importance – Poisson distribution – Role of the Poisson distribution -Normal Distribution- Graph of normal distribution- properties and importance - significance (Simple Problems)

UNIT- IV

Correlation Analysis – Partial Correlation – Partial Correlation Coefficient – Zero Order – First Order and Second Order Coefficients – Uses and Limitations- Multiple Correlation: Coefficient of Multiple Correlations – Advantages and Limitations.

UNIT- V

Regression Analysis: Correlation and Regression Analysis Comparison- Multiple Regression Analysis- Reliability of Estimates – Coefficient of Multiple Determinations.

PEDAGOGY STRATEGY

- Class room Lectures
- Interactive Lecture
- PowerPoint Presentations
- Textbook Assignments

- Student Presentation
- Class tests
- Assessment & Evaluation of Student Learning

TEXT BOOKS

1. S.P. Gupta, Statistical Methods, Sultan Chand & Co., New Delhi, 2016.

FURTHER READINGS

1. Tara Yaman, Statistics, Yamane, Taro, “Mathematics for Economists”: An Elementary Survey, “2nd Edn. Prentice Hall, New Delhi, 2017.
2. D.C. Sancheti and V.K. Kapoor, Statistics: Theory, Methods and Applications, Chand and Co., New Delhi, 2016.
3. Grewal P.S, Methods of Statistical Analysis, Streling Publishers Pvt. Ltd., 1990.
4. Gupta S.C., and V.K. Kapoor; Fundamentals of Applied Statistics, Sultan Chand and Sons, 1997.
5. Murray R. Spiegel, Larry J. Stephens, Statistics, (Schaum’s Outline Series), McGraw Hills, 1996.

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑	☑	
Communication Skills	☑	☑	☑	☑	☑
Critical Thinking	☑	☑		☑	☑
Research –related skills			☑	☑	☑
Analytical Reasoning	☑	☑	☑	☑	
Problem Solving	☑	☑	☑	☑	☑
Team Work	☑	☑	☑	☑	☑
Moral and Ethical Awareness	☑	☑	☑	☑	
Multicultural Competence		☑			☑

Year	Subject title	Sem.	Subject Code
2021-22 Onwards	COMPUTER APPLICATIONS IN ECONOMICS	II	21MEC24C

COURSE LEVEL OUTCOMES:

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

1. Describe the basics of computer in their practical life and they can do simple computations using Excel sheet
2. Outline the basics of data entry and importing and exporting of data
3. Classify the techniques of data visualization and descriptive statistics
4. Apply analytical skills in research
5. Analyze the data; do proper alignment, graphical representation etc. on their own.
6. Construct the knowledge to analyze, interpret economic data and able to use the analytical skills/techniques in research projects.

UNIT-I

Computer: Definition – History of computer - Uses of Computer - Components of Computer – Input, Output Devices – Storage Devices-Application of Computer in Economic research

UNIT-II

Hardware and Software: Definition –components of hardware - types of software - application and System Software- Computer Languages-Machine Language-Assembly Language – Assembler- High-Level Language –Compiler-Linker-Interpreter.

UNIT-III

MS Word: Typing, Selecting, Editing and Moving Texts - Saving Documents - Printing Documents - Word Formatting Tools - Headers, Footers, Page Formatting, Footnotes - Tabs, Columns, Sorting.

UNIT-IV

MS Excel for data analysis: Entering Data - Selecting Ranges - Editing Entries - Formatting Entries - Simple Calculation – Sum –Average-multiplication - Standard Deviation- Creating Graphs.

UNIT V

Internet: Definition and Uses of Internet – Salient Features– Uses of Internet in Economic Research – Sources of Economic Data Using internet CSO, MOSPI, NSS, RBI – Applications of Statistical Packages - SPSS- E-views, Stata.

PEDAGOGY STRATEGY:

Class room Lectures and interaction

PowerPoint Presentations

Assignments

Periodical Seminars

Class tests

Term Exams

TEXT BOOKS

1. Sinha, P.K. Computer Fundamentals, BPB Publications, New Delhi.
2. Raja Raman.V. Fundamentals of Computers, Prentice Hall, New Delhi.
3. Kerns : Essentials of Microsoft Windows, Word and Excel, PHI.
4. Alexis Leon and Mathews Leon: Introduction to Computers with Ms-Office, Tata McGraw.Hill
5. Asthana and BrajBhushan:Statistics for Social Sciences (with SPSS applications), PHI.

FURTHER READINGS

1. Fundamentals of Computer by E. Balagurusamy, McGraw Hill Education
2. Dhanasekaran. K (2010), Computer Applications in Economics, Vrinda Publications, New Delhi.
3. Keith McCormick & Jesus Salced (2017) SPSS Statistics for Data Analysis & visualization, John Wiley & Sons, Indiana.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)					
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Disciplinary Knowledge	☑	☑	☑	☑	☑	☑
Communication Skills	☑		☑	☑	☑	☑
Critical Thinking	☑	☑	☑	☑		
Research –related skills	☑		☑			
Analytical Reasoning	☑	☑	☑	☑	☑	☑
Problem Solving			☑			
Team Work		☑	☑	☑	☑	☑
Moral and Ethical Awareness	☑		☑		☑	☑
Multicultural Competence		☑	☑	☑	☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	MACRO ECONOMICS	III	21MEC31C

COURSE LEVEL OUTCOMES

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

CO1: Outline the nuances of Macro Economics.

CO2: Explain the Macro dimension of Economics.

CO3: Examine the Principles and theories on Macro Economics.

CO4: Identify, classify and analyze the concepts of Macro Economics.

CO5: Assess the demonstrative skills on Macro Economic policies.

UNIT- I

Macro Economic Goals - National Income – Concept - Measurement - Problems - Social Accounting - Methods - Flow of Funds in National Economy - Measurements and Problems in National Income Accounting - Methods.

UNIT- II

Classical Theory of Employment - Say's Law -Pigou's Wage Cut Policy - Keynes Theory of Employment, Output and Wage Rigidity - The Liquidity Trap - General Equilibrium in Goods and Money Market - Post Keynesian Development.

UNIT- III

Consumption Function - Keynes' Absolute Income Hypothesis - Permanent Income Hypothesis - Life Cycle Hypothesis - Wealth Effect-The Relative Income Hypothesis - Investment Function - Theories Of Investment- Marginal Efficiency of Capital and Investment (MECI) - The Long Run and Short Run.

UNIT- IV

Multiplier - Static and Dynamic Multiplier - Foreign Trade Multiplier - Relevance To Developing Countries - Accelerator- Super Multiplier- Concept Of Business Cycle - Theories Of Business Cycle(Brief Outline).

UNIT- V

Macro Economic Policies - General Equilibrium-IS-LM Functions – Derivations - Supply Side Economics–Inflation - Theories of Inflation - Philips Curve and Rational Expectations.

TEXT BOOKS

1. Edward Shapiro, Macro Economics, Vikas publishers Pvt. Ltd., New Delhi.
2. Garner Ackely, Macro Economics, Macmillan, New York, 1961
3. Don Friesch, Macro Economics, McGraw Hills, London,
4. M.L. Jhingan, Macro Economic Theory, Vikas Publishing House, New Delhi.

FURTHER READINGS

1. Fred R.Glahe, Macro Economics: Theory and Policy, Harcourt Brace Jovanovich, 1985.
2. M.L Seth, Macro Economic, Lakshmi Narain Agarwal.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	<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"/>
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"/>	<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"/>	
Multicultural Competence		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Subject Title	Sem.	Subject Code
2021 -2022 onwards	CORE PAPER III- FISCAL ECONOMICS	III	21MEC32C

COURSE LEVEL OUTCOMES

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

CO1: Recognize the intricacies of public finance.

CO2: Analyze and Evaluate the Public expenditure and its present day relevance.

CO3: Examine the Principles, theories and effects of Taxation.

CO4: Assess, identify, classify and analyze the concepts of Public debt.

CO5: Synthesise the demonstrative skills on fiscal policy, federal and local finance.

UNIT- I

Public Finance – Nature and Scope of Public Finance – Musgrave’s Theory- Principles of Maximum Social Advantage- Private Goods – Public Goods – Merit Goods – Market Externalities – Analysis of External Benefits and External Costs.

UNIT- II

Wagner’s Views of Public Expenditure – Wiseman – Peacock Hypothesis – Musgrave and Rostow’s Development Model –Pure Theory of Public Expenditure - Social Cost Benefit Analysis – Causes of Growth in Public Expenditure in India - Effect of Public Expenditure- Evaluation of Public Expenditure

UNIT- III

Principles of Taxation – The Principles of Equity – Bowen and Lindahl’s Models of Provision of Social Good–Ability To Pay Theory – Effects of Taxation – Modern Theory – Incidence of Taxation and Shifting.

UNIT- IV

Public Debt - Keynesian and Post Keynesian Theories of Public Debt – Techniques of Borrowings – Burden of Public Debt – Public Debt Management – Measures of Redemption- Budgeting – Zero Based and Performance Based Budget.

UNIT- V

Fiscal Policy – Objectives – Types- Functional Finance – Federal Finance – Principles of Federal Finance, Allocation of Resources Between Central And States – Local Finance – Evaluation of Current Finance Commission Report.

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Powerpoint slide presentations
- Seminar
- Assignments
- Quiz

- Group discussion

REFERENCES:

1. Musgrave and Musgrave, Theory of Public Finance, McGraw Hills, London, 1987.
2. B.P. Tyagi, Public Finance, Jai Prakash Nath, 2004.
3. H.D. Bhatia, Public Finance, Vikas Publishing House, 2006.

FURTHER READING:

1. Joseph E Stiglitz (2000), Economics of the Public Sector, W.W. Norton & Co., New York.
2. Atkinson, A.B. and J.E. Stiglitz (1980), Lectures on Public Economics, Tata McGraw Hill, New York.
3. Auerbach, A.J. Feldstein (Eds) (1985), Handbook of Public Economics, Vol. 1. North Holland, Amsterdam.
4. Jha, R. (1998), Modern Public Economics, Routledge, London.
5. Thimmaiah, G. Finance Commission and Centre-State Financial Relation.
6. Government of India Report of the Fifteenth Finance Commission.
7. Government of India Report of the Sarkaria Commission on Centre-State relations
8. Mundel, S. (1999) Public Finance Policy Issues for India, Oxford University Press, New Delhi.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑	☑	☑
Communication Skills	☑		☑	☑	☑
Critical Thinking	☑	☑		☑	☑
Research –related skills	☑			☑	☑
Analytical Reasoning	☑	☑	☑	☑	
Problem Solving	☑	☑	☑		☑
Team Work		☑		☑	
Moral and Ethical Awareness	☑	☑	☑		
Multicultural Competence		☑		☑	☑

Year	Subject Title	Sem	Subject Code
2021-22 onwards	ECONOMETRICS	III	21MEC33C

COURSE LEVEL OUTCOMES

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

1. Describe and appreciate the challenges of empirical modeling in economics.
2. Discuss and analyze econometric models, using variables and relationships commonly found in studies of economic theory.
3. Analyze economic data and interpret results from statistical analyses.
4. Classify the useful tools for future research and to help the students to develop a way of thinking in quantitative terms.
5. Explain core concepts and techniques in econometrics, with a special focus on the classical linear regression model.
6. Examine the use of econometric model and be able to report the results of their work in a non-technical and literate manner. In particular a student who successfully completes will be able to estimate and interpret linear regression models
7. Assess the core concepts and techniques in econometrics, with a special focus on the classical linear regression model
8. Construct assumptions upon which different econometric methods are based and their implications.

UNIT-I

Definition – Scope and Methodology of Econometrics – Goals of Econometrics – Two Variable Regression Model – Theoretical Properties of Estimators – Covariance and Correlation.

UNIT- II

Simple Linear Regression Model – Assumptions of OLSM - Coefficient of Determination (R^2) – Statistical Tests of Significance of Least Square Estimates – Properties of OLSM.

UNIT- III

ANOVA – One Way and Two Way – Regression and ANOVA – Testing the Overall Significance of Regression – Testing the Stability of Regression Coefficients to Sample Size – Chow Test.

UNIT- IV

Forecasting Types – Errors in Two Variable Case – RMS – Confidence Interval - Forecasting with Linear Regression Model – Evaluation of Forecasting – Thiel's Inequality – Janus Quotient.

UNIT- V

Introduction to Simultaneous Equation Model – Introduction to Muticollinearity – Autocorrelation – Hetroscadasticity - Identification – Order and Rank Condition – Rules of Identification.

PEDAGOGY STRATEGY:

Class room Lectures and interaction
PowerPoint Presentations
Assignments

Periodical Seminars

Class tests

Term Exams

TEXT BOOKS

1. A.Koutsoyiannis, Theory of Econometrics, McMillan, London.
2. David E.Katz, Introduction to Econometrics, McGraw Hills, Singapore.
3. DamodarGujrati, Basic Econometrics, McGraw Hills, Singapore.
4. DamodarGujrati, Essentials of Econometrics, McGraw Hills, Singapore.
5. LawrenceKlien, Principles of Econometrics, McGraw Hills, Singapore.

FURTHER READINGS:

1. J. Johnston: Econometric Methods, McGraw Hill.
2. STATA Version 8.0: User's Guide, Texas: Stata Press.
3. Chris Brooks: Introductory Econometrics for Finance, Cambridge University Press.
4. T.M.J.A. Cooray: Applied Time Series – Analysis and Forecasting, Narosa Publications.
5. **Introduction to Econometrics** 4th edition by Christopher Dougherty, Oxford University Press (2011, 512pp)

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)							
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8
Disciplinary Knowledge	☑	☑			☑	☑	☑	
Communication Skills	☑		☑	☑	☑	☑	☑	☑
Critical Thinking	☑	☑	☑	☑	☑		☑	☑
Research – related skills	☑		☑		☑	☑	☑	
Analytical Reasoning	☑	☑	☑	☑	☑	☑		☑
Problem Solving	☑		☑	☑	☑		☑	
Team Work	☑	☑	☑	☑	☑	☑	☑	☑
Moral and Ethical Awareness	☑		☑	☑	☑	☑	☑	
Multicultural Competence		☑			☑		☑	

Year	Subject Title	SEM	Sub Code
2021-22 Onwards	INDUSTRIAL ECONOMICS ELECTIVE-I	III	21MEC34E

COURSE LEVEL OUTCOMES

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

CO1: Describe the fundamentals on firm, industry and its objectives.

CO2: Explain the Location theories.

CO3: Examine the Industrial productivity and its Indian background

CO4: Assess the Indian Industrial Policy and PSUs and Private Sector

CO5: Construct ideas on the Institutional structure of Indian industrial financial system.

UNIT- I

Meaning of Firm and Industry- Industrial Efficiency- Determinants of Economic Efficiency- Measurement of the Efficiency Levels- Concept and Organization of a firm - Ownership, Control and Objectives of the firm, Size and Growth of a firm- Types of Organizational Form- Business Motives.

UNIT- II

Industrial Location- Locational Theories- The Geographical Concentration- The Central Place Theory- Renner Theory- Rawstones Principles - Weber Theory - Sargent Florence Theory- Losch Theory.

UNIT- III

Industrial Productivity- Productivity efficiency- Factors influencing productivity - Measurement of Productivity-Concepts -Scope and Significance- Tools of Productivity- Indian situation. Labour Productivity- Determinants of Labour Productivity –Employment dimensions of Indian Industry- Productivity Movements in India.

UNIT- IV

Industrial Policy in India - Classification of Industries –Objectives - Licensing System-Regulative Measures- Role of Public Sector and Private Sector- Development of Small Scale and cottage industries in India - Competition Act 2002.

UNIT- V

Owned, external and other components of funds ; Role, nature, volume and types of institutional finance - IFCI, IDBI, ICICI, NIDC, SFCs, SIDBI and EXIM Bank.

PEDAGOGY STRATEGIES

1. Class Lectures
2. Seminar.
3. Assignment.
4. Group Discussion.
5. Self Reading.
6. Mini Project.

7. Power point presentation.
8. Field visit.
9. Case studies.

TEXT BOOKS

1. Kuchchal, S.C, “Industrial economy of India”, Chaitanya Publishing House, Allahabad, 1988.
2. Ahulluwalla, I.J, “Industrial Growth in India”, OUP, New Delhi, 1967.
3. Barathwal, R.R, “Industrial Economics, New Age International, New Delhi, 2010
4. Cherunilam, F, “Industrial Economics-Indian Perspective, Himalaya Publishing House, Bombay, 1989.
5. Desai S.S.M, “Industrial Economy of India”. Himalaya Publishing;1988.

FURTHER READINGS

1. Barthwal, R.R. (1992), Industrial Economics : An Introductory Text Book, Wiley Eastern Ltd.,NewDelhi.Economics 65
2. Cherunilam, F. (1994), Industrial Economics: Indian Perspective (3rd Edition), Himalaya Publishing House, Mumbai.

Mapping of Programme Level Outcomes with General Elective Course Level Outcomes

Programme Level Outcomes	General Elective Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑		☑	☑	
Analytical Reasoning		☑	☑		☑
Self-directed Learning	☑	☑	☑	☑	☑
Reflective Thinking	☑	☑	☑	☑	☑
Information/ Digital Literacy	☑	☑	☑	☑	☑
Problem Solving	☑	☑	☑	☑	☑
Cooperation/ Team Work	☑	☑	☑	☑	☑
Moral and Ethical Awareness		☑	☑	☑	
Lifelong Learning	☑		☑	☑	☑

Year	Subject Title	SEM	Sub Code
2021 -22 Onwards	ECONOMICS OF FINANCIAL MARKET ELECTIVE- II	III	21MEC35E

COURSE LEVEL OUTCOME

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

1. Explain the basic principles, objectives of Financial Investment and know the sources of investment information.
2. Examine the fundamentals of Primary and Secondary market.
3. Analyze the role of Listing Securities in the Stock market.
4. Assess the valuation of securities in the stock market.
5. Inspect the behavior of stock market prices by using pricing theories.
6. Synthesise the Portfolio diversifications with suitable models.

UNIT - I

Investment: Concepts - Nature and Scope - Direct and Indirect Investment alternatives – Stages of Investment – Speculation – Gambling - Sources of Investment Information.

UNIT- II

Financial Markets – Primary and Secondary Market – Functions of Stock Exchange – Listing of Securities - NSE & BSE – OTCEI.

UNIT- III

Valuation of Securities – Share valuation - Bond Valuation - Risk: causes – Types - Measurement of Risk – Return: factors determining – measurement on Return.

UNIT- IV

Behavior of Stock Market Prices– Efficiency Market Hypothesis - Asset Pricing Theories: CAPM & Arbitrage Pricing Theories - Option And Futures Markets - Dividend: Meaning – Types - Factors Affecting Dividend

UNIT- V

Modern Portfolio Theory– Portfolio Diversification and Optimal Portfolio –Markowitz Diversification Model, Mutual Fund: Meaning – importance – types – Advantages and Disadvantages.

PEDAGOGY STRATEGIES

1. Assignment.
2. Seminar.
3. Group Discussion.
4. Internship Programme.
5. Industrial Visit.

TEXT BOOKS

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

FURTHER READINGS

1. Fisher and Jordan, Security Analysis & Portfolio Management, Prentice Hall India Ltd.
2. John and Evan .J. (2015), Stock market for Beginners, S. Chand Publications, New Delhi.
3. T. V. Nagashwaran, V. Anantha (2015), Economic of Derivatives, Cambridge University Press, New Delhi.
4. Stafford Johnson (2013), Debt Market and Analysis, Bloomberg Publications, New Delhi.
5. Miskin, Frederick S, and Stanley G Eakins (2018), Financial Market and Institution, 9th ed, Global Edition, Pearson ed.
6. Bhole, L.M and Jitendra Mahakud (2018), Financial Institution and Market: Structure, Growth and Innovation, 6th ed, Mcgraw – Hill.
7. Cooperman Elizabtah. S (2016), Managing Financial Institutions, Routledge.

Mapping of Programme Level Outcomes with General Elective Course Level Outcomes

Programme Level Outcomes	General Elective Course Level Outcomes (CLOs)					
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Disciplinary Knowledge	☑			☑		☑
Analytical Reasoning		☑	☑	☑	☑	☑
Self-directed Learning	☑		☑	☑	☑	☑
Reflective Thinking	☑		☑		☑	☑
Information/ Digital Literacy	☑	☑	☑	☑	☑	☑
Problem Solving	☑	☑	☑		☑	☑
Cooperation/ Team Work	☑		☑	☑		☑
Moral and Ethical Awareness	☑	☑	☑	☑	☑	☑
Lifelong Learning	☑	☑	☑	☑	☑	

Year	Subject Title	Sem.	Subject Code
2021 -2022 onwards	CORE PAPER IV- MONETARY ECONOMICS	IV	21MEC41C

COURSE LEVEL OUTCOMES

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

CO1: Identify the intricacies of money supply and the role of RBI.

CO2: Examine the Monetary and value theories and its integration.

CO3: Explain interactions between Monetarists Vs Fiscalists and related theories.

CO4: Assess the Indian monetary system

CO5: Reconstruct the monetary policy interventions and their interactions with the rest of the economy.

UNIT- I

Money Supply: Definitions – Determinants of Money Supply-High Powered Money–Factors Affecting HPM– Adjusted H- Money Multiplier Process-Measures of Money Supply in India – Money supply and Liquidity- Derivation of Money Multipliers.

UNIT- II

Integration of Monetary Theory and Value Theory – Keynes’s reformulated Quantity Theory of Money–Milton Friedman’s reformulated Quantity Theory of Money – Friedman vs Keynes-Don Patinkin’s Real Balance Effect-Pigou Effect- Difference between the Pigou Effect and Real Balance Effect.

UNIT- III

Monetary Transmission Mechanism- Classical theory-Keynesian Theory- Monetarist Theory- Neo Keynesian Theory – Tobin’s Portfolio Selection Model – Transaction Demand for Cash – An Inventory Theoretic Approach – W.J. Baumol.

UNIT- IV

Financial Intermediaries –Process – Role-NBFIs and Monetary Policy-Distinction between Banking and Non-Banking Financial Intermediaries-Radcliff Committee View–Gurley-Shaw View.

UNIT - V

Objectives, Targets and Indicators of Monetary Policy–Instruments and Types of Monetary Policy – Time lags- Current Trends in RBI’s Monetary Policy- Demonetization in India.

PEDAGOGY STRATEGIES

- Board and Chalk lecture

- Powerpoint slide presentations
- Seminar
- Assignments
- Quiz
- Group discussion

REFERENCES

1. Thomas F. Cargil, The financial System and Monetary Policy, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.
2. M.L. Jhingan, Monetary Theory, Vrinda Publications, New Delhi, 2016.
3. Gurley and Shaw, Money in a theory of Finance, Cambridge: Harvard University Press, 1967.
4. Don Patinkin, Monetary Economics, New York: Harper & Row, 1972.

FURTHER READING

1. Shubik Martin “The Theory of Money and Financial Institutions” (1999), Volume I and II Cambridge, the MIT Press
2. Stiglitz, Joseph E and Bruce E. Greenwald (2003), Towards a New Paradigm in Monetary Economics, Cambridge, the Cambridge University Press
3. Hajala T.N. (1998) Monetary Economics, Kanark Publishers Pvt. Limited, New Delhi
4. Suraj B. Gupta (2004) Monetary Economics; Institutions, Theory and Policy, S. Chand & Company Limited, New Delhi.
5. Government of India, Economic Survey.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑	☑	
Communication Skills	☑		☑		☑
Critical Thinking	☑		☑	☑	☑
Research –related skills		☑	☑	☑	☑
Analytical Reasoning	☑	☑	☑	☑	
Problem Solving	☑	☑		☑	☑
Team Work	☑	☑	☑	☑	☑
Moral and Ethical Awareness	☑	☑		☑	
Multicultural Competence	☑		☑	☑	☑

Year	Subject Title	Sem.	Sub Code
2021-22 Onwards	ENVIRONMENTAL ECONOMICS	IV	21MEC42C

COURSE LEVEL OUTCOME

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

CO1: Describe the economic theories on natural resources and environment

CO2: Examine the wisdom on market failures and correcting mechanisms

CO3: Explain the implications of production and consumption outcomes on environment.

CO4: Assess the effects of development projects on environment.

CO5: Relate the contemporary developments on environmental protection.

UNIT- I

Environmental Economics – Need – Nature – Scope- Ecological Imbalances – Sustainable Development: Perspectives from Indian Experience - Material Balance Model - Relationship between Environment and Economics.

UNIT- II

Public goods and Private goods - Externalities – Externalities under Perfect Competition and Imperfect Competition – Efficiency and market failure – Pigouvian Principle – Pareto Optimality – Coase Theorem –Limits to Growth theory.

UNIT- III

Environmental Problems: Types of Pollution - E- Waste - their Causes and Effects –Urbanization and its effects on Environment– Deforestation – Climate change - Global warming – Solid Waste Management – Sources and methods - Renewable and Non –Renewable Resources.

UNIT- IV

Environmental Impact Assessment: Measurement of Environmental Damages – Cost Benefit Analysis - Contingent Valuation Techniques – Travel Cost Method – Hedonic Pricing- Carbon Trading.

UNIT- V

Environmental Policies: World Summit on Sustainable Development – Trans-boundary environmental problems - India's Environmental Policy: Ministry of Environment and Forest: Role – Central and State Pollution Control Boards: Role and function – Environmental Protection Act 1986.

PEDAGOGIC STRATEGIES

- Classroom Lecture
- Slide presentation
- Group Discussion
- Seminar
- Assignment

TEXT BOOKS

1. M. Karpagam, Environmental Economics: A Text Book, Sterling Publishers Pvt. Ltd., New Delhi, 2015.
2. U. Shankar (Ed). Environmental Economics, Oxford University Press, New Delhi, 2000.
3. Ramprasad Senguptha, Ecology and Economics, Oxford University Press, New Delhi, 2000.

FURTHER READINGS

1. Rabindranath Bhattacharya, Environmental Economics, Oxford University Press, New Delhi, 1986.
2. Ramprasad Sengupta, Environmental Economics: Recent titles, Oxford University Press, New Delhi, 2003

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑		☑
Communication Skills		☑	☑	☑	☑
Critical Thinking	☑	☑	☑	☑	
Research –related skills	☑	☑	☑		☑
Analytical Reasoning	☑	☑		☑	☑
Problem Solving			☑		☑
Team Work	☑	☑		☑	☑
Moral and Ethical Awareness	☑		☑	☑	☑
Multicultural Competence		☑	☑	☑	☑

Year	Subject Title	Sem.	Sub Code
2021 -22 Onwards	ECONOMICS OF HUMAN RESOURCES	IV	21MEC43C

COURSE LEVEL OUTCOMES

On completion of this course, the students will be able

CO1: Relate the concept of Economics and Human Resources and to understand its relevance in an Economy.

CO2: Explain the importance of developing necessary skill set for the people.

CO3: Analyze the strategic issues and strategies requirements to develop human resources.

CO4: Assess and integrate the knowledge of Human Resource for economic decision making

CO5: Evaluate the reasons for migration and understanding its pattern.

UNIT- I

Human Resources-Meaning and Definition-Importance of Human Resources- Theory of Investment in Human Capital-Return to Investment in Human Capital-Human Resource-Planning, Importance and Benefits- -HDI and HD Report.

UNIT-II

Educational Investment-Characteristics of Educational Investment-Educational Priorities –The Rate of Return to Investment on Education-Benefits of Education-Direct and Indirect Benefits, Private and Social Benefits- Leadership-Responsibility and Quality-Contribution of Education to Economic Growth.

UNIT-III

Supply of Human Resources-Fertility-Mortality-Population Growth –Causes, consequences and Controlling Measures-Theories of Population Growth-Indian Population Policy –Demographic Dividend.

UNIT-IV

Economics of Health: Concept –Health and Health Care –Gossen Theory –Grossman’s Model – Resource allocation in the Health Sector –the demand for health services –The Role of health in Economic Development – Determinants of Health – Health Insurance in India.

UNIT-V

Migration –Internal, External –Causes and Effects of Migration –Harris –Todaro Model-Brain Drain –Causes and Consequences-Field Projects.

PEDAGOGY STRATEGY

Combination of lectures, case discussions, presentations, assignments and project work.

Interactive and participative methods of learning.

To expose students to the current economic environment and practices.

TEXT BOOKS

- 1.Becker,G.S(1974)Human Capital.2ndEdn., NBER,New York
- 2.Blaug.M, An introduction to Economics of Education, Penguin Books and ELBS.
- 3.Psacharopoulos.G. Economics of Education – Research Studies Program Press
- 4.Rao T.V (1996) Human Resources Development, Experience, Interactions, Strategies. Sage Publications, New Delhi.
- 5.Klarman,H.E (1965)Economics of Health, Columbia University Press, New York.

FURTHER READINGS

- 1.Panchamukhi,P.R(1980) Economics of Health: A Trend Report, ICSSR Survey, Allied, New Delhi.
- 2.Sodhi,T.S.Education and Economic Development,Vikas Publishing House,1986
- 3.Srinivasan.K(1998) Basic Demographic Techniques and Applications,Sage, New Delhi.

Mapping of Programme Level Outcomes with Core Course level Outcomes

Programme Level Outcomes	Core Course level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑	☑	☑
Communication Skills		☑		☑	
Critical Thinking	☑	☑	☑	☑	☑
Research –related skills	☑	☑	☑		☑
Analytical Reasoning	☑		☑	☑	
Problem Solving	☑	☑		☑	☑
Team Work		☑	☑	☑	
Moral and Ethical Awareness	☑		☑		☑
Multicultural Competence	☑	☑		☑	☑

Year	Subject Title	Sem.	Sub Code
2021-2022 Onwards	ECONOMICS OF AGRICULTURE ELECTIVE- III	IV	21MEC44E

COURSE LEVEL OUTCOMES

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

CO1 Describe the history, development, programs, and analysis of public policy issues in agriculture and natural resources.

CO2 Analyze the science, economic, and political factors involved in agricultural policy development.

CO3 Assess the Farm policy and farm structure, food and nutrition, trade and development, natural resources, the environment, and bioenergy, with special attention to issues and policies impacting India.

CO4. Identify the importance of agricultural finance

CO5. Evaluate the impact of agricultural price policy

UNIT-1

The Nature of Agriculture - Scope and Significance – Interdependence between agriculture and industry- Role of Agriculture in India's Economic Development -Problems of Indian agriculture – Measures to develop agriculture – Agricultural development under five year plans. Recent trends in India's sustainable agriculture.

UNIT- II

Agricultural production and Productivity: Agricultural Efficiency – Types of Efficiency, Agricultural production, Trends in agricultural production. Agricultural Productivity- Factors determining Agricultural Productivity- Causes for Low Productivity, Consequences and Measures- Role of Technology in Agriculture - Structural change in agriculture.

UNIT- III

Agricultural Labour: Definition – Types – causes and growth of agricultural labourers - unemployment conditions - problems of Agricultural labourers - measures adopted by the government for improvement- some special programmes.

UNIT- IV

Agricultural Finance -Types, Sources and Problems of Agricultural Finance - Role of Cooperatives Banks in Rural Finance- Commercial Banks Regional Rural Banks and NABARD in Rural Finance.

UNIT-V

Agricultural Price Policy - Objectives of Agricultural Price Policy –main features of agricultural price policy- Instruments of Price Policy and Impact. Agricultural Marketing – Functions - Minimum Support Price - Agricultural Subsidy - Food Security in India and Public Distribution System.

PEDAGOGY STRATEGY

Use of instructional materials.

Conventional and modern instructional aids

Discussion, panel discussion, and symposium

Project method

TEXT BOOKS

1. C.B.Memoria, Agricultural Problems in India, HPH, 1987.
2. Sankaran, Agricultural Economics, Margham, Publication, Chennai, 2010.
3. Vasant Desai, Agricultural Economics and rural Development, Jai Prakash North, Meerut, 1996.
4. Ashok Rudra, Indian Agricultural Economics, Myths .and Realities, Allied Publishers. New Delhi, 1982.

REFERENCE BOOKS

1. Bhaduri, A. (1984): The Economic Structure of Backward Agriculture, Macmillan, Delhi.
2. Bilgrami, S.A.R. (1996): Agricultural Economics, Himalayas Publishing House, Delhi.
3. Dantwala, M.L. et al., (1991): Indian Agricultural Development since Independence, Oxford & IBH, New Delhi.

Mapping of Programme Level Outcomes with General Elective Course Level Outcomes

Programme Level Outcomes	General Elective Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑	☑	☑	☑
Analytical Reasoning		☑	☑	☑	☑
Self-directed Learning	☑	☑	☑		☑
Reflective Thinking	☑	☑	☑	☑	
Information/ Digital Literacy		☑	☑	☑	☑
Problem Solving	☑	☑	☑	☑	☑
Cooperation/ Team Work	☑		☑	☑	☑
Moral and Ethical Awareness		☑	☑	☑	☑
Lifelong Learning	☑	☑	☑	☑	☑

Year	Subject Title	Sem	Sub Code
2021 -22 Onwards	ECONOMICS OF INFRASTRUCTURE ELECTIVE- IV	IV	21MEC45E

COURSE LEVEL OUTCOME

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

- CO1 Relate the concepts and models related to Infrastructure.
- CO2 Explain the basic Economic theories and models required for infrastructure sector understanding.
- CO3 Examine the concepts of Infrastructure economics and policy
- CO4 Identify and integrate technical, economic, social and regulatory frameworks for Infrastructure sector planning and resource management.
- CO5 Assess the different Government Policies for regulation and reform of the infrastructure sector.

UNIT – I

Infrastructure and Economic Development – Infrastructure as a public good- social and physical infrastructure – Characteristics of Public utilities – Methods of pricing public utilities.

UNIT – II

The structure of Transport sector in India - Transport sector and pricing principles – Demand for and supply of transport – Government intervention in transport sector.

UNIT – III

Role of energy in the process of economic development – Factors Determining Demand for Energy - Effects of energy shortage – Energy conservation – Conventional and Nonconventional sources of energy – New Energy policy-2020: Objectives and features.

UNIT – IV

The concept of social infrastructure – Education and economic growth – Human capital Vs Physical capital – Components of human capital – Cost of education – Private cost – Social cost – Recent Trends in public expenditure on education in India--New Education Policy-2020

UNIT – V

Demand and supply of health care – Financing of health care – Health insurance: Meaning – Need and Importance-Ayushman Bharat or the Pradhan Mantri Jan Arogya Yojana (AB-PMJAY)– Role of private and public sector in health insurance.

PEDAGOGY STRATEGIES

1. Seminar.
2. Assignment.
3. Group Discussion.
4. Self Reading.
5. Mini Project.

TEXT BOOKS

1. Bru, R. V., *Private Health care in India – Social characteristics and Trends*, Sage, New Delhi, 1998.

2. Berman, P. (ed.) *Human Health Sector Reforms in Developing countries – Making Health Development Sustainable*, Harvard Series on Population and International Health, Boston, 1995.
3. Blaug, M, *An Introduction to Economic Education*, Penguin, London, 1972.
4. Chhen, E. and Gaske, T., *Economic of Education*, Penguin, London, 1982.
5. Kneafsey, J. T., *Transportation – Economic Analysis*, Lexington, Torouts, 1975.
6. NCAER, *India Infrastructure Report: Policy Implications for growth and Development*, NCAER, New Delhi, 1996.
7. Norton, H.S., *Modern Transport Economics*, C.E. Merril, London, 1971.
8. Parikh, K. S. (ed.) *Indian Development Report, 1999-2000*, Oxford University Press, New Delhi, 2000.

FURTHER READINGS

1. Raghuram, G., and Rekha, J. *Infrastructure Development and Financing*, Mac Milan, New Delhi, 1999.
2. Crew, M. A. and P. R. Kleindorfer (1979), *Public Utility Economics*, Mac Millan, London.
3. Indian Council of Social Science Research (ICSSR) (1976), *Economics of Infrastructure*, Vol. VI, New Delhi.

Mapping of Programme Level Outcomes with General Elective Course Level Outcomes

Programme Level Outcomes	General Elective Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	☑	☑		☑	☑
Analytical Reasoning		☑	☑	☑	☑
Self-directed Learning	☑	☑	☑	☑	☑
Reflective Thinking		☑	☑		☑
Information/ Digital Literacy	☑	☑	☑	☑	☑
Problem Solving	☑		☑	☑	☑
Cooperation/ Team Work	☑	☑	☑	☑	☑
Moral and Ethical Awareness	☑		☑		☑
Lifelong Learning	☑	☑		☑	☑

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, seminars and projects submitted by the 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, 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; internship and visits to field sites, industrial or other research facilities etc will enhance the knowledge and analytical thinking ability of the learner. Students will be assigned regular home assignments and 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.