

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code:

Course Credit: Theoretical Practical/Tutorial

Marks Allotted: Theoretical Practical/Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability/entrepreneurship? YES NO

Is the course focused on imparting life skills? YES NO

Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UECOMAJ24008

Course Name: Development Economics

Brief Course Description:

The course provides an introduction to development economics. It has five modules. The modules explain some of the key ideas and concepts of development, underdevelopment, and human development and include topics such as gender and development, poverty and inequality, and inter-connections between inequality and development.

Prerequisite(s) and/or Note(s):

Prior knowledge of economics is optional.

Course Objectives:

Knowledge acquired:

- (1) The course will provide an introduction to development economics.
- (2) The students will be able to comprehend the meaning of economic development, underdevelopment and human development.
- (3) The students will learn about gender issues in development literature.
- (4) The students will understand the most innovative advances in development economics

Skills gained:

- (1) The students will be able to understand the various measures of development and gender development.
- (2) The students will be aware of the multidimensional concept of poverty and its various measures.
- (3) The students will be able to understand the recent theoretical advancements in development economics.

Competency Developed:

- (1) Students can work on issues and develop study reports on problems of underdeveloped countries.
- (2) Students can assess the level of development of various economies.
- (3) Students will acquire the knowledge required to study advanced courses in development economics in subsequent semesters.

Course Syllabus Overview:

Development Economics

Module I- Classic Approaches of Development (9 hours)

Growth vs. Development; Linear Stages Theory, Structural Changes Theories–The Lewis Model of Structural Change and The Harris-Todaro Model of rural-to-urban migration, Dependence Theory, Trickle-down theory.

Module II- Contemporary Theories of Development and Underdevelopment (9 hours)

Underdevelopment as a Coordination Failure; Production Roundaboutness, Increasing Returns and Multiple Equilibriums; “Social Norms” as a Tool for the Determination of Development Path: Management of CPRs for Common Good; Social Norms and Fertility Choice.

Module III-Human Development (9 hours)

Meaning and concept of human development; Sen’s Capability Approach and Nussbaum’s Capability Approach; Measurement of Human Development using the Human Development Index (HDI); Role of education and health in development.

Module IV- Gender and Development (9 hours)

Gender discrimination and gender division of labour; Concepts of gender equality and equity, gender and sex, gender mainstreaming, patriarchy; Sex ratio and missing women; Women in Development (WID) and Gender and Development (GAD) approach; Care economy and unpaid work; gender empowerment; Gender Development Index, Gender Empowerment Measure, Gender Inequality Index

Module V- Poverty and Inequality (9 hours)

Measures of Underdevelopment: Various concepts and measures of poverty, Human Poverty Index (HPI 1 and HPI 2); Concept of multidimensional poverty and the Multidimensional Poverty Index; Vicious Circle of Poverty Hypothesis; Concept and measurement of inequality; Lorenz curve and Gini Coefficient, Interconnections between Inequality and Development: Kuznets` inverted-U hypothesis

Suggested Readings

- Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (eds), Understanding Poverty, Oxford University Press, 2006.
- Angus Deaton, The Great Escape: Health, Wealth and the Origins of Inequality, Princeton University Press, 2013
- Debraj Ray, Development Economics, Oxford University Press, 1998.
- Gerard Roland, Development Economics, Routledge, 2014.
- Thirwall, A.P., Economic Development, Palgrave Macmillan, 2011.
- Todaro, M.P. and Smith, S.C., Economic Development, Pearson Education, 2022.

- Hayami, Y., and Godo, Y., Development Economics from the Poverty to the Wealth of Nations, Third Edition, OUP.
- Kaushik Basu, Analytical Development Economics, The Less Developed Economy Revisited, OUP (2000).
- Robinson, J. A., & Acemoglu, D. (2012). *Why nations fail: The origins of power, prosperity and poverty* (pp. 45-47). London: Profile.
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- World Bank: World Development Report, 2000/2001. [Open Knowledge Repository \(worldbank.org\)](https://openknowledge.worldbank.org/)
- World Bank: World Development Report, 2003. [Open Knowledge Repository \(worldbank.org\)](https://openknowledge.worldbank.org/)
- World Bank: World Development Report, 2010. [Open Knowledge Repository \(worldbank.org\)](https://openknowledge.worldbank.org/)
- World Bank: World Development Report, 2012 [Open Knowledge Repository \(worldbank.org\)](https://openknowledge.worldbank.org/)
- Agarwala and Singh (eds.): The Economics of Underdevelopment, OUP, 1958.
- Amartya Sen: Development as Freedom, OUP, 2000.
- Human Development Report, 1990. [hdr1990encompletenostats.pdf \(undp.org\)](https://hdr1990encompletenostats.pdf)
- Human Development Report, 1995. [hdr1995encompletenostats.pdf \(undp.org\)](https://hdr1995encompletenostats.pdf)
- Human Development Report, 2010. [human-development-report-2010-complete-english.human-development-report-2010-complete-english \(undp.org\)](https://human-development-report-2010-complete-english.human-development-report-2010-complete-english)
- Human Development Report, 2011. [human-development-report-2011-english.human-development-report-2011-english \(undp.org\)](https://human-development-report-2011-english.human-development-report-2011-english)

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Discipline: Science Arts, Humanities & Social Science
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Subject Name:

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 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code:

Course Credit: Theoretical Practical/Tutorial

Marks Allotted: Theoretical Practical/Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability/entrepreneurship? YES NO

Is the course focused on imparting life skills? YES NO

Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UECOMAJ23005

Course Name: Indian Economy

Brief Course Description:

The course provides an introduction to basic issues related to the Indian economy. It has six modules which include India's economic development since independence, India's human capital, health and education, growth and distribution, agriculture and unemployment issues in India.

Prerequisite(s) and/or Note(s):

Prior knowledge of economics is optional.

Course Objectives:

Knowledge acquired:

- (1) The students will be acquainted with the basic issues related to the Indian economy.
- (2) The students will gain knowledge regarding the causes of and measures to overcome poverty, inequalities and unemployment in India.
- (3) The students will be aware of India's demographic trend.
- (4) The students will understand the role of health and education in India's economic development.
- (5) The students will gain knowledge regarding the state of Indian agriculture.

Skills gained:

- (1) The students will be able to understand the basic problems of the Indian economy.
- (2) The students will be aware of the various government policies and measures for poverty alleviation and removal of unemployment.
- (3) The students will be aware of the various government policies and measures related to health and education in India.

Competency Developed:

- (1) Students can work on issues and develop study reports on major problems of Indian economy.
- (2) Students can assess the performance of the various government policies and measures.
- (3) Students will acquire the knowledge required to study advanced courses in Indian economy in subsequent semesters.

Course Syllabus:

Module I- Economic Development since Independence (7 hours)

Overview of Indian Economy on the eve of independence; Basic objectives of Indian Planning. Achievements and Failures of Indian Planning Process; Structure and Functions of NITI Aayog; Origin of Economic crisis in the early 1990s and the need for Economic reforms.

Module II- India's Human Capital (8 hours)

Theory of Demographic transition and its relevance in the Indian economy, growth rate of the population; Concepts of sex ratio, child sex ratio, birth and death rates; Population as a factor of economic development, Demographic Dividend and its impact on economic growth, National Population Policy

Module III – Education and Health in India (7 hours)

Role of education and health in economic development in India; Right of Children to Free and Compulsory Education Act (RTE) 2009; Salient features of school education and higher education under NEP 2020; Problems of India's education system; National Programme of Mid-day Meals in schools, Sarva Shiksha Abhiyan (SSA); Swachh Bharat Mission, National Health Mission (NHM); Pradhan Mantri Swasthya Suraksha Yojana (PMSSY).

Module IV- Growth and Distribution (8 hours)

Growth rates of national income during the Plan period and its main features; Concept and Incidence of Poverty in India, Poverty estimates, Poverty Alleviation Measures; Integrated Rural Development Programme (IRDP), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS); Income inequality in India, Government policies and measures.

Module V – Agriculture in India (7 hours)

Trends and factors affecting agricultural productivity in India; Green Revolution; Concepts of High Yielding Varieties (HYV) seeds, Biotechnology, cropping intensity, marketed and marketable surplus, feminisation of agriculture; Agricultural credit; institutional and non-institutional sources, Role of NABARD, insurance, Regulated market, Minimum Support Price (MSP).

Module VI – Employment (8 hours)

Nature and types of unemployment in India, Gig economy, Causes of unemployment, Government policies and measures; Swarnajayanti Gram Swarozgar Yojana (SGSY), Jawahar Rozgar Yojana (JRY), Pradhan Mantri Kaushal Vikas Yojana (PMKY), Deen Dayal Upadhyaya Grameen Kaushalya Yojana. Concept of Work Participation Rate (WPR), Labour Force Participation Rate (LFPR), Unemployment Rate (UR); Census concept of main and marginal workers; NSSO Concept of usual principal activity status, usual subsidiary activity status, usual activity status considering principal and subsidiary status (ps+ss).

Tutorial Classes: [15 hrs]

Tutorial classes are held to clarify the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) a written examination, (b) a take-home assignment, and (c) a presentation on the topic suggested by the course instructor.

Suggested Readings

- Datt, Ruddar and K.P.M. Sundaram (Latest edition.): *Indian Economy*, S. Chand & Company Ltd., New Delhi.
- Mishra S.K & V.K Puri (Latest edition.): *Indian Economy and –Its Development Experience*, Himalaya Publishing House
- Ramesh Singh (Latest edition): *Indian Economy*, Mc Graw Hill
- Sanjiv Verma (Latest edition): *The Indian Economy*, Unique Publishers
- Sankarganesh Karupiah (8th edition): *Indian Economy: Key Concepts*, McGraw Hill Education (India) Private Limited
- Sri Ram Srirangam, Maniush Kumar and Rohit Deo Jha: *Indian Economy: Principles, Policies and Progress*, Pearson, 2019.
- Uma Kapila (34th Edition): *Indian Economy Since Independence*, Academic Foundation
- Uma Kapila (24th Edition): *Indian Economy: Performance and Policies*, Academic Foundation.
- *Key indicators of employment and unemployment in India, 2011–2012: NSS 68th round*. National Sample Survey Office, Ministry of Programme Statistics and Implementation, Government of India, New Delhi. [National Sample Survey Office \(NSSO\) | Ministry of Statistics and Program Implementation | Government Of India \(mospi.gov.in\)](http://mospi.gov.in)
- Relevant readings from Economic and Political Weekly, Kurukshetra and Yojana.

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name: **ECONOMICS**

Subject Code: UECOMAJ23004

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name: **INTRODUCTORY MACROECONOMICS**

Course Code: UECOMAJ23004

Course Credit: Theoretical Practical/Tutorial

Marks Allotted: Theoretical Practical/Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability/entrepreneurship? YES NO

Is the course focused on imparting life skills? YES NO

Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UECOMAJ23004

Course Name: Introductory Macroeconomics

Brief Course Description:

This course has six modules; all the six modules are on macroeconomics concepts and theory. The course level is 100, and hence it is of introductory level. The three modules out of six are on algebra and calculus methods and techniques that have applications in macroeconomics.

Prerequisite(s) and/or Note(s):

- (1) Knowledge of high school-level mathematics is required.
- (2) Prior knowledge of economics at the +2 level will be useful.

Course Objectives:

Knowledge acquired:

- (1) To acquaint the students with the basic concepts and principles of macroeconomics.
- (2) Students are expected to acquire knowledge of a wide range of mathematical techniques which is applied for macroeconomics.
- (3) To apply the elementary mathematical tools in economic decisions.

Skills gained:

- (1) Students will be able to understand the basic macroeconomics concepts and relate them to real-world experiences.
- (2) Students can use algebra and calculus to estimate macroeconomics indicators from national income, various multiplier and acceleration principle.

Competency Developed:

- (1) On completion of the programme, students develop the ability to explain core economic terms, concepts and theories for intellectual growth.
- (2) Students learn to employ the “economic way of thinking” and become aware of global, historical and institutional forces.
- (3) Students will acquire the knowledge required to study advanced economic courses in subsequent semesters.

Course Syllabus:

Module-I: Introduction [5 hrs]

What is Macroeconomics? Nature, Scope and Importance of Macroeconomics; Concepts of Economic Models; Stock and Flow Concepts; Macro Statics, Macro Dynamics and Comparative Statics; Equation and Identity; Ex-post and Ex-ante.

Module-II: The National Income Accounts [6 hrs]

Definitions of National Income; Different Concepts of National Income; Methods of Measuring National Income; Difficulties of Measuring National Income; National Income as a Measure of Economic Welfare; The Circular Flow of Income and Expenditure.

Module-III: The Classical Theory of Income and Employment [9 hrs]

Basic Ideas of Classical Macroeconomics; Say's Law and Quantity Theory of Money (The Cash Transactions Approach and The Cash Balances Approach); The Classical Theory of Interest Rate; Loanable Fund Theory; The Classical Theory of Income and Employment Determination; Full Employment and Wage-Price Flexibility; Concepts of Classical Dichotomy and Neutrality of Money.

Module-IV: Banking System [10 hrs]

Functions of Commercial Bank: Do Banks Create Credit? The Process of Credit Creation; Definition of a Central Bank; Functions of a Central Bank; Central Bank as the Controller of Credit (Bank Rate, Open Market Operations, Variable Reserve Ratio, Selective Credit Control and Statutory Liquidity Ratio); Role of Central Bank in a Developing Economy.

Module-V: The Simple Keynesian Model [10 hrs]

The Simple Keynesian Model (SKM) in a Closed Economy without Government; The Keynesian Consumption Function; The Keynesian Saving Function; Income Determination in SKM; Stability of Equilibrium; The Simple Keynesian Multiplier; Static vs. Dynamic Multiplier, The Paradox of Thrift; Government Expenditure and Tax; The Government Expenditure Multiplier and The Tax Rate Multiplier; The Balanced Budget Multiplier.

Module-VI: Investment Function [5 hrs]

Concepts of Marginal Productivity of Capital, Marginal Efficiency of Capital (MEC) and Marginal Efficiency of Investment (MEI), Acceleration Principle; Multiplier- Accelerator Interaction.

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) a written examination, (b) a take-home assignment, and (c) a presentation on the topic suggested by the course instructor.

Suggested Readings:

- Ackley, *Macroeconomic Theory and Policy*, 2nd Edition.
- Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011
- Charles I. Jones, *Introduction to Economic Growth*, W.W. Norton & Company, 2nd edition, 2002
- Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010
- Errol D 'Souza, *Macroeconomics*, Pearson Education, 2009
- Ghosh Chandana & Ghosh Amber: *Macroeconomics*, PHI Learning
- N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010
- Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009
- R. Dornbusch and S. Fischer, *Macroeconomics*, McGraw Hill, 4th edition
- Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005
- Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011
- Sikdar, S. *Principles of Macroeconomics*, Oxford University Press
- W. H. Branson, *Macroeconomic Theory and Policy*, All India Traveller Bookseller, 2nd Edition

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Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name:

Subject Code:

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code:

Course Credit: Theoretical Practical/Tutorial

Marks Allotted: Theoretical Practical/Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability/entrepreneurship? YES NO

Is the course focused on imparting life skills? YES NO

Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UECOMAJ24007

Course Name: Intermediate Macroeconomics

Brief Course Description:

This course has six modules; all the six modules are on the basis of intermediate concepts of macroeconomics and theory. The course level is 100 and hence it is of intermediate level. The three modules out of six are the simple application of mathematical techniques that have used in macroeconomics.

Prerequisite(s) and/or Note(s):

- (1) Knowledge of high school-level mathematics is required.
- (2) Prior knowledge of economics at the +2 level will be useful.

Course Objectives:

Knowledge acquired:

- (1) To acquaint the students with the intermediate concepts and principles of macroeconomics.
- (2) Understand the concepts of IS-LM Model in a closed economy with special emphasis on Keynesian Liquidity Preference Scheduled, Liquidity Trap, Money Market and Goods Market.
- (3) Analyze the principle of ‘Effective Demand’ with the help of the Complete Keynesian Model.

Skills gained:

- (1) Students will be able to understand the intermediate macroeconomics concepts and relate them to real-world experiences.
- (2) Students can use algebra and calculus to estimate macroeconomics indicators from IS-LM, Money Multiplier, Phillips Curve and Consumption Theories.

Competency Developed:

- (1) Demonstrate the meaning and function of demand for money and money supply (M1, M2, M3 and M4), high powered money, monetary and paper system, illustrate various version of quantity theory of money.
- (2) Students learn to employ the “economic way of thinking” and become aware of global, historical and institutional forces.
- (3) Students will acquire the knowledge required to study advanced economic courses in subsequent semesters.

Course Syllabus:

Module-I: The Principle of Effective Demand – The Complete Keynesian Model [7 hrs]

The Concept of Effective Demand; Derivation of Aggregate Demand Curve and Derivation of Aggregate Supply Curve; Effects of Monetary and Fiscal Policies; Effects of Wage Cut, Unemployment Equilibrium and its Causes; Possible Solutions Including Real Balance Effect; Keynes vs. Classics.

Module-II: IS-LM Model in a Closed Economy [8 hrs]

The Concept of Keynesian Liquidity Preference Schedule; Speculative Demand for Money and Liquidity Trap; Money Market and the LM Curve; Goods Market and the IS Curve; Equilibrium of the Economy; ‘Crowding-Out’ Effect; Effectiveness of Monetary and Fiscal Policies.

Module-III: Demand for Money and Money Supply [8 hrs]

Concepts of Demand for Money and Money Supply; Measures of Money Supply with Special Reference to India (M1, M2, M3 and M4); High Powered Money; Deposit Multiplier; Currency Multiplier and Money Multiplier in the Context of the Theory of Money Supply; Government Budget Deficit and Deficit Financing; Deficit Financing and Monetary Policy.

Module-IV: Inflation, Unemployment and Expectations [9 hrs]

The Concept of Inflationary Gap; Demand- pull vs. Cost-push Inflation; Mark-up Inflation; The Concept of Stagflation; Central Bank’s Role in Controlling Inflation; Monetary Policy; Inflation and Unemployment Trade-off; Deriving the Phillips Curve from Aggregate Supply Curve; Short-run and Long-run Phillips Curve; Basic Propositions of the Rational Expectations Hypothesis.

Module-V: The Consumption Function and Theories [8 hrs]

The Keynesian Consumption Function; Significance of MPC; Determinants of the Consumption Function; Empirical Findings; The Consumption Ratchet; Relative Income Hypothesis; Permanent Income Hypothesis and Life Cycle Hypothesis.

Module-VI: Introduction to New Classical and New Keynesian Theories [5 hrs]

Concepts of New Classical Theory; Concept of Rational Expectations and the Theory of Real Business Cycle; New Keynesian Theory; Nominal Rigidities and Real Rigidities; Rigidities in Interest Rates and Credit Rationing.

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student’s confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) Internal Assessment or Class Test, (b) take-home assignment, and (c) presentation on the topic suggested by the course instructor.

Suggested Readings:

- Ackley, *Macroeconomic Theory and Policy*, 2nd Edition.
- Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011
- Charles I. Jones, *Introduction to Economic Growth*, W.W. Norton & Company, 2nd edition, 2002
- Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010
- Errol D'Souza, *Macroeconomics*, Pearson Education, 2009
- Ghosh Chandana & Ghosh Amber: *Macroeconomics*, PHI Learning
- N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010
- Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009
- R. Dornbusch and S. Fischer, *Macroeconomics*, McGraw Hill, 4th edition
- Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005
- Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011
- Sikdar, S. *Principles of Macroeconomics*, Oxford University Press
- W. H. Branson, *Macroeconomic Theory and Policy*, All India Traveler Bookseller, 2nd Edition

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 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Practical/Tutorial

Marks Allotted: Theoretical Practical/Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core	<input type="checkbox"/>	AEC	<input type="checkbox"/>
Interdisciplinary/ DSE	<input type="checkbox"/>	SEC	<input checked="" type="checkbox"/>
Minor / Generic Elective	<input type="checkbox"/>	VAC	<input type="checkbox"/>
Research Project/Dissertation	<input type="checkbox"/>	Vocational	<input type="checkbox"/>

Is the course focused on employability/entrepreneurship? YES NO

Is the course focused on imparting life skills? YES NO

Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:

Course Code: UECOMAJ23003

Course Name: Intermediate Micro Economics

Brief Course Description:

The course contains the basic concept of the market, types of markets, and different theories relating to market structure, as well as the theory of factor pricing and welfare economics.

It also provides practical knowledge of the structure of markets, price and output determinations in different markets, and Basic concepts of Factor Pricing and Welfare Economics.

Prerequisite(s) and/or Note(s):

- (1) High school Mathematics/Business Mathematics/Applied Mathematics

Course Objectives:

Knowledge acquired:

- (1) Structural and functional operations of markets.
- (2) Factor pricing and relevance of Factor Pricing.
- (3) Basic knowledge of Welfare Economics and conditions of Pareto Optimality.

Skills gained:

- (1) Practical Knowledge of market structure and Functions of Markets.
- (2) There is a provision of understanding of how markets work, the different types of markets, and how they are affected by factors such as competition, government intervention, and externalities. This foundation is essential for understanding more advanced topics in economics in international trade and macroeconomics.
- (3) By learning the concepts of factor pricing, students understand how firms make decisions about production and factor employment.
- (4) Welfare Economics provides knowledge with a solid foundation for understanding the broader social implications of economic decisions and the role of government in promoting social welfare.

Competency Developed:

- (1) There are opportunities on a state, national and even global scale.
- (2) Acquired knowledge can be applied in the field of marketing, cost analysis, profit maximisation, factor employment etc.

Employability of the course

Employability is possible as economists in public and private, industrial organisations, in the field of behavioural economics, market analysts, researchers, etc.

Life skills imparted in the course

It can impart valuable life skills that are relevant to our daily lives. By studying this paper, there is the possibility to develop critical thinking and problem-solving skills, which are essential in many areas of life in decision-making like business, investment etc.

By learning to analyse risk and uncertainty, students will become more confident in strategic thinking.

Activity in the course

This course is activity-based especially, with real-life instances of businesses or industries students can analyze the microeconomic concepts, such as supply and demand, market structure, and government policies in action.

By creating a simulated economy students play the roles of consumers, producers, or policymakers for a better understanding of the subject. Developing hypothetical business conditions and asking them to come up with a business plan, including pricing strategy, production costs, and marketing tactics is another part of the activity-based involvement of the students.

Course Syllabus:

Module I: Perfect Competition: [10 hrs]

Assumptions, economic vs. accounting profit, short-run profit maximisation, short-run supply curve of the firm and the industry, break-even and shut-down point, Output choice and competitive equilibrium in the long-run, long-run equilibrium of the firm, long-run industry supply curve under constant, increasing and decreasing costs. [Perfect Competition – Pareto condition for maximum social well-being]

Module II: Theory of Monopoly: [7 hrs]

Short-run and long-run equilibrium under monopoly, supply curve under monopoly, monopoly power, sources of monopoly power, measuring monopoly power; Profit maximisation of a single plant monopolist, effects of tax, the multi-plant monopoly, natural monopoly, mark-up pricing: price regulation, taxation, antitrust laws. Price Discrimination: First-degree, Second-degree, and Third-degree. Bilateral monopoly; Comparison of Perfect competition and monopoly.

Module III: Theory of Monopolistic Competition (Imperfect Competition): [6 hrs]

Monopolistic competition: Assumptions, Product Differentiation, Selling cost and demand curve, concept of Group, short run and long price and output determinations under monopolistic competition. Ideal output and Excess capacity, Comparison with Perfect Competition.

Module IV: Oligopoly: [6 hrs]

Characteristics, non-collusive oligopoly model: Cournot model, Kinked Demand Curve Model, Stackelberg Model; Collusive Oligopoly: Price Leadership Model. Mathematical Applications of Oligopoly Market. [Game theoretic approach]

Module V: Factor Pricing: [9 hrs]

Indifference curve analysis of labour supply, marginal productivity theory of input returns, Adding-up problems. Collective bargaining and labour exploitation, Labour Exploitation and Role of Trade Union. Perfectly competitive factor markets: Ricardian theory of Rent, Economic Rent and Quasi-Rent, Gross and Net Profits, Risk and Uncertainty theory of profit, nominal and real interest rate.

Module VI: Welfare Economics: [7 hrs]

Pareto Efficiency, Production Possibility frontier; Social Welfare Function, Social indifference Curve, Grand Utility Possibility Frontier; Competitive Equilibrium and Pareto Efficiency, Welfare maximisation and Perfect Competition.

Suggested Readings:

Varian H.R: *Intermediate Microeconomics: A Modern Approach*, East West Press

Pindyck, Rubinfeld and Mehta: *Microeconomics*, Pearson Education Asia

Chakravarty, S: *Microeconomics*, Allied

Kreps, D.M.: *A Course in Micro Economic Theory*, Prentice Hall of India. Maddala

and Miller: *Microeconomics-Theory and Applications*, McGraw. Koutsoyiannis A.

Modern Microeconomics, Macmillan

Mankiw N.G *Principles of Microeconomics*; Cengage Learning India

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Discipline: Science Arts, Humanities & Social Science
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Subject Name:

Subject Code:

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code:

Course Credit: Theoretical Practical/Tutorial

Marks Allotted: Theoretical Practical/Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability/entrepreneurship? YES NO

Is the course focused on imparting life skills? YES NO

Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UECOMAJ24006

Course Name: Mathematical Methods in Economics

Brief Course Description:

This course has five modules. The course aims to give the students some background on mathematical tools that can be used for analysing economic ideas. It focuses on the Mathematical Methods in the first place and then uses the methods to understand and investigate economic models. Mathematical Methods in Economics are linked with both Micro and Macro Courses.

Prerequisite(s) and/or Note(s):

- (1) Knowledge of high school-level mathematics is required.
- (2) Prior knowledge of economics at the +2 level will be useful.

Course Objectives:

Knowledge acquired:

- (1) To equip the students to understand the most important mathematical methods used in economics.
- (2) To illustrate the use of these techniques by applying them to various well-known economic models.
- (3) To use appropriate techniques to solve problems with calculus and linear algebra.

Skills gained:

- (1) Students will be able to understand the basic and relevant mathematical methods used in economics.
- (2) Students can use linear algebra and calculus to solve economic problems

Competency Developed:

- (1) Students can formalise economic problems as theoretical models and use mathematical methods to interpret such models. This would also help prepare study reports.
- (2) Students will acquire the knowledge required to study advanced economics courses in subsequent semesters.

Course Syllabus:

Module I- Preliminaries and Functions of one real variable: [8 hrs]

Convex sets, geometric properties of functions- concave functions, convex functions, the characterizations, properties and applications of concave and convex functions, point of inflexion.

Module II- Linear Models and Matrix Algebra: [9 hrs]

Vectors and Matrices, Matrix operations, Transposes and Inverses, Identity Matrices and Null Matrices, Elementary matrices, Rank of a Matrix, Determinants and its Basic Properties, Solution of a system of linear equations- Cramer's rule, Eigen values and Eigen vectors, Quadratic form of a matrix and its signdefiniteness --- The application of Principal Axes Theorem.

Module III- Differential Equations: [9 hrs]

Definition of Differential Equation, Solution of Differential Equations, First Order and Second Order Differential Equations with constant coefficients and constant term, Applications in Economics- Time Path of Price and Quantity in Competitive Markets, Time Path of Income in Simple Keynesian Model, Stability Model.

Module IV- Difference Equations: [9 hrs]

Definition of Difference Equation, Solution of Difference Equations, First Order and Second Order Difference Equations, Applications in Economics- The Cobweb Model, Nature of the Time Path – A Graphical Analysis, Interpretation of the Time Path, The Multiplier Accelerator Interaction Model.

Module V- Linear Programming: [10 hrs]

Definition of Linear Programming, Formulation of LPP, Convex sets and Linear Programming, Graphical Solution Methods, Slack Variables, Basic Feasible Solutions, Simplex Method for Solving a Maximization and Minimization Problem (two variable case only), Duality of Linear Programming, Degeneracy, Economic Interpretation of Duality.

Tutorial Classes: [15 hrs]

Tutorial classes are held to clarify the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) a written examination, (b) a take-home assignment, and (c) a presentation on the topic suggested by the course instructor.

Suggested Readings:

- Allen, R. G. D.: Mathematical Analysis for Economics, Macmillan.
- Alpha C. Chiang and Kavin Wainwright: Fundamental Methods of Mathematical Economics, Mc Graw Hill, 2005.
- Bailey, D.: Mathematics in Economics, McGraw Hill

- Carl P. Simon and Lawrence Blume, *Mathematics for Economists*, W.W. Norton and Company, New York, London.
- Dorfman, R., Samuelson, P.A. and Solow, R.M., *Linear Programming and Economic Analysis*, McGraw-Hill, 1958.
- Edward T. Dowling: *Introduction to Mathematical Economics*, Schaum's Series
- Hadley, G., *Linear Algebra*, Addison-Wesley Publishing Company, 1977
- Michael Hoy, John Livernois, Chris McKenna, Ray Rees and Thanasis Stengos: *Mathematics for Economics*, PHI Learning.
- K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002.
- Mukherjee, B. and Pandit, V.: *Mathematical Methods for Economic Analysis*, Allied.
- Mukherji and S. Guha: *Mathematical Methods and Economic Theory*, Oxford University Press, 2011.
- Silberberg, E. and Suen, W.: *The Structure of Economics: A Mathematical Analysis*, Third edition, Mc-Graw Hill, 2001.
- Yamane, Taro: *Mathematics for Economists – An Elementary Survey*, Prentice Hall.

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name: **ECONOMICS**

Subject Code: **UECOMIN20002**

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name: **DEVELOPMENT ECONOMICS AND ISSUES IN INDIAN ECONOMY**

Course Code: **UECOMIN20002**

Course Credit: Theoretical **3** Practical/Tutorial **1**

Marks Allotted: Theoretical **60** Practical/Tutorial

Continuing Evaluation **10** Attendance **5**

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor VAC
 Research Project/Dissertation Vocational

Is the course focused on employability/entrepreneurship? YES NO
 Is the course focused on imparting life skills? YES NO
 Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: **25/UG-24**

Date: **10/05/2024**

Course Code: UECOMIN20002

Course Name: Development Economics and Issues in Indian Economy

Brief Course Description:

This paper consists of six modules consisting of topics on Development economics and the Indian economy. The first part of this paper deals with the issues in development and their indicators, the role of gender in development, and the sustainable development goals. The second part of the paper is designed to understand the functioning of the economy. It includes topics like poverty, unemployment, agriculture, post 1991 development strategies of India, and the new education policy.

Prerequisite(s) and/or Note(s):

Prior knowledge of economics is optional for this course.

Course Objectives:

Knowledge acquired:

Upon completing the course, the students will know the basic concepts of Development economics and Indian economy. They will understand the concept of development and its indicators. The students will be aware of very relevant issues of the role of gender and environment in development. This course will provide a comprehensive understanding of the Indian economy and make the students aware of the different government policies and programs in this regard.

Skills gained:

Upon completing the course, the students will be able to identify the importance and contribution of human development, gender discrimination, global warming, and climate change in the development of a country. They will be capable of understanding the current economic problems in India. The students will identify the challenges faced by different sectors of the economy and will learn about the policy regimes of government in resolving those problems.

Competency Developed:

The students will be able to understand the very basic, relevant and core issues relating to the development and problems of the Indian economy. They can work on issues relating to gender empowerment, gender discrimination, human development, sustainable development goals, poverty, agriculture, and globalization to understand an economy better and prepare study reports in this regard.

Course Syllabus:

Development Economics

Module I- Issues in Development: [7 hrs]

Meaning and Challenges of Development, Features of Underdeveloped Economy, Economic Development and its indicators: Per capita income, Physical Quality of Life Index, Human Development Index, MDGs.

Module II- Gender and Development: [8 hrs]

Gender discrimination and gender division of labour, Concepts of gender equality and gender equity, gender mainstreaming, gender empowerment, Women in Development (WID) approach, Gender and Development (GAD) approach, gender development index, gender empowerment measure, gender inequality index.

Module III- Environment and Development: [7 hrs]

Renewable and Non-Renewable Resources, Issues relating to environment and economic development, Sustainable development, SDGs, Global Warming and Climate Change, and Policy options with developing and developed countries.

Suggested Readings

- Agarwala and Singh (eds.): The Economics of Underdevelopment, OUP.
- A.P., Thirwall, Economic Development, Palgrave Macmillan, 2011.
- Debraj Ray, Development Economics, Oxford University Press, 1998.
- M.P., Todaro, and S.C., Smith, Economic Development, Pearson Education, 2022.
- P.A. Koli, Economic Development and Environment Issues, 2005
- Sustainable Development Report: Implementing the SDG Stimulus
<https://s3.amazonaws.com/sustainabledevelopment.report/2023/sustainable-development-report-2023.pdf>
- Gender Roles, Power and Inequality: Chapter by Sayani Das
<https://ebooks.inflibnet.ac.in/hsp14/chapter/gender-roles-power-inequalities/>
- Human Development Report, 1990. hdr1990encompletenostats.pdf (undp.org)
- Human Development Report, 1995. hdr1995encompletenostats.pdf (undp.org)
- Human Development Report, 2010. [human-development-report-2010-complete-english.human-development-report-2010-complete-english](https://hdr2010encompletenostats.pdf) (undp.org)
- Human Development Report, 2011. [human-development-report-2011-english.human-development-report-2011-english](https://hdr2011encompletenostats.pdf) (undp.org)

Issues in Indian Economy

Module I- Features of Indian Economy: [9 hrs]

India as a developing country, Poverty and Inequality: Concept and Incidence of Poverty in India, Poverty estimates, Strategy of Poverty Alleviation Measures: Integrated Rural Development Programme (IRDP), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Income Inequality: Nature and Causes, Unemployment-Nature and types of Unemployment in India, Gig economy, Causes of Unemployment, Concepts of work participation rate, Labour force participation rate, unemployment rate, the concept of main and marginal workers according to the census, Government policies and measures: Swarnajayanti Gram Swarozgar Yojana (SGSY), Jawahar Rozgar Yojana (JRY), Pradhan Mantri Kaushal Vikas Yojana (PMKY)

Module II- Indian Agriculture: [6 hrs]

Land reform, Green Revolution, Feminisation of Agriculture, Marketed and Marketable surplus, Agricultural Marketing, Agricultural Price Policy, Agricultural credit- institutional and non-institutional sources, Role of NABARD

Module III- Post-1991 Development Strategies of India: [8 hrs]

Liberalization, Privatisation and Globalization (LPG) Models, Impact of Liberalization, Privatisation and Globalization (LPG) on Indian Economy, Monetary and Fiscal policy, Trade policy, Niti Ayog- Organization and Functions, Right of children to free and compulsory education act (RTE)2009, New Education Policy (NEP) 2020: salient features of school and higher education, Problems of India's education system

Suggested Readings

- Kaushik Basu, (ed.), India's Emerging Economy, Performance and Prospects in the 1990s and Beyond, Oxford University Press
- Ramesh Singh (15th edition), Indian economy, Mc Graw Hill
- Ruddar Datt and K.P.M Sundharam (Latest ed.): Indian Economy, S. Chand & Company Ltd., New Delhi.
- Sanjiv Verma, The Indian Economy, Unique Publishers
- S.K Mishra & V.K Puri (Latest ed.) "Indian Economy and –Its development experience", Himalaya Publishing House.
- Sri Ram Srirangam, Manish Kumar, Rohit Deo Jha, Indian Economy: Principles, Policies and Progress, Pearson
- Uma Kapila (24th edition), Indian Economy: Performances and Policies, Academic Foundation
- Uma Kapila (34th edition), Indian Economy: Performances and Policies, Academic Foundation
- https://www.niti.gov.in/sites/default/files/2019-01/Strategy_for_New_India_0.pdf
- https://www.ugc.gov.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf
- <https://cisfbhilai.kvs.ac.in/sites/default/files/Salient%20Features%20NEP%20-%20SE.pdf>

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalize the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) a written examination, (b) a take-home assignment, and (c) a presentation on the topic suggested by the course instructor.