

PREAMBLE

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

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

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

Vision of the National Education Policy 2020

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

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

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

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

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

Composition of Curriculum Draft Committee for Economics

Sl.no	Name & Organization	Designation
1.	Dr. B.P. Veerabhadrappe Vice-Chancellor, Kuvempu University, Shankaraghatta	Chairperson
2.	Dr. B. K. Tulasimala Vice-Chancellor, KSAW University, Vijayapura	Member
3.	Dr. D.V. Gopalappa Professor, University of Mysore, Mysuru	Member
4.	Dr. S.T. Bagalkoti Professor, Karnatak University, Dharwad	Member
5.	Dr. S. R. Keshava Professor, Bangalore University, Bengaluru.	Member
6.	Dr. Viswanatha Professor, Mangalore University, Konaje	Member
7.	Dr. Dasharath Naik Professor, Gulbarga University, Kalaburgi.	Member
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15.	Dr. Timmaraddi Assoc. Professor, A. S. Women's College, Ballari.	Member
16.	Dr. K.B. Dhanajaya Principal, Sahyadri Arts College, Shivamogga.	Member
17.	Dr. Joy Narella Assoc. Professor, University College of Arts, Tumakuru.	Member
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19.	Dr. Tejaswini B. Yakkundimath Special Officer, Karnataka State Higher Education Council	Member Convener

PREFACE

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

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

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

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

ACKNOWLEDGEMENT

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

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

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

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EXECUTIVE SUMMARY

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

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

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

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

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

Introduction

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

Program Outcome

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

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

Learning Objectives

The Graduates will demonstrate:

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

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

Program Outcomes

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

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

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

NEED FOR CURRICULUM DEVELOPMENT

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

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

PEDAGOGY

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

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

Exit Options and Credit Requirements

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

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

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

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

CONTINUOUS INTERNAL EVALUATION AND SEMESTER END EXAMINATION

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 30: 70 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges.

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

Sl.No.	Parameters for the Evaluation	Marks
Continuous Internal Evaluation (CIE)		
A	Continuous & Comprehensive Evaluation (CCE)	10 Marks
B	Internal Assessment Tests (IAT)	20 Marks
	Total of CIE (A+B)	30 Marks
C	Semester End Examination (SEE)	70 Marks
	Total of CIE and SEE (A + B + C)	100 Marks

Evaluation process of IA marks may be as follows:

- The first component (C1), of assessment is for 15 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.
- The second component (C2), of assessment is for 15 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.
- During the 17th – 20th week of the semester, a semester end examination of 3 hours duration shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 70%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (of A4 size), graph sheets etc., required for such tests / assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

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

Outline for continuous assessment activities for C1 and C2

Activities	C1	C2	Total Marks
Session Test	10 marks	10 marks	20
Seminars etc.	05 marks		05
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/ Review of the Book/ etc		05 marks	05
Total	15 marks	15marks	30

Suggestive Template for IAT

Internal Assessment Test

BA/B.Sc. and MA/MSc in Economics

Course Code:

Name of the Paper:

Duration: 90 Minutes

Total Marks: 35

SECTION-A

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

(5 X 2= 10)

- 1.
- 2.
- 3.

SECTION- B

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

- 5.
- 6.

SECTION- C

Answer any one of the following questions. Questions for testing the critical ability of understanding) (15X1=15)

- 7.
- 8

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

In

Economics

Acronyms Expanded

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

B.A PROGRAM

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

Semester – I								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C1	Basic Economics –I	DSC	3+0+0	70	30	100	3
2	Economics-C2	Contemporary Indian Economy	DSC	3+0+0	70	30	100	3
3	Open Electives-Economics	1. Kautilya’s Arthshastra 2. Pre-reforms Indian Economy 3. Development Studies	OEC	3+0+0	70	30	100	3
Sub- Total								09

E

Semester – II								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C3	Basic Economics -II	DSC	3+0+0	70	30	100	3
2	Economics-C4	Karnataka Economy	DSC	3+0+0	70	30	100	3
3	Open Electives-Economics	1. Contemporary Indian Economy 2. Sustainable Development 3. Economics of Business Environment	OEC	3+0+0	70	30	100	3
Sub- Total								09
Exit option with Certificate (48Credits)								

Semester -III								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C5	Micro Economics	DSC	3+0+0	70	30	100	3
2	Economics-C6	Mathematical Economics	DSC	3+0+0	70	30	100	3
3	Open Electives-Economics	1. Rural Economics 2. Economics of Insurance 3. Economics of Human Development	OEC	3+0+0	70	30	100	3
Sub- Total								09

Semester -IV								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C7	Macro Economics	DSC	3+0+0	70	30	100	3
2	Economics-C8	Statistics for Economics	DSC	3+0+0	70	30	100	3
3	Open Electives-Economics	1. Karnataka Economy 2. Entrepreneurial Economics 3. Economics and Law	OEC	3+0+0	70	30	100	3
Sub- Total								25

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

Semester -V								
Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics -C9	Public Economics	DSC	4+0+0	70	30	100	4
2	Economics -C10	Development Economics	DSC	4+0+0	70	30	100	4
3	Economics	1. Agricultural Economics 2. Industrial Economics 3. Financial Economics (choose 1)	DSE	3+0+0	70	30	100	3
4	Economics	Vocational Course – 1 1. Entrepreneurial Economics 2. Digital Economics	DSC	3+0+0	70	30	100	3
Sub- Total								14

Semester -VI								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C11	International Economics	DSC	4+0+0	70	30	100	4
2	Economics-C12	Indian Public Finance	DSC	4+0+0	70	30	100	4
3	Economics	1. Labour Economics 2. Economics of Non-Farm Sector 3. Tertiary Economics (Choose 1)	DSE	3+0+0	70	30	100	3
4	Economics	Vocational Course – 2 1. Micro Entrepreneurses Development 2. Project Planning & Management (Choose 1)	DSC	3+0+0	70	30	100	3
Sub- Total								14

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

Semester -VII								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C13	Advanced Microeconomics	DSC	4+0+0	70	30	100	4
2	Economics-C14	Financial Economics	DSC	4+0+0	70	30	100	4
3	Economics C15	Econometrics	DSC	3+0+0	70	30	100	3
4	Economics	1. Population Studies 2. Urban Economics 3. Economics of Infrastructure (Choose 1)	DSE	3+0+0	70	30	100	3
5	Economics	1. Economics of Governance 2. Gender Economics 3. Economics of Health & Education (Choose 1)	DSE	3+0+0	70	30	100	3
6	B.A 7. 6	Research Methodology for Economics	DSC	2+1+0				3
Sub- Total								20

Semester - VIII								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C16	Economics and Data Analytics	DSC	4+0+0	70	30	100	4
2	Economics-C17	Behavioural Economics	DSC	4+0+0	70	30	100	4
3	Economics C18	Environmental Economics	DSC	3+0+0	70	30	100	3
4	Economics	1. Institutional Economics 2. International Finance 3. Co-operative Economics	DSE	3+0+0	70	30	100	3
5	B.A 8.5	Research Project	-					6
Sub- Total								20

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

Semester -IX

Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C16	Economic Policy Analysis	DSC	4+0+0	70	30	100	4
2	Economics-C17	Experimental Economics	DSC	4+0+0	70	30	100	4
3	Economics C18	Computer Applications in Economics	DSC	3+0+0	70	30	100	3
4	Economics	1. Economics and Law 2. Global Economic Environment 3. Managerial Economics	DSE	3+0+0	70	30	100	3
5	B.A 8.5	Internship	-					6
Sub- Total								20

Semester - X

Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C16	Game Theory and its Applications in Economics	DSC	4+0+0	70	30	100	4
2	Economics-C17	Economics of Corporate Finance	DSC	4+0+0	70	30	100	4
3	Economics C18	International Finance	DSC	3+0+0	70	30	100	3
4	Economics	1. Economics of Financial Statement Analysis 2. Stock Market Analysis 3. Economics of Information Communication and Technology	DSE	3+0+0	70	30	100	3
5	B.A 8.5	Research Project	-					6
Sub- Total								20

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

Note:

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

Program Structure

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

Discipline Core: Economics

Total Credits:

Semester -I

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C1	Microeconomics	DSC	3+0+0	70	30	100	3
4	Economics-C2	Mathematics for economics	DSC	3+0+0	70	30	100	3
5								
6								
7	O E 1	4. Kautilya's Arthshastra 5. Development Studies 6. Managerial Economics	OEC	3+0+0	70	30	100	3
8								
		Sub- Total						9

Semester -II

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C3	Macroeconomics	DSC	3+0+0	70	30	100	3
4	Economics-C4	Statistics for Economics	DSC	3+0+0	70	30	100	3
5								
6								
7	O E 2	4. Contemporary Indian Economy 5. Sustainable Development 6. Economics of Business Environment	OEC	3+0+0	70	30	100	3
8								
9								
		<i>Sub- Total</i>						9

Exit option with Certificate (48 credit)

Semester -1II								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C5	Factor pricing and Welfare Economics	DSC	3+0+0	70	30	100	3
4	Economics-C6	Basic Econometrics	DSC	3+0+0	70	30	100	3
5								
6								
7	OE 3	4. Rural Economics 5. Economics of Insurance 6. Economics of Human Development	OEC	3+0+0	70	30	100	3
8								
Sub- Total								9

Semester -1V								
Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C7	Monetary Economics	DSC	3+0+0	70	30	100	3
4	Economics-C8	Time series Econometrics	DSC	3+0+0	70	30	100	3
5								
6								
7	OE 4	4. Karnataka Economy 5. Entrepreneurial Economics 6. Economics and Law	OEC	3+0+0	70	30	100	3
8								
9								
Sub- Total								9

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

Semester - V								
Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C9	Public economics	DSC	4+0+0	70	30	100	4
2	Economics-C10	International economics	DSC	4+0+0	70	30	100	4
3	Economics DSE-1 (Choose-1)	1. Environmental Economics 2. Economics of Information 3. Operations Research in Economics	DSE	3+0+0	70	30	100	3
4	Economics DSC-1 (Choose-1)	Vocational Course – 1 1. Entrepreneurial Economics 2. Digital economics	DSC	3+0+0	70	30	100	3
5								
6								
Sub- Total								14

Semester - VI								
Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C11	Economics of Growth & Development	DSC	4+0+0	70	30	100	4
2	Economics-C12	Indian Economy	DSC	4+0+0	70	30	100	4
3	Economics DSE-2 (Choose-1)	1. Experimental economics 2. Game theory 3. Economics of Artificial Intelligence	DSE	3+0+0	70	30	100	3
4	Economics DSC-2 (Choose-1)	Vocational Course – 2 1. Micro Entrepreneur Development 2. Project Planning & Management	DSC	3+0+0	70	30	100	3
5								
6								
Sub- Total								14

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

Semester -VII

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C13	Advanced Micro economics	DSC	4+0+0	70	30	100	4
2	Economics-C14	Financial Economics	DSC	4+0+0	70	30	100	4
3	Economics C15	Computer application in economics	DSC	3+0+0	70	30	100	3
4	Economics DSE-3 (Choose-1)	1. Agricultural Economics 2. Health Economics 3. Monetary Economics	DSE	3+0+0	70	30	100	3
5	Economics DSE-4 (Choose-1)	4. Economics of Climate Change 5. Financial Econometrics	DSE	3+0+0	70	30	100	3
6	Economics DSC-3	Research Methodology	DSC	2+1+0				3
<i>Sub- Total</i>								20

Semester -VIII

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C16	Advanced Macroeconomics	DSC	4+0+0	70	30	100	4
2	Economics-C17	Economic and Business Analytics	DSC	4+0+0	70	30	100	4
3	Economics C18	Programming with R for Economists	DSC	3+0+0	70	30	100	3
4	Economics DSE-5 (Choose-1)	1. Industrial Economics 2. Economics of Education 3. Economics of Artificial Intelligence and Machine learning	DSE	3+0+0	70	30	100	3
5	Economics DSC-4	Research Project	-					6
Sub- Total								20
Grand Total (I to VIII) (Only Economics)								104

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

Semester -IX									
SI No.	Course Code	Title of the Course		Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C19	International Trade	and Finance	DSC	4+0+0	70	30	100	4
2	Economics-C20	Advanced Econometrics		DSC	4+0+0	70	30	100	4
3	Economics C21	Advanced Research	Methodology	DSC	3+0+0	70	30	100	3
4	Economics DSE-6 (Choose-1)	1. Labour Economics 2. International Finance 3. Stock Market Analysis		DSE	3+0+0	70	30	100	3
5	Economics DSC-5	Internships		DSC					6
Sub- Total									20

Semester -X									
SI No	Course Code	Title of the Course		Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics -C22	Contemporary	Indian	DSC	4+0+0	70	30	100	4
2	Economics -C23	Advanced	Development	DSC	4+0+0	70	30	100	4
3	Economics C18	Advanced	Public	DSC	3+0+0	70	30	100	3
4	Economics DSE-7 (Choose-1)	1. Behavioral Economics 2. Corporate Finance 3. Big Data Analytics		DSE	3+0+0	70	30	100	3
5	Economics DSC-7	Project Work		-					6
Sub- Total									20
Grand Total (1 to X) (Only Economics)									146

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

List of Open Electives

Semester	Open Elective Papers
I	7. Kautilya's Arthshastra 8. Development Studies 9. Managerial Economics
II	7. Contemporary Indian Economy 8. Sustainable Development 9. Economics of Business Environment
III	7. Rural Economics 8. Economics of Insurance 9. Economics of Human Development
IV	7. Karnataka Economy 8. Entrepreneurial Economics 9. Economics and Law

SYLLABUS FOR FIRST TWO SEMESTERS OF BA
AND
BA HONORS
In
ECONOMICS

BA (Hons) Economics
Semester 1

DSC 1.2: Basic Economics – I (Economic Analysis -I) 3 credits

Course Outcomes:

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

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

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

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

Course Title: DSC 1.3: Contemporary Indian Economy	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Course Pre-requisite(s):

Course Outcomes (COs):

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

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

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

<ul style="list-style-type: none"> • Competition Policy 	
<p>Chapter No. 5. Business</p> <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Role of MNC's in Industrial Development • Make in India, development of economic and social infrastructure • National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p> <p>Chapter No. 6. Fiscal Policy</p> <ul style="list-style-type: none"> • Tax, Expenditure, Budgetary deficits • Pension and Fiscal Reforms • Public debt management and reforms • Fiscal Responsibility and Budget Management (FRBM) Act • GST, Fiscal Federalism and Fiscal Consolidation • Recommendations of the Current Finance Commission <p>Practicum: Mini-projects to assess the business climate</p>	5
Unit – 3 MONETARY POLICY, FOREIGN TRADE AND INVESTMENT	
<p>Chapter No. 7 Monetary Policy</p> <ul style="list-style-type: none"> • Organisation of India's money market • Financial sector reforms • Interest rate policy • Review of monetary policy of RBI <p>Chapter No. 8. Money and Capital Markets</p> <ul style="list-style-type: none"> • Working of SEBI in India • Changing roles of the Reserve Bank of India • Commercial banks, • Development Finance Institutions • Foreign banks and Non-banking financial institutions • Analysis of price behaviour in India, Anti-inflationary measures • Demonetization and its impact <p>Chapter No. 9. Foreign Trade and Investment</p> <ul style="list-style-type: none"> • India's foreign trade • India Balance of payment since 1991 • New Exchange Rate Regime: Partial and full convertibility • Capital account convertibility • FDI – Trends and Patterns • New EXIM policy, WTO and India • Bilateral and Multilateral Trade Agreements and Associations <p>Practicum:</p> <ol style="list-style-type: none"> 1. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends. 2. Group Discussions on India's trade policies and trade agreements <p>References</p> <ul style="list-style-type: none"> • Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi. • Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation • Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation 'in India, Delhi, OUP • Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New 	3 5 6

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

Semester I

Course Title: OEC 1.5: Kautilya's Arthashastra (OEC)	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Course Pre-requisite(s): 12th Standard Pass

Course Outcomes (COs):

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

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

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

Suggested readings:

1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi,

India, 2005.

2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013.
3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London.
4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

Semester 1

Course Title: OEC 1.5: Pre-Reforms Indian Economy (OEC)	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Course Pre-requisite(s): 12th Standard Pass

Course Outcomes (COs):

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

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

Unit	Description	Hours
I	Features and problems of Indian Economy	15
	Chapter 1: Features of Indian Economy <ul style="list-style-type: none"> • India as a developing economy, • Demographic features • Human Development (HDI), • Problems of Poverty, Unemployment, Inflation, income inequality 	4
	Chapter 2: Issues in Agriculture sector in India <ul style="list-style-type: none"> • Land reforms • Green Revolution • Agriculture marketing in India • Agricultural price policy 	6
	Chapter 3: Industrial and Service Sector <ul style="list-style-type: none"> • Industrial development; • Micro, Small and Medium Enterprises, • Industrial Policy • Performance of public sector in India, • Service sector in India. 	5
	Practicum: 1. Identifying economic problems and their causes; 2. Mini-project on any aspect of Indian agriculture, industry, service and public sectors	
II	Economic Policies	13
	Chapter 4: Planning <ul style="list-style-type: none"> • Mixed Economy • Bombay Plan • Gandhian Model • Nehru Mahalanobis Model • Objectives and achievements of economic planning in India 	5
	Chapter 5: Monetary policy in India <ul style="list-style-type: none"> • Instruments of Monetary Policy 	2

	<ul style="list-style-type: none"> • Black money in India – Magnitude and Impact <p>Chapter 6: Fiscal Policy in India</p> <ul style="list-style-type: none"> • Tax Revenue • Public expenditure • Budgetary deficits • Fiscal reforms • Public debt management and reforms • Centre state Finance Relations and Finance commissions in India. <p>Practicum: Assignment on successes and failures of India’s planning; Monetary and Fiscal Policy instruments</p>	6
III	External sector and Nature of Reforms in India	14
	<p>Chapter 7: India’s foreign trade</p> <ul style="list-style-type: none"> • Salient features • Value, composition and direction of trade • Balance of payments • Goal of self-reliance based on import substitution and protection • Tariff policy • Exchange rate <p>Chapter 8: Post-1991 strategies</p> <ul style="list-style-type: none"> • Stabilisation and structural adjustment packages • Liberalisation Privatisation Globalisation (LPG) Model • Impact of LPG Policies on Indian Economy <p>Chapter 9: NITI Ayog</p> <ul style="list-style-type: none"> • Organization • Functions <p>Practicum: Calculation of BoP and evaluating trade policies; Assignment and group discussion on the impact of LPG Policies</p>	6 6 2
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi. 2. Mishra S.K & V.K Puri (2001) “Indian Economy and –Its development experience”, Himalaya Publishing House. 3. Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation 4. Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi. 5. Jalan, B. (1996), India’s Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi. 		

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

Semester 1

Course Title: OEC 1.5: Development Studies (OEC)	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Course Pre-requisite(s): *12th Standard Pass*

Course Outcomes (COs):

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

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

Unit	Description	Hrs
I	Development: Meaning and Current Challenges	9
	Chapter 1: Meaning of Development <ul style="list-style-type: none"> • The concept of development, • Growth and Development • Transition from quantitative to qualitative indices 	3
	Chapter 2: Modern economic growth <ul style="list-style-type: none"> • Characteristics of modern economic growth • Regional and global disparities • Common characteristics and dissimilarities among developing countries. 	3
	Chapter 3: Current Development Challenges <ul style="list-style-type: none"> • Inequality • Migration • Conflicts Practicum:	3
II	Approaches to Development	12
	Chapter 4: Development Ethics <ul style="list-style-type: none"> • Concept and meaning • Principles and importance of Development Ethics 	2
	Chapter 5: Assessing Development <ul style="list-style-type: none"> • Per capita income • PQLI • Choice and Capabilities • HDI 	4
	Chapter 6: Approaches of Development <ul style="list-style-type: none"> • Adam Smith 	6

	<ul style="list-style-type: none"> • Marx • Schumpeter • Structuralist approach • Neo-liberalism, IMF and structural adjustment • Capabilities Approach Practicum:	
III	Theories and Current Issues in Development	21
	Chapter 7: Theories of Development <ul style="list-style-type: none"> • Theorizing Development - Modernization Theory, Dependency Theory • Capitalist World System • The evolution of thought on poverty reduction • Colonial Regimes and Their Legacies Chapter 8: The Industrial Revolution <ul style="list-style-type: none"> • Genesis and Spread • International specialization of Labour/Industry • Industrial Labour • ILO and its activities to promote labour standards Chapter 9: Environment and development <ul style="list-style-type: none"> • Increasing degradation of natural environment – water and air pollution and deforestation • Depletion of global commons • Sustainable development - concept and measures • SDGs • Climate Change – Causes, Impact, Measures of Mitigation and Adaptations Practicum:	6 5 10

Suggested Readings:

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

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

Semester II

Course Title: DSC 2.2: Basic Economics II	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

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

Course Outcomes (COs):

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

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

Unit	Description	Hrs
I	Macroeconomic Concepts and Relationships	12
	Chapter 1: Macroeconomy <ul style="list-style-type: none"> • Introduction to National Income Accounting • Concepts of GDP, GNP and national income • Approaches to calculating GDP, personal income, Nominal and real GDP • Limitations of the GDP concept 	5
	Chapter 2: Monetary economy <ul style="list-style-type: none"> • Characteristics • The demand for money • The supply of money and overall liquidity position • credit creation 	4
	Chapter 3: Inflation <ul style="list-style-type: none"> • Meaning and causes of inflation • Calculating inflation rate • Impact of inflation 	3
	Practicum: 1. Understanding the relationships between various NI concepts used in India's NI accounting; 2. Estimating the components of money supply and interpreting the various price indices	
II	Macroeconomic Challenges and Policies	12
	Chapter 4: Macroeconomic challenges <ul style="list-style-type: none"> • Unemployment • Economic Growth • Business Cycles 	3
	Chapter 5: Monetary Policy <ul style="list-style-type: none"> • Objectives • Instruments 	3
	Chapter 6: Fiscal Policy <ul style="list-style-type: none"> • Public finance vs. Private finance • Fiscal functions and role of government: allocation, distribution and stabilisation • Characteristics of public goods, 	6

	<ul style="list-style-type: none"> Rationale of public provision of public goods Practicum: 1. Reviewing the monetary policy of RBI; 2. A project to identify the nature and causes of poverty and the latest central budget	
III	Public Policy and Globalization	18
	Chapter 7: Poverty and public policy <ul style="list-style-type: none"> Meaning, measurement and types of poverty Poverty alleviation strategies in India 	6
	Chapter 8: International Trade <ul style="list-style-type: none"> The economic basis for trade—absolute advantage and comparative advantage, terms of trade exchange rates Trade Barriers-tariffs, subsidies and quotas Balance of Payments-The current and capital account	9
	Chapter 9: Globalization <ul style="list-style-type: none"> Meaning Importance Pros and cons of Globalization Practicum: Survey on identification of poor; Calculating the components of BoP of India	3
References (indicative) <ol style="list-style-type: none"> Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + MyLab Economics with Pearson eText</i> (updated 2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780136716532 Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText</i> (2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368 Case Karl E. and Fair Ray C. <i>Principles of Economics</i>, Pearson Education Asia, 2014. Mankiw N. Gregory. <i>Principles of Economics</i>, Thomson, 2013. Stiglitz J.E. and Walsh C.E. <i>Principles of Economics</i>, W.W. Norton & Co, New York, 2011. 		

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

Semester II

Course Title: DSC 2.3: Karnataka Economy	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Course Pre-requisite(s):

Course Outcomes (COs):

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

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

Unit	Description	Hours
I	Characteristics of Karnataka Economy	12
	Chapter 1: State Income	2
	<ul style="list-style-type: none"> • State Domestic Product and PCI • Measures to redress regional imbalances 	
	Chapter 2: Human and Natural Resources	6
	<ul style="list-style-type: none"> • Population • Human Development Index • Poverty and Unemployment– Anti-Poverty and Employment generation Programmes • Functioning of Panchayat Raj Institutions 	
	Chapter 3: Natural Resources in Karnataka	4
	<ul style="list-style-type: none"> • Land, Water, Forest and mineral resources in Karnataka Karnataka Sustainable Development Goals • Karnataka environmental Policy 	
	Practicum:	
II	Agriculture and Industries in Karnataka	18
	Chapter 4: Agriculture in Karnataka	9
	<ul style="list-style-type: none"> • Importance of Agriculture • Problems in Agriculture • Land Reforms • Cropping Pattern • Irrigation • Watershed Development • Dry Land Farming • Farmers Suicide – causes and solutions 	
	Chapter 5: Rural Development	3
	<ul style="list-style-type: none"> • Public Distribution System • Rural Development Programmes. 	
	Chapter 6: Industries in Karnataka	6

	<ul style="list-style-type: none"> • Major Industries in Karnataka - Problems and Prospects • MSMEs - Problems and Measures • IT Industries in Karnataka • Industrial Finance in Karnataka • Industrial Policy of Karnataka Practicum:	
III	Infrastructure and Finances	12
	Chapter 7: Infrastructure in Karnataka <ul style="list-style-type: none"> • Transportation: Road, Rail, Water and Air Transport • Information and Communication Technology facilities; Chapter 8: Social Infrastructure <ul style="list-style-type: none"> • Drinking Water, Sanitation • Housing • Health and Education • Social Security in Karnataka Chapter 9: State Finance <ul style="list-style-type: none"> • Sources of Revenue: Direct and Indirect Taxes • GST – Impact and Collections • Sharing of Central Taxes and Grand-in-Aid • Expenditure Sources • States Indebtedness • State Finance Commission • State Budget Practicum:	3 4 5

References (indicative)

1. Government of Karnataka, Economic Survey [Various Issues]
2. Planning Department, Annual Publication, Government of Karnataka.
3. Karnataka at Glance, Annual Publication Government of Karnataka.
4. Madaiah M & Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub., House, New Delhi.
5. Adul Aziz and K.G. Vasanti. (Eds) Karnataka Economy.
6. Government District Development Reports
7. Hanumantha Rao. Regional Disparities and Development in Karnataka.
8. Krishnaiiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore
9. Nanjundappa D.M. Some Aspects of Karnataka Economy.
10. Puttaswamiah K. Karnataka Economy, Two Volumes

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

Semester II

Course Title: OEC 2.5: Contemporary Indian Economy	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Course Pre-requisite(s):

Course Outcomes (COs):

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

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

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

<p>Chapter No. 5. Business</p> <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Role of MNC's in Industrial Development • Make in India, development of economic and social infrastructure • National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p>	5
<p>Chapter No. 6. Fiscal Policy</p> <ul style="list-style-type: none"> • Tax, Expenditure, Budgetary deficits • Pension and Fiscal Reforms • Public debt management and reforms • Fiscal Responsibility and Budget Management (FRBM) Act • GST, Fiscal Federalism and Fiscal Consolidation • Recommendations of the Current Finance Commission <p>Practicum: Mini-projects to assess the business climate</p>	5
Unit – 3 MONETARY POLICY, FOREIGN TRADE AND INVESTMENT	
<p>Chapter No. 7 Monetary Policy</p> <ul style="list-style-type: none"> • Organisation of India's money market • Financial sector reforms • Interest rate policy • Review of monetary policy of RBI 	3
<p>Chapter No. 8. Money and Capital Markets</p> <ul style="list-style-type: none"> • Working of SEBI in India • Changing roles of the Reserve Bank of India • Commercial banks, • Development Finance Institutions • Foreign banks and Non-banking financial institutions • Analysis of price behaviour in India, Anti-inflationary measures • Demonetization and its impact 	5
<p>Chapter No. 9. Foreign Trade and Investment</p> <ul style="list-style-type: none"> • India's foreign trade • India Balance of payment since 1991 • New Exchange Rate Regime: Partial and full convertibility • Capital account convertibility • FDI – Trends and Patterns • New EXIM policy, WTO and India • Bilateral and Multilateral Trade Agreements and Associations 	6
<p>Practicum:</p> <ol style="list-style-type: none"> 3. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends. 4. Group Discussions on India's trade policies and trade agreements 	
<p>References</p> <ul style="list-style-type: none"> • Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi. • Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation • Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation 'in India, Delhi, OUP • Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi. 	

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

Semester II

Course Title: OEC 2.5: Sustainable Development Goals	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Course Pre-requisite(s):

Course Outcomes (COs):

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

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

Unit	Description	Hrs
I	Environment, Development and Pollution	15
	Chapter 1: Meaning Characteristics of Environmental Goods and Services <ul style="list-style-type: none"> • Relationship between Environment and Development • Environmental Kuznets Curve – Meaning and Evidence • Sustainable Development – Meaning and Indicators 	3
	Chapter 2: Resource Use and Management <ul style="list-style-type: none"> • Resource Taxonomy – Renewable and nonrenewable resources • Economic Theory of Depletable Resources • Optimal Use of Renewable Resources • Resource Scarcity and Economic Growth – Limits to Growth Model • Tragedy of Commons and common property Resources • Resource Pricing and Resource Conservation 	6
	Chapter 3: Sustainable Development <ul style="list-style-type: none"> • Definitions, Objectives and Principles • Processes and Indicators of Sustainable Development • Approaches and Strategies for Sustainable Development • Environmental accounting Measures 	6
	Practicum: Miniproject on impact of development on local environment	
II	Sustainable Development Goals	10
	Chapter 4: Introduction and History <ul style="list-style-type: none"> • Brundtland Committee Recommendations • Rio Summit and Agenda 21 • SDGs: Goals, Targets and Indicators 	3
	Chapter 5: Government and the SDGs <ul style="list-style-type: none"> • Planning • Localizing the SDGs • SDG Policy Instruments • Industrial Policies and the SDGs 	4
	Chapter 6: Financing the SDGs	3

	<ul style="list-style-type: none"> Types of financing New financing mechanisms and global funds <p>Practicum: Assignments on Progress in attainment of various SDGs in India and her states</p>	
III	Issues in Implementing SDGs	17
	<p>Chapter 7: Means to Realizing the SDGs</p> <ul style="list-style-type: none"> Degrowth and circular economy Sustainable production and consumption Sustainable cities and transportation Sustainable designs, technology, digital revolution and innovation Renewable energy <p>Chapter 8: Implementing SDGs</p> <ul style="list-style-type: none"> governance and policy tools openness, participation and accountability, effectiveness and coherence; India's framework for sustainable development <p>Chapter 9: Other Issues</p> <ul style="list-style-type: none"> Social business, CSOs, and operations Development Assistance Cross-Border Cooperation <p>Practicum: Group Discussion on case studies on sustainable practices and processes</p>	8
		5
		4

Suggested Readings:

- Baumol, W.J. and W.E. Oates (1988): *The Theory of Environmental Policy (2e)*, CUP, Cambridge.
- Bhattacharya, R.N. (Ed): *Environmental Economics: An Indian Perspective*, OUP, New Delhi.
- Dalby, Simon, et al. *Achieving the Sustainable Development Goals: Global Governance Challenges*. Routledge, 2019.
- Day, G.S., and P.J.H. Schoemaker (2011), *Innovating in uncertain markets: 10 lessons for green technologies*, MIT Sloan Management Review, 52.4: 37-45.
- Elliott, Jennifer. *An introduction to sustainable development*. Routledge, 2012.
- Gagnon, B., Leduc, R., and Savard, L., *Sustainable development in engineering: a review of principles and definition of a conceptual framework*. Working Paper 08-18, 2008.
- Hanley, Shogren and White (1997): *Environmental Economics in Theory and Practice*, Macmillan.
- Kolstad, C.D. (1999): *Environmental Economics*, OUP, ND.
- Pearce, D.W. and R. Turner (1991): *Economics of Natural Resource Use and Environment*, John Hopkins Press, Baltimore.
- Sachs, Jeffrey D. *The age of sustainable development*. Columbia University Press, 2015
- Tietenberg, T. (1994): *Environmental Economics and Policy*, Harper Collins, NY.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

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

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Internal Test	50%
Assignment	20%
Presentation/Project	30%
Total	100

Date

Course Co-ordinator

Subject Committee Chairperson

**SYLLABUS FOR FIRST TWO SEMESTERS OF BS.C
AND
BS.C HONORS
In
ECONOMICS**

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

Course Coe: B. Sc. 1.1

Name of the Course: Microeconomics

Course Credits	Number of Hours per Week	Total No of Teaching Hours
3 Credits	3 Hours	42 Hrs
<p>Course Outcome: On Successful completion of the course, the student will be able to;</p> <ol style="list-style-type: none"> 1. Analyse the economic behaviour of the consumer and the firm 2. Explain the relationship between various variables such as Input and output, cost and output, price of the product and quantity demand and so on 3. Product and Factor pricing under different market structure 		
Unit – 1 : Introduction to Economics, Demand and Supply		14
<p>Chapter-1 introduction to Economics: Nature and scope of economics, Basic Concepts in economics, Importance of study of Economics, Understanding the economy, Mankiw’s ten principles of economics</p>		7
<p>Chapter- 2: Demand: Meaning and Determinants of Demand, the Demand Schedule, The Law of Demand Exceptions to the Law of Demand, Elasticity of Demand: Meaning- Types: Price, Income and Cross Elasticity, Measurement of Elasticity of Demand</p>		6
<p>Chapter- 3: Supply: Concept of Supply, the Law of Supply, and Determinants of Supply.</p>		1
Unit – 2 Theory of Demand and Production function		14
<p>Chapter-4. Cardinal Analysis: Utility: Law of diminishing marginal utility, equi-marginal utility, consumer’s equilibrium, Consumer surplus and its application</p>		3
<p>Chapter-5. Ordinal analysis: Meaning of Indifference curves- Indifference Schedule- Indifference Map, properties of Indifference curves Budget line-Equilibrium position, Income, Price and substitution effects -inferior goods v/s Geffen goods, Samuelson’s revealed preference theory</p>		6
<p>Chapter-6. Production Function Production Function - The Law of Variable Proportion - the Law of Returns to Scale- Least cost combination of Inputs</p>		5
Unit – 3: Cost, Revenue, Price and Output determination under different Markets		14
<p>Chapter No. 7 Cost Concepts, Cost output relationship in the short-run and long-run</p>		4
<p>Chapter No. 8. Concepts of Revenue: Total, Average and Marginal Revenue Curve</p>		1
<p>Chapter No. 9. Price and Output determination under different market: Meaning and features of perfect competitive market, Monopoly, Monopolistic competition and oligopoly, Price and Output determination under these markets</p>		9

Text Books

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

References

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

Pedagogy: Classroom lecture, tutorials, Seminar and Case analysis

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Continuous & Comprehensive Evaluation (CCE)	10 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	70 Marks
Total	100 Marks

Date

Course Co-coordinator

Subject Committee Chairperson

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

Course Coe: B. Sc. 1.2

Name of the Course: Mathematical for Economics

Course Credits	Number of Hours per Week	Total No of Teaching Hours
3 Credits	3 Hours	42 Hrs
<p>Course Outcome: On Successful completion of the course, the student will be able to;</p> <ol style="list-style-type: none"> 1. Perform basic operations in Vectors and Matrix algebra. 2. Calculate limits, derivatives and integrals of functions of multiple variables. 3. Calculate Optima for constrained and unconstrained optimization problems encountered in Economics. 		
Unit – 1: Basics of Mathematical Economics, Vectors, Matrices and Their applications		14
Chapter-1 Basics of Mathematical Economics: Nature of Mathematical Economics and its applications in Economic Analysis -Mathematical Model: Variables, Constants, Parameters, Equations and Identities- Sets: Set notation, operations, finite and infinite sets, laws of set operations		5
Chapter-2 Relations and Functions: Ordered pairs, relations and functions - Meaning and types of functions- constant function, polynomial functions, rational functions and non-algebraic functions. Simultaneous Equations- Vectors -vector spaces, linear dependence		4
Chapter-3 Matrices: Matrix Operations- Addition and Subtraction, Matrix Multiplication, Commutative, Associative and Distributive laws-Transpose - Inverse Matrix - Determinants: Properties, Rank of Matrix, Minor, Co-factor - Cramer’s Rule, Derivation and its Applications in Economics		5
Unit – 2: Comparative Statics and Derivatives		14
Chapter- 4. Nature of Comparative Statics, Rate of Change and the Derivative -The concept of limit, limit theorems		3
Chapter–5: Continuity and Differentiability of a function – rules of differentiation of a function, Constant Functions, Linear, Power, Sums and Differences of Functions, Product of Functions, Quotient of Functions, Chain Rule, Exponential and Logarithmic Functions		5
Chapter - 6. Functions of Two or More Variables - Partial Derivatives, Higher Order Partial Derivatives, the Chain Rule and Total Derivatives- Maxima and Minima – One and two variables- Differential Equations- First Order Linear Differential Equations- Nonlinear First Order Differential Equations- Second Order Linear Differential Equations		6
Unit – 3: Integration and Optimization Techniques		14
Chapter - 7 Concept of Integration -Rules of Integration – Definite Integrals – Area and summation – Indefinite Integration.		4
Chapter - 8. Applications integrations in Economic Analysis-Consumers Surplus- Producers surplus-Obtaining primitive function from marginal function		5

Text Books

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

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

References

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

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

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

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

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

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

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Continuous & Comprehensive Evaluation (CCE)	10 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	70 Marks
Total	100 Marks

Date

Course Co-coordinator

Subject Committee Chairperson

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

Course Coe: B. Sc. 2.1

Name of the Course: Macroeconomics

Course Credits	Number of Hours per Week	Total No of Teaching Hours
3 Credits	3 Hours	42 Hrs
<p>Course Outcome: On Successful completion of the course, the student will be able to;</p> <ol style="list-style-type: none"> 1. Explain the concept of National Income and methods of its estimation 2. Analyse the relationship between Macroeconomic variables 3. Understand the determination of income and employment under Classical and Keynesian framework 		
Unit – 1: Introduction to Macroeconomics and National Income accounting		14
<p>Chapter-1: Introduction to Macroeconomics: Nature of Macroeconomics and its significance, Indicators of Macro Economic Activity - Key Concepts: Stock and flow variables.</p>		3
<p>Chapter-2 Building blocks of Macroeconomic Analysis: Aggregate Demand (AD) curve, Aggregate Supply (AS) curve, Sources of shift in AD an AS, Equilibrium in National Income and Price level, Unemployment and National Income, Inflation and Unemployment, Circular flow of Income, Goods market and Money Market</p>		4
<p>Chapter-3 National Income Accounting: Measurement of Macro Variables and Economic Performance: National Income Accounting - <i>Important Concepts:</i> GNP, GDP, NNP, NDP, NI, PI, DPI- Real GDP versus Nominal GDP- GDP deflator- <i>Method of estimating National Income-</i> Expenditure Method- Income method-Value added or Net Product method- Difficulties in National Income Accounting- Trends in GDP in India -GNP and Quality of Life - Net Economic Welfare - Green Income.</p>		7
Unit – 2: Classical and Keynesian Macroeconomics		14
<p>Chapter- 4. Classical Theory: Introduction to classical theory of employment - Basic Assumptions of the Classical School- Say’s law of Market- Determinants of Output, Employment, Savings, Investment, Wages, Prices, Interest Rate - Equilibrium Output and Employment-Implications of Classical Full-Employment Model-Critical Evaluation.</p>		5
<p>Chapter - 5. Keynesian Macroeconomics: Principle of effective demand- Keynesian theory of output, income and employment- Equilibrium Income and Output in Simple Two Sector Model, Three Sector & Four Sector Models</p>		4
<p>Chapter- 6: Keyes Psychological law of consumption- An Overview of Post Keynesian theories of consumption: absolute income, relative income, permanent income & life cycle hypothesis- Multiplier and Accelerator Analysis -Marginal Efficiency of Capital- Relevance and Critique of Keynesian Macroeconomics</p>		5
Unit – 3 Recent Debates in Macroeconomics		14

Chapter - 7 Supply side Economics	4
Chapter - 8. Money market and Goods market equilibrium-IS-LM model-Business cycle- Concept and theories	5
Chapter - 9. Macroeconomic policies; Monetary Policy and Fiscal Policy-Relative effectiveness of monetary and fiscal policy	5

Text Books

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

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

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

References

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

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

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

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

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

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

Pedagogy : Classroom lecture, tutorials, Seminar and Case analysis

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Continuous & Comprehensive Evaluation (CCE)	10 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	70 Marks
Total	100 Marks

Date

Course Co-coordinator

Subject Committee Chairperson

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

Course Coe: B. Sc. 2.2

Name of the Course: Statistics for Economics

Course Credits	Number of Hours per Week	Total No of Teaching Hours
3 Credits	3 Hours	42 Hrs
<p>Course Outcome: On Successful completion of the course, the student will be able to;</p> <ol style="list-style-type: none"> 1. Calculate basic descriptive and inferential statistics. 2. Interpret descriptive and inferential statistics. 3. Explain the process of hypothesis testing 		
Unit – 1: Basics of Statistics for economics, Measures of central tendency and dispersion		14
<p>Chapter-1 Basics of Statistics for Economics: Why Study Statistics - Importance of Statistics in Economics- Descriptive and Inferential statistics -Data - Elements, Variables, and Observations, Scales of Measurement - Qualitative and Quantitative Data - Cross-Sectional and Time Series data- Data sources - Computers and Statistical Analysis</p>		4
<p>Chapter-2 Measures of Central Tendency: Arithmetic mean, median, mode, Geometric mean and Harmonic mean measurement and applications in Economics</p>		5
<p>Chapter-3 Measures of dispersion- Meaning and significance of measure of dispersion -Measurement and applications of Range , quartile deviation, mean deviation , standard deviation , variance and coefficient of variation</p>		5
Unit – 2 Correlation, Regression, Time Series Analysis and Index Numbers		14
<p>Chapter- 4. Correlation and Regression: Meaning and types of correlation, methods of computation of correlation coefficient –Karl Pearson’s method, Spearman’s rank correlation method- Regression–meaning and importance of regression analysis, simple regression lines and equations and forecasting (two variables only)</p>		6
<p>Chapter - 5. Time Series: Nature and Decomposition of Time Series - Analysis of Trend - Moving Average Method, Least-Square Method</p>		3
<p>Chapter - 6. Index Numbers: Nature and Purpose of Index Numbers - Types of Index Numbers: Price Index - Quantity Index, Link and Chain Index - Simple and Aggregate Index Numbers -Laspyre’s Index, Paasche’s Index, Marshall and Edgeworth's Index - Fisher’s Index – Time- Reversal and Factor Reversal Tests-Deflation and Splicing of Index Numbers - Problems in the Construction of Index Numbers - Limitation of Index Numbers.</p>		5
Unit - 3 Introduction to Probability Distributions and Hypothesis Testing		14
<p>Chapter - 7 Probability: Basic Concepts- Properties of Probability- Expected Values, Conditional Probability Random Variables: Discrete and Continuous</p>		3
<p>Chapter - 8. Probability Distributions - Probability Density Functions and Cumulative Distribution Functions – Expected values and Moments - The</p>		6

Binomial Probability Distribution, Poisson and Normal Distribution	
Chapter - 9. Hypothesis Testing: Meaning of Hypothesis testing-Null and Alternative hypothesis, level of significance, One-tailed and two-tailed tests, Type I, Type II errors - Approaches to Hypothesis Testing - Confidence Interval Approach -Test of Significance Approach	5

Text Books

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

References

Anderson, Sweeney & Williams, (2002) *Statistics for Business & Economics*, Thomson South-Western, Bangalore.

Daniel and Terrel: *Business Statistics for Management and Economics*; Hoaghton Mifflin Co., Boston, Toronts, 7th Edition, 1995, PP 1 to 972 + 6 Appendices

Medhi, J., *Statistical Methods: An Introductory Text*, Wiley, 1992

Morris H. Degroot and Mark J. Schervish, "Probability and Statistics", 4th edition, 2012.

Teresa Bradley, *Essential Statistics for Economics, Business and Management*, John Willey Publisher, 2007

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Continuous & Comprehensive Evaluation (CCE)	10 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	70 Marks
Total	100 Marks

Date

Course Co-coordinator

Subject Committee Chairperson

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

Course Coe: B. Sc. 1.7.3 (OE)

Name of the Course: Managerial for Economics

Course Credits	Number of Hours per Week	Total No of Teaching Hours
3 Credits	3 Hours	42 Hrs
<p>Course Outcome: On Successful completion of the course, the student will be able to;</p> <ol style="list-style-type: none"> Forecast the demand for goods and services Analyse the efficiency of resource use in the production Understand the determination of price and output under different market besides the methods of pricing in practice 		
Content of Course 1		42 Hrs
Unit – 1 Introduction to Managerial economics, Demand analysis and Forecasting		14
Chapter-1: Meaning, nature and scope of Managerial Economics- Organisation of business firms- General Objectives of business firms		3
Chapter-2: Application of Basic Economic Principles to Managerial Problems: Incremental, Discounting, Time Perspective, Opportunity Cost and Equi-Marginal Principle		5
Chapter-3: Demand and its determinants- Elasticity of demand; Meaning, types and determinants-Meaning and Objective Demand Forecasting - Methods of demand forecasting and their usefulness and limitations		6
Unit – 2 : Production Analysis, Cost Analysis and Determination of price		14
Chapter- 4.: Managerial applications of production function- Laws of returns and their applications -Least cost combinations of inputs		
Chapter - 5. Cost concepts and cost function- Cost-output relationship and its usefulness in production decision		
Chapter - 6. Price and output determination in various markets; Perfect competition, monopoly, monopolistic competition and oligopoly		
Unit – 3: Pricing Methods in Practice, Profit Management and Capital Budgeting		14
Chapter – 7: Pricing Methods in Practices: Specific Pricing Problems - Popular Pricing Practices: Cost-Oriented Pricing, Cost-Plus Pricing and Other Price Determinants, Peak - Load Pricing, Price over the Life Cycle of the Product, Penetration Price - Pricing of Multiple Products		5
Chapter – 8: Profit Analysis: Meaning of Profit - Accounting Profit and Economic Profit- Break-Even Analysis - Problems, Break-even Quantity, Break- Even Sales - Targeted Profit, Safety Margin.		5
Chapter – 9: Capital Budgeting: Meaning and Importance - Techniques: Payback Period and Net Present Value (NPV) Method.		4

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Text Books

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

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

References

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

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

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

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

Pedagogy: Classroom lecture, tutorials, Seminar and Case analysis

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Continuous & Comprehensive Evaluation (CCE)	10 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	70 Marks
Total	100 Marks

Date

Course Co-coordinator

Subject Committee Chairperson