THE ASSAM
ROYAL GLOBAL UNIVERSITY
GUWAHATI

ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

(RSHSS)

DEPARTMENT OF ECONOMICS

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

B.A. IN ECONOMICS

(4 YEARS SINGLE MAJOR)

W.E.F.

ACADEMIC YEAR: 2023 – 2024

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Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy,Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University,

Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towardsa happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation."

1.1 Introduction

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2 Definitions

1.2.1 Academic Credit: An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework –

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.2.2 Course of Study: Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

- **Disciplinary Major:** The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
- **Disciplinary/interdisciplinary minors**: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.
- **Courses from Other Disciplines (Interdisciplinary):** All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.
  (i) **Natural and Physical Sciences**: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

(ii) **Mathematics, Statistics, and Computer Applications**: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor 7 disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

(iii) **Library, Information, and Media Sciences**: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

(iv) **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

(v) **Humanities and Social Sciences**: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

- **Ability Enhancement Courses (AEC):** Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will

also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

- **Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands- on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.
- **Value-Added Courses (VAC):**

(i) **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

(ii) **Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

(iii) **Digital and technological solutions**: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important

applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

(iv) **Health & Wellness, Yoga education, sports, and fitness**: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking.

- **Summer Internship /Apprenticeship:** The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.
- **Community engagement and service:** The curricular component of 'community engagement and service' seeks to expose students to the socio- economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.
- **Field-based learning/minor project**: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban

settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first- hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on study.

- **Indian Knowledge System:** In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP). The students may be encouraged to take these courses, preferably during the first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects. Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.2.3 Experiential Learning: One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

- **Experiential learning as part of the curricular structure of academic or vocational program**. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain

NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

- **Experiential learning as active employment (both wage and self)** post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program. In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

2.1 Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Hotel Management is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. The LOCF for undergraduate education is based on specific learning outcomes and

academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by 12 developing such outcomes that not only match the specific needs of the students but also expands their outlook and values

2.2 Nature and Extent of bachelor's degree Programme in Economics

A bachelor's degree in economics (Honours/Honours with Research) is a 4-year degree course which is divided into 8 semesters as under.

Bachelor's Degree (Honours/Honours with Research) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills, and values that a student intends to acquire to look for professional avenues or move to higher education at the postgraduate level.

Bachelor's Degree (Honours/Honours with Research) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the field of study/profession. Thus, bachelor's degree (Honours/Honours with Research) Course in Economics aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

2.3 Award of Degree

The structure and duration of undergraduate programmes of study offered by theUniversity as per NEP 2020 include:

- **Undergraduate programmes** of either 3 or 4-year duration with SingleMajor, with multiple entry and exit options, with appropriate certifications:
- **UG Certificate in Economics:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summervacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme withinthe stipulated

maximum period of seven years.

- **UG Diploma in Economics:** Students who opt to exit after completion of the secondyear and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summervacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- **3-year UG Degree:** Students who will undergo a 3-year UG programme will be awarded UG Degree in Economics after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in Economics will be awarded to those who complete a four-yeardegree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.
- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the 4th year. They should do a research project or dissertation under the guidance ofa Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded BA in Economics (Honours with Research) degree.

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x
4-year UG Degree (Honors with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

3.1 Aims of bachelor's degree Programme in Economics:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for BA-Honours degree in Economics are-

- To impart the basic knowledge of Economic theories, principles, models, and laws of traditional and modern economics.
- To impart more multi-disciplinary and holistic course curriculum.
- To develop the learners providing research-based knowledge.
- To develop the learner into competent and efficient in the field of Economics.
- To empower learners by communication, professional and life skills.
- To prepare socially responsible academicians, researchers, professionals with global vision.
- To provide and adapt curricula that prepare our graduates for employment and further study as economists.
- To provide the students with the opportunity to pursue courses that emphasize quantitative and theoretical aspects of Economics.
- To provide students with the opportunity to focus on applied and policy issues in Economics.
- To provide programmers that allow the students to choose from a wide range of economic specialization.

4.1 Graduate Attributes

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected ***Graduate Attributes*** acquired through one or more modesof learning, including direct in-person or face-to-face instruction, online learning, andhybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Sl.no.	**Graduate Attribute**	**The Learning Outcomes Descriptors** ***(The graduates should be able to demonstratethe capability to:)***
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areasof study.
GA 2	Complex problem solving	solve different kinds of problems in familiar andnon-familiar contexts and apply learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

GA 4	Creativity	create, perform, or think in different and diverseways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	CommunicationSkills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-relatedskills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverseteams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety ofrelevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness andaction	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

6. 1 Programme Learning Outcomes (PLO) relating to B.A. degree programme in Economics

Programme learning outcomes includes subject-specific skills and generic skills including transferable global skills and competencies. The programme learning outcomes also focus on knowledge and skills that would prepare the students of social work for further study and employment. They help ensure comparability of learning levels and academic standards and provide a broad picture of the level of competence of graduates of a given programme of the study. The broad learning outcomes of the Bachelor of Economics programme are:

PLO 1: **Knowledge of Economics**

- Attain domain knowledge for understanding the origin and the developments in Economics.

PLO 2: Problem Solving Skills

- Develop interpretation skill, analytical skill, and research related skills to analyse socio-political, socio-religious and the economic conditions prevail through the ages globally and to adopt the solutions suggested to end up social / economic / political issues.

PLO 3: Analytical and Critical Thinking

- Develop the ability of conceptualizing knowledge gathered through the learning processes.

PLO 4: Creativity

- Create, perform, or think in different and diverseways about the theories and connect them to real life situations.
- Think 'out of the box' and generate solutions by adopting innovative, imaginative, interpersonal skills.

PLO 5: Communication Skills

- Acquire the essential language skills and job skills, to speak flawlessly, to write effectively and to create works of art/texts to get placed in lucrative positions.

PLO 6: Research-related skills

- Economics is research-based subject. Students are asked prepare project report regularly which brings about the sense of inquiry and capability for asking relevant/appropriate questions

PLO 7: Collaboration

- Work effectively and respectfully with diverse streams in the interest of a common cause and work efficiently as a member of a team.

PLO 8: Leadership readiness/qualities

- Plan the tasks of a team or an organization and set direction by formulating an inspiring vision and building a team that can help achieve the vision.

PLO 9: Digital and technological skills

- Use ICT in a variety of learning and work situations.

- Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.

PLO 10: Environmentalawareness and action

- Mitigate the effects of environmental degradation, climate change, and pollution.
- Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

6.2 Programme Specific Outcomes (PSO)

Upon completion of B.A (H) Economics Degree Programme, the students will be able to*:*

PSO1	An ability to understand economic theories and functioning of basic microeconomic and macroeconomic systems.
PSO2	Acquaint with collection, organization, tabulation and analysis of empirical data. Ability to use basic mathematical and statistical tools to solve real economic problems
PSO 3	Acquaint with basic and applied econometric tools and methods used in economics. The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics.
PSO 4	Delineate the developmental policies designed for developed and developing economics.

7.1 Teaching Learning Processes

Teaching and learning in this programme involve classroom lectures followed by tutorials and remedial classes.

- Classroom lecture is executed as per the designed course curriculum. After scheduled lecture hours as per the syllabus, tutorial classes are taken up to allow a closer interaction between the students and the teacher as each student gets individual attention.
- Written assignments and projects submitted by students.
- the project-based learning.
- Group discussion.
- Home assignments.
- Quizzes and class tests.
- PPT presentations, Seminars, interactive sessions.

- Socio-economic survey.
- Co-curricular activity etc.
- Industrial Tour or Field visit

7.2 Assessment Methods

For 2023-2024 Batch
Theory Papers

Methods	Weightage
Semester End Examination	70%
Internal Assessment	30%
Total	**100%**

Internal assessment is based on – Mid-semester Examination, Class test, Assignment, Project, Viva-voce, attendance of the student, seminar, group discussion, field work etc.

	Components of Evaluation	**Marks**	**Frequency**	**Code**	**Weightage (%)**
A	**Continuous Evaluation**				
i	Analysis/Class Test	Combination of any three from (i) to (v) with 5 marks each	1 – 3	C	25%
ii	Home Assignments		1 – 3	H	
iii	Project		1	P	
iv	Seminar		1 – 2	S	
v	Viva-voce/Presentation		1 – 2	V	
vi	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	**Semester End Examination**		1	SEE	70%
	Total				**100%**

W.E.F. 2024-2025
Theory Papers

Methods	Weightage
Semester End Examination	50%
Internal Assessment	50%
Total	**100%**

Internal assessment is based on – Mid-semester Examination, Class test, Assignment, Project, Viva-voce, attendance of the student, seminar, group discussion, field work etc.

	Components of Evaluation	**Marks**	**Frequency**	**Code**	**Weightage (%)**
A	**Continuous Evaluation**				
i	Analysis/Class Test	Combination of any three from (i) to (v) with 5 marks each	1 – 3	C	45%
ii	Home Assignments		1 – 3	H	
iii	Project		1	P	
iv	Seminar		1 – 2	S	
v	Viva-voce/Presentation		1 – 2	V	
vi	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	**Semester End Examination**		1	SEE	50%
	Total				**100%**

STRUCTURE OF THE SYLLABUS FOR 4 YEAR UG PROGRAMME

SCHOOL NAME - **Royal School of Humanities and Social Sciences**

DEPARTMENT NAME - **ECONOMICS**

PROGRAMME NAME - **B.A. in Economics (Honours/Honours with Research)**

1st SEMESTER					
COMPONENT	**COURSE CODE**	**COURSE TITLE**	**LEVEL**	**CREDIT**	**L-T-P**
Major (Core)	ECO182M101	Fundamentals of Microeconomics	100	3	2-1-0
	ECO182M102	Money and Banking	100	3	2-1-0
Minor	ECO182N101	Microeconomics	100	3	2-1-0
Interdisciplinary (IDC)	IKS992K101	IKS-I	100	3	2-1-0
Ability Enhancement course (AEC)	CEN982A101	Communicative English-I	100	1	1-0-0
	BHS982A102	Behavioural Science - I	100	1	1-0-0
Skill Enhancement Course (SEC)	ECO182S111	Basics of IT Tools	100	3	1-0-4
Value Added Course (VAC)		To be selected from a basket	100	3	
SWAYAM Course				3/4	
		TOTAL CREDIT FOR 1st SEMESTER		**20+3/4**	
2nd SEMESTER					
COMPONENT	**COURSE CODE**	**COURSE TITLE**	**LEVEL**	**CREDIT**	**L-T-P**
Major (Core)	ECO182M201	Introductory Macroeconomics	100	3	2-1-0
	ECO182M202	Evolution of Indian Economy	100	3	2-1-0
Minor	ECO182N201	Macroeconomics	100	3	2-1-0
IDC	IKS992K201	IKS-II	100	3	2-1-0
AEC	CEN982A201	Communicative English - II	100	1	1-0-0
	BHS982A202	Behavioural Science - II	100	1	1-0-0

SEC	ECO182S221	Data Collection Techniques	100	3	1-0-4
VAC		To be selected from a basket	100	3	
SWAYAM Course				3/4	
TOTAL CREDIT FOR 2nd SEMESTER				**20+3/4**	
3rd SEMESTER					
COMPONENT	**COURSE CODE**	**COURSE TITLE**	**LEVEL**	**CREDIT**	**L-T-P**
Major (Core)	ECO182M301	Intermediate Microeconomics	200	4	3-1-0
	ECO182M202	Introductory Quantitative Techniques for Economics	200	4	3-1-0
Minor	ECO182N301	Public Finance	200	4	3-1-0
IDC	ECO182I301	Financial Economics	200	3	2-1-0
AEC	CEN982A301	Communicative English-III	200	1	1-0-0
	BHS982A302	Behavioural Science - III	200	1	1-0-0
SEC	ECO182S311	Statistical Tools in Economics	200	3	1-0-4
SWAYAM Course				3/4	
TOTAL CREDIT FOR 3rd SEMESTER				**20+3/4**	
4th SEMESTER					
COMPONENT	**COURSE CODE**	**COURSE TITLE**	**LEVEL**	**CREDIT**	**L-T-P**
Major (Core)	ECO182M401	Intermediate Macroeconomics	200	4	3-1-0
	ECO182M402	Public Finance	200	4	3-1-0
	ECO182M403	Arthashastra	200	4	3-1-0
Minor	ECO182N401	Indian Economy	200	3	3-1-0
	ECO182N402	Development Economics	200	3	2-1-0
AEC	CEN982A401	Communicative English -IV	200	1	1-0-0
	BHS982A402	Behavioural Science - IV	200	1	1-0-0
SWAYAM Course				3/4	
TOTAL CREDIT FOR 4th SEMESTER				**20+3/4**	
5th SEMESTER					

COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	ECO182M501	International Economics	300	4	3-1-0
	ECO182M502	Intermediate Quantitative Techniques for Economics	300	4	3-1-0
	ECO182M503	Development Economics	300	4	3-1-0
Minor	ECO182N501	International Economics	300	4	3-1-0
Others	ECO182M521	Internship	300	4	
TOTAL CREDIT FOR 5th SEMESTER				**20**	
6th SEMESTER					
COMPONENT	**COURSE CODE**	**COURSE TITLE**	**LEVEL**	**CREDIT**	**L-T-P**
Major (Core)	ECO182M601	Assam Economy and North-east Economy	300	4	3-1-0
	ECO182M602	Introductory Econometrics	300	4	3-1-0
	ECO182M603	Environmental Economics	300	4	3-1-0
	ECO182M604	Financial Economics	300	4	3-1-0
Minor	ECO182N601	Population Studies	300	4	3-1-0
TOTAL CREDIT FOR 6th SEMESTER				**20**	
7th SEMESTER					
COMPONENT	**COURSE CODE**	**COURSE TITLE**	**LEVEL**	**CREDIT**	**L-T-P**
Major (Core)	ECO182M701	Advanced Microeconomics	400	4	3-1-0
	ECO182M702	Advanced Macroeconomics	400	4	3-1-0
	ECO182M703	Applied Econometrics	400	4	3-1-0
	ECO182M704	Research Methodology	400	4	3-1-0
Minor	ECO182N701	Welfare Economics	400	4	3-1-0
TOTAL CREDIT FOR 7th SEMESTER				**20**	
8th SEMESTER					
COMPONENT	**COURSE CODE**	**COURSE TITLE**	**LEVEL**	**CREDIT**	**L-T-P**
Major (Core)	ECO182M801	Indian Economy- Post Reform Period	400	4	3-1-0

Minor	ECO182N801	Advanced Research Methodology	400	4	3-1-0
Project / Dissertation	ECO182M822	Dissertation	400	12	
In lieu of Dissertation/Research Project					
Major (Core) (In lieu of **Dissertation/Research Project)**	ECO182M803	Economics of Health and Education	400	4	3-1-0
	ECO182M804	Gender Economics	400	4	3-1-0
	ECO182M805	Economics of Insurance	400	4	3-1-0
TOTAL CREDIT FOR 8th SEMESTER				**20**	

Detailed Syllabus

Semester – I (Major)
Paper I/Subject Name: Fundamentals of Microeconomics. (Course Level – 100) **Subject Code: ECO182M101** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory**

Course Objective:

The purpose of this course (Fundamentals of Microeconomics) is to give students a thorough understanding of the principles of Economics to make the students acquaint with the glorious background of origin, definitions, and scope of Economics: to familiarize the students with Consumer Behaviour, Production Functions and Allocation of Scare Resources and provide them a proper understanding of cost, revenue, scale of returns and the different Market Structures.

Course Outcomes (CO):

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Recall** basic concepts like-definition of Economics, Subject matters, economic problems etc.	BT-1
CO2	**Explain** how to gauge consumer behaviour, convert desire into demand, create supply and strike equilibrium between the two.	BT-2
CO3	**Identify** economic use of scarce resources, their optimal use in different market conditions, price, and output determinations.	BT-3
CO4	**Discover** the behavioural knowledge of utilizing scarce resources in their day-to-day life.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Introduction:** Definition of Economics by Adam Smith, Alfred Marshall, David Ricardo and Paul Samuelson. Basic concepts- Micro and Macro-Economics, Goods- Free and Economic Gods, Consumers and Producers Goods, Wealth - its characteristics, Wealth and Welfare, Utility- definition and features, Value and Price, Stock and flow, Optimization, Equilibrium – static, Comparative Static and Dynamic Economic Problems: Scarcity and choice, Central problems of an economy- what to produce, how to produce and for whom to produce, Production possibility curve (PPC) and its applications.	**15**
II	**Supply and Demand-** meaning, demand and supply function, individual demand and supply schedule, derivation of market demand and supply schedule, shifting of demand and supply curves, Laws of demand and supply, their exceptions. **Elasticity of demand** -price, income, and cross elasticity, point and arc elasticity, methods of measuring price elasticity of demand, degrees and types of price elasticity of demand, factors affecting price elasticity of demand. **Elasticity of supply:** meaning and measurement	**15**

III	**Consumer's Behaviour-** **(i)** Utility- meaning, Total Utility and Marginal Utility, Law of Diminishing Marginal Utility, Law of Equi- Marginal Utility. **(ii)** Ordinal approach: Indifference curves- derivation and properties; budget constraint and budget line; Consumer 's equilibrium- price effect, income effect and substitution effect (Hicks and Slutsky); normal and Giffen goods; Separation of price effect into income and substitution effect. Derivation of demand curve from PCC, Comparison between Cardinal and Ordinal Approaches. Revealed Preference Theory.	**15**
IV	**Theory of Production**: Production function-definition and types; Total Product, Average Product and Marginal Product, Law of variable proportions, Isoquants and Iso-cost line, least cost combination, Expansion Path, Returns to Scale, least cost Combination. **Cost function**- money cost, real cost, opportunity cost, Explicit and implicit cost. Short run cost- Fixed and variable costs, AFC, AVC, AC and Marginal Cost (MC), Relationship between AC and MC. Long run cost: Derivation of LAC, Concept of industries and LAC, Economies, and Diseconomies of scale Revenue functions- TR, AR, and MR, Elasticity of demand and AR and MR	**15**
TOTAL		**60**

Textbooks:

1. Hall R. Varian (2010); *Intermediate Microeconomics;* 10th edition, 2019, Springer (India) Pvt. Ltd.

Reference Books:

- Koutsiyannis A; *Modern Micro Economic Theory*; 7th edition; 2012; Pearson; Delhi
- Mankiw, N. Gregory; *Principles of Economics*; 7th edition; 2007; Thompson; London
- *Advanced Economic Theory*; Ahuja, H. L.: 22nd edition; 2020; S Chand & Company; New Delhi.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours

		• Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – I (Major)

Paper II/Subject Name: Money and Banking
Course Level – 100
Subject Code: ECO182M102
L-T-P-C: 2-1-0-3
Credit: 3
Scheme of Evaluation: Theory

Course Objective:

The objective of the course is to introduce students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions.

Course Outcomes:

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Recall** the role money demand and money supply in determining the rate of interest.	BT-1
CO2	**Explain** how the monetary policies formulated by the government	BT-2
CO3	**Explain** working and functioning of a bank.	BT-3
CO3	**Analyse** how Central Bank controls the credit money created by commercial banks.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	Barter System, Problems of barter system Money- Definition, characteristics, functions-primary and secondary functions; types of money-legal tender money, Fiat money, token money, near money, demand for money and supply of money	**15**
II	Types of banking- scheduled and non-scheduled banking, foreign banking vs domestic banking, commercial banks vs investment banks, unit banking, branch banking, chain banking, group banking, wholesale banking, Retail banking Characteristics of a good banking.	**15**
III	Commercial Banks –Definition, a brief history of Banking, functions of commercial banks, credit creation, credit multiplier role of commercial banks in economic development	**15**
IV	Central Banks- Meaning, functions-regulatory, promotional and development function, Credit control policies-quantitative and qualitative credit control policies, high powered money, core banking, NPA problem and sub prime Lending crisis	**15**
TOTAL		**60**

Text Books:

- *Money, Banking and Finance*; Sinha, N K: 3rd edition; 2012: BSC publishing House; New Delhi

Reference Books:

- Fedrick s Mishkin; *The Economics of Money, Banking and Financial Market*; 4th ; 2011; Pearson;

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – I (Minor)
Paper III/Subject Name: Microeconomics (For other departments) **Course Level -100** **Subject Code: ECO182N101** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory**

Course Objectives:

This course is designed as generic elective course. It will help the students enrolled in other programmes to understand microeconomic principles.

Course Outcomes:

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Define** certain basic concepts like-definition of Economics, Subject matters, economic problems etc.	BT-1
CO2	**Explain** how to gauge consumer behaviour, convert desire into demand, create supply and strike equilibrium between the two.	BT-2
CO3	**Explain** economic use of scarce resources, their optimal use in different market conditions, price, and output determinations.	BT-3
CO4	**Examine** behavioural **knowledge** of utilizing scarce resources in their day-to-day life.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	Definitions of Economics- Adam Smith, Alfred Marshall, David Ricardo and Paul Samuelson. Economic problems- choice and Scarcity, Concepts of Equilibrium- Static, Comparative static and dynamic, Law of demand and law of Supply-its exceptions, Elasticity of Demand and its Measurement. Consumer Behaviour-Cardinal Approach, Indifference curve – budget line, Consumer's equilibrium, Income effect, Substitution effect, price effect, Giffen paradox	**15**
II	Production and Cost: Law of variable proportions, Returns to Scale, Isoquant and Iso-cost line, least cost combination, expansion path. Fixed and variable cost, TC, AC, MC, AFC and AVC, Economies and diseconomies of Scale	**15**
III	Market: Pricing under perfect competition, Equilibrium of Firm and Industry Price and output determination under monopoly, Price discrimination (Concept only) Price and output determination under monopolistic competition Basic idea of oligopoly	**15**
IV	Factor pricing: Marginal productivity theory, Differential, economic and quasi rent, Ricardian theory of rent, Wage determination under perfect competition and imperfect market, Risk and uncertainty bearing theory	**15**
TOTAL		**60**

Textbooks:

1. Mankiw, N. Gregory; *Principles of Economics*; 7th edition; 2007; Thompson; London

2. *Advanced Economic Theory*; Ahuja, H. L.: 22nd edition; 2014; S Chand & Company; New Delhi.

Reference Books:

- Jhingan, M L; *Micro Economic Theory*; 8th edition; 2017; Vrinda Publications; Delhi
- Koutsiyannis A; *Modern Micro Economic Theory*; 6th edition; 2012; Pearson; Delhi

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – I (SEC)
Subject Name: Basics of IT Tools **Course Level -100** **Subject Code: ECO182S111** **L-T-P-C: 1-0-4-3** **Credit: 3** **Scheme of Evaluation: Theory + Practical**

Course Objectives:

This course is designed as interdisciplinary course. It will help the students enrolled in other programmes to understand and apply the knowledge of financial activities.

Course Outcomes:

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Acquire** confidence in using computers in Office and General Life	BT-1
CO2	**Identify** the basic components of computers and terminology	BT-2
CO3	**Create** documents using a word processor, spreadsheet & presentation software.	BT-3
CO4	**Understand** computer networks, and browse the internet, content search, email and collaborate with peers.	BT-4

Detailed Syllabus

Modules	Topics & Course Contents	Periods

I	Introduction to Computer Computer and Latest IT gadgets, Evolution of Computers & its applications, IT gadgets and their applications, Basics of Hardware, and Software Introduction to Operating System Basics of Operating system, Operating Systems for Desktop andLaptop, Operating Systems for Mobile Phone and Tablets, User Interface for Desktop and Laptop.	15
II	**Word Processing:** Word Processing Basics, Spreadsheet, Elements of Spread Sheet, Creating of Spread Sheet, Concept ofCell Address [Row and Column] and selecting a Cell, Entering Data [text, number, date] in Cells, Page Setup, Printing of Sheet. **Presentation:** Creation of Presentation, Creating a Presentation Using a Template, Creating a Blank Presentation, Inserting & EditingText on Slides.	15
III	**E-mail, Social Networking and e-GovernanceServices** Structure of E-mail, Using E-mails, Opening Email account, Mailbox: Inbox and Outbox, Creating and Sending a new E-mail, Replying to an E-mail message, Forwarding an E-mail message. **Digital Financial Tools and Applications** Digital Financial Tools, Understanding OTP [One Time Password]and QR [Quick Response] Code, UPI [Unified Payment Interface], Internet Banking, National Electronic FundTransfer (NEFT), Real Time Gross Settlement (RTGS), Immediate Payment Service (IMPS), Online Bill Payment.	15
IV	**Overview of Future skills and Cyber Security** Introduction to the Internet of Things (IoT), Big Data Analytics, Cloud Computing, Virtual Reality, Artificial Intelligence, Social & Mobile, Blockchain Technology, 3D Printing/ Additive Manufacturing, Robotics Process Automation, Cyber Security, Need of Cyber Security, Securing PC, Securing Smart Phone.	15
	Total	60

Text/ Reference Books:

- Miller M, "Absolute Beginners Guide to Computer Basics", Pearson Education, 2009
- V. Raja Raman, "Introduction to Information Technology", PHI Learning; 3rd edition (30 March 2018)
- Linda Foulkes, "Learn Microsoft Office 2019: A comprehensive guide to getting started with Word, PowerPoint, Excel, Access, and Outlook", Packet Publishing Limited; Illustrated edition(29 May 2020).

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
30 Hours	45 hours	**15Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours

Type of Course: AEC **(w.e.f. 2023-24)**

UG Programmes Semester: 1st Course

Code: CEN982A101

Course Title: CEN I: Introduction to Effective Communication Total

credits: 1

Course level: 100

L-T-P-C: 1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objective: To understand the four major aspects of communication by closely examining the processes and figuring the most effective ways to communicate with interactive activities.

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

CO	Course Outcome	Blooms Taxonomy Level
CO 1	**Identify** the elements and processes that make for successful communication and **recognise** everyday activities that deserve closer attention in order to improve communication skills	**BT 1**
CO 2	**Contrast** situations that create barriers to effective communication and **relate** them to methods that are consciously devised to overcome such hindrance	**BT 2**

CO 3	**Use** language, gestures, and para-language effectively to avoid miscommunication and **articulate** one's thoughts and build arguments more effectively	**BT 3**

Detailed Syllabus		
Units	**Course Contents**	**Periods**
I	Introduction to Effective Communication • Listening Skills o The Art of Listening o Factors that affect Listening o Characteristics of Effective Listening • Guidelines for improving Listening skills	**5**
II	• Speaking Skills o The Art of Speaking o Styles of Speaking o Guidelines for improving Speaking skills o Oral Communication: importance, guidelines, and	**5**

	barriers	
III	• Reading Skills o The Art of Reading o Styles of Reading: skimming, surveying, scanning • Guidelines for developing Reading skills	**5**
IV	• Writing Skills o The Art of Writing o Purpose and Clarity in Writing o Principles of Effective Writing	**5**

Keywords: Communication**,** Listening, Speaking, Reading, Writing

Text:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 hours	-	10 hours - Movie/ Documentary screening - Peer teaching - Seminars - Field Visit

Subject Name: Behavioural Sciences-I, UG 1st Semester

Course Code: BHS982A102

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes:

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

CO	Course Outcome	Blooms Taxonomy Level
CO 1	**Define** the concept of self.	BT 1
CO 2	**Explain** the concept of self esteem.	BT 2
CO 3	**Identify** the types of Personality.	BT 3
CO 4	**Distinguish** between various types of communications.	BT 4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Introduction to Behavioral Science** Definition and need of Behavioral Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self image: Self Esteem, Johari Window, Erikson's model.	4
II	**Foundations of individual behavior** Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	4
III	**Behaviour and communication.** Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	4

IV	**Time and Stress Management** Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	**4**
Total		**16**

Text books

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
- K.Alex, Soft skills; S.Chand.

Semester – I		
Paper I/Subject Name: Introduction to Indian Knowledge System - I		
Subject Code: IKS992K101		**L-T-P-C – 2-1-0-3**
Credit Units: 3		**Course Level: 100**
Scheme of Evaluation: Summative Assessment - 70% + Formative Assessment - 30%		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	**Practical (Hours)**	**Experiential Learning (Hours)**
60	0	30

Course objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes:

On completion of this course students will be able to :

CO	**Contents**	**BT Level**
CO_1	Recall the rich heritage of Indian knowledge systems	BT level 1

CO_2	Describe the contribution of Indian knowledge systems to the world	BT level 2
CO_3	Demonstrate knowledge of sociocultural and ethnolinguistic diversity that constitutes the soul of Bharatvarsha	BT level 2
CO_4	Apply traditional knowledge and techniques in day-to-day life	BT level 3
CO_5	Distinguish knowledge traditions that originated in the Indian subcontinent	BT level 3

Module	Course Contents	Periods
I	**Introduction to Indian Knowledge Systems (IKS):** About Indian Knowledge System; Definition of Indigenous/ Traditional Knowledge; Scope, and Importance of Traditional Knowledge. **Ancient India- Bharat Varsha:** People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley; Our coastal plains; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate.	15

Module	Course Contents	Periods
II	**Indian Heritage of Knowledge:** Ancient Indian Knowledge: The *Vedas* and its components-the *Vedangas* Ancient Indian books and treaties: The *Sastras*.; The Great Indian Epics: The Ramayana and The Mahabharata Epics and religious treaties of ancient Assam: Introduction to Madhav Kandali's *Ramayan* and Srimanta Sankardev's *Dasam Skandha Bhagavat* of the Puranas; Ancient Traditional Knowledge-The *Agamas;* The ancient Buddhist knowledge: *Tripitaka: Vinaya, Sutta* and *Abhidhamma Pitaka* **Languages and language studies in India**: What is linguistics?; Script and Language; Alphabet of the Indian; languages *Varnamala:* Origin, Evolution, and phonetic features; Languages of India; Important texts of Indian languages: Skills *Siksha,* Expression/Prounciation-*Nirukta,* Grammer-*Vyakarana,* Poetic rhythm- *Chandas;*Paninian Grammar: A Brief Introduction **Introduction to Fine Arts and Performing Arts of India:** Ancient Indian classical music and dance forms: The Science of Dramas- *Natyasastra* and the Science of Music-*Gandharva-Veda;* Aesthetics in Indian Art and Culture; Folk music and traditional dance forms of the Northeast.	15

III	**Indian Science & Technology:** Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; nomenclature of numbers in the Vedas. Zero and Infinity. Sulba-sutras. Contribution of Brahmagupta and Sridhar Acharya to Mathematics. Important texts of Indian mathematics. **Indian Astronomy:** Planetary System. Motion of the Planets; Velocity of Light; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies **Indian Metal Works:** Mining Techniques. Types of Metals. Tools & Techniques for Metal Smelting with examples. Metalworks in pre- modern India: Special reference to NE India.	15
IV	**Contribution of Ancient India to Health Sciences:** Traditional Indigenous systems of medicines in India: - *Ayurveda* and *Yoga;* Elements of *Ayurveda: Gunas* and *Doshas*, *Pancha Mahabhuta* and *Sapta-dhatu;* Concept of disease in Ayurveda; Ayurvedic lifestyle practices: *Dinacharya* and *Ritucharya;* Important Ayurvedic Texts; Hospitals in Ancient India; *Ayurveda*: Gift of India to the modern world.	15
Total		**60**

Textbooks Books:

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications.* PHI Learning Private Ltd.

2. Mukul Chandra Bora*, Foundations of Bharatiya Knowledge System.* Khanna Book Publishing

Reference Books:

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., Indian Economy and Polity, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

The experiential learning sessions may include:
• Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems. • Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge. • Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System. • Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems. • Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.

Semester – II
Paper I/Subject Name: Introductory Macroeconomics **Course Level -100** **Subject Code: ECO182M201** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory**

Course Objective:

The objective of the course is to introduce students to understand the aggregative behaviour of the economy. They will also learn about how to estimate national income. Keynesian theory plays an important role in macroeconomic theory. Thus, another objective of this course is to give knowledge of Keynesian economics.

Course Outcomes:

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Recall** the methods of computing national income accounting and basic concepts known as aggregates of national income like- GDP, GNP, NNP, NDP, personal income etc.	BT-1
CO2	**Explain** classical macro-economic theory, causes of The Great Depression and advent of Keynesian economics	BT-2
CO3	**Illustrate** Keynesian economics- aggregate demand and supply, their role in determining equilibrium employment and income.	BT-3
CO4	**Examine** various causes and effects of inflation. **Distinguish** between Demand-pull inflation and Cost-push inflation.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**National Income**: Circular flow of income in 2, 3 and 4 sector economy. Concepts of national Income: GDP, GNP, NNP and NDP at factor cost and market price; Private Income, Personal income and disposable income, Real and Nominal GDP; National income and economic welfare. Green GDP, real versus nominal GDP	**15**
II	**Consumption Function:** Meaning and Keynesian Consumption Function, Equation, Diagram, Technical Attributes; Factors Affecting Consumption Function. **Saving Function:** Meaning and Technical Attributes; Derivation of Saving Function from Consumption Function and vice-versa.	**15**
III	**Investment:** Meaning and types of Investment – Autonomous and Induced Investments; Determinants of Investment; Concept of Multiplier; Keynesian Multiplier Analysis; Investment Theories: Neo-Classical Theory (Uber Cost Approach), MEC & MEI Analysis	**15**
IV	**Inflation:** Meaning and types of inflation; Demand-pull and Cost-push Inflation; Structural Inflation; Causes of Inflation; Effects of Inflation; Measures to control Inflation. **Deflation:** Concept of Deflation	**15**

TOTAL	60

Text Books:

- *Macro Economic Theory*; Jhingan M. L.: 13th edition; 2014; Vrinda Publication; New Delhi.

Reference Boooks:

- Ahuja, H L; *Macro Economic Theory*; 8th edition; 2017; S Chand; Delhi
- Dwivedi D N; *Macroeconomics- Theory and Practice;* 4th edition; 2016; McGraw Hill; Chennai
- Dornbusch, Fischer & Startz; *Macro Economics*; 6th edition; 2005; Tata-Mcgraw hill education; New Delhi
- Olivier Blanchard, MACROECONOMICS; Seventh Edition; 2020; Pearson India Education Services Pvt. Ltd.
- N. Gregory Mankiw; Principles of Macroeconomics; 7th Edition; 2021; Cengage Learning India Private Limited

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – II
Paper I/Subject Name: Evolution of The Indian Economy **Course Level -100** **Subject Code: ECO182M202** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory**

Course Objective: The objective of this course is to equip the students with a good understanding of India's economic problems prior to British Rule, Transformation during the colonial rule and Conditions of the Indian Economy during the Colonial Rule.

Course Outcomes:

On completion of this course students will be expected to:

CO	Course Outcomes	BT Level
CO1	**Recall** Conditions of Indian Economy prior to the British Rule	BT-1
CO2	**Summarise** Transformation of the Indian Economy during the British Rule	BT-2

CO3	**Explain** Conditions of the Indian Economy during British Colonial Rule	BT-3
CO4	**Illustrate** National Income in India during pre- and post-independence period	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Indian Economy during Pre-British Days -**Conditions of Indian Villages and Village communities during pre-British period, conditions of Agriculture, Prices and Wages, Structure and Conditions of the Towns, Industries and Urban Handicrafts, conditions of Trade and transport during pre-British days.	**15**
II	**Transformation of the Indian Economy During British Colonial Rule-** Meaning of Colonialism, Colonial Exploitation in India, Important causes of Economic Transformation in India during the colonial rule, Impact of British rule on the Indian Economy, Theory of Drains-Pros and Cons.	**15**
III	**Conditions of the Indian Economy During British Period** -Agriculture, Industry, Transport and Trade. Emergence and Growth of Indian Capitalist Enterprise during the British Rule, Problems of Stagnation, poverty, and backwardness during British Rule.	**15**
IV	**National Income of India-**Estimates of National Income during pre-independence period and post-Independence period, Methodology of National Income estimates, Trends in the growth of national Income, causes of slow growth of National Income in India and remedial suggestion, Major Features of national Income in India, Causes of Inequalities of income and Regional Imbalances.	**15**
TOTAL		**60**

Text Books:

1. *Indian Economy*-Its Growing Dimensions, Dhar, P K; latest edition; 2020 Kalyani Publishers; New Delhi

Reference Books:

1. Datt and Sundharam; *Indian Economy;* Latest edition; 2021; S Chand Company; New Delhi
2. Mishra & Puri; *Indian Economy*; latest edition; 2021; Himalayan Publishing House; New Delhi.
3. A.N Agarwal and M.K Agarwal *Indian Economy -Problems of Development and Planning*; New Age International Pvt.2019.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester-II (Minor)
Paper I/Subject Name: Macroeconomics (For Other Departments) **Course Level - 100** **Subject Code: ECO182N201** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory**

Course Objective: This course is designed to introduce students to the basics of national income and its determination, output, and employment, working of multiplier, business cycle, inflation, and its causes.

Course Outcomes:

On completion of this course students will be expected to-

CO	Course Outcomes	BT Level
CO1	**Define** and **understand** working of Macroeconomic variables.	BT-1
CO2	**Relate** working of multiplier and MPC.	BT-2
CO3	**Identify** the methods of estimating national income.	BT-3
CO4	**Analyse** factors causing inflation.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	Circular flow of Income- 2, 3 and 4- sector economy; National Income and related aggregates, methods of estimating National Income-Value added, Income method and expenditure method, National Income and Economic welfare	**15**
II	Theories of output and employment: An overview of classical theory, Keynesian theory, Consumption function and Investment function, working of Multiplier	**15**
III	Business cycle- meaning, phases and their characteristics, theories of trade cycle, Policy implications	**15**
IV	Inflation- Demand pull and cost push theories, effects of inflation on production and distribution, anti-inflationary policy	**15**
TOTAL		**60**

Text Books:

- *Macro Economic Theory;* Jhingan M. L.: 13th edition; 2014; Vrinda Publication; New Delhi.

Reference Books:

- Ahuja, H L; *Macro Economic Theory*; 8th edition; 2017; S Chand; Delhi
- Dwivedi D N; *Macroeconomics- Theory and Practice*; 4th edition; 2016; McGraw Hill; Chennai

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – II (SEC)
Subject Name: Data Collection Techniques **Course Level -100** **Subject Code: ECO182S221** **L-T-P-C: 1-0-4-3** **Credit: 3** **Scheme of Evaluation: Theory + Practical**

Course Objective: This course is designed to introduce students to the basics of techniques of data collection and classification.

Course Outcomes:

On completion of this course students will be expected to-

CO	Course Outcomes	BT Level
CO1	**Define** and **understand** techniques of data collection	BT-1
CO2	**Identify** challenges relating to data collection.	BT-2
CO3	**Organise raw** data collected from the field.	BT-3
CO4	**Apply** in data analysis	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Data**- Types, Methods of collection of data, Questionnaire and Schedule- Preparation, characteristics of a good questionnaire, Questions and questionnaire design, Sample and Census- Merits and demerits	**15**
II	Sampling techniques, Random and Non-random sampling, Merits, and demerits of all methods. Sampling and non-sampling errors.	**15**
III	Organization of Raw Data- variables, Series Classification of data, Text, Tabular, Graphical and Diagrammatic presentation.	**15**

IV	Techniques of Survey, Organizational surveys, Secondary survey data, Weights and missing data, Data reduction and scaling, Multivariate analysis of survey data 13. Survey-based experiment	**15**
TOTAL		**60**

Text/Reference Books:

1. Levine, D., Stephan, D., Szabat, K. (2017). Statistics for managers using Microsoft Excel, 8th ed. Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). A course in statistics with R. Wiley.

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
30 Hours	45 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Class test – 2 Hours

Type of Course: AEC **(w.e.f. 2023-24)**
UG programmes Semester: 2nd
Course Code: CEN982A201
Course Title: CEN II: Approaches to Verbal and Non-Verbal Communication Total credits: 1
Course level: 100
L-T-P-C: 1-0-0-1
Scheme of Evaluation: Theory and Practical

Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

Course Outcomes

On successful completion of the course the students will be able to:		
CO	**Course Outcome**	**Blooms Taxonomy Level**
CO 1	**Identify** the different types of technical communication, their characteristics, their advantages and disadvantages.	**BT 1**
CO 2	**Explain** the barriers to communication and ways to overcome them.	**BT 2**
CO 3	**Discover** the means to enhance conversation skills.	**BT 3**
CO 4	**Determine** the different types of non-verbal communication and their significance.	**BT4**

Detailed Syllabus

Modules	**Topics (if applicable) & Course Contents**	**Periods**
I	**Technology Enabled Communication** Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organisations Telephone, Teleconferencing, Fax, Email, Instant messaging, Blog, podcast, Videos, videoconferencing, social media	**4**
II	**Communication Barriers** Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	**4**
III	**Conversation skills/Verbal Communication** Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	**4**
IV	**Non-verbal Communication** Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features- Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation Proxemics, Haptics, Artifactics, Chronemics	**4**
	Total	**16**

Texts:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication.* Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

References:

1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking.* (5th edition). St. Martin's. ISBN-13:978-1457670404
2. Koneru, Aruna. (2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021
3. Raman, Meenakshi and Singh, Prakash. (2012). *Business Communication* (2nd Edition): Oxford University Press
4. Sengupta, Sailesh. (2011) *Business and Managerial Communication*. New Delhi: PHI Learning Pvt. Ltd.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 hours	-	10 hours - Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits

Subject Name: Behavioural Sciences -II, UG 2nd semester

Course Code: BHS982A202

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:

CO 1: Develop an elementary level of understanding of culture and its implications on personality of people.
CO2: Understand the concept of leadership spirit and to know its impact on performance of employees.

CO3: Understand and apply the concept of Motivation in real life.

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Culture and Personality** Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	**Attitudes and Values** Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	4
III	**Motivation** Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory& Theory X and Y)	4
IV	**Leadership** Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
Total		**16**

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
- Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

Semester – II		
Paper II/Subject Name: Introduction to Indian Knowledge System - II **Subject Code: IKS992K201** **L-T-P-C – 2-1-0-3** **Credit Units: 3** **Course Level: 100**		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	**Practical (Hours)**	**Experiential Learning (Hours)**
60	0	30

Course objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped

Indian Knowledge Traditions over the centuries.

Course Outcomes:

On completion of this course, students will be expected to –

CO	Contents	BT Level
CO_1	Recall traditional Indian knowledge traditions constituting Indian culture	BT level 1
CO_2	Summarize differences between classical literature in Sanskrit and other Indian languages	BT level 2
CO_3	Compare knowledge traditions originating in NE India	BT level 2
CO_4	Appreciate the contribution of Indian Knowledge Systems to the world	BT level 3

Module	Course Contents	Periods
I	**Indian Classical Literature** Indian Classical Literature: A Brief Introduction; Ancient Indian Spiritual Poetics-*Kavya*: Contribution of Kalidasa **Diversity and Indian Culture**: Diversity and Indian Culture; Indigenous Faith and Religion; Preservation of culture and indigenous knowledge **The Purpose of Knowledge:** Understanding Self-Awareness and Spirituality; Indian concept and purpose of Knowledge and Education; Understanding Spirituality and Materialism: *Para* and *Apara Vidya*	15

Module	Course Contents	Periods
II	**Methodology of Indian Knowledge System**: *Shruti* and *Smriti* traditions; Intoduction to *Shastras;* Manuscriptology: The art and science of documenting knowledge; Repositories of ancient manuscripts with special reference to the Norteast India. **Indian Architecture and Town Planning**: Introduction ancient Indian architecture; *Sthapatya-Veda*: An Introduction; Indigenous tools & techniques for town planning & Temple Architecture. Lothal, Mohan Jo Daro; Temple Art: Lepakshi Temple, Jagannath Puri Temple, Konark Sun Temple; Vernacular architecture of Assam: Special reference to Brahmaputra Valley	15

III	**Indian Agriculture**: Agriculture: Significance in Human Civilization; Sustainable Agriculture; Historical significance of agriculture and sustainable farming in India;Step Cultivation of India: Special reference to Northeast India; Wet rice cultivation of Assam. **Indian Textiles**: What is Textile?; Tradition of cotton and silk textiles in India; The historical contribution of textile and weaving to the Indian economy; Varieties of textiles and dyes developed in different regions of India with special reference to Northeast India	15
IV	**Indian Polity and Economy**: Understanding Kingdom and Chiefdom; Role of a king; The Indian idea of a well-organized polity and flourishing economy; The *Chakravarti* System: Administrative System of Ancient Bharatvarsha; Village administrative system: Northeast India; *Arthashastra*: Brief synopsis **The outreach of Indian Knowledge System across Geographical Boundaries:** Indian Languages; Scripts; Linguistics; Ayurveda; Yoga and Meditation; Textile; Decimal value place system-based arithmetic, Algebra and Astronomy	15
Total		**60**

Textbooks Books:

3. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications.* PHI Learning Private Ltd.
4. Mukul Chandra Bora*, Foundations of Bharatiya Knowledge System.* Khanna Book Publishing

Reference Books:

6. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
7. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
8. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
9. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
10. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., Indian Economy and Polity, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

The experiential learning sessions may include:
• Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems. • Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge. • Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System. • Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems. • Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.

Semester – III (Major)
Subject Name: Intermediate Microeconomics **Course Level -200** **Subject Code: ECO182M301** **L-T-P-C: 3-1-0-4** **Credit: 4** **Scheme of Evaluation: Theory**

Course Objective:
The purpose of this course (Intermediate Microeconomics) is to give students a thorough understanding of the principles of Economics associated with the different Market Structures, their behaviour, and to acquaint them to make precise predictions regarding the outcomes of market interactions and its welfare properties.

Course Outcomes (CO):

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Recall** concepts of cost of production and identify various market structures, their features and gauge the price and output determination policies in different market patterns	BT-1
CO2	**Explain** how Monopolistic Market, Oligopoly and Duopoly Markets are different in terms of definition, features, selling costs and Price and Output determination.	BT-2
CO3	**Identify** Functional and personal Distribution, Marginal Productivity Theory of wages and Macro Distribution of Rent, Wages and Profits.	BT-3
CO4	**Discover** Welfare Economics and its different criterion with an idea of Market of Lemons, its adverse selections and Moral hazards.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Market structure and Pricing**: meaning, structure and forms of market. **Perfect competition:** Characteristics, price and output determination, time elements and price output determination, Equilibrium of firms-short-run and long-run and Price Determination in the Long-Run **Monopoly:** characteristics, pricing under monopoly, Price discrimination, conditions for price discrimination, equilibrium output determination under price discrimination, monopoly power. Comparison between perfect competition and monopoly.	**15**
II	**Monopolistic competition:** characteristics, price and output determination, short-run and long-run, group equilibrium, theory of excess capacity, waste and monopolistic competition, selling cost. Comparison between monopoly and monopolistic competition. **Oligopoly:** characteristics, price and output determination- price leadership, kinked demand curve model, duopoly – Cournot model, Bertrand's model, Stackelberg's model	**15**
III	**Input Pricing:** Functional and personal distribution, Marginal productivity theory, economic and contract rent, Ricardian theory of rent, quasi-rent, modern theory of rent, **Theory of wages**- marginal productivity theory, exploitation of labour and role of trade union, collective bargaining **Theories of profit**- gross profit and net profit, risk taking and uncertainty bearing theory, profit policies	**15**

IV	**Introduction to Game Theory:** **Game theory**- introduction and concepts, Basic concepts, types of game-two people zero sum game, maximin and minimax strategies, Saddle point, dominance rule, Graphical method, Prisoner's dilemma, Nash equilibrium	**15**
TOTAL		**60**

Textbooks:

1. Hall R. Varian (2010); *Intermediate Microeconomics;* 10th edition, 2019, Springer (India) Pvt. Ltd.

Reference Books:

- Koutsiyannis A; *Modern Micro Economic Theory*; 7th edition; 2012; Pearson; Delhi
- Mankiw, N. Gregory; *Principles of Economics*; 7th edition; 2007; Thompson; London
- *Advanced Economic Theory*; Ahuja, H. L.: 22nd edition; 2020; S Chand & Company; New Delhi.
- Advanced Microeconomic Theory: An Intuitive Approach With Examples; 3rd edition; FelixMinoz-Garcia; MIT Press,2017, ISBN-13:978-0262035446.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – III (Major)

Subject Name: Introductory Quantitative Techniques for Economics
Course Level -200
Subject Code: ECO182M302
L-T-P-C: 3-1-0-4
Credit: 4
Scheme of Evaluation: Theory

Course Objective: This course is designed to provide a good grounding and an in depth understanding of the theory and application of differential calculus, and other techniques widely used in Economics. Topics of study include functions, univariate optimization, elasticity, financial mathematics, multivariate optimization, unconstrained optimization, matrices, integration etc.

Course Outcomes:

On completion of this course students will be expected to –

CO	**Contents**	**BT Level**

CO1	**Define** basic concepts like Function, variables, limit, continuation of function etc	BT-1
CO2	**Construct** economic functions- like demand and supply functions.	BT-2
CO3	**Solve** problems of differentiation, matrices, and integration.	BT-3
CO4	**Examine** problems involving variables that discretely and continuously grow over time, and compute present discounted values, future compounded values, and rates of growth	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Elementary concepts**- Variables, constants and parameters, set and set operation, Relations and functions; functions- types and graphs, limit of a function, evaluation of the limit of a function, continuity of a function, equations and identities, Static equilibrium-Market model and national income model.	**15**
II	**Matrix and determinants**: elements of matrix algebra- definition, types of matrices, scalar multiplication, matrix multiplication, transpose, inverse of matrix and its application, rank of a matrix, Crammer's rule.	**15**
III	**Differentiation**- concept of derivative, basic rules, partial differentiation, total differentiation, chain rule, differential equation, simple application- elasticity of demand, Cost and revenue, relationship between AC and MC, market demand and national income model	**15**
IV	**Integration**- integration of a function, basic rules, integration by parts, integration by substitution, integration by partial function, definite integrals, simple applications of definite integrals, consumer's and producer's surplus	**15**
TOTAL		**60**

Text Books:

1. *Basic Mathematics and its Economic Applications*; Barua, S.:4th edition; 2017; Macmilan India Limited; Kolkata

Reference Books:

1. Chiang, A.C. & Wainwright, K.; *Fundamental Methods of Mathematical Economics*; 4th ;2012; McGraw Hill Education; New Delhi
2. Henderson, J M and Quandt, R E; *Micro-Economic Theory- a Mathematical Treatment*; 3rd Edn; 2003; McGraw Hill education; New Delhi
3. Allen, R G D; *Mathematical Economics for Economists*;3rd edition; 2003; St Martin press; New York.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – III (Minor)
Subject Name: Public Finance **Course Level -200** **Subject Code: ECO182N301** **L-T-P-C: 3-1-0-4** **Credit: 4** **Scheme of Evaluation: Theory**

Course Objective: The objective of the course is to introduce students to about government finance with special reference to India. It investigates different components of government finance- like public revenue and public expenditure.

Course Outcomes:

On completion of this course students will be expected to

CO	Contents	BT Level
CO1	**Recall** the mechanism of the Government finance.	BT-1
CO2	**Differentiate** between public and private finance.	BT-2
CO3	**Identify** components of public revenue and components of public expenditure.	BT-3
CO4	**Examine** management of public debt with special reference to developing countries.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Nature and Scope of Public Finance**: Definition, nature and scope of public finance, Sources of Public Finance, Distinction Between Public and Private Finance, Public Goods Vs Private Goods, Role of Merit Goods, Role of Public Finance, Principles of Public Finance, Absolute Advantage theory, Principles of Maximum Social Advantage.	**15**

II	**Public Revenue**: - Concept, Tax and Non- Tax Revenue, Direct Vs Indirect Tax, Ability to Pay, Principles of Taxation, Shifting and Incidence of Taxation, Taxable Capacity, Effects Of Taxation On Production and Distribution, Rate and Structure in Taxation.	**15**
III	**Public Expenditure**- concept, causes of growth of Public Expenditure (Wagnor's Law), Classification of Public Expenditure, Effects Of Public Expenditure on Production, Distribution and Economic Stability, Role of Public Expenditure in Developing Economy.	**15**
IV	**Government Budget**- Concept, classification---Balanced & Unbalanced Budget, Structure of a budget, Capital and Revenue Budget, **Public Debt**—Concept, Sources, Types of Public Debt, Burden of Public Debt, Redemption Of Public Debt **Fiscal and Monetary policies**- Objectives and tools	**15**
TOTAL		**60**

Text Books:

1. *Public Finance and Fiscal Policy;* Choudhury, R. K. & Chakraborty, R. C.:4th edition; 2017; Kalyani Publishers; New Delhi

Reference Books:

1. Andley K.K & Sundharam, K.P.M; *Public Economics and Public Finance;*4th edition; 2012 Rattan Prakashan Mandir; New Delhi
2. Tyagi, B. P.: *Public Finance*; 12th edition; 2016; Jai Prakash Nath & Co; New Delhi

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Seminar presentation –10 Hours • Viva-voce – 6 Hours • Class test – 4 Hours

Semester – III (SEC)
Subject Name: Statistical Tools in Economics **Course Level -200** **Subject Code: ECO182S311** **L-T-P-C: 1-0-4--3** **Credit: 3** **Scheme of Evaluation: Theory + Practical**

Course Objectives:

This course is designed to help students on how to articulate the data and summarize data. The students will also learn to examine/analyse data for statistical deductions. The students will be introduced to essential data sources that are available and relevant for various analysis tasks.

Course Outcomes:

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**UNDERSTAND** Students will have an understanding of the meaning, types and the need for data analysis.	BT-1
CO2	**DISCOVER** Students will get acquainted with some basic measures of Central Tendency and Dispersion	BT-2
CO3	**EXAMINE** Students will examine the relationships between two variables and identify the direction and strength between them. Students will also learn to construct indices and predict future fluctuations.	BT-3
CO4	**ANALYSE** Students will learn to evaluate and interpret data using statistical tools.	BT-4

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	DATA ANALYSIS What is Data Analysis? Types of Data Analysis---Need for Data Analysis in Economics	15
II	Descriptive Statistics Measures of Central Tendency- Mean, Median and Mode Measures of Dispersion- Range, Quartile Deviation, Mean Deviation and Standard Deviation	15
III	Correlation & Index Numbers Concept, Types, Methods of estimating Correlation-Scatter Diagram, Karl Pearson's Correlation Coefficient and Spearman's Rank Correlation Coefficient. Basic Concepts of Regression Index Numbers Concept, Uses and Problems in the construction of Index Numbers- Methods of construction of Index Numbers- Simple (Simple Aggregative and Simple Average of Price Relatives) and construction of Weighted Index Numbers (Weighted Average of	15

	Price Relatives and Weighted Aggregative Method- Laspeyre's Method, Paasche's Method and Fisher's Method)	
IV	Data Analysis using MS-EXCEL	15
	Total	60

Text Books:

S.P. Gupta (2021), *Statistical Methods*, 46th Edition, Sultan Chand and Sons Publishing House.

Reference Books:

P.H. Karmel & M. Polasek (1978), *Applied Statistics for Economics*, 4th Edition, Pitman

M.R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series)

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
30 Hours	30 Hours	**30 Hours** • Home Assignment – 10 Hours • Project/Field study – 15 Hours • Viva-voce – 5 Hours

Semester – III (IDC)

Paper I/Subject Name: Financial Economics
Subject Code: ECO182I301
Course Level -200
L-T-P-C – 2-1-0-3
Credit Units: 3

Course Objective: The objective of the course is to introduce students to understand principles of measuring risk and return

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** market valuation of bond and equity stock.	BT-1
CO2	**Define** risk, its components and risk management.	BT-2
CO3	**Classify** the derivative market.	BT-3
CO4	**Apply** the knowledge as a life skill.	BT-4

Detailed Syllabus:

Module	Course Contents	Maximum number of classes
I	**Principles of Market Valuation** Time value of money, Present Value and Future Value Calculation, Compound interest and Annuity.	10
II	**Measuring Risk and Return** Investment-Types of investment, Risk and return, Portfolio Management	10
III	**Capital Budgeting** Introduction to financial statement, assessing financial performance, net present value, internal rate of return, payback period; projects with different lives; money and time weighed rate of return; fixed interest securities, uncertain income securities, equities, valuing a loan with allowance for capital gains and indexation	15
IV	**Indian Financial System:** Structure of Indian Financial system**,** Financial Markets, Financial Institutions and Instruments	10

Text-Books:

- *Fundamentals of Investments*. Alexander G. J, Sharpe W. F. & Bailey J. V. (2001) Pearson Education; London

Reference Books:

1. Madura J.; *Financial Institutions and Markets*; 2006; Thomson; New Delhi
2. Bodie Z, Merton R. C. & Clemton D. L. *Financial Economics*; 2009; Pearson/ Prentice Hall.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
45 Hours	0 Hours	**45 Hours** • Home Assignment – 20 Hours • Project/Field study – 15 Hours • Viva-voce – 5 Hours • Class test -5 hours

Type of Course: AEC **(w.e.f. 2023-24)**

UG programmes Semester: 3rd Course

Code: CEN982A301

Course Title: CEN III – Fundamentals of Business Communication

Total credits: 1

Course level: 200

L-T-P-C: 1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objective: The aim if the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

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

CO	Course Outcome	Blooms Taxonomy Level
CO 1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	**BT 1**
CO 2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to	**BT 2**

	engage and influence diverse stakeholders.	
CO 3	Apply effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	**BT 3**

Detailed Syllabus		
Module	**Course Contents**	**Periods**
I	**Business Communication: Spoken and Written** • The Role of Business Communication • Classification and Purpose of Business Communication • The Importance of Communication in Management • Communication Training for Managers • Communication Structures in Organizations • Information to be Communicated at the Workplace • Writing Business Letters, Notice, Agenda and Minutes	**5**

II	**Negotiation Skills in Business Communication**
	• The Nature and Need for Negotiation
	  ○ Situations requiring and not requiring negotiations
	• Factors Affecting Negotiation
	  ○ Location, Timing, Subjective Factors
	• Stages in the Negotiation Process
	  ○ Preparation, Negotiation, Implementation
	• Negotiation Strategies
		5

III	**Ethics in Business Communication** • Ethical Communication • Values, Ethics and Communication • Ethical Dilemmas Facing Managers • A Strategic Approach to Business Ethics • Ethical Communication on Internet • Ethics in Advertising	**5**
IV	**Business Etiquettes and Professionalism** • Introduction to Business Etiquette • Interview Etiquette • Social Etiquette • Workplace Etiquette • Netiquette	**5**

Text:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 hours	-	10 hours - Group Discussion - Presentation - Quiz - Case Study

Subject Name: Behavioural Sciences -III, UG 3rd Semester

Course Code: BHS982A302

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.

Course outcomes: On completion of the course the students will be able to: CO1: Understand the process of problem solving and creative thinking.
CO2: Develop and enhance of skills required for decision-making.

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Problem Solving Process** Defining problem, the process of problem solving, Barriers to problem solving (Perception, Expression, Emotions, Intellect, surrounding environment)	**4**

II	**Thinking as a tool for Problem Solving** What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	**4**
III	**Creative Thinking** - Definition and meaning of creativity, - The nature of creative thinking: Convergent and Divergent thinking, - Idea generation and evaluation (Brain Storming) - Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model	**4**
IV	**Building Emotional Competence** Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	**4**
Total		**16**

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Semester – IV (Major)
Subject Name: Intermediate Macroeconomics **Subject Code: ECO182M401** **L-T-P-C: 3-1-0-4** **Credit: 4** **Scheme of Evaluation: Theory**

Course Objective:

The objective of the course is to introduce students to an understanding of some of the macroeconomic issues and problems relating to macro-economic instability, like unemployment and business cycle. It is also important to understand the concept of general equilibrium and IS-LM model. Fiscal and monetary policies play an important role in an economy. Thus, the understanding and application of fiscal and monetary policies in another objective of this course.

Course Outcomes:

On completion of this course, students are expected to –

CO	Course Outcomes	BT Level
CO1	Identify and discuss the various types of unemployment and relationship between unemployment and inflation through Phillips Curve.	**BT-1**
CO2	Discuss the different phases, causes and effects of business cycle.	**BT-2**
CO3	Derivation of IS, LM and AD curves. Discuss the IS-LM model and impacts of economic policies.	**BT-3**
CO4	Examine the roles and objectives of Fiscal and Monetary Policies.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) and Course Contents	Periods
I	Unemployment – meaning and various types; unemployment and inflation – Phillips Curve; Concepts of Short-run and Long-run Phillips Curves; Natural Rate of Unemployment (NARU)	**15**
II	Business Cycle – meaning, types, and characteristics; Causes and Phases of Business Cycle; Measures to control Business Cycle; Great Depression and Great Recession	**15**
III	IS-LM Model; Derivation of IS and LM Curves; Derivation of AD Curve; Examination of impact of economic policies.	**15**
IV	Fiscal and Monetary Policies: Active and Passive; Rules Vs Discretion; Time Consistency; Objectives and targets of Monetary Policy; Government Budget Constraint; Government Debt and Ricardian Equivalence.	**15**
Total		**60**

Textbooks:

- K.C. Rana and K.N. Verma: *Macro Economics Analysis*; 11th edition; 2014; Vishal Publishing Co.

Reference Books:

- Ahuja, H.L.: Macro Economic Theory; 8th edition; 2017; S. Chand; Delhi
- Dwivedi, D.N.: Macroeconomics – Theory and Practice; 4th edition; 2016; McGraw Hill; Chennai
- Dornbusch, R., Startz, R. and Fischer, S.: Solutions to Macroeconomics, McGraw Hill

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours

		• Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – IV (Major)
Subject Name: Public Finance **Subject Code: ECO182M402** **L-T-P-C: 3-1-0-4** **Credit: 4** **Scheme of Evaluation: Theory**

Course Objective:
The purpose of this course (Public Finance) is to give students a comprehensive understanding of the of Public Finance- Its Historical origine and development, different sources of Public Revenue , Tax and Non-Tax Revenue, Ways and methods of public Expenditure and public Debts and its limits, with an objective to teach students about Economic Growth, Economic balance, Equitable development and Infrastructural Development.

Course Outcomes
On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Recall** Historical Development of Public Finance, iTs various Definitions, Its Subject matter and Its Role in Underdeveloped and developing Economies.	BT-1
CO2	**Explain** Distinction Between Revenue and Non- Revenue Receipts, Its different sources with examples, methodology of Taxation and merits and demerits of Direct and indirect Taxes	BT-2
CO3	**Identify** the reasons for growing increment of Public Expenditure and its effects on Production, Distribution and Economic Growth	BT-3
CO4	**Discover** why public debt id undertaken; What are its types, burden of External Debt and can a country become bankrupt because of public debt?	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Nature and Scope of Public Finance:** Historical Development of the subject, Definition of Public Finance, Place of Public Finance in Economics, Subject Matter of Public Finance, Private and Public Finance, Role of public Finance in Underdeveloped Countries	**20**

II	**Public Revenue and Receipts**: Distinction between Revenue and Non-Revenue Receipts, Nature of Public Revenue, Tax and Non-Tax receipts: Sources and Classification, Sources of Tax Revenue, Non-Tax Revenue and Capital Receipts. Direct and indirect Tax: Merits and Demerits, Relative Superiority. Methods of Taxation: Progressive, Regressive, and proportional tax. Taxable Capacity and its Determinants.	**20**
III	**Public Expenditure- Causes and Effects:** Wagner's law of Increasing State Activities, Causes of Growth of Public Expenditure, Effects of Public Expenditure on Production, Economic Growth, Employment, Distribution and Stabilization. Role of Public Expenditure in Developing Economy, Canons of Public Expenditure, principle of Maximum Social Advantage, Control and Accountability of Public Expenditure.	**20**
IV	**Public Debt and Debt Management:** Reasons for growing public debt, Sources of Public Borrowing, Burden of Public Debt, Redemption of Public Debt, Effects of Public Debt, Safe limits of Public Debt, Debt Management and Optimal Maturity Scheme, Shifting Debt Burden to future Generations.	**20**
TOTAL		**60**

Textbooks:

1. *Public Finance*; Ghosh and Ghosh: 3rd edition; 2020; PHI, New Delhi

Reference Books:

- Andley K.K & Sundaram, K.P.M; *Public Economics and Public Finance*;4th edition; 2012 Rattan Prakashan Mandir; New Delhi.
- Tyagi, B. P.: *Public Finance*; 12th edition; 2016; Jai Prakash Nath & Co; New Delhi
- Choudhury, R. K. & Chakraborty, R. C*; Public Finance and Fiscal Policy;*.:4th edition; 2017; Kalyani Publishers; New Delhi
- Musgrave and Musgrave, Public Finance in Theory and Practice,5th Edition, McGraw Hill Education Pvt limited, Chennai

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – IV (Major- IKS related)
Subject Name: Arthashastra **Subject Code: ECO182M403** **Course Level:200** **L-T-P-C: 3-1-0-4** **Credit: 4** **Scheme of Evaluation: Theory**

Course Objective:
This course introduces Artha shastra, an old Indian manual credited to Chanakya (Kautilya) that covers economic policy, military strategy, and statecraft. The course will delve into the historical background, essential ideas, and real-world implementations of Artha shastra within the realms of Administration and Government

On completion of this course students are expected to-

CO	Course Outcomes	BT Level
CO1	**Demonstrate** Students will demonstrate an understanding of Artha shastra's historical context and significance through discussions and assignments	BT-1
CO2	**Analyse** Students can analyze and articulate the key ideas and concepts presented in Artha shastra through written assessments and class presentations	BT-2
CO3	**Evaluate** Students will critically evaluate the applicability and significance of Artha shastra in modern settings through case studies and real-world examples	BT-3
CO4	**Critical Thinking** Students will develop enhanced critical thinking abilities by systematically analysing and comparing the concepts and methods of Artha shastra with contemporary theories and practices.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Historical Context of Artha shastra** • Life and times of Chanakya (Kautilya) • Political landscape of ancient India • Emergence and preservation of Artha shastra	**15**
II	**Key Concepts in Artha shastra** • Raja Dharma (The duties of a ruler) • Danda (Punishment and enforcement) • Saptanga Theory (The seven limbs of the state)	**15**

III	**Economic Policies in Artha shastra** • Taxation and revenue management • Trade and commerce regulations • Resource allocation and welfare measures	**15**
IV	**Strategic Thinking in Artha shastra** • Principles of warfare • Intelligence gathering and espionage. • Diplomacy and alliances	**15**
TOTAL		**60**

Textbooks:

2. Kautilya, & Shama Sastry, R. (1915). Artha shastra. Bangalore: Government Press.

Reference Books:

1. Rangarajan, L. N. (1992). The Artha shastra: A treatise on ancient Indian polity. Penguin Books India.
2. Trautmann, T. R. (1971). Kautilya and the Artha shastra: A statistical investigation of the authorship and evolution of the text. Brill.
3. Shama Sastry, R. (1923). Kautilya's Artha shastra. Mysore: Wesleyan Mission Press.
4. Boesche, R. (2002). The first great political realist: Kautilya and his Artha shastra. Lexington Books.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – IV (Minor)
Paper I/Subject Name: Indian Economy **Subject Code: ECO182N401** **Course Level:200** **L-T-P-C – 2-1-0-3** **Credit Units: 3** **Scheme of Evaluation: Theory**

Course Objective: The objective of this course is to equip the students with a good understanding of India's economic problems.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** composition, trend and methods of estimating national income in India.	BT-1
CO2	**Summarise** role, nature and issues relating to agriculture and industrial sector in India.	BT-2
CO3	**Identify** problems of MSME sector and PSEs of India.	BT-3
CO4	**Analyse** LPG policies, achievements and failures of five-year plans in India, and traditional functions of the RBI.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Characteristics of Indian Economy. **National Income**: Composition, trend and pattern of national income, method of estimation and problem areas, Inequality in national income distribution- inter-personal and inter regional,	**10**
II	**Agriculture**: Role, nature and cropping pattern; Causes of low productivity and measures to increase production and productivity; Rural indebtedness;	**10**
III	**Industry**: Industry in pre-plan period, second five-year plan and Indian industry, industrial policy- 1956 and 1991, importance and problems of MSME sector, Public sector undertaking- importance and problems.	**10**
IV	Economic Reforms in India, LPG policies; Impact of globalization; Role of Foreign Capital Economic Planning: Background, objectives, Achievements, and failures, NITI Ayog. Commercial Banks in India, Role of RBI- Traditional, Promotional and development functions.	**15**
TOTAL		**45**

Text Books:

1. *Indian Economy*; Dhar, P K; latest edition; 2017; Kalyani Publishers; New Delhi

Reference Books:

1. Datt and Sundharam; *Indian Economy;* Latest edition; 2017; S Chand Company; New Delhi
2. Mishra & Puri; *Indian Economy*; latest edition; 2017; Himalayan Publishing House; New Delhi

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
45 Hours	-	**45 Hours** • Group Discussion- 10 Hours • Home Assignment – 15 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – IV (Minor)
Paper I/Subject Name: Development Economics **Subject Code: ECO182N402** **Course Level:200** **L-T-P-C – 2 – 1 – 0 – 3** **Credit Units: 3** **Scheme of Evaluation: Theory**

Course Objective:

The objectives of the course are to introduce students the indicators of economic development, theories of growth and development. Economic development is a process of targeted activities and programs that work to improve the economic wellbeing and quality of life of a community. This course is designed to introduce the theories of economic growth and development.

Course Outcomes:
On completion of this course students will be expected to

CO	**Contents**	**BT Level**
CO1	**Recall** the growth theories of an economy	BT-1
CO2	**Understand** the complex relations among the economic variables.	BT-2
CO3	**Issues** relating to growth and development.	BT-3
CO4	**Compare** different growth theories	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Economic Growth and Economic Development – their meaning and differences; Common Characteristics of Underdeveloped or Developing Countries; Obstacles to Economic Development: Measurement of Economic Development – GDP/GNP (Gross Domestic Product/Gross National Product), PCI (Per Capita Income), PQLI (Physical Quality of Life Index), HDI (Human Development Index) – as an indicator of economic development, Multi-dimensional Index.	**10**
II	Theories of Economic Growth – Harrod-Domar Growth Model The Neo-Classical Theory of Growth – R. M. Solow's Model. Endogenous growth model Cambridge Models of Growth – Kaldor's Model, Joan Robinson's Model.	**10**
III	Development Theories – Classical Theories of Economic Growth, Marx's Theory of Economic Development; Myrdal's Cumulative Causation. Rostow's Stages of Economic Growth; Schumpeter's Theory of Development.	**10**
IV	Strategies for Development – The Theory of the Big Push; Critical Minimum Effort and Low Level of Equilibrium Trap. Theory of Balanced Growth- Nurkse's Theory; Theory of Unbalanced Growth – Hirschman's Strategy; Theories of Social and Technological Dualism; Lewis Model of Economic Growth; Fei-Ranis Model of Economic Growth	**15**
TOTAL		**45**

Text Books:

1. *Economic Development*; Todaro and Smith; 8th edition; Pearson Education; New Delhi

Reference Books:

1. Ahuja, H. L.; *Development Economics*, 6th edition; 2014; S. Chand Publishing; New Delhi
2. Ray, Debraj; *Development Economics;* 4th edition; 2012; Oxford University Press; New Delhi
3. Misra & Puri; *Economics of Development and Planning;* 5th edition;2015*;* Himalaya Publishing House; New Delhi

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
45 Hours	-	**45 Hours** • Group Discussion- 10 Hours

		• Home Assignment – 15 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Type of Course: AEC **(w.e.f. 2023-24)**
UG programmes Semester: 4th
Course Code: CEN982A401
Course Title: CEN IV – Employability and Communication
Total credits: 1
Course level: 200
L-T-P-C: 1-0-0-1
Scheme of Evaluation: Theory and Practical

Course Objectives: This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

Course Outcomes: After the successful completion of the course, the students will be able to

CO	Course Outcome	Blooms Taxonomy Level
CO 1	**Demonstrate** understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	**BT 2**
CO 2	**Develop** professional documents to meet the objectives of the workplace	**BT 3**

CO 3	**Define** and identify different life skills and internet competencies required in personal and professional life.	**BT 3**

Detailed Syllabus		
Modules	**Course Contents**	**Periods**
I	**Presentation Skills** Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	**5**
II	**Business Writing** Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	**5**
III	**Preparing for jobs** Employment Communication and its Importance, Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	**5**
IV	**Digital Literacy and Life Skills** **Digital literacy:** Digital skills for the '21st century', College students and technology, information management using Webspace, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. **Life Skills**: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem- solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking	**5**

Keywords: Employability, business writing, presentation skills, life skills

Text:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

References:

1. *Business Communication* by Shalini Verma References:

2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 hours	-	10 hours - Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits

Subject Name: Behavioural Sciences -IV, UG 4th semester

Course Code: BHS982A402

Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:
CO1**:** Understand the importance of individual differences
CO2: Develop a better understanding of self in relation to society and nation
CO3: Facilitation for a meaningful existence and adjustment in society

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Managing Personal Effectiveness** Setting goals to maintain focus, Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	**4**

II	**Positive Personal Growth** Understanding & Developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	**4**
III	**Handling Diversity** Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	**4**
IV	**Developing Negotiation Skills** Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	**4**
Total		**16**

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

5th Semester

Semester – V (Major-1)
Paper I/Subject Name: International Economics **Subject Code: ECO182M501** **Course Level: 300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

International economics is a field concerned with economic interactions of countries and effect of international issues on the world economic activity. It studies economic and political issues related to international trade and finance. The objective of the course is to introduce students to International Economics as a distinct branch of economics.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** theories of international economics, international dependence and flow of goods and services.	BT-1
CO2	**Understand** terms of trade, gains from trade etc. which are essential to evaluate international market, the structure of Balance of Payments, flow of funds, foreign exchange etc.	BT-2
CO3	**Identify** issues relating to deficit in BoP in developing countries.	BT-3
CO4	**Compare** difference between free trade and protectionist.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	International Economics as a distinct branch of Economics; Its Nature and Scope Trade Theories- Ricardian Theory of Comparative Cost Advantage; Factor Endowments and Heckscher- Ohlin Theory; Empirical Test of H-O Mode l- Leontief Paradox; Factor Intensity Reversal; Rybczynski Theorem; Stolper-Samuelson Theorem, Factor Price equalization Theorem.	**15**
II	Concepts of Terms of Trade; Factors affecting Term s of Trade; Gains from Trade; Offer Curves, Distribution of gains from trade in terms of Offer Curves, Prebish-Singer Thesis	**15**
III	Free Trade and Protection- Arguments for and against Free Trade and protection; Tariffs- Classifications of Tariffs, Effects of Tariffs- Partial Equilibrium analysis, Concept of Optimum Tariff and Retaliation; Non-Tariff Barriers; Quotas- Types, Effects; Tariffs versus Quotas.	**15**
IV	The Structure of BOP; Accounting Principle; Disequilibrium in BOP- Types of Disequilibrium; Causes of Disequilibrium; Adjustment Mechanism- Correction under Fixed and Flexible Exchange Rate regimes	**15**
TOTAL		**60**

Textbooks

- *International Economics*, K. C. Rana and K. N. Verma, Vishal Publishing Company; 2011

Reference

- Francis Cherunilam; *International Economics*; Tata Mc Graw- Hill; Delhi, 2012
- Miltiades Chacholiades; International Economics; New York: McGraw-Hill; 2012
- *International Economics*; Dominick Salvatore; 4th edition, 2014; Wiley India

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – V (Major-2)
Paper I/Subject Name: Intermediate Quantitative Techniques for Economics **Subject Code: ECO182M502** **Course Level:300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

This course is correlated with the **Introductory Quantitative Techniques for Economics** structured in semester-III. This course has been basically designed to impart knowledge of application of mathematics in Economics. Now a day, Explanation of economic principles, laws and theories has become mathematic-centric. So, a student must have sufficient knowledge of mathematical tools which very intensely used to explain the behaviour of economic variables.

Course Outcomes:

Students are expected to-

CO	Contents	BT Level
CO1	**Recall** mathematical tools in explaining and understanding the behaviour of economic variables.	BT-1
CO2	**Explain** optimization techniques.	BT-2
CO3	**Solve** the problems relating to changing behaviour of economic variables under static as well as dynamic equilibrium.	BT-3
CO4	**Analyse** the art of logical inference and decision making.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Basic applications** **Use of Calculus in Economics:** Market model, National Income Model, Elasticity of demand, Revenue and Cost.	**15**

II	**Maxima and Minima-I: Optimization techniques**, unconstrained optimization with one variable, Economic application- cost, revenue, tax revenue and firm's equilibrium. **Maxima and Minima-II: Unconstrained optimization with more than one variable**, Economic application- Discriminating monopoly, multi-plant firms, Advertisement cost and subsidy. **Maxima and Minima-III:** Unconstrained optimization-Utility Maximisation and Least cost combination	**15**
III	**Linear Programming Problems**- Inequality constraints and formulation of LPP, Graphical solution, Simplex method (Concept only)	**15**
IV	**Calculus for Dynamic Analysis** First and second order differential equation and its solutions – application to dynamic stability of market and simple growth process (Harrod-Domar). First order difference equation and its solution application of difference equation – lagged market model (Cobweb) and Domar model of growth; Optimal Control Theory- Basic Idea– Procedure – A few illustrative examples	**15**
TOTAL		**60**

Text Books:

- *Fundamental Methods of Mathematical Economics*, Chiang, A.C. & Wainwright, K.; 4th ;2012; McGraw Hill Education; New Delhi

Reference Books:

- *Basic Mathematics and its Economic Applications*; Barua, S.:4th edition; 2017; Macmilan India Limited; Kolkata
- Henderson, J M and Quandt, R E; *Micro-Economic Theory- a Mathematical Treatment*; 3rd Edn; 2003; McGraw Hill education; New Delhi
- Allen, R G D; *Mathematical Economics for Economists*;3rd edition; 2003; St Martin press; New York.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – V (Major-3)
Paper I/Subject Name: Development Economics **Subject Code: ECO182M503** **Course Level:300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The objectives of the course are to introduce students the indicators of economic development, theories of growth and development. Economic development is a process of targeted activities and programs that work to improve the economic wellbeing and quality of life of a community. This course is designed to introduce the theories of economic growth and development.

Course Outcomes:
On completion of this course students will be expected to

CO	Contents	BT Level
CO1	**Recall** the growth theories of an economy	BT-1
CO2	**Understand** the complex relations among the economic variables.	BT-2
CO3	**Identify** issues relating to growth and development.	BT-3
CO4	**Compare** different growth theories	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Economic Growth and Economic Development – their meaning and differences; Common Characteristics of Underdeveloped or Developing Countries; Obstacles to Economic Development: Measurement of Economic Development – GDP/GNP (Gross Domestic Product/Gross National Product), PCI (Per Capita Income), HDI (Human Development Index) – as an indicator of economic development, Multi-dimensional Index. Sustainable Development Goals	**15**
II	Theories of Economic Growth – Harrod-Domar Growth Model The Neo-Classical Theory of Growth – R. M. Solow's Model. Endogenous growth model	**15**
III	Development Theories – Classical Theories of Economic Growth, Marx's Theory of Economic Development; Myrdal's Cumulative Causation. Rostow's Stages of Economic Growth; Schumpeter's Theory of Development.	**15**
IV	Strategies for Development – The Theory of the Big Push; Critical Minimum Effort and Low Level of Equilibrium Trap. Theory of Balanced Growth- Nurkse's Theory; Theory of Unbalanced Growth – Hirschman's Strategy; Theories of Social and Technological	**15**

	Dualism; Lewis Model of Economic Growth; Fei-Ranis Model of Economic Growth	
TOTAL		**60**

Text Books:

- *Economic Development*; Todaro and Smith; 8th edition; Pearson Education; New delhi

Reference Books:

- Ahuja, H. L.; *Development Economics*, 6th edition; 2014; S. Chand Publishing; New Delhi
- Ray, Debraj; *Development Economics;* 4th edition; 2012; Oxford University Press; New Delhi
- Misra & Puri; *Economics of Development and Planning;* 5th edition;2015*;* Himalaya Publishing House; New Delhi
- Economics of Development – Theory and Evidence; A.P. Thirlwall; Palgrave Macmillan 2011

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – V (Internship) **Compulsory for all students**
Paper I/Subject Name: Internship **Subject Code: ECO182M524** **Course Level: 300** **Duration – 120 hours (July Month)** **Credit Units: 4** **Scheme of Evaluation: Interns will be evaluated through seminar presentation and viva-voce at the university.** • **Refer the UGC Guidelines for Internship/Research Internship for Undergraduate Students for policy initiatives**

Course Objective:

Students should be able to apply their academic knowledge and skills to real-world work situations, demonstrating the practical relevance of their coursework.

Course Outcomes:
On completion of this course students will be expected to

CO	Contents	BT Level
CO1	**Relate** career alternatives prior to graduation	BT-1
CO2	**Compare** Integrate theory and practice.	BT-2
CO3	**Develop** work habits and attitudes necessary for job success	BT-3
CO4	**Take part in** day to day activities of a work place	BT-4
CO5	**Prov**e the ability	BT-5
CO6	**Build** a Record of Work Experience	BT-6

Semester – V (Minor-1) **For other Schools**
Paper I/Subject Name: International Economics **Subject Code: ECO182N501** **Course Level:300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

International economics is a field concerned with economic interactions of countries and effect of international issues on the world economic activity. It studies economic and political issues related to international trade and finance. The objective of the course is to introduce students to International Economics as a distinct branch of economics.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** theories of international economics, international dependence and flow of goods and services.	BT-1
CO2	**Understand** terms of trade, gains from trade etc. which are essential to evaluate international market, the structure of Balance of Payments, flow of funds, foreign exchange etc.	BT-2
CO3	**Identify** issues relating to deficit in BoP in developing countries.	BT-3
CO4	**Compare** difference between free trade and protectionist.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	International Economics as a distinct branch of Economics; Its Nature and Scope Trade Theories- Ricardian Theory of Comparative Cost Advantage; Factor Endowments and Heckscher- Ohlin Theory; Empirical Test of H-O Mode l- Leontief Paradox; Factor Intensity Reversal	**15**
II	Concepts of Terms of Trade; Factors affecting Term s of Trade; Gains from Trade; Offer Curves, Distribution of gains from trade in terms of Offer Curves, Trade as an Engine of Growth	**15**
III	Free Trade and Protection- Arguments for and against Free Trade and protection; Tariffs- Classifications of Tariffs, Effects of Tariffs- Partial Equilibrium analysis, Concept of Optimum Tariff and Retaliation; Quotas- Types, Effects; Tariffs versus Quotas.	**15**
IV	The Structure of BOP; Accounting Principle; Disequilibrium in BOP- Types of Disequilibrium; Causes of Disequilibrium; Adjustment Mechanism- Correction under Fixed and Flexible Exchange Rate regimes	**15**
TOTAL		**60**

Textbooks

- *International Economics*; Dominick Salvatore; 4th edition, 2014; Wiley India

Reference

- Francis Cherunilam; *International Economics*; Tata Mc Graw- Hill; Delhi, 2012
- K. C. Rana and K. N. Verma, *International Economics*, Vishal Publishing Company; 2011
- Miltiades Chacholiades; International Economics; New York: McGraw-Hill; 2012

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

6th Semester

Semester – VI (Major-I)
Paper I/Subject Name: Assam Economy and North-east Economy **Subject Code: ECO182M601** **Course Level:300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The objectives of the course are to introduce students the economic issues of Assam and north-east Economy. It is important for the students to study their own economy at local level. Thus, this course will enable the students of Economics to know about their local economy- description, issues, economic development, availability of resources etc.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** economic history of Assam and North-East.	BT-1
CO2	**Explain** about economic challenges of this region.	BT-2
CO3	**Compare** Northeast economy with the nation.	BT-3
CO4	**Analyse** economic issues of Assam and North-East.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Economic development of Assam in the pre—independence period;--- agriculture in Assam in the pre-independence period; Industry in the pre-industry period; Tea, Petroleum, Coal, village and Cottage industries. Infrastructural development of Assam—river transport, roadways, railways, Development of Power.	**15**
II	Agriculture and Land reforms; Land use Pattern, Cropping Pattern; Role and importance of Agriculture in Assam's economy; Food production and its yield; Slow pace of modernization of Agriculture and transfer of technology in Assam; Causes of low agricultural yield; Suggestions and remedies to increase agricultural production; Agricultural marketing; Agricultural Finance in Assam; Agricultural holdings and land reforms in Assam; Development and potential of Irrigation in Assam	**15**
III	Industrialisation in Assam ; Trends of Industrial production; Role of organized and unorganized industrial sector in Assam; Contribution of Manufacturing sector to state income; Achievements of the industrial sector in Assam; Industrial policy of Assam; Important industries of Assam—tea, petroleum, plywood, paper mill; fertilizer, Jute, Sugar mill, Cement Industry, Coal,	**15**

	Leather etc—Large scale and medium scale industries, Small scale , Village and cottage industries; Agro-based industries; Assam Industrial Development Corporation; Industrial Finance, NEDFI, AFC, Micro-finance; Low rate of industrial development in Assam—Causes and remedies. Economic Reforms and industrial development in Assam. Micro Finance in Assam	
IV	Salient features of the economy of N.E.R., Physical features of different states of N.E.R., Basic characteristics of the economies of the different states of the NER, main problems of Economic Development in the different states & factors responsible for these problems. Economic Development of the different states of the NER, Economic development of the NER in the Pre-independence era, natural resources of the different states – mineral resources, forest resources, water resources, power resources, State Income of the different states of NER Role of NEC, NEDFI, AFC and DONER Ministry. Recent developments	**15**
TOTAL		**60**

Text Books;

- The Economy of Assam; Dhar, P. K.; 8th edition; 2007; Kalyani publishers; Guwahati

Reference Books:

- Nayak, P; Growth and Human Development in NE India; Oxford University
- Human Development Report-, Assam, 2014
- Assam economic Survey
- NEC/NEDFi Reports

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VI (Major-2)
Paper I/Subject Name: Introductory Econometrics **Subject Code: ECO182M602** **Course Level: 300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4**

Scheme of Evaluation: Theory

Course Objective: Econometrics is the use of statistical techniques to understand economic issues and test theories. Without evidence, economic theories are abstract and might have no bearing on reality. Econometrics is a set of tools we can use to confront theory with real-world data. It provides the tools to enable the students to extract useful information about important economic policy issues from available data.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Define** the basic concepts of relating to estimation of parameters and testing of hypotheses	BT-1
CO2	**Illustrate** methods regression analysis of economic data.	BT-2
CO3	**Develop** elementary procedures for model validation in the single equation context.	BT-3
CO4	**Make use of** econometric tools in problem solving.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Statistical Inference:** Introduction to Normal distribution; chi-square, t- and F-distributions, testing of hypothesis, Type-I and Type-II errors, Power of a test, Tests for comparing parameters from two samples	**15**
II	**Nature of Econometrics and Economic Data:** Nature and scope of Econometrics, Methodology of Econometric analysis, Notion of Causality in Econometrics, **Simple linear regression model**: Assumption of Ordinary least square estimator, Estimation of model by method of ordinary least squares, Properties of estimators, Goodness of fit, Testing of Hypotheses, Scaling and units of measurement, Confidence intervals, Gauss Markov Theorem, Forecasting. **Lab sessions for econometric analysis.**	**15**
III	**Multivariable linear regression model**: Estimation of parameters, Properties of OLS estimators, Goodness of fit- R square and Adjusted R square, Partial regression coefficients, Testing Hypotheses: Individual and Joint, Functional Forms of Regression Models, Qualitative (dummy) independent variables. **Lab sessions for econometric analysis.**	**15**
IV	**Violation of Classical Assumptions, consequences, detection and remedies** Multicollinearity, Heteroskedasticity, Serial Correlation Omission of a relevant variable, Inclusion of irrelevant variable **Lab sessions for econometric analysis.**	**15**
TOTAL		**60**

Text books:

- Jeffrey M. Wooldridge, *Econometrics*, CENGAGE learning, India Edition, 2009.

Reference Book

- *Econometrics by Example;* Damodar Gujarati, 4th edition; 2011; Palgrave Macmillan.
- Dimitrios Asteriou and Stephen Hall, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan, 2007.
- Kmenta, Jan; *Elements of Econometrics; 2nd edition, 2017;* University of Michigan Press; London

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VI (Major - 3)
Paper /Subject Name: Environmental Economics **Subject Code: ECO182M603** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

Environmental economics is a subset of economics concerned with the efficient utilization of resources. Because the environment provides both direct value and the raw material intended for economic activity, the environment and the economy are interdependent. For that reason, the way the economy is managed can have an impact on the environment that, in turn, may affect both welfare and the performance of the economy. The objective of the course is to introduce students to concepts, methods and policy options in managing the environment using tools of economic analysis.

Course Outcomes:

On completion of this course students will be expected to-

CO	**Contents**	**BT Level**
CO1	**Relate** relationship between economics and issues of the environment.	BT-1
CO2	**Understand** the concept of sustainable development, its issues and policy measures relating to it.	BT-2

CO3	**Explain** impacts of economic development on environment.	BT-3
CO4	**Compare** relationship between economic development and issues of the environment of different countries	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	What is environmental economics, The Environment-Economy Interaction, the Materials Balance Model, and laws of Thermodynamics; Basic concepts of resource economics; natural capital and equity approach. Pareto optimality and market failure in the presence of externalities; property rights and the Coase theorem	**15**
II	Overview; Pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty. Kuznet Curve	**15**
III	Trans-boundary environmental problems; Porter Hypothesis, Pollution Haven Hypothesis, economics of climate change- Concept only. Non-Market values and measurement methods; risk assessment and perception.	**15**
IV	Sustainable Development: Concepts, Concepts of Strong and weak sustainability; Rules of sustainable development; National Environmental policy & International convention.	**15**
TOTAL		**60**

Textbooks:

- *Intermediate Environmental Economics*, Charles Kolstad, 2nd edition, 2014, Oxford University Press,

Reference Books:

- Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
- Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
- Bhattacharya, R.N. (Ed), Environmental Economics – An Indian Perspective, Oxford University Press, New Delhi, 2001.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours

		• Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VI (Major 4)
Paper I/Subject Name: Financial Economics **Subject Code: ECO182M604** **L-T-P-C – 3-1-0-4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective: The objective of the course is to introduce students to understand principles of measuring risk and return

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** market valuation of bond and equity stock.	BT-1
CO2	**Define** risk, its components and risk management.	BT-2
CO3	**Classify** the derivative market.	BT-3
CO4	**Apply** the knowledge as a life skill.	BT-4

Detailed Syllabus:

Module	Course Contents	Maximum number of classes
I	**Financial Economics-** Definition, Subject matter Time value of money, Present Value and Future Value Calculation, Compound interest and Annuity.	15
II	**Measuring Risk and Return** Investment-Types of investment, Risk and return, Portfolio Management	15
III	**Capital Budgeting** Introduction to financial statement, assessing financial performance, net present value, internal rate of return, payback period; projects with different lives; money and time weighed rate of return; fixed interest securities, uncertain income securities, equities, valuing a loan with allowance for capital gains and indexation	15
IV	**Interest Rate Calculation** Rationale for no arbitrage assumption; forward contracts, calculating the forward price for a security with known dividend yield; hedging, fixed cash income; Discrete time and continuous time rates; continuous time spot rates and forward rates; instantaneous forward rates; theories of time; term structure of interest rates; yield curve; yields to maturity; convexity and immunization; interest rate risk.	15

	Total	60

Text-Books:

- *Fundamentals of Investments*. Alexander G. J, Sharpe W. F. & Bailey J. V. (2001) Pearson Education; London

Reference Books:

- Madura J.; *Financial Institutions and Markets*; 2006; Thomson; New Delhi
- Bodie Z, Merton R. C. & Clemton D. L. *Financial Economics*; 2009; Pearson/ Prentice Hall.
- Pathak, B*; Indian Financial System*; Pearson Education, Delhi 5th edition 2023

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VI (Minor) **For other schools**
Paper I/Subject Name: Population Studies **Subject Code: ECO182N601** **Course Level:300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective: The study of **Population** is of immense importance to an economy. Population studies help us to know how far the growth rate of the economy is keeping pace with the growth rate of population. The objectives of the course are to introduce students to achieve knowledge about size, composition, organization, and distribution of population and also to understand theories of population.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** different theories of population.	BT-1

CO2	**Classify** the components of distribution of population.	BT-2
CO3	**Solve** problems of predicting population growth and other vital statistics.	BT-3
CO4	**Analyse** research projects on Population Distribution and issues of Migration.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	Meaning and scope of demography; components of population growth and their interdependence; Measures of population change; Structure, distribution and sources of population data; Theories of population – Malthus, Optimum theory of population; theory of demographic transition – Views of Meadows, Enke and Simon; Population and development.	**15**
II	Population trends in the twentieth century; Population explosion – Threatened or real, distant, or imminent; international aspects of population growth and distribution; Pattern of age and sex structure in more developed and less developed countries; Determinants of age and sex structure; Demographic effects of sex and age structure, economic and social implications; Age pyramids and projections – Individual aging and population aging.	**15**
III	**Study of Fertility:** Importance of study of fertility – Total fertility rate, Gross reproduction rate and net reproduction rate; Levels and trends of fertility in more and less developed countries; Factors affecting fertility – Socio-economic factors, economic status, health, education, nutrition, caste, religion, race, region, rural-urban and status of husband wife; **Nuptiality** – Concept and analysis of marital status, single mean age at marriage; Synthetic cohort methods; Trends in age at marriage; **Mortality** – Death rates, crude and age-specific; Mortality at birth and infant mortality rate; levels and trends in more and less developed countries; Sex and age pattern of mortality; Factors for decline in mortality in recent past; Life table (Concept only)	**15**
IV	**Migration:** Concept and types – Temporary, internal and international; International migration –Its effect on population growth and pattern; Factors affecting migration; Theories of migration related to internal migration; Urbanization – Growth and distribution of rural-urban population in developed and developing countries.	**15**
TOTAL		**60**

Text Books:

- *Principles of Demography*; Bogue, D. J.; 2nd edition, 1969 John Wiley & Sons Inc (April 1969) New York

Reference Book:

- *Basic Demographic Techniques and Applications*; Srinivasan, K. (1998), Sage, New Delhi.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours

		• Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

7th Semester

Semester – V (Major-1)
Paper I/Subject Name: Advanced Microeconomics **Subject Code: ECO182M701** **Course Level:400** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The purpose of a course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the decisions of individuals--both consumers and producers--within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

- To make the students acquaint with the advanced microeconomic principles.
- To familiarize the students with Consumer Behaviour, Production Functions and Allocation of Scare Resources.

Course Outcomes:
On completion of this course students will be expected to

CO	Contents	BT Level
CO1	**Recall** the advanced theories of microeconomics	BT-1
CO2	**Understand** the complex relations among the economic variables.	BT-2
CO3	**Apply** these concepts in decision making	BT-3
CO4	**Compare** different theories of microeconomics	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**General Equilibrium and Welfare Economics** Concept of General Equilibrium and Walrasian General Equilibrium Model – Pareto Optimality – The Pareto Optimality Condition of Social Welfare – Marginal Conditions for Pareto Optimal Resource Allocation – Perfect Competition and Pareto Optimality – Arrow's Impossibility Theorem	**15**

II	**Analysis of Consumer's Choice** A Review of Indifference Curve and Revealed Preference Approach – Violation of the Premises of Indifference curve Approach: Satiation and Lexicographical Ordering – Indirect Utility Function – Dual Properties of Utility and Expenditure Functions, Ray's Identity-ordinary and compensated demand curves and measures of welfare change – Linear Expenditure System	**15**
III	**Production function and related concepts** Isoquants and Substitution between Factors – Elasticity of Substitution – Technical Progress and Production Function; the Ideas of Partial and Total Factor Productivity - Single Decision of a Firm; Choice of Optimal Factor Combination Expansion Path – Derivation of Cost Function from Production Function – Multi-product Firm: production Efficiency Locus, Production Possibility Frontier and Choice of Optimal Combination of Output of Products	**15**
IV	**Information Economics** Economics of Search and Search Cost – The Theory of Asymmetric Information – The Market for Lemons and Adverse Selection – Risk Preference and Expected Utility – The Problem of Moral Hazard – Market Signalling – Principal-Agent Problem	**15**
TOTAL		**60**

Text-books:

- *Microeconomics: Theory and Applications;* Madalla and Miller; 2nd edition;1989; McGraw Hill; Berkely

Reference Books:

- Pindyck, R. & Rubinfield, D.L.; *Microeconomics;* 9th edition;2017; Pearson; London Koutsoyiannis, A; *Modern Microeconomics*; 1st edition; 1975; Macmillan; London
- Hall, R Varian; Intermediate Microeconomics: A Modern Approach; **ABC iBook; 2020**

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VII (Major-2)
Paper I/Subject Name: Advanced Macroeconomics **Subject Code: ECO182M702** **Course Level:300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

International economics is a field concerned with economic interactions of countries and effect of international issues on the world economic activity. It studies economic and political issues related to international trade and finance. The objective of the course is to introduce students to International Economics as a distinct branch of economics.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Recall** advanced theories of macroeconomics	BT-1
CO2	**Understand** roles of macroeconomic variables towards economic growth, development and stability	BT-2
CO3	**Identify** issues relating to economic growth of a nation.	BT-3
CO4	**Compare** difference between free trade and protectionist.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**The New Classical Economics: Rational Expectations Model** Introduction - The Keynesian Theory and the New Classical (Lucas) Critique -Lucas Aggregate Supply Function Aggregate Demand Function The New Classical (Lucas) Rational Expectations Model Policy Implications of New Classical Approach: Ineffectiveness of Economic Policy - Unanticipated Changes Rational Expectations, Monetary and Fiscal Policies Rational Expectations and Business Cycles - Comparison with New Keynesian Economics - A Critical Evaluation of Rational Expectations Model	**15**

II	**Money and Prices: Quantity Theory of Money** Value of Money and Price Level-Fisher's Transactions Approach: Quantity Theory of Money: Fisher's Equation of Exchange-Income Version of Quantity Theory-Quantity Theory of Money: Cambridge Cash-Balance Approach -Critical Evaluation of the Quantity Theory of Money-Keynes's Critique of Quantity Theory of Money Introduction Integrating Money Market with Goods Market-Keynes's Monetary Theory: The Effect of Money Supply on the Level of Economic Activity Modern Quantity theory of Money. Monetarism: Friedman's Modern Quantity Theory of Money	**15**
III	**National Income determination in Open Economy** Introduction-Foreign Trade and National Income in an Open Economy - The Import Function-Foreign Trade Multiplier in an Open Economy Graphic Representation of Foreign Trade Multiplier-How the Foreign Trade Multiplier Works? Open Economy Equilibrium: Exports-Imports Open Economy Equilibrium with Import-Surplus Increase in Imports: The Reverse Working of Foreign Trade Multiplier Trade International Linkage and Mundell-Fleming Model	**15**
IV	**Globalisation, Commercial Policy and WTO** Dangers and Risks of Globalisation - Volatility in Exchange Rate and Economic Instability Measures Adopted in India to Promote Globalisation Consequences of Globalisation for India - Global Commercial Policy - Effects of Trade Agreements: Trade Creation and Trade Diversion - GATT and WTO. Deadlock in Negotiations at Geneva Regarding Trade Facilitation Agreements. Rationale of Globalisation	**15**
TOTAL		**60**

Text-books:

- *Principles of Macroeconomics;* Soumen Sikdar; 2nd edition; 2011; Oxford University Press; London

Reference Books:

- Mankiw, Gregory; *Principles of Macro Economics;* 4th edition; 2006; South-Western; London
- Dornbusch Rudiger, R ; *Macroeconomics;* 11th edition; 2017; McGraw Hill; London
- Ahuja, H.L.: *Macro Economic Theory and Policy*; 8th edition; 2017; S. Chand; Delhi
- Dwivedi, D.N.: Macroeconomics – Theory and Practice; 4th edition; 2016; McGraw Hill; Chennai

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution

Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VII (Major-3)
Paper I/Subject Name: Applied Econometrics **Subject Code: ECO182M703** **Course Level:300** **L-T-P-C – 3 – 1 – 0 – 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

Econometrics is the use of statistical techniques to understand relationship between economic variables, to evaluate economic policy, and test theories. Without evidence, economic theories are abstract and might have no bearing on reality. Econometrics is a set of tools we can use to confront theory with real-world data. It provides the tools to enable the students to extract useful information about important economic policy issues from available data.

Course Outcomes:

On completion of this course students will be expected to-

CO	Contents	BT Level
CO1	**Recall** the advanced Econometric theories.	BT-1
CO2	**Explain** the application of econometric model to test economic theories.	BT-2
CO3	**Build** econometric models to practical problems.	BT-3
CO4	**Analyse** of econometric model to evaluate economic policy.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Time Series Analysis-** univariate stationary and non-stationary models, vector autoregressions, frequency domain methods, models for estimation and inference in persistent time series, and structural breaks **Lab session**	**30**
II	**Regression Diagnostics and Specification** Misspecification: functional forms, model selection **Lab session**	**15**

III	. **Dynamic Econometric Models**: Lags in Econometric models: Concepts of distributed lag models; autoregressive models Lags in Econometric models-Concepts, Koyck model; Partial adjustment and adaptive expectation models **Lab session**	**15**
IV	**Advanced Topics in Regression Analysis** Selected Topics: instrumental variable estimation, Simultaneous model, difference-in-difference equation model **Lab session**	**15**
TOTAL		**75**

Text books:

- Jeffrey M. Wooldridge, *Econometrics*, CENGAGE learning, India Edition, 2009.

Reference Book

- *Econometrics by Example;* Damodar Gujarati, 4th edition; 2011; Palgrave Macmillan.
- Dimitrios Asteriou and Stephen Hall, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan, 2007.
- Kmenta, Jan; *Elements of Econometrics; 2nd edition, 2017;* University of Michigan Press; London
- Christopher Doughertry; Introduction to Econometrics; Oxford University Press; fifth Edition; 2014

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VII (Major-4)
Paper /Subject Name: Fundamentals of Research Methodology **Subject Code: ECO182M704** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The paper enables learners to develop a skill set that helps them to plan, design and prepare a research project. The course is based on enhancing the research insight of learners as it incorporates theory and techniques required in research process.

Course Outcomes:

On completion of this course students will be expected to

CO	Contents	BT Level
CO1	**Recall fundamental concepts of research methodology**.	BT-1
CO2	**Illustrate** ethical issues involved in the research and comply with the ethical practices.	BT-2
CO3	**Identify** economic/development problems that transform into a research question and design.	BT-3
CO4	**Analyse** the main qualitative and quantitative strategies of research and apply these in their areas of study	BT-4

Detailed Syllabus:

Module	Course Contents	Maximum number of classes
I	**Basics in Social Science Research** Social Science Research: meaning and significance, Objectivity in Social Science Research Types of Research: Historical and Analytical, Quantitative and Qualitative, Empirical and Normative; Research Ethics	15
II	**Research Design** Experimental and exploratory research designs Preparing research proposals: Selection of the topic, Review of literature, Identifying Objectives of the Study, preparing Research Questions, Hypothesis formation	15
III	**Data Collection** Sources of Data: Primary and Secondary Methods of collecting data: Observation, Questionnaire, Interview, Focus groups and Case study method Types of Sampling: Random sampling, Systematic sampling and Stratified sampling 4. Survey Research: Role of library and Internet	15
IV	**Data Analysis** Validation of Data Writing research report, Format of the report Style of referencing, Bibliography. Plagiarism, software to detect plagiarism	15
	Total	60

Text-Book:

- *Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International*

Reference Books:

- Alan Bryman (2018): Social Research Methods, London: OUP
- B A Prasad Sharma and P. Satyanarayan. Ed.(1983): Research Methods in Social Sciences, New Delhi:
- Sterling Bridget Somek and Cathy Lewin (2005): Research Methods in the Social Sciences, New Delhi: Sage
- B.N Ghosh (1984): Scientific Method and Social Research, New Delhi: Sterling.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VII (Minor) **For other School**
Paper /Subject Name: Welfare Economics **Subject Code: ECO182N701** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The objective of the course is to introduce students to theories and principles relating to welfare economics.

Course Outcomes:

On completion of this course students will be expected to

CO	**Contents**	**BT Level**
CO1	**Recall o**rigin of welfare economics	BT-1
CO2	**Explain** Peroto optimality and its role economic analysis.	BT-2
CO3	**Compare** different modern Theories of welfare economics	BT-3
CO4	**Examine e**xternalities, social cost, and its calculation. (BT level 3)	BT-4

Detailed Syllabus:

Module	Course Contents	Maximum number of classes
I	**Welfare Economics-** Meaning, definition, Social welfare functions – Value judgment and welfare. **Pre-Paretian Welfare Economics** Benthamite Approach to Aggregate Welfare; Optimum Resource Allocation and Welfare ,-Maximization, Assumption of Uniform Income; Pigouvian Approach. Utility Function of Individuals; Question of Income Distribution; Issue of Interpersonal Comparisons of Utility; Marshallian Welfare Economics; Consumer‘s Surplus; Measurement of Consumer‘s Surplus – Marshallian and Hicksian Consumer surplus — Difficulties involved and criticisms.	15
II	**Paretian Welfare Economics -I** Pareto optimality — Marginal Conditions, Concept of contract curve; Top level optimum; Infinite number of non- comparable optima vs. unique social optimum.	15
III	**Paretian Welfare Economics -II** Compensation Criteria - Kaldor and Hicks; The Scitovsky’s double criterion; Concept of community indifference map, Samuelson‘s utility possibility curve; Bergson‘s social welfare function, Arrow‘s Impossibility Theorem.	15
IV	**Post-Paretian Welfare Economics** Divergence between private and social costs; Problems of non- market interdependence; Externalities of production and consumption; External economies and diseconomies; Problem of public goods; Second - best optima; Marginal cost pricing; Social Cost- benefit analysis; Interdependent utilities; Attempts to develop dynamic welfare analysis.	15
	Total	60

Text-Book:

- *An Introduction to Welfare Economics;* Per Olov Johansson; 4th edition; 2009; Oxford Press University.

Reference Books:

- Baumol, W.J.; *Welfare Economics and the Theory of the State*; Second Edition; 2011; Longmans, London.
- Broadway, R.W. and N. Bruce; *Welfare Economics*; 2nd edition; 1986; Basil Blackwell, Oxford.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

8th Semester

Semester – VIII (Major- Only Honours + Honours with Research)
Paper I/Subject Name: Indian Economy – Post Reform Period **Subject Code: ECO182M801** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The objective of the course is to

- Introduce students to major trend in economic indicators in India.
- Introduce Policy Measures
- Challenges of the economy.

Course Outcomes:

On completion of this course students will be expected to

CO	Contents	BT Level
CO1	**Recall** features of Indian Economy	BT-1
CO2	**Understand** trends of the economy	BT-2
CO3	**Identify** Challenges and policy measures of Indian economy.	BT-3
CO4	**Analyse** the issues relating to LPG policies	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**National Income**: Composition, trend and pattern of national income, method of estimation and problem areas, Inequality in national income distribution- interpersonal and inter-regional, Strategies of Balanced Regional Development.	**15**

II	**Agriculture**: Role, nature and cropping pattern; production and productivity trend, causes of low productivity and measures to increase production and productivity; colonial legacy, Green revolution, land reforms, problems of agricultural marketing in India-Problems and remedial measures; Institutional and non-institutional finance; rural indebtedness; post 1991 scenario; Role of RRBs, Micro Finance, Role of NABARD	**15**
III	**Industry**: Industry in the pre-plan period, second five-year plan and Indian industry, industrial policy- 1956 and 1991, importance and problems of MSME sector, public sector undertaking- importance and problems. Disinvestment in India, Industrial sickness, Service sector in India, Start-Ups in India.	**15**
IV	Economic Reforms in India, LPG policies. Economic Planning: Background, NITI Ayog. Commercial Banks in India, Role of RBI- Traditional, Promotional and development functions. Financial Reforms-Banking, NBFIs, Capital Markets and Pension	**15**
TOTAL		**60**

Text Books:

1. *Indian Economy*; Dhar, P K; latest edition; 2017; Kalyani Publishers; New Delhi, Datt & Sundharm's Indian Economy, published by S. Chand, current Edition

Reference Books:

1. Mishra & Puri; *Indian Economy*; latest edition; 2017; Himalayan Publishing House; New Delhi
2. Rao, C H Hanumantha; *Agriculture, Food Security, Poverty and Environment- Essays on Post-reform India*; latest edition; latest edition; Oxford University Press, Delhi
3. Indian Economy since Independence by Uma Kapila published by Academic Foundation, New Delhi.31st Edition 2020-2021.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VIII (Major - Only Honours) In Lieu of Dissertation
Paper /Subject Name: Economics of Health and Education **Subject Code: ECO182M803** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

It is essential to understand the relationship between health and education and its effects on economic development in the developing world. Human Capital in its broadest sense encompasses the levels of education, health, and nutrition of the population. Few processes are as intertwined with development as human capital accumulation. Education increases productivity, speeds technological advancements, and increases the probability of more healthy productive children, all of which promotes economic development.

The primary objective of the course is to introduce students to understand economics of health and education sectors.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Learn** about economic foundation of health and education sectors.	BT-1
CO2	**Explain** the role investment in human capital formation and its impact on economic development of an economy.	BT-2
CO3	**Apply** the knowledge of economic foundation of health and education sectors in day-to-day life.	BT-3
CO4	**Analyse** the performance of human capital formation and its impact on economic development of an economy.	BT-4

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Role of Health and Education in Human Development** Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.	**15**
II	**Microeconomic Foundations of Health Economics** Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality. **Evaluation of Health Programs** Costing, cost effectiveness and cost-benefit analysis; Financing Health Infrastructure- Out of Pocket; Catastrophic Health expenses; Distressed financing of health; burden of disease. Supply of Healthcare facilities.	**15**
III	**Education: Investment in Human Capital** Rate of return to education: private and social; quality of education; signalling of human capital; theories of discrimination; gender and caste discrimination in India.	**15**

IV	**Health Sector in India: An Overview** Health outcomes; health systems; health financing; Health System Performance-Equity **Education Sector in India: An Overview** Literacy rates, school participation, school quality measures.	**15**
TOTAL		**60**

Text books:

1. *Principles of Health Economics for Developing Countries*, William, Jack ,World Bank Institute Development Studies, 1999.

Reference Books:

1. World Development Report, *Investing in Health,* The World Bank, 1993.
2. Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VIII (Major- Only Honours) **In Lieu of Dissertation**
Paper /Subject Name: Gender Economics **Subject Code: ECO182M804** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

Course Objectives:

This course is designed to help students understand the nature of Gender Economics as a new concerning area of study. This paper will help students dive into concepts like gender, gender identification, sex,

gender development, gender inequality, gender budgeting etc. It aims to impart knowledge of theories on Feminism, Queer and so on.

Course Outcomes:

On completion of this course students will be expected to:

CO	Contents	BT Level
CO1	**Learn** the concept of Gender and Sex and will be able to draw difference between them.	BT-1
CO2	**Explain** basic knowledge of gender identification, third gender, queer etc	BT-2
CO3	**Apply** the relevance of the different theories with the present-day scenario.	BT-3
CO4	**Analyse** human and Gender models using different indices.	BT-4

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	**Introduction to Gender Economics:** Gender and Sex, Sexuality, Gender Identification, Societal norms in Gender. The LGBTQ+ Umbrella community. Same Sex partnership. The Gender Bread, The theory of Gender bread person by Sam Killerman.	15
II	**Gender and Development** Economic Growth and Economic Development. Human Development and Human Development Index. Gender Inequality Index, Gender Development Index. Gender Budgeting	15
III	**Introduction to Queer Theories** The Third Gender, The third sex theory of Karl Heinrich, The Third Gender and the Indian Society. Meaning of Queer, Theories by Gayle Rubin, Judith Butler.	15
IV	**Introduction to Feminism** Women in Development and Women and Development Meaning of Feminism, The Feminist Campaign, Gender reform feminism, Liberal Feminism, Marxist and Socialist Feminism, Development Feminism Government Policies related to Women empowerment, women health and education. Policies related to the third gender.	15
	Total	60

Text Books:

Siddhartha Sarkar (2019), ‘’Women and Gender Economics’’, Kalpuz Publications.

Reference Books:

Jayce p. Jacobsen (1994) , ‘’The Economics of Gender’’., Penguin Publications.

Joanne Meyerowitz (2008), “A History of “Gender” “, The American Historical Review, Oxford University Press, Vol. 113, No. 5 (Dec., 2008), pp. 1346-1356

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VIII (Major- Only Honours) **In Lieu of Dissertation**
Paper /Subject Name: Economics of Insurance **Subject Code: ECO182M805** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The objectives of the course is to introduce students to the principle of insurance and its economic analysis.

Course Outcomes:

On completion of this course students will be expected to:

CO	**Contents**	**BT Level**
CO1	**Learn** the concept of economics in risk management in insurance	BT-1
CO2	**Explain** basic knowledge of economics and insurance	BT-2
CO3	**Apply** Relationship between Insurance and economic development	BT-3
CO4	**Analyse** Essentials of health and life insurance.	BT-4

Detailed Syllabus:

Module	Topics	Maximum number of classes
I	**Economic analysis of Insurance** Economic security, Human quest for economic security through time: Definition of insurance; Risk pulling and risk transfer; social Vs. private insurance; Life vs. Non-life insurance; Classification of life, health and general insurance policies	15
II	**Risk and Risk Management** Fundamentals of uncertainty and risk; nature and source of risk, concept of risk, classification of risk- pure risk and speculative risk, demand for insurance, moral hazard and insurance demand, concept of risk management, Reinsurance, fundamentals of reinsurance, types of reinsurance;	15
III	**Insurance and Economic Development** Risk management and insurance in economic development, insurance institutions as financial intermediaries; Insurance institutions as investment institutions, insurance institutions in Indian capital market	15
IV	**Essentials of life and health insurance** Fundamentals of life and health insurance, functions of life and health insurance; mathematical basis of life insurance; Health Insurance and economic development	15

Text-Books

- *Economics of Insurance;* Karl H Borch; 9th edition; 2009; Elsevair Publisher, Netherland

Reference Book

- Peter Zweifel and Roland Eisen; *Insurance Economics*; 1st edition, 2012; Springer; London

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VIII (Major- Honours with Research)
Paper I/Subject Name: Advanced Research Methodology **Subject Code: ECO182M802** **L-T-P-C – 3 – 1 – 0 - 4** **Credit Units: 4** **Scheme of Evaluation: Theory**

Course Objective:

The paper enables learners to develop a skill set that helps them to plan, design and prepare a research project. The course is based on enhancing the research insight of learners as it incorporates theory and techniques required in research process.

Course Outcomes:

On completion of this course students will be expected to

CO	Contents	BT Level
CO1	**Recall fundamental concepts of research methodology**.	BT-1
CO2	**Illustrate** ethical issues involved in the research and comply with the ethical practices.	BT-2
CO3	**Identify** economic/development problems that transform into a research question and design.	BT-3
CO4	**Analyse** the main qualitative and quantitative strategies of research and apply these in their areas of study	BT-4
CO5	**Choose** a research project and collect data, analyse data and interpret the results**.**	BT-5

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Hypothesis:** Nature and Role in Research Definition of a Hypothesis, Role of Hypothesis, Types of Hypothesis, Criteria of Good Hypothesis, Null and Alternative Hypothesis, parameter and statistic, Type I and type ii errors, Level of significance, Critical region	**15**
II	**The Literature Review** The purpose of review of literature review, Style of writing for the literature reviews, subdivision of available literature, Searching for literature. Writing a book review, how to review research paper	**15**
III	**Computer Application and Data Analysis:** Data Mining and Processing – Model Building – Software Application in Economic Analysis - Interpretation of SPSS Package Output Relevant for Multivariate Analysis and Logit Model – Estimation of BCR, NPV and IRR.	**15**
IV	**Report Writing and Related Techniques:** Ethics in Report Writing - Planning of a Research Report – Presenting Literature Review - Stages of Writing Report – Layout of the Research Report – Precaution for Writing Research Reports – Citations - Footnotes – Endnotes – Bibliography – Proof Correction – Finalisation of Thesis - Citation index of Journals	**15**

TOTAL	60

Text Books:

Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International

Reference books:

- Krishnaswamy, O.R. Methodology of Research In Social Sciences, Himalya publishing House, 1993.
- Wilkinson and Bhandarkar Methodology and Techniques of Social Research, Himalaya Publishing House

Note:

Notional hours are an estimate of how much time a student needs to spend to complete a course or unit of study. They include time spent on lectures, assignments, studying, and other learning activities-

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**60 Hours** • Group Discussion- 10 Hours • Home Assignment – 30 Hours • Project/Field study – 10 Hours • Seminar presentation –4 Hours • Viva-voce – 2 Hours • Class test – 4 Hours

Semester – VIII (Honours with Research)
Paper I/Subject Name: Dissertation **Subject Code: ECO182M826** **Credit Units: 12** **Scheme of Evaluation: Dissertation (50%) + Presentation (30%) + Viva-Voce (20%)**

Course Objective:

This course is focused to facilitate student to carry out extensive research and development project or technical project at place of work through problem and gap identification, development of methodology for problem solving, interpretation of findings, presentation of results and discussion of findings in context of national and international research. The overall goal of the dissertation is for the student to display the knowledge and capability required for independent work

Course Outcomes:

On completion of this course students will be expected to

Course Outcomes:

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

CO	Contents	BT Level
CO1	**Identify** relevant social work problems and formulate research question**s**	BT-1
CO2	**Apply** appropriate research methodologies for data collection and analysis	BT-2
CO3	**Develop** a structured research dissertation with academic rigor	BT-3
CO4	**Demonstrate** critical thinking and analytical skills in research writing	BT-4
CO5	**Present and defend** research findings through viva-voce	BT-5