

FATIMA COLLEGE (AUTONOMOUS)



**Re-Accredited with “A” Grade by NAAC (3rd Cycle)
74th Rank in India Ranking 2020 (NIRF) by MHRD
Maryland, Madurai- 625 018, Tamil Nadu, India**

NAME OF THE DEPARTMENT: RESEARCH CENTRE OF ECONOMICS

NAME OF THE PROGRAMME: MA

PROGRAMME CODE : PAEC

ACADEMIC YEAR : 2022-2023

Date

FATIMA COLLEGE (Autonomous), MADURAI-625018.

Department of Economics (M.A)

To Be Implemented From : 2022 - 2023 onwards

VENUE : ECONOMICS DEPARTMENT

CONVENED ON : 14.03.2022

CONVENED AT : 2:15 PM

MEMBERS PRESENT

1. Dr. Shobana Velasco Head of the Department
Fatima College.
2. Dr. Pushparaj, Associate Professor University Nominee
Department of Econometrics, MKU
3. Dr. R.M. Soundara Pandian Subject Expert
Professor & Head, Department of Rural
Industries & Management, Gandhigram
4. Dr. S. Ganesan, Associate Professor Subject Expert
Department of Economics, Bharathu-
dasan University, Trichy.
5. Mr. Maria Kannaga Raj Industrialist
6. Dr. J. Rohini, Assistant Professor Alumna
Department of Economics, St. Antony's
College, Dindigul.
7. Dr. S. J. Kala Dean of Academic Affairs
8. Dr. Mrs. A. Regina Mary
9. Dr. Mrs. S. Ivy Jeno
10. Mrs. A. Gracy Rani
11. Dr. Mrs. P. Aniba
12. Dr. Mrs. C. Sahaya Mary Sophia
13. Dr. Mrs. K. Sehalakshmi
14. Dr. Ms. R. Sujitha Karthika

All Time

15. Dr. Mrs. K. Praveena

AGENDA FOR Board of Studies

1. Presentation of the ACTION TAKEN REPORT
2. Updation + addition of open Educational Resources in the list of references of courses
3. Revision of Syllabus
4. New courses
5. Skill embedded Certificate / Diploma / Advanced Diploma value-added course
6. Approval of Ph.D. syllabus.

ACTION TAKEN REPORT FOR 2021-2022

S. COMMON SUGGESTION OFFERED IN ACTION TAKEN FOR THE
No THE PREVIOUS BOARD ACADEMIC YEAR 2021-22

1. 19PGH003 - National Income Accounting - Unit-I History of National

income accounting added. Unit-II -

International Indices: Standard and

Poor's 500, Index - Dow Jones Industri-

-al average (DJIA) Nikkei 225 Index -

range and sandP 500ETF (SPY)

Wilshire 5000 Total Market Index

- MSCI EAFE Index - the Bloom

Berg Barclays US Aggregate Bond

Index were added. Unit - IV

National Accounting Division (NAD)

under the Ministry of Statistics

and Program Implementation.

Whole sale Price Index (CPI) &

Consumer Price index by the Price Monitoring all the Department of consumer Affairs under the Ministry of consumer Affairs. Unit-V-Indian data collection process has been included.

2. 19PG2E5 - Macro Economics - Unit-I
Inflation + Deflation were added. It was Implemented.
3. 19PG4E13 - Indian Fiscal System It was Implemented
Unit-II - Trendsin India's Public Expenditure during COVID-19 added.
4. 19PG7E9 - Development Economics It was implemented
Unit-III - Impact of COVID-19 on Economy was added.
5. 19PG3E10 - Economics - Unit-V -
Use of Dummy variables as Proxy for qualitative and Variables as
Proxy for qualitative variable are Included. It was implemented.
6. 19PG4E15 - Environmental Economics
Unit-IV - COVID-19 and the environment positive environmental
and negative environmental effects, potential Strategies of Environmental
Sustainabilities were Included. It was implemented.

S. COMMON SUGGESTIONS OFFERED IN ACTION TAKEN FOR THE
NO THE PREVIOUS BOARD ACADEMIC YEAR 2021-22

- 7 19PM3E11 - Research Methodology
Unit - II - Census + Sample Survey
was included. Sample Survey Procedure
Methods of Data Collection. Hypothesis
Testing, Chi-square test, Ranking, Likert scale
analysis, Factor analysis, SWOT
analysis, Student t-test, F-test, Z-Test
Chi-square test, Compound
growth rate. were included.

NEW COURSES INTRODUCED

| S. NO. | COURSE CODE | COURSE TITLE | RELEVANCE TO L R N G EMP ENT SD | SCOPE FOR INTRODUCTION | NEED FOR INTRODUCTION |
|--------|-------------|--|---------------------------------|------------------------|---|
| 1 | 20PGF2S12 | Health Economics | ✓ ✓ ✓ ✓ ✓ | | To ensure the optimum utilisation of scarce resources |
| 2 | 20PGF4S14 | Numerical Ability for Competitive Exam. (collaboration with Mathematics Department) | ✓ ✓ ✓ | | To succeed in Competitive Exam through acquiring numerical skills |

Revised Courses

| S NO | COURSE CODE | COURSE TITLE | NO. OF UNITS REVISED WITH THE REVISED CONTENT SPECIFIC | % OF REVISION | NEED FOR REVISION | RELEVANCE L R N G | SCOPE FOR | 24 | 54 | 74 |
|------|-------------|----------------------------|---|---------------|-------------------|-------------------|-----------|----|----|----|
| 1 | 19PGH4EE3 | National Income Accounting | Unit-I History of National Income Accounting was included. Unit-II International Indices added. Wholesale Price Index & Consumer Price Index by the Price Monitoring all the department of Commerce Affairs under the ministry of consumer affairs. Unit-IV - Indian data collection process was added. | 40 | | | ✓ ✓ ✓ ✓ | | | |
| 2 | 19PG2E5 | Macro Economics | Unit-I - Inflation and Deflation was added. | 37 | | | ✓ ✓ | | | |
| 3 | 19PGH4E13 | Indian Fiscal System | II - Trends in India's Public Expenditure During COVID-19 | 27 | | | ✓ ✓ ✓ ✓ | | | |

| | | | | | | | | | |
|---|----------|---|-----|--|--|--|---|---|---|
| 4 | 19PG3E9 | Development unit-III, Impact Economics of COVID-19 on Economy added | 2% | | | | ✓ | ✓ | ✓ |
| 5 | 19PG3E10 | Econometrics unit-II. Use of Dummy variable Proxy for qualitative + quantitative variables were included. | 7% | | | | ✓ | ✓ | ✓ |
| 6 | 19PG4E15 | Environment IV- COVID-19 + the Economics the Environment positive environment + negative environmental effects, potential strategies of environmental sustainability were included. | 6% | | | | ✓ | ✓ | |
| 7 | 19PG3E11 | Research II - Census & Methodology Sample survey were included. | 11% | 10 enhance the knowledge of students in applying statistical tool in their Project data collection, hypothesis testing, parametric + non parametric were added | | | ✓ | ✓ | |

3

Revision of Courses

| S NO | COURSE CODE | COURSE TITLE | NO + TITLE OF UNITS REVISED WITH THE REVISED CONTENT SPECIFICATION ED IF IT IS NOT THE WHOLE UNIT | % OF REVISION | NEED FOR REVISION | RELEVANCE TO | SCOPE FOR | L | R | N | G | EMP | ENG | SD |
|---------|----------------|----------------------------|--|---------------------|--|-----------------|--------------|---|---|---|---|-----|-----|----|
| 1 | 19PG1E2 | Statistical Methods | Unit-I Probability city can be added. | 2% | | | | ✓ | | | | ✓ | | |
| 2 | 19PG3E11 | Research Methodology | Unit-I Empirical testing can be included unit-II Statistical test removed. Unit-IV Scaling technique Statistical Inference Likert Scale, can be added. | 8% | | | | ✓ | | | | ✓ | | ✓ |
| 3 | 19PG3E10 | Econometrics | Unit-I - methods of econometric research can be added. Unit-IV Probit, logit and Tobit models. | 6% | To enhance the knowledge of students in applying econometric functions. | | | ✓ | | | | ✓ | | |
| 4 | 19PG1E1 | Business Skills for Women. | Unit-III Govt institutions & Schemes, Central Schemes Startup India, Skill India | 18% | To enhance the know ledge of stu dents in | | | ✓ | ✓ | ✓ | ✓ | | | |

All Time

| | | | | |
|---|--|---|---|-----|
| | | MSME, Pradhan Mantri mudra yojna (PMMY) SSIL SIDO, NSIC, SIDSE Unit-I. Venture Capital + Export Finance can be added. Unit-IV Poultry Farming has been added. | Entrepreneurial activities. | |
| 5 | 19PG2 E5 MACRO Economic Analysis | Unit-I. National Income & Its measurement. Importance of National Income estimation has been added. Unit-V policy implications can be added. | 8% To equip the knowledge in the field of National Income estimation. | ✓ ✓ |
| 6 | 19PG3 E6 Gender Economics | Unit-I Women & Development. Gender development is added. | 2% Need of the hour. | ✓ ✓ |
| 7 | 19PG4 E3 Indian Fiscal system | Unit-I Working of Fiscal Federalism in India, GST design implemen- tation & Impact is added. | 3% | ✓ ✓ |

8. 19PG3Eg Development Unit-V. Human
Economics capital is added 2%

with technological

development-

9. 19PG4Eh International Unit-I. Staples
Economics Samuelson &

Sybezynski

Theorem has been added

unit-II Replicati

-an foreign exch

ange reserve on

FDI is removed &

added in unit-V.

A New courses Introduced:

| S No | Course code | Course Title | Relevance L | To R | Scope N | For G | Need For Introduction EMP | ENT | SD |
|---------|----------------|--------------------------------|----------------|---------|------------|----------|------------------------------------|-----|--------------------------------------|
| 1 | 22PG3B2 | INTERNATI ONAL ECONOMICS | | | | | ✓ | ✓ | |
| | | | | | | | | | To Cater the needs of Job Market. |

6 Approval of Ph.D Course Work syllabus

Ph.D syllabus was approved by the Board.

OTHER SUGGESTIONS

COMMENDATIONS

Dr. Pushparaj

1. Computer Application For Economic Behavioral Economics at PG₁ -sts may include all application programme is a good starting point. not that the data & data analysis point. applications.
2. Econometrics - unit-I need to be calibrated - unit-II must be (MLRM) multi linear Regression model - may drop Time Series analysis.
3. Research Methodology - unit I suggested to include Empirical testing. Unit-II suggested to drop Statistical test it may have scaling technique - Likert Scale in unit-II.
4. Statistical methods - Should be research oriented -
5. Behavioral Economics at PG₁ Programme is a good starting point.
6. The Web/ multimedia resources for all the courses need to be included.
7. Study material should be maintained for all the Self learning courses offered by the department to

advanced learners

8. MS Office can be offered to the advanced learners to get employment opportunity.

Signature of the Board Members

- | | |
|---|-------------------------------|
| 1. Dr. Shobana Velasco (HOD) | <i>Shobana Velasco</i> |
| 2. Dr. Pushpatej (University Nominee) | <i>[Signature]</i> |
| 3. Dr. S. Ganesan (Subject expert) | <i>[Signature]</i> 14.3.2022 |
| 4. Dr. R.M. Soundara Pandian (Subject Expert) | <i>[Signature]</i> 14/3/22 |
| 5. Mr. Marva Kanaga Raj (Industrialist) | Absent |
| 6. Dr. F. Rohini (Alumna) | <i>[Signature]</i> 14/03/2022 |
| 7. Dr. S.J. Kala (Dean of Academic Affairs) | <i>S. J. Kala</i> 14/3/2022 |
| 8. Dr. Mrs. A. Regina Mary | <i>[Signature]</i> |
| 9. Dr. Mrs. Ivy Jeno | <i>S. Ivy Jeno</i> |
| 10. Mrs. A. Gracy Rani | <i>A. Gracy Rani</i> |
| 11. Dr. Mrs. P. Anita | <i>[Signature]</i> |
| 12. Dr. Mrs. C. Sabaya Mary Sophia | <i>[Signature]</i> |
| 13. Dr. Mrs. K. Selvalakshmi | <i>K. Selvalakshmi</i> |
| 14. Dr. MS. R. Sujitha | <i>R. Sujitha</i> |
| 15. Dr. Mrs. K. Praveena | <i>[Signature]</i> |

14/3/22

VISION OF THE DEPARTMENT

To inculcate economic concepts, theories, models and issues among the budding economists to convene the prospects of the industry and community.

MISSION OF THE DEPARTMENT

- To provide updated curriculum that promotes critical thinking skills and enhance the productive decision making abilities in students.
- To motivate the students to become entrepreneurs.
- To serve the humanity through the creation of all – rounded multi skilled and socially responsible citizens.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

| | |
|--------------|--|
| PEO 1 | Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects |
| PEO 2 | They will be efficient individual and team performers, exhibiting progress, flexibility, transparency, accountability in their professional work |
| PEO 3 | The graduates will be effective managers of all sorts of real - life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills |
| PEO 4 | They will engage locally and globally evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment. |

GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

| I. SOCIAL COMPETENCE | |
|-----------------------------|---|
| GA 1 | Deep disciplinary expertise with a wide range of academic and digital literacy |
| GA 2 | Hone creativity, passion for innovation and aspire excellence |
| GA 3 | Enthusiasm towards emancipation and empowerment of humanity |
| GA 4 | Potentials of being independent |
| GA 5 | Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research |
| GA 6 | Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms |
| GA 7 | Communicative competence with civic, professional and cyber dignity and decorum |
| GA 8 | Integrity respecting the diversity and pluralism in societies, cultures and religions |
| GA 9 | All – inclusive skill - sets to interpret, analyse and solve social and environmental issues in diverse environments |
| GA 10 | Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses |
| GA 11 | Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals |

| | |
|------------------------------------|---|
| GA 12 | Dexterity in self-management to control their selves in attaining the kind of life that they dream for |
| GA 13 | Resilience to rise up instantly from their intimidating setbacks |
| GA 14 | Virtuosity to use their personal and intellectual autonomy in being life-long learners |
| GA 15 | Digital learning and research attributes |
| GA 16 | Cyber security competence reflecting compassion, care and concern towards the marginalised |
| GA 17 | Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario |
| II. PROFESSIONAL COMPETENCE | |
| GA 18 | Optimism, flexibility and diligence that would make them professionally competent |
| GA 19 | Prowess to be successful entrepreneurs and employees of trans-national societies |
| GA 20 | Excellence in Local and Global Job Markets |
| GA 21 | Effectiveness in Time Management |
| GA 22 | Efficiency in taking up Initiatives |
| GA 23 | Eagerness to deliver excellent service |
| GA 24 | Managerial Skills to Identify, Commend and tap Potentials |
| III. ETHICAL COMPETENCE | |
| GA 25 | Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society |
| GA 26 | Honesty in words and deeds |

| | |
|--------------|---|
| GA 27 | Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life |
| GA 28 | Social and Environmental Stewardship |
| GA 29 | Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience |
| GA 30 | Right life skills at the right moment |

PROGRAMME OUTCOMES (PO)

On completion of M.A ECONOMICS / programme, the graduates would be able to

| | |
|-------------|---|
| PO 1 | Gain in-depth knowledge to understand, analyse and apply it to develop subject competency |
| PO 2 | Criticize historical, cultural, social, political, and economic, literary concepts and perspectives that shape the world |
| PO 3 | Enhance creative, critical, media, entrepreneurial and social skills consequently becoming socially responsible citizen |
| PO 4 | Acquire research skills and pursue the higher studies and research |
| PO 5 | Foresee the historical, socio- cultural, economic and literary changes and challenges |
| PO6 | Synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles. |

| | |
|------------|---|
| PO7 | Identify and assess societal challenges women's issues in specific, in the local, regional, national, global levels and explore solutions |
|------------|---|

PROGRAMME SPECIFIC OUTCOMES (PSO)

The Learners will be able to

| | |
|--------------|---|
| PSO 1 | Understand economic theories and functioning of economic system and motivate them to appear for subject based competitive exams |
| PSO 2 | Prepare the students for career advancement that provide employment through competitive exams. |
| PSO 3 | Prepare the students to develop creative thinking regarding current local, national and international policy issues |
| PSO 4 | Enhance economic, social and technical skills |
| PSO 5 | Facilitate entrepreneurs to find self employment & to provide employment opportunities |

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**DEPARTMENT OF ECONOMICS***For those who joined in June 2019 onwards***I MA ECONOMICS – 70 CREDITS****PROGRAMME CODE:**

| S.No | SEM. | COURSECODE | COURSE TITLE | HRS | CREDITS | CIA Mks | ESE Mks | TOT. MKs |
|-------|------|------------|-------------------------------------|-----|---------|------------|------------|-------------|
| 1. | I | 19PG1E1 | MICRO ECONOMIC ANALYSIS | 6 | 4 | 40 | 60 | 100 |
| 2. | | 19PG1E2 | STATISTICAL METHODS | 6 | 4 | 40 | 60 | 100 |
| 3. | | 19PG1E3 | INDIAN ECONOMY | 6 | 4 | 40 | 60 | 100 |
| 4. | | 19PG1E4 | MONEY AND BANKING | 6 | 4 | 40 | 60 | 100 |
| 5. | II | 19PG2E5 | MACRO ECONOMIC ANALYSIS | 6 | 4 | 40 | 60 | 100 |
| 6. | | 19PG2E6 | MATHEMATICS FOR ECONOMISTS | 6 | 4 | 40 | 60 | 100 |
| 7. | | 19PG2E7 | FINANCIAL MARKETS | 6 | 4 | 40 | 60 | 100 |
| 8. | | 19PG2E8 | COMPUTER APPLICATION FOR ECONOMISTS | 6 | 4 | 40 | 60 | 100 |
| 9. | III | 19PG3E9 | DEVELOPMENT ECONOMICS | 6 | 4 | 40 | 60 | 100 |
| 10. | | 19PG3E10 | ECONOMETRICS | 6 | 4 | 40 | 60 | 100 |
| 11. | | 19PG3E11 | RESEARCH METHODOLOGY | 6 | 5 | 40 | 60 | 100 |
| 12. | | 22PG3EA12 | INTERNATIONAL ECONOMICS | 4+2 | 5 | 40 | 60 | 100 |
| 13. | IV | 19PG4E13 | INDIAN FISCAL SYSTEM | 6 | 5 | 40 | 60 | 100 |
| 14. | | 19PG4E14 | INTERNATIONAL ECONOMICS | 6 | 5 | 40 | 60 | 100 |
| 15. | | 19PG4E15 | BEHAVIORAL ECONOMICS | 6 | 5 | 40 | 60 | 100 |
| 16. | | 19PG4E16 | ENVIRONMENTAL ECONOMICS | 6 | 5 | 40 | 60 | 100 |
| Total | | | | 96 | 70 | | | |

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**I MA ECONOMICSELECTIVE / EXTRA DEPARTMENTAL COURSE /
 INTERNSHIP/ PROJECT -20 CREDITS**

| S. No | SEM. | COURSE CODE | COURSE TITLE | H RS | CRE DITS | CIA Mks | ESE Mks | TOT. Mks |
|-------|------|---------------------|--|------|----------|---------|---------|----------|
| 1. | I | 19PG1E1EDC | BUSINESS SKILLS FOR WOMEN | 3 | 3 | 40 | 60 | 100 |
| 2. | II | 19PG2E2EDC | BUSINESS SKILLS FOR WOMEN | 3 | 3 | 40 | 60 | 100 |
| 3. | III | 19PG3EE1 / 19PG3EE2 | AGRICULTURAL ECONOMICS/ GENDER ECONOMICS | 4 | 4 | 40 | 60 | 100 |
| 4. | | 19PG3SIL1 | Summer Internship | - | 3 | 40 | 60 | 100 |
| 5. | IV | 19PG4EE3/ E4 | NATIONAL INCOME ACCOUNTING/ INDUSTRIAL ECONOMICS | 4 | 4 | 40 | 60 | 100 |
| 6. | | 19PG4E17 | Project | - | 3 | 40 | 60 | 100 |
| TOTAL | | | | 14 | 20 | | | |

OFF-CLASS PROGRAMMES

ADD-ON COURSES

| COURSE CODE | COURSES | HRS. | CREDITS | SEMESTER IN WHICH THE COURSE IS OFFERED | CIA MKS | ESE MKS | TOTAL MARKS |
|-------------|---|------|---------|---|---------|---------|-------------|
| 19PADSS | SOFT SKILLS | 40 | 3 | I | 40 | 60 | 100 |
| 19PADCA | WEB DESIGNING USING HTML AND DREAMWEAVER | 40 | 4 | II | 40 | 60 | 100 |
| 19PADCV | COMPREHENSIVE VIVA (Questions from NET syllabus by the respective course teachers) | - | 2 | IV | - | - | 100 |

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| COURSE CODE | COURSES | HRS. | CREDITS | SEMESTER IN WHICH THE COURSE IS OFFERED | CIA MARKS | ES E MARKS | TOTAL MARKS |
|--------------|------------------------|------|-----------|---|-----------|------------|-------------|
| | based on NET books) | | | | | | |
| 19PADRC | READING CULTURE | 10 | 1 | I-IV | - | - | - |
| TOTAL | | | 10 | | | | |

EXTRA CREDIT COURSES

| COURSE CODE | COURSES | HR S. | CREDITS | SEMESTER IN WHICH THE COURSE IS OFFERED | CIA MARKS | ES E MARKS | TOTAL MARKS |
|------------------|---|-------|-------------------|---|-----------|------------|-------------|
| 20PGE3SL3 | INDUSTRIAL ECONOMICS AND LABOUR LAWS | - | 2 | I | 40 | 60 | 100 |
| 20PGE4SL4 | NUMERICAL ABILITY FOR COMPETITIVE EXAMINATION | - | 2 | II | 40 | 60 | 100 |
| | MOOC COURSES / International Certified online Courses (Department Specific Courses/any other courses) Students can opt other than the listed course from UGC- | - | Minimum 2 Credits | I – IV | - | - | |

| | | | | | | | |
|--|----------------------|--|--|--|--|--|--|
| | SWAYAM /UGC /CEC/ | | | | | | |
|--|----------------------|--|--|--|--|--|--|

- **Summer Internship:**

- Duration-1 month (2nd Week of May to 2nd week of June-before college reopens)

- **Project:**

- Off class
- Evaluation components-Report writing + Viva Voce (Internal marks-40) + External marks 60

- **EDC:**

- Syllabus should be offered for two different batches of students from other than the parent department in Sem-I & Sem-II

I MA**SEMESTER - I**

(For those who joined in 2019 onwards)

OLD**2%**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|---------------------|----------|---------|
| PAEC | 19PG1E2 | STATISTICAL METHODS | 6 | 4 |

COURSE DESCRIPTION

Statistical tools are necessary for the application of economic theories and for doing research work.

COURSE OBJECTIVE/S

1. To equip the students with statistical tools needed for research and analysis
2. Designed to be recruited for IES and NET Exams.
3. To equip them to become a good statistical officer

UNIT I: PROBABILITY AND THEORETICAL DISTRIBUTION [15HRS]

Probability Distribution- Concept of Probability – Theorems Probability (Self study) Theoretical Distribution: – Bayes’ Theorem. Binomial, Poisson and Normal distribution - Fitting a normal curve.

UNIT II: PARAMETRIC TEST OF HYPOTHESIS [15 HRS]

Procedure of Testing Hypothesis – Type I and II Errors – One-tailed – Two-tailed(Self study) Tests of Hypothesis: Parametric: – t-test, Z-test, F-test – ANOVA

UNIT III: NON-PARAMETRIC TEST OF HYPOTHESIS [15 HRS]

Non-Parametric Tests : Chi-square Test, the Sign Test, a Rank Sum Test, One Sample Runs Test, Kruskal-Wallis or H Test – Spearman’s Rank Correlation(Self study) - Limitations of Non-Parametric Tests.

UNIT IV: TIME SERIES, INTERPOLATION AND EXTRAPOLATION [15 HRS]

Time series, Interpolation and Extrapolation: Meaning and components of time series –different methods of measuring- trend and seasonal variations only. Methods of Interpolation –Graphic- Algebraic- Binomial Expansion method – Newton’s method of advancing difference, Newton Gauss[Forward

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and Backward] method- Newton's Divided Difference method(Self study) -
Lagrange's method and parabolic curve fitting Extrapolation.

UNIT V: STATISTICAL QUALITY CONTROL CHART

[15 HRS]

Control Limits - Types of Control Charts – X Chart – R Chart – Control Chart for C – Control Chart for P – Advantages & Limitations of Statistical Quality Control(Self study).

UNIT VI DYNAMISM & CURRENT AFFAIRS

1. Work out problems for all the above statistical concepts
2. Collecting and writing review of articles with the above tools

REFERENCE BOOKS:

1. Gupta S.P. (2001). *Statistics*, S. Chand & Company Ltd., New Delhi.
2. Monga G.S.(2001) *Mathematics and Statistics for Economics*, Vikas Publishing House Pvt. Ltd., New Delhi.
3. Pillai & Bagavathi, R.S.N.(2001) *Statistics*, S. Chand & Company Ltd, New Delhi.
4. Gupta S.C and Kapoor V.K.(2003) *Fundamentals of Applied Statistics* Sultan Chand & Sons, New Delhi.
5. Elhance D.N and Aggarwal B.M.(2003) *Fundamentals of Statistics*, Kitab Mahal, Allahabad.
6. Hooda R.P.(2000) *Statistics for Business and Economics*, MacMillan, New Delhi.
7. Frank, Harry and Althoen, Steven,C.(2000) *Statistics: Concepts and Applications*, Cambridge University Press, Cambridge.
8. Richard I.Levin, David S. Rubin "Statistical for management" Dorling
9. Kindersley publication India, (2008).Seventh Edition 2008
10. Bajley , Norman T.J (1997) *Statistical methods in biology*, London Cambridge University press, 3rd edition.
11. Mills Frederick,C. (1955) *Statistical Methods* , New York, Henry Holt and company 3rd Edition.
12. Sneduos, George, *Statistical Methods* / george w snedecos and willam.Gochran 6th edition.
13. Edward, Allen, *statistical methods*, newyork holt Rinehart and Winston inc 3rd Edition.

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|-------|-----------------|-------------------|---------------|
| UNIT -I PROBABILITY AND THEORETICAL DISTRIBUTION | | | | |

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| | | | | |
|---|--|----|----------------------|----------------------|
| 1.1 | Probability Distribution | 5 | Lecture | Jam Board |
| 1.1:1 | Subtopics: | | | |
| 1.3 | Meaning of Probability, Permutation, Combination, Theorems of Probability | 5 | Blended Method | PPT & Jam board |
| 1.4 | Theoretical Distribution Bayes' Theorem, Binomial, Poisson Normal distribution - Fitting a normal curve. | 5 | Blended Method | Jam Board |
| UNIT -II PARAMETRIC TEST OF HYPOTHESIS | | | | |
| 2.1 | Procedure of Testing Hypothesis Type I and II Errors One-tailed – Two-tailed tests | 5 | Lecture | Jam board and Charts |
| 2.2 | Tests of Hypothesis: Parametric: – t-test, Z-test, F-test | 5 | Lecture | Jam Board |
| 2.3 | ANOVA | 5 | Lecture & Discussion | Jam board |
| UNIT – III NON-PARAMETRIC TEST OF HYPOTHESIS | | | | |
| 3.1 | Sub topics Chi-square Test, the Sign Test, a Rank Sum Test, One Sample Runs Test, Kruskal-Wallis or H Test | 10 | Blended Learning | Jam Board |
| 3.2 | Spearman's Rank Correlation - Limitations of Non-Parametric Tests. | 5 | Blended Learning | Jam Board |
| UNIT IV - TIME SERIES, INTERPOLATION AND EXTRAPOLATION | | | | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|---|---|---|---------------------|---|
| 4.2 | Sub topics: Semi average, Moving average, Method of Least squares | 5 | Blended Learning | Jam Board |
| 4.3 | Interpolation Methods of Interpolation Graphic- Algebraic- Binomial Expansion method – Newton's method of advancing difference, Newton Gauss[Forward and Backward] method- Newton's Divided Difference method- | 7 | Lecture | Jam Board |
| 4.4 | Extrapolation Lagrange's method and parabolic curve fitting Extrapolation | 3 | Blended Method | Jam Board |
| UNIT – V STATISTICAL QUALITY CONTROL CHART | | | | |
| 5.1 | Control Limits - Types of Control Charts – X Chart – R Chart – Control Chart for C – Control Chart for P | 9 | Blended Method | Jam Board |
| 5.2 | Advantages & Limitations of Statistical Quality Control. | 6 | Lecture | Jam Board |
| UNIT VI DYNAMISM | | | | |
| 6.1 | Motivating to work out problems independently for all the above statistical concepts | | | Encouragi ng them to choose a economic problem and apply new statistical tools to find out solution |
| 6.2 | Enabling to Collect and write review of articles with the above tools | | | |

CBCS Curriculum for M.A ECONOMICS

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|-------------------|---------------------------|------------------|------------------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESSE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• **PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-------------|--|---|----------------|
| CO 1 | Obtaining knowledge on probability. | K2 | PSO1& PSO2 |
| CO 2 | Be equipped on statistical tools. | K2, K3 | PSO3 |
| CO 3 | Gained knowledge on analysis and hypothesis. | K2, K4 | PSO5 |
| CO 4 | Enabling them to do their research project. | K2, K3 & K4 | PSO4 |

| | | | |
|-------------|---|--------|------|
| CO 5 | Knowledge on evaluating statistical quality control | K3& K5 | PSO4 |
|-------------|---|--------|------|

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

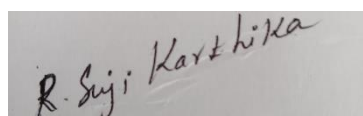
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

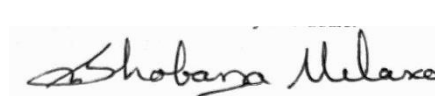
♦ Weakly Correlated -1

COURSE DESIGNER



DR.R.SUJI KARTHIKHA

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

I MA SEMESTER - I

(For those who joined in 2019 onwards)

NEW

2%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|---------------------|----------|---------|
| PAEC | 19PG1E2 | STATISTICAL METHODS | 6 | 4 |

COURSE DESCRIPTION

Statistical tools are necessary for the application of economic theories and for doing research work.

COURSE OBJECTIVE/S

4. To equip the students with statistical tools needed for research and analysis
5. Designed to be recruited for IES and NET Exams.
6. To equip them to become a good statistical officer

UNIT I: PROBABILITY AND THEORETICAL DISTRIBUTION [15HRS]

Probability Distribution- Concept of Probability – Theorems Probability (Self study) Theoretical Distribution: – Bayes’ Theorem. Binomial, Poisson and Normal distribution - Fitting a normal curve.

UNIT II: PARAMETRIC TEST OF HYPOTHESIS [15 HRS]

Procedure of Testing Hypothesis – Type I and II Errors – One-tailed – Two-tailed(Self study) Tests of Hypothesis: Parametric: – t-test, Z-test, F-test – ANOVA

UNIT III: NON-PARAMETRIC TEST OF HYPOTHESIS [15 HRS]

Non-Parametric Tests : Chi-square Test, the Sign Test, a Rank Sum Test, One Sample Runs Test, Kruskal-Wallis or H Test – Spearman’s Rank Correlation(Self study) - Limitations of Non-Parametric Tests.

UNIT IV: TIME SERIES, INTERPOLATION AND EXTRAPOLATION [15 HRS]

Time series, Interpolation and Extrapolation: Meaning and components of time series –different methods of measuring- trend and seasonal variations only. Methods of Interpolation –Graphic- Algebraic- Binomial Expansion

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method – Newton's method of advancing difference, Newton Gauss[Forward and Backward] method- Newton's Divided Difference method(Self study) - Lagrange's method and parabolic curve fitting Extrapolation.

UNIT V: STATISTICAL QUALITY CONTROL CHART**[15 HRS]**

Control Limits - Types of Control Charts – X Chart – R Chart – Control Chart for C – Control Chart for P – Advantages & Limitations of Statistical Quality Control(Self study).

UNIT VI DYNAMISM & CURRENT AFFAIRS

3. Work out problems for all the above statistical concepts
4. Collecting and writing review of articles with the above tools

REFERENCE BOOKS:

14. Gupta S.P. (2001). *Statistics*, S. Chand & Company Ltd., New Delhi.
15. Monga G.S.(2001) *Mathematics and Statistics for Economics*, Vikas Publishing House Pvt. Ltd., New Delhi.
16. Pillai & Bagavathi, R.S.N.(2001) *Statistics*, S. Chand & Company Ltd, New Delhi.
17. Gupta S.C and Kapoor V.K.(2003) *Fundamentals of Applied Statistics* Sultan Chand & Sons, New Delhi.
18. Elhance D.N and Aggarwal B.M.(2003) *Fundamentals of Statistics*, Kitab Mahal, Allahabad.
19. Hooda R.P.(2000) *Statistics for Business and Economics*, MacMillan, New Delhi.
20. Frank, Harry and Althoen, Steven,C.(2000) *Statistics: Concepts and Applications*, Cambridge University Press, Cambridge.
21. Richard I.Levin, David S. Rubin "Statistical for management" Dorling
22. Kindersley publication India, (2008).Seventh Edition 2008
23. Baijley , Norman T.J (1997) *Statistical methods in biology*, London Cambridge University press, 3rd edition.
24. Mills Frederick,C. (1955) *Statistical Methods* , New York, Henry Holt and company 3rd Edition.
25. Sneduos, George, *Statistical Methods* / george w snedecos and willam.Gcochran 6th edition.
26. Edward, Allen, *statistical methods*, newyork holt Rinehart and Winston inc 3rd Edition.

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|-------|-----------------|-------------------|---------------|
| UNIT -I PROBABILITY AND THEORETICAL DISTRIBUTION | | | | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|---|--|----|----------------------|----------------------|
| 1.1 | Probability Distribution | 5 | Lecture | Jam Board |
| 1.1:1 | Subtopics: | | | |
| 1.3 | Meaning of Probability, Permutation, Combination, Theorems of Probability | 5 | Blended Method | PPT & Jam board |
| 1.4 | Theoretical Distribution Bayes' Theorem, Binomial, Poisson Normal distribution - Fitting a normal curve. | 5 | Blended Method | Jam Board |
| UNIT -II PARAMETRIC TEST OF HYPOTHESIS | | | | |
| 2.1 | Procedure of Testing Hypothesis Type I and II Errors One-tailed – Two-tailed tests | 5 | Lecture | Jam board and Charts |
| 2.2 | Tests of Hypothesis: Parametric: – t-test, Z-test, F-test | 5 | Lecture | Jam Board |
| 2.3 | ANOVA | 5 | Lecture & Discussion | Jam board |
| UNIT – III NON-PARAMETRIC TEST OF HYPOTHESIS | | | | |
| 3.1 | Sub topics Chi-square Test, the Sign Test, a Rank Sum Test, One Sample Runs Test, Kruskal-Wallis or H Test | 10 | Blended Learning | Jam Board |
| 3.2 | Spearman's Rank Correlation - Limitations of Non-Parametric Tests. | 5 | Blended Learning | Jam Board |
| UNIT IV - TIME SERIES, INTERPOLATION AND EXTRAPOLATION | | | | |

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| | | | | |
|---|---|---|---------------------|---|
| 4.2 | Sub topics: Semi average, Moving average, Method of Least squares | 5 | Blended Learning | Jam Board |
| 4.3 | Interpolation Methods of Interpolation Graphic- Algebraic- Binomial Expansion method – Newton's method of advancing difference, Newton Gauss[Forward and Backward] method- Newton's Divided Difference method- | 7 | Lecture | Jam Board |
| 4.4 | Extrapolation Lagrange's method and parabolic curve fitting Extrapolation | 3 | Blended Method | Jam Board |
| UNIT – V STATISTICAL QUALITY CONTROL CHART | | | | |
| 5.1 | Control Limits - Types of Control Charts – X Chart – R Chart – Control Chart for C – Control Chart for P | 9 | Blended Method | Jam Board |
| 5.2 | Advantages & Limitations of Statistical Quality Control. | 6 | Lecture | Jam Board |
| UNIT VI DYNAMISM | | | | |
| 6.1 | Motivating to work out problems independently for all the above statistical concepts | | | Encouragi ng them to choose a economic problem and apply new statistical tools to find out solution |
| 6.2 | Enabling to Collect and write review of articles with the above tools | | | |

CBCS Curriculum for M.A ECONOMICS

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|-------------------|---------------------------|------------------|------------------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESSE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• **PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-------------|--|---|----------------|
| CO 1 | Obtaining knowledge on probability. | K2 | PSO1& PSO2 |
| CO 2 | Be equipped on statistical tools. | K2, K3 | PSO3 |
| CO 3 | Gained knowledge on analysis and hypothesis. | K2, K4 | PSO5 |
| CO 4 | Enabling them to do their research project. | K2, K3 & K4 | PSO4 |

| | | | |
|-------------|---|--------|------|
| CO 5 | Knowledge on evaluating statistical quality control | K3& K5 | PSO4 |
|-------------|---|--------|------|

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER

FORWARDED BY

R. Suji Karthika

Shobana Nelasco

DR.R.SUJI KARTHIKHA

DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

II MA**SEMESTER - III****(For those who joined in 2019 onwards)****OLD****8%**

| PROGRAM ME CODE | COURSE CODE | COURSE TITLE | HRS/WE K | CREDIT S |
|--------------------|----------------|-----------------------------|-------------|-------------|
| PAEC | 19PG3E 11 | RESEARCH METHODOLO GY | 6 | 5 |

COURSE DESCRIPTION

The course titled Research Methodology offers the students the necessary research skills for developing research skills and ability.

COURSE OBJECTIVES

1. Students may gain knowledge in general definition of research design.
2. Students should know why educational research is undertaken, and the audiences that profit from research studies.
3. Able to identify the overall process of designing a research study from its inception to its report.
4. Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
5. Students may know the primary characteristics of quantitative research and qualitative research.
6. Students can be able to identify a research problem with suggestions.

UNIT I: NATURE OF RESEARCH**[15 Hrs]**

Meaning of Research- Objectives of Research - Significance of Research - Motivation in Research- Types of Research - Nature of Social Science Research – Research Methods in Social Science. - Criteria of Good Research -Problems Encountered by Researchers in India- Plagiarism check- **empirical testing** (Self Study)

UNIT II: RESEARCH PROBLEM AND RESEARCH DESIGN [15 Hrs]

Research Problem: Identification of the Problem – Formulation of the Problem- Criteria of a Good Research Problem. Role of Review of Literature. (Self Study)

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Research Design: Meaning – Characteristics of a Good Research Design – Components of a Research Design – Types of Research Design.

UNIT III: METHODS OF DATA COLLECTION [15 Hrs]

Primary Data: Mailed Questionnaire, Schedules, Interview Method, Observation and Case Study. Merits and Demerits of Primary Sources. Garret ranking – Likert's Scale - Gini ratio – Factor Analysis – Swot Analysis.

Different Types of Sampling: Probability sampling, random, systematic, stratified, multistage or cluster sampling, Non Probability sampling; Purposive Judgment, quota and snowball sampling.

Secondary Data: Sources of Secondary Data– Merits & Demerits – Precautions in the use of Secondary Data. Census and Sample Survey – Criteria for Selecting a Sample Procedure.

UNIT IV: STATISTICAL INFERENCES [15 Hrs]

Random and Non-Random sampling Techniques, Statistics and Parameter – Confidence interval- Null and Alternative hypothesis – Type I Error and Type II Error, Level of Significance – Steps/Procedure in Testing of Hypothesis. Student t-test, Chow test, F-test, Z- test, Chi-squared test.

UNIT V: PROCESSING OF DATA AND REPORT WRITING [15 Hrs]

Data Processing – **Scaling Techniques – Statistical inference – Likert Scaling** - Tabulation – Editing – Coding – Analysis and Interpretation of Data – Steps in Report Writing – Format for Research Report – Preliminary, Text, Reference Material – Foot Note, Index and Bibliography. (Self Study)

UNIT VI: DYNAMISM

Practical Evaluation Components using case study, Survey Reports and presentation (PPT or oral): 1. Seminar and presentation on practical research works

2. Doing individual project in research proposals

3, Collecting and writing review of articles with the above tools

REFERENCE BOOKS

1. Donald .H. Mc Burney, "Research Methods", Thomson-Wordsworth, 5th Edition, 2003.
2. Ghosh B.N., "Scientific Method & Social Research", Sterling PublishersPvt.Ltd., New Delhi, 4th Edition 1987.
3. Goode and Hatt, "Methods and Social Research", McGraw Hill International Book Company, 23rd Printing, 1983.
4. Gopal Lal Jain,"Research Methodology – Methods tools and Techniques", Mangal Deep Publications, Jaipur 1998.
5. Kothari C.R., "Research Methodology", New Age International Publishers, New Delhi,3rd reprint Edition, 2004.
6. Sadhu & Singh, "Research Methodology in Social Sciences", Himalaya Publishing House, Mumbai, 2nd Edition,1983.
7. Santosh Gupta, "Research Methodology and Statistical Techniques", Deep and Deep Publications, New Delhi, 2001.
8. Sonachalam K.S., "Research Methodology of Social Science", Emerald Publishers, Madras, 1988.

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OBER REFERENCES

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COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|------------------------|----------------------------|----------------------|
| UNIT I: NATURE OF RESEARCH | | | | |
| 1.1 | Meaning of Research- Objectives of Research - Significance of Research | 4 | PPT and lecture | LCD |
| 1.2 | Motivation in Research- Types of Research | 3 | Lecture and YouTube videos | Black board and LCD |
| 1.3 | Nature of Social Science Research - Research Methods in Social Science. | 3 | Lecture | Class room |
| 1.4 | Criteria of Good Research | 2 | PPT and lecture | LCD |
| 1.5 | Problems Encountered by Researchers in India. | 2 | PPT and lecture | LCD |
| 1.6 | Plagiarism check | 1 | PPT and lecture | LCD |
| UNIT: II RESEARCH PROBLEM AND RESEARCH DESIGN | | | | |
| 2.1 | Research Problem - Identification of the Problem | 3 | Class room lecture | black Board |
| 2.2 | Formulation of the Problem- Criteria of a Good Research Problem. | 3 | Class room lecture | black Board |

| | | | | |
|---|--|---|-------------------------------|--------------------|
| 2.3 | Role of Review of Literature. | 3 | Class room lecture | Black Board |
| 2.4 | Research Design: Meaning – Characteristics of a Good Research Design | 3 | Class room lecture | Smart Board |
| 2.5 | Components of a Research Design - Types of Research Design. | 3 | Class room lecture | Smart board |
| UNIT III: METHODS OF DATA COLLECTION | | | | |
| 3.1 | Primary Data Mailed Questionnaire, Schedules, Interview Method, Observation and Case Study. | 3 | Lecture and discussion | Smart Board |
| 3.2 | Merits and Demerits of Primary Sources. | 1 | Lecture | Smart Board |
| 3.3 | Garret ranking – Likert's Scale - Gini ratio – Factor Analysis – Swot Analysis. | 2 | Lecture | Black Board |

| | | | | |
|--|---|----------|----------------|--------------------|
| 3.4 | Different Types of Sampling. Probability sampling, random, systematic, stratified, multistage or cluster sampling, Non Probability sampling; Purposive Judgment, quota and snowball sampling. | 4 | Lecture | Smart Board |
| 3.5 | Secondary Data: Sources of Secondary Data- Merits & Demerits – Precautions in the use of Secondary Data. | 3 | Lecture | Smart Board |
| 3.6 | Census and Sample Survey — Criteria for Selecting a Sample Procedure | 2 | Lecture | Black Board |
| UNIT IV: STATISTICAL INFERENCES | | | | |
| 4.1 | Random and Non-Random sampling Techniques, Statistics and Parameter | 4 | Lecture | Smart Board |
| 4.2 | Confidence interval- Null and Alternative hypothesis – Type I Error and Type II Error, Level of Significance | 5 | Lecture | Smart Board |

| | | | | |
|--|--|---|---------|-------------|
| 4.3 | Steps/Procedure in Testing of Hypothesis. Student t-test, Chow test, F-test, Z- test, Chi-squared test. | 6 | Lecture | Black Board |
| UNIT V: PROCESSING OF DATA AND REPORT WRITING | | | | |
| 5.1 | Data Processing – Scaling Techniques –Analysis and Interpretation of Data – Format for Research Report | 4 | Lecture | Black board |
| 5.2 | Tabulation – Editing – Coding- Analysis and Interpretation of Data | 4 | Lecture | Black board |
| 5.3 | Steps in Report Writing - Format for Research Report | 4 | Lecture | Black board |
| 5.4 | Preliminary, Text, Reference Material – Foot Note, Index and Bibliography. | 3 | Lecture | Black board |
| UNIT – VI DYNAMISM | | | | |
| | 1. Seminar and presentation on practical research works | | | |
| | 2. Doing individual project in research proposals | | | |
| | 3, Collecting and writing review of articles with the above tools | | | |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|--------|---------|------------------|---------|--------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar | Better of W1, W2 | M1 + M2 | MID-SEM TEST | | | | |
| | 5 Mks. | 5 Mks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K2 | 5 | - | - | 2½ | - | | - | - |
| K3 | - | 5 | 4 | 2½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |

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| | | | | | | | | |
|----------------------------|----------|----------|----------------|----------------|----------------|----------|----------------|------------------|
| Non Sc holastic | - | - | - | - | 9 | | 9 | 22. 5 |
| Total | 5 | 5 | 1 0 | 1 5 | 3 5 | 5 | 4 0 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTI C | MARKS | | |
|------------|-----------|-----------|-----------|-----------|-------------------------|------------|------------|--------------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

PG CIA Components

| | | |
|-------------------------------|-------|----------|
| C1 - Test (CIA 1) | - 1 | - 10 Mks |
| C2 - Test (CIA 2) | - 1 | - 10 Mks |
| C3 -Assignment | -2 * | - 5 Mks |
| C4 -Open Book Test/PPT | - 2 * | - 5 Mks |
| C5 -Seminar | -1 | - 5 Mks |
| C6 -Attendance | - | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-------------|---|--|-----------------------|
| CO 1 | Understand some basic concepts of research and its methodologies | K2 | PSO1 |
| CO 2 | Identify appropriate research topics and Select and define appropriate research problem and parameters | K2, K3 | PSO2 |
| CO 3 | Prepare a project proposal (to undertake a project) | K2, K4 | PSO5 |
| CO 4 | Organize and conduct research (advanced project) in a more appropriate manner | K2, K3 & K4 | PSO3 |
| CO 5 | Write a research report and thesis and proposal for grant and assess critically the case study, structured surveys, interviews, report writing research methods | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

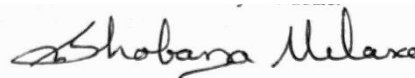
Note: " Strongly Correlated – **3** " Moderately Correlated – **2**

" Weakly Correlated -**1**

Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

COURSE DESIGNER

DR.P.ANITA**FORWARDED BY**


DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

II MA**SEMESTER - III****(For those who joined in 2019 onwards)****NEW****8%**

| PROGRAM ME CODE | COURSE CODE | COURSE TITLE | HRS/WE K | CREDIT S |
|--------------------|----------------|-----------------------------|-------------|-------------|
| PAEC | 19PG3E 11 | RESEARCH METHODOLO GY | 6 | 5 |

COURSE DESCRIPTION

The course titled Research Methodology offers the students the necessary research skills for developing research skills and ability.

COURSE OBJECTIVES

1. Students may gain knowledge in general definition of research design.
2. Students should know why educational research is undertaken, and the audiences that profit from research studies.
3. Able to identify the overall process of designing a research study from its inception to its report.
4. Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
5. Students may know the primary characteristics of quantitative research and qualitative research.
6. Students can be able to identify a research problem with suggestions.

UNIT I: NATURE OF RESEARCH**[15 Hrs]**

Meaning of Research- Objectives of Research - Significance of Research - Motivation in Research- Types of Research - Nature of Social Science Research – Research Methods in Social Science. - Criteria of Good Research -Problems Encountered by Researchers in India- Plagiarism check- empirical testing (Self Study)

UNIT II: RESEARCH PROBLEM AND RESEARCH DESIGN [15 Hrs]

Research Problem: Identification of the Problem – Formulation of the Problem- Criteria of a Good Research Problem. Role of Review of Literature. (Self Study)

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Research Design: Meaning – Characteristics of a Good Research Design – Components of a Research Design – Types of Research Design.

UNIT III: METHODS OF DATA COLLECTION [15 Hrs]

Primary Data: Mailed Questionnaire, Schedules, Interview Method, Observation and Case Study. Merits and Demerits of Primary Sources. Garret ranking – Likert's Scale - Gini ratio – Factor Analysis – Swot Analysis.

Different Types of Sampling: Probability sampling, random, systematic, stratified, multistage or cluster sampling, Non Probability sampling; Purposive Judgment, quota and snowball sampling.

Secondary Data: Sources of Secondary Data– Merits & Demerits – Precautions in the use of Secondary Data. Census and Sample Survey – Criteria for Selecting a Sample Procedure.

UNIT IV: STATISTICAL INFERENCES [15 Hrs]

Random and Non-Random sampling Techniques, Statistics and Parameter – Confidence interval- Null and Alternative hypothesis – Type I Error and Type II Error, Level of Significance – Steps/Procedure in Testing of Hypothesis. Student t-test, Chow test, F-test, Z- test, Chi-squared test.

UNIT V: PROCESSING OF DATA AND REPORT WRITING [15 Hrs]

Data Processing – **Scaling Techniques – Statistical inference – Likert Scaling** - Tabulation – Editing – Coding – Analysis and Interpretation of Data – Steps in Report Writing – Format for Research Report – Preliminary, Text, Reference Material – Foot Note, Index and Bibliography. (Self Study)

UNIT VI: DYNAMISM

Practical Evaluation Components using case study, Survey Reports and presentation (PPT or oral): 1. Seminar and presentation on practical research works

2. Doing individual project in research proposals

3, Collecting and writing review of articles with the above tools

REFERENCE BOOKS

12. Donald .H. Mc Burney, "Research Methods", Thomson- Wordsworth, 5th Edition, 2003.
13. Ghosh B.N., "Scientific Method & Social Research", Sterling Publishers Pvt.Ltd., New Delhi, 4th Edition 1987.
14. Goode and Hatt, "Methods and Social Research", McGraw Hill International Book Company, 23rd Printing, 1983.
15. Gopal Lal Jain, "Research Methodology – Methods tools and Techniques", Mangal Deep Publications, Jaipur 1998.
16. Kothari C.R., "Research Methodology", New Age International Publishers, New Delhi, 3rd reprint Edition, 2004.
17. Sadhu & Singh, "Research Methodology in Social Sciences", Himalaya Publishing House, Mumbai, 2nd Edition, 1983.
18. Santosh Gupta, "Research Methodology and Statistical Techniques", Deep and Deep Publications, New Delhi, 2001.
19. Sonachalam K.S., "Research Methodology of Social Science", Emerald Publishers, Madras, 1988.

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20. Yogesh Kumar Singh and Ruchikanath, "Research Methodology", A.P.H Publishing Corporation, New Delhi 2005.
21. O.R. Krishnaswamy and M. Ranganathan, "Methodology of Research in Social Sciences", Himalaya Publishing House, New Delhi, 2006.
22. Villiam .J. Good &paul k. methods in social research hattmcgraw hill international book company.Andrew J. Oswald "surveys in economics" black well oxford Uk Cambridge USA

OBER REFERENCES

2. <https://www.slideshare.net/DVutkarsh/research-process-and-research-design>

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|------------------------|----------------------------|----------------------|
| UNIT I: NATURE OF RESEARCH | | | | |
| 1.1 | Meaning of Research- Objectives of Research - Significance of Research | 4 | PPT and lecture | LCD |
| 1.2 | Motivation in Research- Types of Research | 3 | Lecture and YouTube videos | Black board and LCD |
| 1.3 | Nature of Social Science Research - Research Methods in Social Science. | 3 | Lecture | Class room |
| 1.4 | Criteria of Good Research | 2 | PPT and lecture | LCD |
| 1.5 | Problems Encountered by Researchers in India. | 2 | PPT and lecture | LCD |
| 1.6 | Plagiarism check | 1 | PPT and lecture | LCD |
| UNIT: II RESEARCH PROBLEM AND RESEARCH DESIGN | | | | |
| 2.1 | Research Problem - Identification of the Problem | 3 | Class room lecture | black Board |
| 2.2 | Formulation of the Problem- Criteria of a Good Research Problem. | 3 | Class room lecture | black Board |

| | | | | |
|---|--|----------|-------------------------------|--------------------|
| 2.3 | Role of Review of Literature. | 3 | Class room lecture | Black Board |
| 2.4 | Research Design: Meaning – Characteristics of a Good Research Design | 3 | Class room lecture | Smart Board |
| 2.5 | Components of a Research Design - Types of Research Design. | 3 | Class room lecture | Smart board |
| UNIT III: METHODS OF DATA COLLECTION | | | | |
| 3.1 | Primary Data Mailed Questionnaire, Schedules, Interview Method, Observation and Case Study. | 3 | Lecture and discussion | Smart Board |
| 3.2 | Merits and Demerits of Primary Sources. | 1 | Lecture | Smart Board |
| 3.3 | Garret ranking – Likert's Scale - Gini ratio – Factor Analysis – Swot Analysis. | 2 | Lecture | Black Board |

| | | | | |
|--|---|----------|----------------|--------------------|
| 3.4 | Different Types of Sampling. Probability sampling, random, systematic, stratified, multistage or cluster sampling, Non Probability sampling; Purposive Judgment, quota and snowball sampling. | 4 | Lecture | Smart Board |
| 3.5 | Secondary Data: Sources of Secondary Data- Merits & Demerits – Precautions in the use of Secondary Data. | 3 | Lecture | Smart Board |
| 3.6 | Census and Sample Survey — Criteria for Selecting a Sample Procedure | 2 | Lecture | Black Board |
| UNIT IV: STATISTICAL INFERENCES | | | | |
| 4.1 | Random and Non-Random sampling Techniques, Statistics and Parameter | 4 | Lecture | Smart Board |
| 4.2 | Confidence interval- Null and Alternative hypothesis – Type I Error and Type II Error, Level of Significance | 5 | Lecture | Smart Board |

| | | | | |
|--|--|---|---------|-------------|
| 4.3 | Steps/Procedure in Testing of Hypothesis. Student t-test, Chow test, F-test, Z- test, Chi-squared test. | 6 | Lecture | Black Board |
| UNIT V: PROCESSING OF DATA AND REPORT WRITING | | | | |
| 5.1 | Data Processing – Scaling Techniques –Analysis and Interpretation of Data – Format for Research Report | 4 | Lecture | Black board |
| 5.2 | Tabulation – Editing – Coding- Analysis and Interpretation of Data | 4 | Lecture | Black board |
| 5.3 | Steps in Report Writing - Format for Research Report | 4 | Lecture | Black board |
| 5.4 | Preliminary, Text, Reference Material – Foot Note, Index and Bibliography. | 3 | Lecture | Black board |
| UNIT – VI DYNAMISM | | | | |
| | 1. Seminar and presentation on practical research works | | | |
| | 2. Doing individual project in research proposals | | | |
| | 3, Collecting and writing review of articles with the above tools | | | |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|--------|---------|------------------|---------|--------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar | Better of W1, W2 | M1 + M2 | MID-SEM TEST | | | | |
| | 5 Mks. | 5 Mks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K2 | 5 | - | - | 2½ | - | | - | - |
| K3 | - | 5 | 4 | 2½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |

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| | | | | | | | | |
|----------------------------|----------|----------|----------------|----------------|----------------|----------|----------------|------------------|
| Non Sc holastic | - | - | - | - | 9 | | 9 | 22. 5 |
| Total | 5 | 5 | 1 0 | 1 5 | 3 5 | 5 | 4 0 | 100 |

| | |
|----------------|-----------|
| CIA | |
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTI C | MARKS | | |
|------------|----|----|----|----|-------------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

PG CIA Components

C1 - Test (CIA 1) - 1 - 10 Mks

C2 - Test (CIA 2) - 1 - 10 Mks

C3 -Assignment -2 * - 5 Mks

C4-Open Book Test/PPT - 2 * - 5 Mks

C5 -Seminar -1 - 5 Mks

C6-Attendance - 5 Mks

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|----------------|
| CO 1 | Understand some basic concepts of research and its methodologies | K2 | PSO1 |
| CO 2 | Identify appropriate research topics and Select and define appropriate research problem and parameters | K2, K3 | PSO2 |
| CO 3 | Prepare a project proposal (to undertake a project) | K2, K4 | PSO5 |
| CO 4 | Organize and conduct research (advanced project) in a more appropriate manner | K2, K3 & K4 | PSO3 |
| CO 5 | Write a research report and thesis and proposal for grant and assess critically the case study, structured surveys, interviews, report writing research methods | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

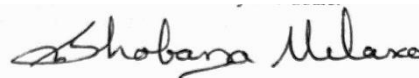
Note: " Strongly Correlated – 3 " Moderately Correlated – 2

" Weakly Correlated -1

Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

COURSE DESIGNER

DR.P.ANITA**FORWARDED BY**


DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

II MA
SEMESTER - III

(For those who joined in 2019 onwards)

OLD

6%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-----------------|---------------------|----------|---------|
| PAEC | 19PG3E10 | ECONOMETRICS | 6 | 4 |

COURSE DESCRIPTION

The course provides an introduction to econometrics which concentrates on the understanding of basic concepts through explanation and example.

COURSE OBJECTIVE/S

Develop students' skills in the use of econometric techniques

To enable the students to acquire knowledge on accurate forecasting skills

To facilitate economics oriented exams like IES and other exams like IAS, NET etc

UNIT I: INTRODUCTION [15 HRS]

Definition of Econometrics - Econometrics and Mathematical economics, Econometrics and statistics -Scope and division of econometrics- **Methodology of Econometric research**- Types of Data: Time Series, Cross Section and Panel data - Stochastic and Non-stochastic Relations - Reason for inclusion of error term in econometric model - Properties of Least Squares Estimators [Theory only] -OLS-Assumptions.

UNIT II: SIMPLE & MULTIPLE REGRESSION ANALYSIS [15 HRS]

Simple Linear Regression Model: Functional Forms of Regression Models - Simple Problems in Simple Linear Regression. Multiple Regression Model: Estimation - Goodness of fit- R^2 and Adjusted R^2 - Application and Interpretation.

UNIT III: VIOLATIONS OF CLASSICAL ASSUMPTIONS: REGRESSION DIAGNOSTICS [15 HRS]

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Autocorrelation – Meaning - Reasons for autocorrelation - Detection of Autocorrelation –Durbin Watson Test – Remedies, Heteroscedasticity - Reasons for heteroscedasticity - Tests for Heteroscedasticity – Goldfeld – Quandt test, Multicollinearity: Meaning - Reasons for Multicollinearity - Test for Detecting Multicollinearity.

UNIT IV: DYNAMIC ECONOMETRIC MODELS**[15 HRS]**

Autoregressive Model: Meaning - Distributed Lag Models: Meaning-Reasons for Lag: Estimation of Distributed Lag Model – The Kyock Approach.

UNIT V: DUMMY VARIABLES**[15 HRS]**

Nature of dummy variables- Use of dummy variables for measuring the shift of a function over time -. Use of dummy variables for measuring the change in parameters [slopes] over time - Use of dummy variables in seasonal analysis - **Probit, Logit and Tobit models.**

UNIT VI - DYNAMISM/CURRENTAFFAIR

A case study on application of econometric model in Primary, secondary and service sector - Application of econometric tools in their Empirical research project - Comprehensive Test.

REFERENCE BOOKS:

1. Badi H. Baltagi, "Econometrics", Springer publication, U.S.A., 2005.
2. Gujarati, Damodar N, "Basic Econometrics", MC Graw - Hill, International Edition, 2004.
3. Johnston J, "Econometric Methods", MC Graw - Hill, New York, 1984.
4. Koutsoyiannis, "A Theory of Econometrics", Harper & Row, New York, 2004.
5. Maddala G.S, "Introduction to Econometrics", John Wiley & Sons Ltd., 2005.
6. Madnani G.M.K, "Introduction to Econometrics" Oxford & IBH Publishing Co. Pvt. Ltd., 1994.
7. MethaMadani, "Econometrics", Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi, 2001.
8. Singh, S.P, Parashar, A.K, and Singh, H.P., "Econometrics", S. Chand & Co. Pvt. Ltd., New Delhi, 1999.
9. S. Shyamala, "Econometrics Theory and Applications", Vishal Publishing Co., Jalandhar-Delhi, 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES :

1. <https://www.econometrics-with-r.org/references.html>
2. https://www.oreilly.com/library/view/introduction-to-linear/9780470542811/23_reference.html
3. Variables-Econometrics.pdf

COURSE CONTENTS & LECTURE SCHEDULE

CBCS Curriculum for M.A ECONOMICS

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|----------------------|--------------------|
| UNIT I: INTRODUCTION | | | | |
| 1.1 | Definition of Econometrics | 3 | Lecture | Black Board |
| 1.2 | Econometrics and Mathematical economics Econometrics and statistics, Methodology of Econometric research | 2 | Lecture | PPT |
| 1.3 | Types of Data: Time Series, Cross Section and Panel data | 4 | Lecture | PPT & Black Board |
| 1.4 | Stochastic and Non-stochastic Relations | 3 | Lecture | Smart Board |
| 1.4.1 | Reason for inclusion of error term in econometric model | 2 | Lecture | Black Board |
| 1.4.2 | Properties of Least Squares Estimators [Theory only] | 2 | Lecture | PPT |
| 1.4.3 | OLS-Assumptions. | 2 | Lecture | PPT |
| UNIT II: SIMPLE & MULTIPLE REGRESSION ANALYSIS | | | | |
| 2.1 | Simple Linear Regression Model: Functional Forms of Regression Models | 3 | Lecture | Green Board Charts |
| 2.1.1 | Simple Problems in Simple Linear Regression. | 4 | Chalk & Talk | Green Board |
| 2.2 | Multiple Regression Model: Estimation - | 4 | Lecture/Chalk & Talk | Green Board |
| 2.3 | Goodness of fit- R^2 and Adjusted R^2 - | 2 | Lecture | Green Board |
| 2.4 | Application and Interpretation. | 2 | Lecture | Green Board |
| UNIT III: VIOLATIONS OF CLASSICAL ASSUMPTIONS: REGRESSION DIAGNOSTICS | | | | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|--|---|---|--------------------------|-------------------------|
| 3.1 | Autocorrelation – Meaning | 1 | Lecture/Ch alk & Talk | Green Board PPT |
| 3.1.1 | Reasons for autocorrelation - Detection of Autocorrelation | 4 | Lecture | Green Board & PPT |
| 3.1.2 | Durbin Watson Test – Remedies, | 2 | Lecture | Green Board |
| 3.2 | Heteroscedasticity - Reasons for heteroscedasticity | 3 | Lecture/Ch alk & Talk | PPT Green Board |
| 3.2.1 | Tests for Heteroscedasticity – Goldfeld and Quandt test | 2 | Lecture | Green Board |
| 3.3 | Multicollinearity: Meaning - Reasons for Multicollinearity | 2 | Lecture | Green Board PPT |
| 3.3.1 | Test for Detecting Multicollinearity | 1 | Lecture/Ch alk & Talk | Green Board |
| UNIT IV: DYNAMIC ECONOMETRIC MODELS | | | | |
| 4.1 | Autoregressive Model: Meaning | 3 | Lecture | Green Board |
| 4.2 | Distributed Lag Models: Meaning | 4 | Lecture/Ch alk & Talk | Green Board |
| 4.2.1 | Reasons for Lag | 4 | Lecture | Green Board |
| 4.2.2 | Estimation of Distributed Lag Model – The Kyock Approach. | 4 | Lecture/Ch alk & Talk | Green Board |
| UNIT V: DUMMY VARIABLES | | | | |
| 5.1 | Meaning and Nature of dummy variables | 3 | Lecture | PPT & Bl. board |
| 5.2 | Use of dummy variables for measuring the shift of a function over time. | 4 | Lecture | PPT & Bl. board |

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30

| | | | | |
|-----|---|---|---------|-----------------|
| 5.3 | Use of dummy variables for measuring the change in parameters [slopes] over time | 2 | Lecture | PPT & Bl. board |
| 5.4 | Use of dummy variables in seasonal analysis | 2 | Lecture | PPT & Bl. board |
| 5.5 | Probit, Logit and Tobit models | 4 | Lecture | PPT & Bl. board |

UNIT VI - DYNAMISM/CURRENTAFFAIR

| | | | | |
|-----|---|---|--------------|----------------------|
| 6.1 | A case study on application of econometric model in Primary, secondary and service sector | - | Discussion | Black bo |
| 6.2 | Application of econometric tools in their Empirical research project | - | Discussion | Mini research report |
| 6.3 | Comprehensive Test. | - | Written test | UGC NET/SE7 Books |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|--------|-------------------|---------------------------|------------------|------------------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |

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| | | | | | | | | |
|-----------------------|----------|----------|-----------|-----------|-----------|----------|-----------|-------------|
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|----------------|
| CO 1 | Facilitate students familiar with the application of econometrics in Economic theory. | K2 | PSO1 |
| CO 2 | Enable students to interpret and grasp the essentials of regression output to allow them to access journal articles | K2, K3 | PSO4 |
| CO 3 | Demonstrate knowledge of regression analysis OLS | K2, K4 | PSO2 |
| CO 4 | Appraise the problems associated with using OLS when classical assumptions are violated | K2, K3 & K4 | PSO3 |
| CO 5 | Distinguish between different functional forms and justify which are appropriate for estimating economic models | K3& K5 | PSO5 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |

CBCS Curriculum for M.A ECONOMICS

| | | | | | |
|------------|---|---|---|---|---|
| CO3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 2 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

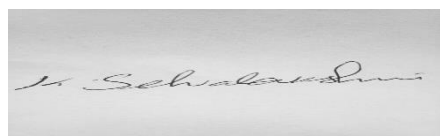
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------------|------------|------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

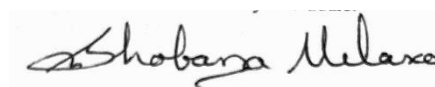
♦ Weakly Correlated -**1**

COURSE DESIGNER



DR.K.SELVALAKSHMI

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

II MA
SEMESTER - III

(For those who joined in 2019 onwards)

NEW

6%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|--------------|----------|---------|
| PAEC | 19PG3E10 | ECONOMETRICS | 6 | 4 |

COURSE DESCRIPTION

The course provides an introduction to econometrics which concentrates on the understanding of basic concepts through explanation and example.

COURSE OBJECTIVE/S

Develop students' skills in the use of econometric techniques

To enable the students to acquire knowledge on accurate forecasting skills

To facilitate economics oriented exams like IES and other exams like IAS, NET etc

UNIT I: INTRODUCTION [15 HRS]

Definition of Econometrics - Econometrics and Mathematical economics, Econometrics and statistics -Scope and division of econometrics- **Methodology of Econometric research**- Types of Data: Time Series, Cross Section and Panel data - Stochastic and Non-stochastic Relations - Reason for inclusion of error term in econometric model - Properties of Least Squares Estimators [Theory only] -OLS-Assumptions.

UNIT II: SIMPLE & MULTIPLE REGRESSION ANALYSIS [15 HRS]

Simple Linear Regression Model: Functional Forms of Regression Models - Simple Problems in Simple Linear Regression. Multiple Regression Model: Estimation - Goodness of fit- R^2 and Adjusted R^2 - Application and Interpretation.

UNIT III: VIOLATIONS OF CLASSICAL ASSUMPTIONS: REGRESSION DIAGNOSTICS [15 HRS]

CBCS Curriculum for M.A ECONOMICS

Autocorrelation – Meaning - Reasons for autocorrelation - Detection of Autocorrelation –Durbin Watson Test – Remedies, Heteroscedasticity - Reasons for heteroscedasticity - Tests for Heteroscedasticity – Goldfeld – Quandt test, Multicollinearity: Meaning - Reasons for Multicollinearity - Test for Detecting Multicollinearity.

UNIT IV: DYNAMIC ECONOMETRIC MODELS

[15 HRS]

Autoregressive Model: Meaning - Distributed Lag Models: Meaning-Reasons for Lag: Estimation of Distributed Lag Model – The Kyock Approach.

UNIT V: DUMMY VARIABLES

[15 HRS]

Nature of dummy variables- Use of dummy variables for measuring the shift of a function over time -. Use of dummy variables for measuring the change in parameters [slopes] over time - Use of dummy variables in seasonal analysis - **Probit, Logit and Tobit models.**

UNIT VI - DYNAMISM/CURRENTAFFAIR

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11. Gujarati, Damodar N, "Basic Econometrics", MC Graw - Hill, International Edition, 2004.
12. Johnston J, "Econometric Methods", MC Graw - Hill, New York, 1984.
13. Koutsoyiannis, "A Theory of Econometrics", Harper & Row, New York, 2004.
14. Maddala G.S, "Introduction to Econometrics", John Wiley & Sons Ltd., 2005.
15. Madnani G.M.K, "Introduction to Econometrics" Oxford & IBH Publishing Co. Pvt. Ltd., 1994.
16. MethaMadani, "Econometrics", Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi, 2001.
17. Singh, S.P, Parashar, A.K, and Singh, H.P., "Econometrics", S. Chand & Co. Pvt. Ltd., New Delhi, 1999.
18. S. Shyamala, "Econometrics Theory and Applications", Vishal Publishing Co., Jalandhar-Delhi, 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES :

4. <https://www.econometrics-with-r.org/references.html>
5. https://www.oreilly.com/library/view/introduction-to-linear/9780470542811/23_reference.html
6. Variables-Econometrics.pdf

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|----------------------|--------------------|
| UNIT I: INTRODUCTION | | | | |
| 1.1 | Definition of Econometrics | 3 | Lecture | Black Board |
| 1.2 | Econometrics and Mathematical economics Econometrics and statistics, Methodology of Econometric research | 2 | Lecture | PPT |
| 1.3 | Types of Data: Time Series, Cross Section and Panel data | 4 | Lecture | PPT & Black Board |
| 1.4 | Stochastic and Non-stochastic Relations | 3 | Lecture | Smart Board |
| 1.4.1 | Reason for inclusion of error term in econometric model | 2 | Lecture | Black Board |
| 1.4.2 | Properties of Least Squares Estimators [Theory only] | 2 | Lecture | PPT |
| 1.4.3 | OLS-Assumptions. | 2 | Lecture | PPT |
| UNIT II: SIMPLE & MULTIPLE REGRESSION ANALYSIS | | | | |
| 2.1 | Simple Linear Regression Model: Functional Forms of Regression Models | 3 | Lecture | Green Board Charts |
| 2.1.1 | Simple Problems in Simple Linear Regression. | 4 | Chalk & Talk | Green Board |
| 2.2 | Multiple Regression Model: Estimation - | 4 | Lecture/Chalk & Talk | Green Board |
| 2.3 | Goodness of fit- R^2 and Adjusted R^2 - | 2 | Lecture | Green Board |
| 2.4 | Application and Interpretation. | 2 | Lecture | Green Board |
| UNIT III: VIOLATIONS OF CLASSICAL ASSUMPTIONS: REGRESSION DIAGNOSTICS | | | | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|--|---|---|--------------------------|-------------------------|
| 3.1 | Autocorrelation – Meaning | 1 | Lecture/Ch alk & Talk | Green Board PPT |
| 3.1.1 | Reasons for autocorrelation - Detection of Autocorrelation | 4 | Lecture | Green Board & PPT |
| 3.1.2 | Durbin Watson Test – Remedies, | 2 | Lecture | Green Board |
| 3.2 | Heteroscedasticity - Reasons for heteroscedasticity | 3 | Lecture/Ch alk & Talk | PPT Green Board |
| 3.2.1 | Tests for Heteroscedasticity – Goldfeld and Quandt test | 2 | Lecture | Green Board |
| 3.3 | Multicollinearity: Meaning - Reasons for Multicollinearity | 2 | Lecture | Green Board PPT |
| 3.3.1 | Test for Detecting Multicollinearity | 1 | Lecture/Ch alk & Talk | Green Board |
| UNIT IV: DYNAMIC ECONOMETRIC MODELS | | | | |
| 4.1 | Autoregressive Model: Meaning | 3 | Lecture | Green Board |
| 4.2 | Distributed Lag Models: Meaning | 4 | Lecture/Ch alk & Talk | Green Board |
| 4.2.1 | Reasons for Lag | 4 | Lecture | Green Board |
| 4.2.2 | Estimation of Distributed Lag Model – The Kyock Approach. | 4 | Lecture/Ch alk & Talk | Green Board |
| UNIT V: DUMMY VARIABLES | | | | |
| 5.1 | Meaning and Nature of dummy variables | 3 | Lecture | PPT & Bl. board |
| 5.2 | Use of dummy variables for measuring the shift of a function over time. | 4 | Lecture | PPT & Bl. board |

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| | | | | |
|---|---|---|--------------|----------------------|
| 5.3 | Use of dummy variables for measuring the change in parameters [slopes] over time | 2 | Lecture | PPT & Blackboard |
| 5.4 | Use of dummy variables in seasonal analysis | 2 | Lecture | PPT & Blackboard |
| 5.5 | Probit, Logit and Tobit models | 4 | Lecture | PPT & Blackboard |
| UNIT VI - DYNAMISM/CURRENTAFFAIR | | | | |
| 6.1 | A case study on application of econometric model in Primary, secondary and service sector | - | Discussion | Blackboard |
| 6.2 | Application of econometric tools in their Empirical research project | - | Discussion | Mini research report |
| 6.3 | Comprehensive Test. | - | Written test | UGC NET/SET Books |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|--------|-------------------|---------------------------|------------------|------------------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |

39

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| | | | | | | | | |
|-----------------------|----------|----------|-----------|-----------|-----------|----------|-----------|-------------|
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|----------------|
| CO 1 | Facilitate students familiar with the application of econometrics in Economic theory. | K2 | PSO1 |
| CO 2 | Enable students to interpret and grasp the essentials of regression output to allow them to access journal articles | K2, K3 | PSO4 |
| CO 3 | Demonstrate knowledge of regression analysis OLS | K2, K4 | PSO2 |
| CO 4 | Appraise the problems associated with using OLS when classical assumptions are violated | K2, K3 & K4 | PSO3 |
| CO 5 | Distinguish between different functional forms and justify which are appropriate for estimating economic models | K3& K5 | PSO5 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 2 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

Mapping COs Consistency with POs

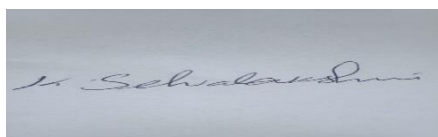
| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

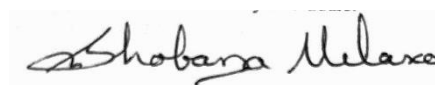
♦ Weakly Correlated -1

COURSE DESIGNER



DR.K.SELVALAKSHMI

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

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I SEMESTER**II MA ECONOMICS**

(For those who joined in 2019 onwards)

OLD**18%**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|----------------------------------|----------|---------|
| PAEC | 19PGE1EDC | BUSINESS SKILLS FOR WOMEN | 3 | 3 |

COURSE DESCRIPTION

Study the entrepreneur qualities, project report, online trading, recent entrepreneur development Schemes

COURSE OBJECTIVE/S

1. To promote girl students to promote business .
2. To motivate the students to avail the self- employment benefits of government.
- 3.To equip them to face IES, IAS exams and NET exam

UNIT: I INTRODUCTION**[5 HRS]**

Entrepreneur and women entrepreneurship: Meaning, Characteristics, Types, Functions - The Micro Finance and Self Help Groups - Social Entrepreneurship- Agri Entrepreneurs - Techno Entrepreneurs- - Project Proposals and Proforma to Funding agencies- Financial Planning - **Venture Capital- Export Finance**

UNIT: II ECONOMIC ANALYSIS FOR AN ENTREPRENEUR

Budgeting, Break-Even, SWOT and Profitability Analysis-PEST analysis-Cost-Benefit Analysis – Income Tax payment – GST Calculation

UNIT:III GOVERNMENT INSTITUTIONS AND SCHEMES

Central Schemes: **Start Up India - Skill India - MSME - Pradhan Mantri MUDRA Yojana (PMMY) SSI and SIDO - National Small Industries Corporation Ltd (NSIC) - Small Industries Service Institutes (SISI) - State Industrial Development Corporations(SIDCs)** - State Industrial Development and Investment Corporations of India (COSIDICI): State Financial Corporations (SFCs), State Industrial Development Corporations (SIDCs) and State Infrastructure Development Corporations - Govt of Tamilnadu: Tamil Nadu Industrial Development Corporation - Tamil Nadu Small Industries Development Corporation Limited (SIDCO)- District Industrial Center (DIC)

UNIT:IV BUSINESS OPPORTUNITIES - BRIEF INTRODUCTIONS

Agriculture: Horticulture, Floriculture, Kitchen garden, Mushroom Cultivation, Vermi-Culture, Api-Culture, **Poultry Farming** etc Service

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industry: Teaching, Training- Tour organization, Tuition centers, Tailoring – Beauty Parlours- Home delivery of food etc

UNIT: V ONLINE BUSINESS- BRIEF INTRODUCTIONS

Online Buying and selling: Case studies on Amazon, OLX, Airbnb, Ola, Facebook – Online Marketing- Online share trading – Online commodity trading - Online Exports and Imports- Blog Creation(Self Study) – Web Creation (Self Study)

UNIT VI - DYNAMISM/CURRENT AFFAIR

Subject specific Entrepreneurship- Project proposal for any product or service – Case study of any one entrepreneurial scheme (Bank or non banking)- On the Spot Learning Component: Visit to SHG to study their income generation activities and writing report - Visit to industrial estate to meet entrepreneurs - Case study of successful entrepreneurs- Case study of NGOs and SHGs- Collection of data regarding entrepreneurs -Blog and web creation

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3. S.S. Khanaka, “Entrepreneurial Development”, S. Chand & Company Limited, 1999.
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6. Robert D. Hisrich “Entrepreneurship”, Tata Mc Graw Hill Company Ltd, 2007
7. Hirsch peters “Entrepreneurship “ Tata McGraw Hill Company Ltd, New York 2000

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <http://www.cosidici.com/>
2. <http://www.tidco.com/>
3. <https://www.dicmdu.in/>
4. <https://www.tiic.org/need-scheme/>
5. https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/state_startup_policies/Tamil_Nadu_Startup_Policy.pdf
6. <https://www.msde.gov.in/pmkvy.html>
7. <https://www.startupindia.gov.in/>
8. https://www.startupindia.gov.in/content/sih/en/idea_bank.html
9. <https://www.msde.gov.in/pmkvy.html>
10. <https://www.tnskill.tn.gov.in/>
11. <https://nsdcindia.org/>
12. <https://sipcot.in/>
13. <https://www.airbnb.co.in/>
14. <https://www.startupindia.gov.in/content/sih/en/startup-scheme/state-startup-policies/Tamil-Nadu-state-policy.html>
15. <https://www.editn.in/>

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16. https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/state_startup_policies/Tamil_Nadu_Startup_Policy.pdf
17. <https://www.kviconline.gov.in/pmegpeportal/pmegphome/index.jsp>
18. <https://www.udyami.org.in/>
19. <https://www.udyami.org.in/entrepreneur-development>
20. <http://maditssia.com/index.php/madmin/bicactivities>
21. <http://www.sidco.tn.nic.in/>
22. https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/state_startup_policies/Tamil_Nadu_Startup_Policy.pdf
23. Import, Export: <https://www.entrepreneur.com/article/41846>
24. <https://msme.gov.in/>
25. <http://www.msmeonline.tn.gov.in/>
26. http://www.msmeonline.tn.gov.in/msme_partI/msmefiling.php
27. <http://www.sidco.tn.nic.in/>
28. https://www.tn.gov.in/scheme/departments_wise/2
29. <http://tnchamber.in/key-initiatives/>

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching pedagogy | Teaching Aids |
|---|--------------------------------------|-----------------|--------------------------------|----------------|
| UNIT -1 INTRODUCTION | | | | |
| 1.1 | Types and Functions of Entrepreneur | 4 | Lecture | Google meet, |
| 1.1:1 | Micro Finance and Self Help Group | 4 | Lecture | Study Material |
| 1.2 | Profit Organisation | 3 | Blended teaching with practice | Google meet, |
| 1.4 | Online Registration for entrepreneur | 4 | Blended teaching | Google meet, |
| UNIT -2 ECONOMIC ANALYSIS FOR ENTREPRENEUR | | | | |
| 2.1 | Break Even Analysis | 5 | Flipped Learning | Google meet, |
| 2.2 | SWOT Analysis | 3 | Blended teaching with practice | Google meet, |
| 2.3 | Blog Creation , Web Creation | 4 | Blended teaching with practice | Google meet, |
| UNIT - 3 GOVERNMENT SCHEMES | | | | |

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| | | | | |
|-----|--|---|--------------------------------|----------------|
| 3.1 | Money market: Meaning – Characteristics – Functions | 5 | Blended teaching with practice | Google meet, |
| 3.2 | Institutions of Indian Money market – Instruments | 3 | Blended teaching with practice | Study Material |
| 3.3 | Commercial Banks: Importance- Functions of commercial banks | 4 | Blended teaching with practice | Study Material |
| 3.4 | Credit Creation- Instruments of Credit | 3 | Blended teaching with practice | Material |
| 3:5 | Nationalisation of Commercial Banks | 3 | Blended teaching with practice | Study Material |

UNIT:VI SCOPE FOR BUSINESS OPPORTUNITIES- BRIEF INTRODUCTIONS

| | | | | |
|------|---|---|--------------------------------|----------------|
| 4.1 | Agriculture: Horticulture, Floriculture, Kitchen garden and sales, - Service industry | 2 | Blended teaching with practice | Study Material |
| 4..2 | Sale of seeds and agricultural products, Mushroom Cultivation, | 3 | Blended teaching with practice | Google meet, |
| 4..3 | Vermi-Culture, Api-Culture etc -Industry Handicrafts | 4 | Blended teaching with practice | Google meet, |
| 4..4 | Tour organization, Tuition centers, Tailoring | 3 | Blended teaching with practice | Google meet, |
| 4..5 | Beauty Parlours- Home delivery of food etc Female focused entrepreneurship | 1 | Blended teaching with practice | Google meet, |

UNIT: V ON LINE BUSINESS- BRIEF INTRODUCTIONS

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| | | | | |
|-----|---|---|--------------------------------|-----------------------|
| 5.1 | Online Buying and selling: Case studies on Amazon | 3 | Blended teaching with practice | Google meet, Material |
| 5.2 | OLX – Face book | 2 | Blended teaching with practice | Google meet, |
| 5.3 | scope for business in Online share trading | 4 | Blended teaching with practice | Google meet, |
| 5.4 | scope for business in Online commodity trading | 2 | Blended teaching with practice | Google meet, |
| 5.5 | scope for business in online exports | 2 | Blended teaching with practice | Google meet, |

Unit – VI DYNAMISM/CURRENTAFFAIR

| | | | | |
|-----|---|--|-------------------------------|--|
| 6.1 | Project proposal for any product or service | | Survey guidance in class room | Students report submission in google class roomS |
| 6.2 | Case study of any one Institutional loan schemes(Bank or non banking) | | Case study Models by PPT | Students PPT Posting in class room |
| 6.3 | On the Spot Learning Component: Visit to SHG to study their income generation activities and writing report - | | Case study models & survey | Students report submission in class |
| 6.4 | Case study any one women entrepreneur - | | Survey guidance in class room | Students report submission in google class roomS |
| 6.5 | On-the spot learning: Visit to industrial estate to meet entrepreneurs | | Case study Models by PPT | Students PPT Posting in class room |
| 6.6 | Project proposal for any product or service | | Survey guidance in class room | Students report submission |

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| | | | | |
|--|--|--|--|-------------------------|
| | | | | in Google class room |
|--|--|--|--|-------------------------|

| Levels | C1 | C2 | C3 | C4 | Total Scholas tic Marks | Non Scholas tic Marks C5 | CIA Total | Percentage of Assessmen t |
|-----------------------|-----------------------|-------------------------------------|-------------------------|--------------------------------------|----------------------------------|--------------------------------------|--------------|------------------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID- SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mk s. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholas tic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ES E | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

**The best out of two will be taken into account*

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-------------|--|---|----------------|
| CO 1 | To explain the functions of Entrepreneur. | K2 | PSO1& PSO2 |
| CO 2 | To identify the basic qualities of an Entrepreneur. | K2, K3 | PSO3 |
| CO 3 | To enable the students to understand the Project report. | K2, K4 | PSO5 |

| | | | |
|-------------|--|-------------|------|
| CO 4 | To evaluate the merits and demerits of online trading. | K2, K3 & K4 | PSO4 |
| CO 5 | To assess the policy implementation by government for Entrepreneurial development. | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

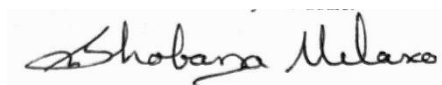
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

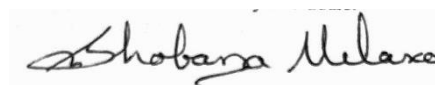
♦ Weakly Correlated -1

COURSE DESIGNER



DR.SHOBANA NELASCO

FORWARDED BY



**DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT**

**I SEMESTER
II MA ECONOMICS**

(For those who joined in 2019 onwards)

NEW

18%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|----------------------------------|----------|---------|
| PAEC | 19PGE1EDC | BUSINESS SKILLS FOR WOMEN | 3 | 3 |

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2. To motivate the students to avail the self- employment benefits of government.
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Agriculture: Horticulture, Floriculture, Kitchen garden, Mushroom Cultivation, Vermi-Culture, Api-Culture, **Poultry Farming** etc Service industry: Teaching, Training- Tour organization, Tuition centers, Tailoring – Beauty Parlours- Home delivery of food etc

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14. Hirsch peters "Entrepreneurship " Tata McGraw Hill Company Ltd, New York 2000

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30. <http://www.cosidici.com/>
31. <http://www.tidco.com/>
32. <https://www.dicmdu.in/>
33. <https://www.tiic.org/need-scheme/>
34. https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/state_startup_policies/Tamil_Nadu_Startup_Policy.pdf
35. <https://www.msde.gov.in/pmkvy.html>
36. <https://www.startupindia.gov.in/>
37. https://www.startupindia.gov.in/content/sih/en/idea_bank.html
38. <https://www.msde.gov.in/pmkvy.html>
39. <https://www.tnskill.tn.gov.in/>
40. <https://nsdcindia.org/>
41. <https://sipcot.in/>
42. <https://www.airbnb.co.in/>

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43. <https://www.startupindia.gov.in/content/sih/en/startup-scheme/state-startup-policies/Tamil-Nadu-state-policy.html>
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45. https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/state_startup_policies/Tamil_Nadu_Startup_Policy.pdf
46. <https://www.kviconline.gov.in/pmegpeportal/pmegphome/index.jsp>
47. <https://www.udyami.org.in/>
48. <https://www.udyami.org.in/entrepreneur-development>
49. <http://maditssia.com/index.php/madmin/bicactivities>
50. <http://www.sidco.tn.nic.in/>
51. https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/state_startup_policies/Tamil_Nadu_Startup_Policy.pdf
52. Import, Export: <https://www.entrepreneur.com/article/41846>
53. <https://msme.gov.in/>
54. <http://www.msmeonline.tn.gov.in/>
55. http://www.msmeonline.tn.gov.in/msme_partI/msmefiling.php
56. <http://www.sidco.tn.nic.in/>
57. https://www.tn.gov.in/scheme/departments_wise/2
58. <http://tnchamber.in/key-initiatives/>

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching pedagogy | Teaching Aids |
|---|--------------------------------------|-----------------|--------------------------------|----------------|
| UNIT -1 INTRODUCTION | | | | |
| 1.1 | Types and Functions of Entrepreneur | 4 | Lecture | Google meet, |
| 1.1:1 | Micro Finance and Self Help Group | 4 | Lecture | Study Material |
| 1.2 | Profit Organisation | 3 | Blended teaching with practice | Google meet, |
| 1.4 | Online Registration for entrepreneur | 4 | Blended teaching | Google meet, |
| UNIT -2 ECONOMIC ANALYSIS FOR ENTREPRENEUR | | | | |
| 2.1 | Break Even Analysis | 5 | Flipped Learning | Google meet, |
| 2.2 | SWOT Analysis | 3 | Blended teaching with practice | Google meet, |
| 2.3 | Blog Creation , Web Creation | 4 | Blended teaching with practice | Google meet, |

UNIT – 3 GOVERNMENT SCHEMES

| | | | | |
|-----|--|---|--------------------------------|----------------|
| 3.1 | Money market: Meaning – Characteristics – Functions | 5 | Blended teaching with practice | Google meet, |
| 3.2 | Institutions of Indian Money market – Instruments | 3 | Blended teaching with practice | Study Material |
| 3.3 | Commercial Banks: Importance- Functions of commercial banks | 4 | Blended teaching with practice | Study Material |
| 3.4 | Credit Creation- Instruments of Credit | 3 | Blended teaching with practice | Material |
| 3:5 | Nationalisation of Commercial Banks | 3 | Blended teaching with practice | Study Material |

UNIT:VI SCOPE FOR BUSINESS OPPORTUNITIES- BRIEF INTRODUCTIONS

| | | | | |
|------|---|---|--------------------------------|----------------|
| 4.1 | Agriculture: Horticulture, Floriculture, Kitchen garden and sales, - Service industry | 2 | Blended teaching with practice | Study Material |
| 4..2 | Sale of seeds and agricultural products, Mushroom Cultivation, | 3 | Blended teaching with practice | Google meet, |
| 4..3 | Vermi-Culture, Api-Culture etc -Industry Handicrafts | 4 | Blended teaching with practice | Google meet, |
| 4..4 | Tour organization, Tuition centers, Tailoring | 3 | Blended teaching with practice | Google meet, |
| 4..5 | Beauty Parlours- Home delivery of food etc | 1 | Blended teaching with practice | Google meet, |

| | | | | |
|--|---|---|--------------------------------|--|
| | Female focused entrepreneurship | | | |
| UNIT: V ON LINE BUSINESS- BRIEF INTRODUCTIONS | | | | |
| 5.1 | Online Buying and selling: Case studies on Amazon | 3 | Blended teaching with practice | Google meet, Material |
| 5.2 | OLX – Face book | 2 | Blended teaching with practice | Google meet, |
| 5.3 | scope for business in Online share trading | 4 | Blended teaching with practice | Google meet, |
| 5.4 | scope for business in Online commodity trading | 2 | Blended teaching with practice | Google meet, |
| 5.5 | scope for business in online exports | 2 | Blended teaching with practice | Google meet, |
| Unit – VI DYNAMISM/CURRENTAFFAIR | | | | |
| 6.1 | Project proposal for any product or service | | Survey guidance in class room | Students report submission in google class roomS |
| 6.2 | Case study of any one Institutional loan schemes(Bank or non banking) | | Case study Models by PPT | Students PPT Posting in class room |
| 6.3 | On the Spot Learning Component: Visit to SHG to study their income generation activities and writing report - | | Case study models & survey | Students report submission in class |
| 6.4 | Case study any one women entrepreneur - | | Survey guidance in class room | Students report submission in google class roomS |
| 6.5 | On-the spot learning: Visit to industrial estate to meet entrepreneurs | | Case study Models by PPT | Students PPT Posting |

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13

| | | | | |
|-----|---|--|-------------------------------|---|
| | | | | in class room |
| 6.6 | Project proposal for any product or service | | Survey guidance in class room | Students report submission in Google class room |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|-------------------|---------------------------|------------------|------------------------|------------------------|-------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2½ | - | | - | - |
| K3 | - | 5 | 4 | 2½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|----|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ES E | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

**The best out of two will be taken into account*

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-------------|---|---|----------------|
| CO 1 | To explain the functions of Entrepreneur. | K2 | PSO1& PSO2 |
| CO 2 | To identify the basic qualities of an Entrepreneur. | K2, K3 | PSO3 |

| | | | |
|-------------|--|-------------|------|
| CO 3 | To enable the students to understand the Project report. | K2, K4 | PSO5 |
| CO 4 | To evaluate the .merits and demerits of online trading. | K2, K3 & K4 | PSO4 |
| CO 5 | To assess the policy implementation by government for Entrepreneurial development. | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

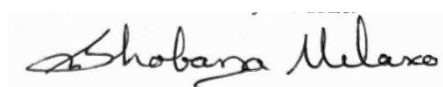
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

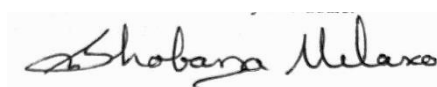
♦ Weakly Correlated -1

COURSE DESIGNER



DR.SHOBANA NELASCO

FORWARDED BY



**DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT**

**I MA
SEMESTER - II**

(For those who joined in 2019 onwards)

OLD

8%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|-------------------------|----------|---------|
| PAEC | 19PG2E5 | MACRO ECONOMIC ANALYSIS | 6 | 4 |

COURSE DESCRIPTION

Study National income and related concepts, consumption and investment function, IS & LM function, business cycle, Macroeconomic policies implemented to stabilise the economy.

COURSE OBJECTIVES

1. Impart theoretical skills in students at macro level.
2. Enable the students to know the modern existing application oriented theories.
3. Equip them to face IES, IAS exams and NET exam

UNIT-I NATIONAL INCOME

[15 HRS]

Nature of Macro Economics-stock and flow relationships – **National income and its measurement**-,GNP, NNP at current prices, Market prices-factor prices- **Importance of National Income Estimation**-National Income Accounting and Social accounting - Trends in the growth of GDP (Self study)

UNIT-II CONSUMPTION AND INVESTMENT FUNCTION

[15 HOURS]

Consumption Function: The short run consumption function – the relative income hypothesis – the permanent income hypothesis and the absolute income hypothesis- the long run consumption function. Autonomous induced investment, MEC and rate of interest. Trends in Autonomous Investment (Self study)

UNIT-III IS & LM FUNCTION

[15 HOURS]

IS & LM Function: General equilibrium of product and money markets-shifts in IS & LM elasticities- classical range –intermediate range and Keynesian range- IS&LM model with Foreign trade sector. Foreign trade trends- (Self study)

UNIT-IV BUSINESS CYCLE**[15 HOURS]**

Theories of Schumpeter, Kaldor, Samuelson and Hicks, Goodwin's model; Control of business cycles — relative efficacy of monetary and fiscal policies. Tariff Policy- (Self study)

UNIT- V MACRO ECONOMIC POLICY**[15 HOURS]**

Macro Economic Policy: Objectives of Macroeconomic policy – **Policy implications** - Phillip's curve and unemployment- stagflation- Keynesianism versus monetarism- supply side economics. Current macroeconomic scenario: national and international. Unemployment trends in India- (Self study)

UNIT –VI DYNAMISM

Analysis and interpretation of the status of the economy -Data collection of macro variables (GDP, National Income, Export etc) - Analysis of the psychological law of consumption with change in income and demand - Concept analysis like unemployment, savings, investment etc with relevant country or inter-country data .

REFERENCES**TEXT BOOK:**

1. Jhingan, M.L. (1983). *Macro Economics*, Konark Publishers Private Limited, Delhi 1st Edition.

REFERENCE BOOKS:

1. Demburg, (1989). *Macro Economics*, McGraw-Hill Book Company.
2. Edward Shapiro, (1989). *Macro Economics*, Suneel Galgotia Publications Private Limited, New Delhi.
3. Dr. Gupta, R.D. *Keynes and Post Keynesian Economics*, Kalayani Publishers, New Delhi.
4. Ahuja, H.L. (2013). *Macroeconomics Theory and Policy*, S.Chand Publishers.
5. Allen .R.G.D (1971). *Macroeconomic Theory*, Mathematical Treatment.
6. Harvey, (1971) *Macro Economics*, London Macmaillan Company Limited.
7. Dernburg .Thoman, .F (1968) *Macroeconomics- The Measurement Analysis And Control*, Dun LanmMcdougall -3rd new york : mc grow – hill book company.
8. Gordon, R.A. [1961], *Business Fluctuations*, Harper and Row.
9. Gordon, R.A. and L.R. Klein [Eds.] *Readings in Business Cycles*, Irwin Homewood.
10. Hicks, J.R. [1950], *A Contribution to the Theory of Trade Cycles*, Clarendon Press, Oxford.
11. Lucas, R. [1981], *Studies in Business Cycle Theory*, M.I.T. Press Cambridge, Massachusetts.
12. Rakesh Bijlani [2011] *Business Cycles Theory and Practice*, Adhyayan Publishers and distributors, New Delhi.

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13. Navaro Peter [2006]Managing the Business Cycle,PearsonPublishers,New Delhi.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.mbaknol.com/managerial-economics/national-income-accounting-in-india>
2. <https://www.weforum.org/agenda/2021/11/india-s-future-and-role-in-the-post-covid-19-world/>
3. <https://www.businessinsider.com/what-is-business-cycle>

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Content Delivery Method | Teaching Aids |
|--|--|-----------------|-------------------------|---------------|
| UNIT -1 INTRODUCTION | | | | |
| 1.1 | Micro- Macro relations | 2 | Lecture | PPT |
| 1.2 | stock and flow relationships | 2 | Lecture | Black Board |
| 1.3 | national income and social accounting. | 3 | Chalk & Talk | Black Board |
| 1.4 | NNP, at current prices, market prices | 3 | Lecture | Black Board |
| 1.5 | GNP at current prices, market prices | 3 | Lecture | Black Board |
| 1.6 | factor prices. | 2 | Chalk & Talk | Black Board |
| UNIT -2 : CONSUMPTION AND INVESTMENT FUNCTION | | | | |
| 2.1 | The short run consumption function | 2 | Lecture | Black Board |
| 2.2 | relative income hypothesis | 2 | Lecture | Black Board |
| 2.3 | permanent income hypothesis | 1 | Discussion | Black Board |
| 2.4 | absolute income hypothesis | 2 | Lecture | Black Board |
| 2.5 | long run consumption function | 2 | Lecture | PPT |

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| | | | | |
|--------------------------------------|--|---|--------------|-------------|
| 2.6 | Autonomous induced investment | 3 | Discussion | Online |
| 2.7 | MEC and rate of interest | 3 | Lecture | Black Board |
| UNIT -3 :IS & LM FUNCTION | | | | |
| 3.1 | Equilibrium of product Market | 2 | Lecture | Black Board |
| 3.2 | Equilibrium of money markets | 3 | Lecture | Black Board |
| 3.3 | General equilibrium of product & money markets | 3 | Lecture | PPT |
| 3.4 | shifts in IS & LM elasticities | 2 | Discussion | Black Board |
| 3.5 | classical range –intermediate range and Keynesian range- | 3 | Lecture | LCD |
| 3.6 | IS&LM model with Foreign trade sector. | 2 | Discussion | Black Board |
| UNIT-4 : BUSINESS CYCLE | | | | |
| 4.1 | Theories of Schumpeter, — | 2 | Lecture | Black Board |
| 4.2 | Kaldor's Theory of business cycle. | 2 | Lecture | PPT |
| 4.3 | Samuelson and Hicks, | 2 | Discussion | Black Board |
| 4.4 | Goodwin's model; | 3 | Chalk & Talk | Black Board |
| 4.5 | Control of business cycles | 3 | Chalk & Talk | Black Board |
| 4.6 | Relative efficacy of monetary policy. | 2 | Discussion | Black Board |
| 4.7 | Relative efficacy of fiscal policy. | 1 | Lecture | Black Board |
| UNIT -5 MACRO ECONOMIC POLICY | | | | |
| 5.1 | Objectives of Macroeconomic policy | 2 | Lecture | PPT |

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| | | | | |
|---------------------------|---|---|------------|--|
| 5.2 | Phillip's curve and unemployment | 2 | Lecture | Black Board |
| 5.3 | stagflation- | 2 | Lecture | Black Board |
| 5.4 | Keynesianism versus monetarism | 3 | Discussion | Black Board |
| 5.5 | supply side economics | 3 | Lecture | Black Board |
| 5.6 | Current macroeconomic scenario: national | 2 | Discussion | Black Board |
| 57 | Current macroeconomic scenario: International | 1 | Lecture | PPT |
| UNIT -6 : DYNAMISM | | | | |
| 6.1 | Analysis and interpretation of the status of the economy. | | | Students report submission through PPT |
| 6.2 | Data collection of macro variables (GDP, National Income, Export etc) | | | Students report submission |
| 6.3 | Analysis of the psychological law of consumption with change in income and demand | | | Students report submission |
| 6.4 | Savings Analysis with relevant country or inter-country data. | | | Students report submission |
| 6.5 | Unemployment analysis with relevant country or inter-country data. | | | Students report submission through PPT |

CBCS Curriculum for M.A ECONOMICS

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| | | | | |
|-----|--|--|--|--|
| 6.6 | Investment analysis with relevant country or inter-country data. | | | Students report submission through PPT |
|-----|--|--|--|--|

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|---------|------------------|--------|----------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar | Better of W1, W2 | M1+ M2 | MID - SEM TEST | | | | |
| | 5 Mks. | 5Mks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ES E | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

**The best out of two will be taken into account*

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|

| | | | |
|-------------|---|-------------|------------|
| CO 1 | Evaluate the modern existing application oriented theories | K2 | PSO1& PSO2 |
| CO 2 | Derive a plan to compete and win the competitive examinations like IAS,IES,and NET | K2, K3 | PSO3 |
| CO 3 | Identify the impact of fluctuations in macroeconomic concepts on economic growth. | K2, K4 | PSO5 |
| CO 4 | Assess the policies implemented by government to set right the economic problems faced by the nation. | K2, K3 & K4 | PSO4 |
| CO 5 | Identify the changes in the economic scenario and evaluate the current economic growth. | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

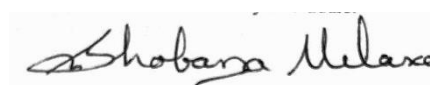
♦ Weakly Correlated -**1**

Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER

DR.S.IVY JENO**FORWARDED BY**


DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

I MA**SEMESTER - II**

(For those who joined in 2019 onwards)

NEW**8%**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|-------------------------|----------|---------|
| PAEC | 19PG2E5 | MACRO ECONOMIC ANALYSIS | 6 | 4 |

COURSE DESCRIPTION

Study National income and related concepts, consumption and investment function, IS & LM function, business cycle, Macroeconomic policies implemented to stabilise the economy.

COURSE OBJECTIVES

4. Impart theoretical skills in students at macro level.
5. Enable the students to know the modern existing application oriented theories.
6. Equip them to face IES, IAS exams and NET exam

UNIT-I NATIONAL INCOME**[15 HRS]**

Nature of Macro Economics-stock and flow relationships – **National income and its measurement**-, GNP, NNP at current prices, Market prices- factor prices- **Importance of National Income Estimation**-National Income Accounting and Social accounting - Trends in the growth of GDP (Self study)

UNIT-II CONSUMPTION AND INVESTMENT FUNCTION**[15 HOURS]**

Consumption Function: The short run consumption function – the relative income hypothesis – the permanent income hypothesis and the absolute income hypothesis- the long run consumption function. Autonomous induced investment, MEC and rate of interest. Trends in Autonomous Investment (Self study)

UNIT-III IS & LM FUNCTION**[15 HOURS]**

IS & LM Function: General equilibrium of product and money markets- shifts in IS & LM elasticities- classical range –intermediate range and Keynesian range- IS&LM model with Foreign trade sector. Foreign trade trends- (Self study)

UNIT-IV BUSINESS CYCLE**[15 HOURS]**

Theories of Schumpeter, Kaldor, Samuelson and Hicks, Goodwin's model; Control of business cycles — relative efficacy of monetary and fiscal policies. Tariff Policy- (Self study)

UNIT- V MACRO ECONOMIC POLICY**[15 HOURS]**

Macro Economic Policy: Objectives of Macroeconomic policy – **Policy implications** - Phillip's curve and unemployment- stagflation- Keynesianism versus monetarism- supply side economics. Current macroeconomic scenario: national and international. Unemployment trends in India- (Self study)

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16. Dr. Gupta, R.D. *Keynes and Post Keynesian Economics*, Kalayani Publishers, New Delhi.
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18. Allen .R.G.D (1971). *Macroeconomic Theory* , Mathematical Treatment.
19. Harvey, (1971) *Macro Economics*, London Macmaillan Company Limited.
20. Dernburg .Thoman, .F (1968) *Macroeconomics- The Measurement Analysis And Control*, Dun LanmMcdougall -3rd new york : mc graw – hill book company.
21. Gordon, R.A. [1961], *Business Fluctuations*, Harper and Row.
22. Gordon, R.A. and L.R. Klein [Eds.] *Readings in Business Cycles*, Irwin Homewood.
23. Hicks, J.R. [1950], *A Contribution to the Theory of Trade Cycles*, Clarendon Press, Oxford.
24. Lucas, R. [1981], *Studies in Business Cycle Theory*, M.I.T. Press Cambridge, Massachusetts.
25. Rakesh Bijlani [2011] *Business Cycles Theory and Practice*, Adhyayan Publishers and distributors, New Delhi.
26. Navaro Peter [2006] *Managing the Business Cycle*, Pearson Publishers, New Delhi.

DIGITAL OPEN EDUCATIONAL RESOURCES

4. <https://www.mbaknol.com/managerial-economics/national-income-accounting-in-india>
5. <https://www.weforum.org/agenda/2021/11/india-s-future-and-role-in-the-post-covid-19-world/>
6. <https://www.businessinsider.com/what-is-business-cycle>

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Content Delivery Method | Teaching Aids |
|--|--|-----------------|-------------------------|---------------|
| UNIT -1 INTRODUCTION | | | | |
| 1.1 | Micro- Macro relations | 2 | Lecture | PPT |
| 1.2 | stock and flow relationships | 2 | Lecture | Black Board |
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| 1.4 | NNP, at current prices, market prices | 3 | Lecture | Black Board |
| 1.5 | GNP at current prices, market prices | 3 | Lecture | Black Board |
| 1.6 | factor prices. | 2 | Chalk & Talk | Black Board |
| UNIT -2 : CONSUMPTION AND INVESTMENT FUNCTION | | | | |
| 2.1 | The short run consumption function | 2 | Lecture | Black Board |
| 2.2 | relative income hypothesis | 2 | Lecture | Black Board |
| 2.3 | permanent income hypothesis | 1 | Discussion | Black Board |
| 2.4 | absolute income hypothesis | 2 | Lecture | Black Board |
| 2.5 | long run consumption function | 2 | Lecture | PPT |
| 2.6 | Autonomous induced investment | 3 | Discussion | Online |

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| | | | | |
|--------------------------------------|--|---|--------------|-------------|
| 2.7 | MEC and rate of interest | 3 | Lecture | Black Board |
| UNIT -3 :IS & LM FUNCTION | | | | |
| 3.1 | Equilibrium of product Market | 2 | Lecture | Black Board |
| 3.2 | Equilibrium of money markets | 3 | Lecture | Black Board |
| 3.3 | General equilibrium of product & money markets | 3 | Lecture | PPT |
| 3.4 | shifts in IS & LM elasticities | 2 | Discussion | Black Board |
| 3.5 | classical range –intermediate range and Keynesian range- | 3 | Lecture | LCD |
| 3.6 | IS&LM model with Foreign trade sector. | 2 | Discussion | Black Board |
| UNIT-4 : BUSINESS CYCLE | | | | |
| 4.1 | Theories of Schumpeter, — | 2 | Lecture | Black Board |
| 4.2 | Kaldor's Theory of business cycle. | 2 | Lecture | PPT |
| 4.3 | Samuelson and Hicks, | 2 | Discussion | Black Board |
| 4.4 | Goodwin's model; | 3 | Chalk & Talk | Black Board |
| 4.5 | Control of business cycles | 3 | Chalk & Talk | Black Board |
| 4.6 | Relative efficacy of monetary policy. | 2 | Discussion | Black Board |
| 4.7 | Relative efficacy of fiscal policy. | 1 | Lecture | Black Board |
| UNIT -5 MACRO ECONOMIC POLICY | | | | |
| 5.1 | Objectives of Macroeconomic policy | 2 | Lecture | PPT |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|---------------------------|---|---|------------|--|
| 5.2 | Phillip's curve and unemployment | 2 | Lecture | Black Board |
| 5.3 | stagflation- | 2 | Lecture | Black Board |
| 5.4 | Keynesianism versus monetarism | 3 | Discussion | Black Board |
| 5.5 | supply side economics | 3 | Lecture | Black Board |
| 5.6 | Current macroeconomic scenario: national | 2 | Discussion | Black Board |
| 57 | Current macroeconomic scenario: International | 1 | Lecture | PPT |
| UNIT -6 : DYNAMISM | | | | |
| 6.1 | Analysis and interpretation of the status of the economy. | | | Students report submission through PPT |
| 6.2 | Data collection of macro variables (GDP, National Income, Export etc) | | | Students report submission |
| 6.3 | Analysis of the psychological law of consumption with change in income and demand | | | Students report submission |
| 6.4 | Savings Analysis with relevant country or inter-country data. | | | Students report submission |
| 6.5 | Unemployment analysis with relevant country or inter-country data. | | | Students report submission through PPT |

| | | | | |
|-----|--|--|--|--|
| 6.6 | Investment analysis with relevant country or inter-country data. | | | Students report submission through PPT |
|-----|--|--|--|--|

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|---------|------------------|--------|----------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar | Better of W1, W2 | M1+ M2 | MID - SEM TEST | | | | |
| | 5 Mks. | 5 Mks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ES E | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• PG CIA Components

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

**The best out of two will be taken into account*

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|

CBCS Curriculum for M.A ECONOMICS

| | | | |
|-------------|---|-------------|------------|
| CO 1 | Evaluate the modern existing application oriented theories | K2 | PSO1& PSO2 |
| CO 2 | Derive a plan to compete and win the competitive examinations like IAS,IES,and NET | K2, K3 | PSO3 |
| CO 3 | Identify the impact of fluctuations in macroeconomic concepts on economic growth. | K2, K4 | PSO5 |
| CO 4 | Assess the policies implemented by government to set right the economic problems faced by the nation. | K2, K3 & K4 | PSO4 |
| CO 5 | Identify the changes in the economic scenario and evaluate the current economic growth. | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

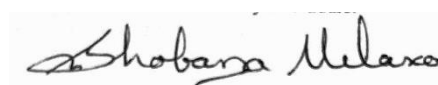
♦ Weakly Correlated -**1**

Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER

DR.S.IVY JENO**FORWARDED BY**


DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

III SEMESTER
II MA ECONOMICS ELECTIVE

(For those who joined in 2019 onwards)

OLD

2%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|------------------|----------|---------|
| PAEC | 19PG3EE2 | GENDER ECONOMICS | 4 | 4 |

COURSE DESCRIPTION

The course on Gender Economics deals with the social assignments of traits and competencies to people based on their biological sex. It means into the economic phenomenon by looking at how social norms and power structure impact on the lives and opportunities available to men, women and transgender.

COURSE OBJECTIVE/S

1. To explore gender issued as an opportunity to presented and master analytical and empirical tools used in the social sciences
2. To systematically analyse the meaning of sex and gender in past and present societies.
3. To cite gender relations and power dynamics behind individuals access to and distribution of resources.

UNIT I: CONCEPTS AND THEORETICAL APPROACHES IN GENDER ECONOMICS (10HRS)

Concept of Gender Economics - Difference between Gender and Sex- Sexual Orientation- LGBTQ- –Women's contribution to GDP - Gender Mainstreaming - Gender Concerns in Economic Theory - Sen's views - Concept of Equity vs. equality & Feminization of Poverty

UNIT II: METHOD OF GENDER ECONOMICS (15HRS)

Subject of Gender Economics - Institutionalization of Gender Economics - Methods of Gender Economics - Interdisciplinary Approach - Macro and Micro Level of Studies - Gender statistics and system of sources of data on the Health Education & empowerment - framework of an integrated system of gender state statistics.

Gender division of work - Invisibility of women's work- Analysis of Women's work - Labour Force Participation – Factors influencing work

CBCS Curriculum for M.A ECONOMICS

participation – Occupational Segregation and Crowding-in Effect - Marginalization of women - market bias

UNIT III: GENDER INDICES (15HRS)

Equity Index - Gender Inequality Index of UNDP - Gender Status Index - Gender in Human Development - Gender Development Index - Gender Empowerment Index - Gender in Social Development Indicators - the OECD Social Institutions and Gender Index (SIGI)

UNIT IV: GENDER ANALYSIS TOOLS AND GENDER BUDGETS (15HRS)

Gender Analysis Tools: Desk Review- Household Review- FGD- Semi-structured Questionnaire- Case Studies- Stakeholders Workshops

Gender Budgets: Gender Budgeting - Methodology of Gender Budget Preparation - Approaches and Principles of Gender Budgeting - Gender Budgeting in India

UNIT V: GOVERNMENT & NON-GOVERNMENT INITIATIVES IN INDIA (15HRS)

Fund allocation for Women Development Programs from Independence - Objectives and Methods of Gender Policy in India - Role of Ministry of Women and Child Development - Role of NGOs - Role of Women's Organizations - Micro Enterprises - Self Help Groups (SHGs) **Women and Development (WAD) – Gender and Development (GAD)**

UNIT VI - DYNAMISM/CURRENT AFFAIR

Case study on violation of women's rights -Raising voice against Sexual harassment at work place

REFERENCES:

1. Eswaran, M. (2014), Why Gender Matters in Economics, Princeton University Press.
2. Anne-Marie Slaughter Unfinished Business: Women Men Work Family, Penguin Random House 2016
3. Bosarup Ester, (1970) Women's Role in Economic Development, George Allen and Unwin, London.
4. DevasiaLeelamma (1994) Empowering Women for Sustainable Development, Ashish Publishing House, New Delhi
5. Jacobsen, J. (2007), The Economics of Gender, Wiley-Blackwell.
6. Gardiner.J (1997) Gender, Care and Economics, Palgrave Macmillan
7. Kabeer Naila, *Reversed Realities: Gender Hierarchies in Development Thought*, Kali for Women, New Delhi.

Sen, A. and J. Drèze (1995), *India: Economic Development and Social Opportunity*, Oxford University Press

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------|--|-----------------|-------------------|---------------|
| UNIT -1 INTRODUCTION | | | | |
| 1.1 | Concept of Gender Economics - Invisibility | 4 | Chalk & Talk | Black Board |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|-----|--|---|--------------|-------------|
| 1.2 | Difference between Gender and Sex– Sexual Orientation | 2 | Lecture | Black Board |
| 1.3 | Women's contribution to GDP | 1 | Chalk & Talk | Black Board |
| 1.4 | women's work , Gender Mainstreaming - Gender Concerns in Economic Theory - Sen's views | 2 | Lecture | PPT |
| 1.5 | Concept of Equity vs. equality& Feminization of Poverty | 2 | Lecture | PPT |

UNIT II: METHOD OF GENDER ECONOMICS

| | | | | |
|-----|---|---|--------------|-------------|
| 2.1 | Subject of Gender Economics - Institutionalization of Gender Economics | 4 | Lecture | Black Board |
| 2.2 | Methods of Gender Economics - Inter-Disciplinary Approach | 4 | Chalk & Talk | Black Board |
| 2.3 | Inter-Disciplinary Approach - Macro and Micro Level of Studies - | 3 | Chalk & Talk | Black Board |
| 2.4 | Gender statistics and system of sources of data on the Health Education & empowerment | 4 | Lecture | PPT |

Unit III: GENDER INDICES

| | | | | |
|-----|--|---|------------|-------------|
| 3.1 | Equity Index - Gender Inequality Index of UNDP - - - the | 2 | Lecture | k Board |
| 3.2 | Gender Status Index - Gender in Human Development | 3 | Lecture | Black Board |
| 3.3 | Gender Development Index - Gender Empowerment Index | 3 | Lecture | PPT |
| 3.4 | Gender in Social Development Indicators | 2 | Discussion | Black Board |
| 3.5 | OECD Social Institutions and Gender Index (SIGI) | 3 | Lecture | LCD |

UNIT IV: GENDER ANALYSIS TOOLS AND GENDER BUDGETS

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|--|--|---|----------------|-------------|
| 4.1 | Gender Analysis Tools: Desk Review- Household Review and | 2 | Lecture | Black Board |
| 4.2 | FGD- Semi-structured Questionnaire | 2 | Lecture | PPT |
| 4.3 | Case Studies- Stakeholders Workshops | 2 | Discussion | Black Board |
| 4.4 | Gender Budgets: Gender Budgeting | 3 | Lecture | Black Board |
| 4.5 | Methodology of Gender Budget Preparation – Approaches | 3 | Lecture | Black Board |
| 4.6 | Principles of Gender Budgeting - Gender Budgeting in India | 3 | Discussion | Black Board |
| UNIT V: GOVERNMENT& NON-GOVERNMENT INITIATIVES IN INDIA | | | | |
| 5.1 | Status of Women Report 1971& 2018 | 2 | Lecture | PPT |
| 5.2 | Gender Analysis of Development Policy - Engendering Development Policies | 3 | Lecture | Black Board |
| 5.3 | Women Development Programs from Independence | 2 | Lecture | Black Board |
| 5.4 | Objectives and Methods of Gender Policy in India | 2 | Chalk and Talk | Black Board |
| 5.5 | Paradigm Shift from Welfare to Empowerment – Role of Ministry of Women and Child Development | 2 | Lecture | Black Board |
| 5.6 | Status of Women Report 1971& 2018 | 2 | Discussion | Black Board |
| 5.7 | Role of NGOs | 2 | Lecture | PPT |
| 5.8 | Development Initiatives | | Lecture | PPT |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|------|--|--|----------------|-------------|
| 5.9 | Role of Women's Organizations | | Lecture | Black Board |
| 5.10 | Mobilizing, Networking & Advocacy | | Lecture | Black Board |
| 5.11 | Grass Root Level Initiatives - Micro Finance and Micro Enterprises - Self Help Groups (SHGs) | | Chalk and Talk | Black Board |
| | | | | |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|---------|------------------|--------|--------------|------------------------|-------------------------|-----------|--------------------------|
| | Seminar | Better of W1, W2 | M1+ M2 | MID-SEM TEST | | | | |
| | 5 Mks. | 5M ks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40 Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

CIA

| | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ES E | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• PG CIA Components

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

**The best out of two will be taken into account*

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|

CBCS Curriculum for M.A ECONOMICS

| | | | |
|-------------|--|-------------|------------|
| CO 1 | Identify the role of gender in determining work profiles & other Economic circumstance | K2 | PSO1& PSO2 |
| CO 2 | Recall the concept of Gender, Gender statistics & Institutionalization of Gender Economics | K2, K3 | PSO3 |
| CO 3 | Gives scope to outline the comparative advantages in the unpaid work of women | K2, K4 | PSO5 |
| CO 4 | Restate the significance of gender in economic process & outcomes | K2, K3 & K4 | PSO4 |
| CO 5 | Analyse the difference in labour force participation | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

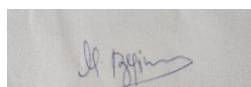
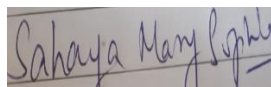
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

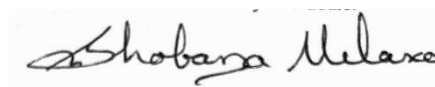
♦ Weakly Correlated -**1**

COURSE DESIGNER

**DR.M.REGINA MARY &
DR. SAHAYA MARY SOPHIA**

FORWARDED BY



**DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT**

III SEMESTER**II MA ECONOMICS ELECTIVE**

(For those who joined in 2019 onwards)

NEW**2%**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|------------------|----------|---------|
| PAEC | 19PG3EE2 | GENDER ECONOMICS | 4 | 4 |

COURSE DESCRIPTION

The course on Gender Economics deals with the social assignments of traits and competencies to people based on their biological sex. It means into the economic phenomenon by looking at how social norms and power structure impact on the lives and opportunities available to men, women and transgender.

COURSE OBJECTIVE/S

1. To explore gender issued as an opportunity to presented and master analytical and empirical tools used in the social sciences
2. To systematically analyse the meaning of sex and gender in past and present societies.
3. To cite gender relations and power dynamics behind individuals access to and distribution of resources.

UNIT I: CONCEPTS AND THEORETICAL APPROACHES IN GENDER ECONOMICS (10HRS)

Concept of Gender Economics - Difference between Gender and Sex- Sexual Orientation- LGBTQ- -Women's contribution to GDP - Gender Mainstreaming - Gender Concerns in Economic Theory - Sen's views - Concept of Equity vs. equality & Feminization of Poverty

UNIT II: METHOD OF GENDER ECONOMICS (15HRS)

Subject of Gender Economics - Institutionalization of Gender Economics - Methods of Gender Economics - Interdisciplinary Approach - Macro and Micro Level of Studies - Gender statistics and system of sources of data on the Health Education & empowerment - framework of an integrated system of gender state statistics.

Gender division of work - Invisibility of women's work- Analysis of Women's work - Labour Force Participation - Factors influencing work

CBCS Curriculum for M.A ECONOMICS

participation – Occupational Segregation and Crowding-in Effect - Marginalization of women - market bias

UNIT III: GENDER INDICES (15HRS)

Equity Index - Gender Inequality Index of UNDP - Gender Status Index - Gender in Human Development - Gender Development Index - Gender Empowerment Index - Gender in Social Development Indicators - the OECD Social Institutions and Gender Index (SIGI)

UNIT IV: GENDER ANALYSIS TOOLS AND GENDER BUDGETS (15HRS)

Gender Analysis Tools: Desk Review- Household Review- FGD- Semi-structured Questionnaire- Case Studies- Stakeholders Workshops

Gender Budgets: Gender Budgeting - Methodology of Gender Budget Preparation - Approaches and Principles of Gender Budgeting - Gender Budgeting in India

UNIT V: GOVERNMENT & NON-GOVERNMENT INITIATIVES IN INDIA (15HRS)

Fund allocation for Women Development Programs from Independence - Objectives and Methods of Gender Policy in India - Role of Ministry of Women and Child Development - Role of NGOs - Role of Women's Organizations - Micro Enterprises - Self Help Groups (SHGs) **Women and Development (WAD) – Gender and Development (GAD)**

UNIT VI - DYNAMISM/CURRENT AFFAIR

Case study on violation of women's rights -Raising voice against Sexual harassment at work place

REFERENCES:

8. Eswaran, M. (2014), Why Gender Matters in Economics, Princeton University Press.
9. Anne-Marie Slaughter Unfinished Business: Women Men Work Family, Penguin Random House 2016
10. Bosarup Ester, (1970) Women's Role in Economic Development, George Allen and Unwin, London.
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12. Jacobsen, J. (2007), The Economics of Gender, Wiley-Blackwell.
13. Gardiner.J (1997) Gender, Care and Economics, Palgrave Macmillan
14. Kabeer Naila, *Reversed Realities: Gender Hierarchies in Development Thought*, Kali for Women, New Delhi.

Sen, A. and J. Drèze (1995), *India: Economic Development and Social Opportunity*, Oxford University Press

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------|--|-----------------|-------------------|---------------|
| UNIT -1 INTRODUCTION | | | | |
| 1.1 | Concept of Gender Economics - Invisibility | 4 | Chalk & Talk | Black Board |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|-----|--|---|--------------|-------------|
| 1.2 | Difference between Gender and Sex– Sexual Orientation | 2 | Lecture | Black Board |
| 1.3 | Women's contribution to GDP | 1 | Chalk & Talk | Black Board |
| 1.4 | women's work , Gender Mainstreaming - Gender Concerns in Economic Theory - Sen's views | 2 | Lecture | PPT |
| 1.5 | Concept of Equity vs. equality& Feminization of Poverty | 2 | Lecture | PPT |

UNIT II: METHOD OF GENDER ECONOMICS

| | | | | |
|-----|---|---|--------------|-------------|
| 2.1 | Subject of Gender Economics - Institutionalization of Gender Economics | 4 | Lecture | Black Board |
| 2.2 | Methods of Gender Economics - Inter-Disciplinary Approach | 4 | Chalk & Talk | Black Board |
| 2.3 | Inter-Disciplinary Approach - Macro and Micro Level of Studies - | 3 | Chalk & Talk | Black Board |
| 2.4 | Gender statistics and system of sources of data on the Health Education & empowerment | 4 | Lecture | PPT |

Unit III: GENDER INDICES

| | | | | |
|-----|--|---|------------|-------------|
| 3.1 | Equity Index - Gender Inequality Index of UNDP - - - the | 2 | Lecture | k Board |
| 3.2 | Gender Status Index - Gender in Human Development | 3 | Lecture | Black Board |
| 3.3 | Gender Development Index - Gender Empowerment Index | 3 | Lecture | PPT |
| 3.4 | Gender in Social Development Indicators | 2 | Discussion | Black Board |
| 3.5 | OECD Social Institutions and Gender Index (SIGI) | 3 | Lecture | LCD |

UNIT IV: GENDER ANALYSIS TOOLS AND GENDER BUDGETS

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|--|--|---|----------------|-------------|
| 4.1 | Gender Analysis Tools: Desk Review- Household Review and | 2 | Lecture | Black Board |
| 4.2 | FGD- Semi-structured Questionnaire | 2 | Lecture | PPT |
| 4.3 | Case Studies- Stakeholders Workshops | 2 | Discussion | Black Board |
| 4.4 | Gender Budgets: Gender Budgeting | 3 | Lecture | Black Board |
| 4.5 | Methodology of Gender Budget Preparation – Approaches | 3 | Lecture | Black Board |
| 4.6 | Principles of Gender Budgeting - Gender Budgeting in India | 3 | Discussion | Black Board |
| UNIT V: GOVERNMENT& NON-GOVERNMENT INITIATIVES IN INDIA | | | | |
| 5.1 | Status of Women Report 1971& 2018 | 2 | Lecture | PPT |
| 5.2 | Gender Analysis of Development Policy - Engendering Development Policies | 3 | Lecture | Black Board |
| 5.3 | Women Development Programs from Independence | 2 | Lecture | Black Board |
| 5.4 | Objectives and Methods of Gender Policy in India | 2 | Chalk and Talk | Black Board |
| 5.5 | Paradigm Shift from Welfare to Empowerment – Role of Ministry of Women and Child Development | 2 | Lecture | Black Board |
| 5.6 | Status of Women Report 1971& 2018 | 2 | Discussion | Black Board |
| 5.7 | Role of NGOs | 2 | Lecture | PPT |
| 5.8 | Development Initiatives | | Lecture | PPT |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|------|--|--|----------------|-------------|
| 5.9 | Role of Women's Organizations | | Lecture | Black Board |
| 5.10 | Mobilizing, Networking & Advocacy | | Lecture | Black Board |
| 5.11 | Grass Root Level Initiatives - Micro Finance and Micro Enterprises - Self Help Groups (SHGs) | | Chalk and Talk | Black Board |
| | | | | |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|---------|------------------|--------|--------------|------------------------|-------------------------|-----------|--------------------------|
| | Seminar | Better of W1, W2 | M1+ M2 | MID-SEM TEST | | | | |
| | 5 Mks. | 5M ks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40 Mks . | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

CIA

| | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|------|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESSE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• PG CIA Components

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

**The best out of two will be taken into account*

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|

CBCS Curriculum for M.A ECONOMICS

| | | | |
|-------------|--|-------------|------------|
| CO 1 | Identify the role of gender in determining work profiles & other Economic circumstance | K2 | PSO1& PSO2 |
| CO 2 | Recall the concept of Gender, Gender statistics & Institutionalization of Gender Economics | K2, K3 | PSO3 |
| CO 3 | Gives scope to outline the comparative advantages in the unpaid work of women | K2, K4 | PSO5 |
| CO 4 | Restate the significance of gender in economic process & outcomes | K2, K3 & K4 | PSO4 |
| CO 5 | Analyse the difference in labour force participation | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

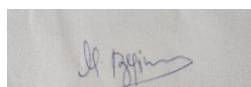
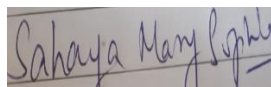
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

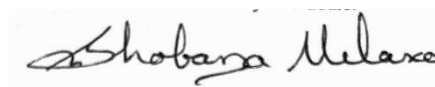
♦ Weakly Correlated -**1**

COURSE DESIGNER

**DR.M.REGINA MARY &
DR. SAHAYA MARY SOPHIA**

FORWARDED BY



**DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT**

IV SEMESTER
II MA ECONOMICS

(For those who joined in 2019 onwards)

OLD

3%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|----------------------|----------|---------|
| PAEC | 19PG4E13 | INDIAN FISCAL SYSTEM | 6 | 5 |

COURSE DESCRIPTION

This course examines the subject matter of Fiscal economics, Budget and Deficit financing. It emphasizes the problems of Allocation of resources between the Centre-state and local bodies.

COURSE OBJECTIVE/S

1. Explain the students about Indian Fiscal System.
2. create awareness about the major items of public Expenditure and the reasons for the growth of Public Expenditure.
3. Facilitate the students to analyse the growth and trends in India's Public debt.
4. Enable the students to understand the functioning of Federal finance and Local finance.
5. Analyse the current Budget and the role of fiscal policy in the economic development of UDCs.

UNIT I: PUBLIC REVENUE

[15 HRS]

Tax Structure and **working of fiscal federalism in India**, IUEP and Tax structure – VAT – Merits and Demerits – **GST - Design– Implementation and impact** – Presumptive Taxation - Black Money & Taxation (Self Study)

UNIT II: PUBLIC EXPENDITURE

[15 HRS]

Theories of Public Expenditure – Musgrave – Wagner – Peacock Development & Non-Development expenditure – Plan and Non-Plan expenditure – Major items of expenditure of Centre & State – Growth of Public Expenditure – causes for the growth of deficit- NEP and Expenditure Reforms. (Self Study)

UNIT III: III PUBLIC DEBT

[15 HRS]

CBCS Curriculum for M.A ECONOMICS

India's Public Debt – Role -Growth – Burden (Self Study) –effects- Problems – Evaluation of debt policy. Public Debt Management – Debt redemption measures.

UNIT IV: IV FEDERAL FINANCE & LOCAL FINANCE [15 HRS]

Principles of Federal finance - Distribution of financial resources under XI & XII Finance Commission- latest finance commission – Problems in Centre state financial relationship- Local finance (Self Study) - Functions and sources of revenue – measures to improve local finance. Measures to solve Problem (Self Study)

UNIT V: BUDGET & FISCAL POLICY [15 Hrs]

Budget-Meaning-types-Preparation and presentation-budget deficit and deficit financing - Measures to check deficit financing –Evaluation of latest budget – Fiscal Policy and Economic Development - India's fiscal policy – Evaluation of fiscal policy. (Self Study)

UNIT VI DYNAMISM / CURRENT AFFAIR [15 HRS]

Trends in India's Public expenditure/Taxation, Trends in India's Public Debt,Analyse the current budget Income and Expenditure of Madurai corporation /Municipalities/Punchayat

REFERENCE BOOKS:

1. H.L. Bhatia," Public Finance", Vikas Publishing House Private Limited,New Delhi,27th Revised Edition,2017.
2. V.G. Mankar, "Public Finance [Theory and Practice]", Himalaya Publishing House, Bombay, 1st Edition, 1992
3. D.M. Mithani, "Modern Public Finance [Theory and Practice]", Himalaya Publishing House, Bombay, 1st Edition, 2014
4. B.P. Tyagi, "Public Finance", Jai Prakash Nath & Company, Meerut, 44th Edition, 2016.
5. P.N. Varsney and D. K. Mital, "Indian Financial system", Sultan Chant & Sons., New Delhi, Edition 2004.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. www.blogcatalog.com
2. www.oecd.org
3. www.doi.wiley.com

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------------|---|-----------------|-------------------|---------------|
| Unit -1 PUBLIC REVENUE | | | | |
| 1.1 | India's Tax Structure – aspects – Evaluation. New economic Policy & Tax structure – Taxation of Services. | 8 | Lecture | Black Board |
| 1.1:1 | Presumptive Taxation – Black Money & Taxation, VAT | 7 | Lecture | LCD |
| UNIT II PUBLIC EXPENDITURE | | | | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|---|---|---|-------------|--------------------|
| 2.1 | Development & Non-Development expenditure – Plan and Non-Plan expenditure –items of expenditure of Centre & State | 8 | Lecture | PPT White board |
| | Growth of Public Expenditure – causes for the growth of deficit- NEP and Expenditure Reforms | 7 | Lecture | Black Board |
| UNIT III :PUBLIC DEBT | | | | |
| 3.1 | India's Public Debt – Role - Growth – Burden –effects- Problems | 8 | Lecture | Black Board |
| 3.1.1 | Evaluation of debt policy. Public Debt Management – Debt redemption measures | 7 | | Black Board |
| UNIT -IV FEDERAL FINANCE & LOCAL FINANCE : | | | | |
| 4.1 | Principles of Federal finance- - Distribution of financial resources under XI&XII Finance Commission- latest finance commission – Problems in Centre state financial relationship | 8 | Lecture | Block Board |
| | Local finance-Functions and sources of revenue – measures to improve local finance. | 7 | Chalk &Talk | Block Board |
| UNIT V: BUDGET &FISCAL POLICY | | | | |
| 5.1 | Budget-Meaning-types-Preparation and presentation-budget deficit and deficit financing - Measures to check deficit financing | 7 | | Block Board |
| 5.2 | Evaluation of latest budget – Fiscal Policy and Economic Development - | 8 | | Block Board |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|---------------------------|--|--|--|-------------------|
| | India's fiscal policy – evaluation of fiscal policy. | | | |
| UNIT VI - DYNAMISM | | | | |
| 6.1 | Trends in India's Public expenditure/Taxation | | | Analytical Skills |
| 6.2 | Trends in India's Public Debt | | | Analytical Skills |
| 6.3 | current budget Income and Expenditure of Madurai corporation /Municipalities/Punchayat | | | Case Study |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|-------------------|---------------------------|------------------|------------------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

CIA

CBCS Curriculum for M.A ECONOMICS

| | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED) | PSOs ADDRESSED |
|-----|-----------------|---|----------------|
|-----|-----------------|---|----------------|

| | | BLOOM'S TAXONOMY) | |
|-------------|--|--------------------------|------------|
| CO 1 | Asses India's Tax Structure, VAT and GST | K2 | PSO1& PSO2 |
| CO 2 | Identify the Causes and growth of Public Expenditure and measures to reduce the same. | K2, K3 | PSO3 |
| CO 3 | Analyse India's Debt position, Debt management and Debt policy. | K2, K4 | PSO5 |
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| CO 5 | Evaluate Latest Budget, Deficit financing and Fiscal Policy. | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

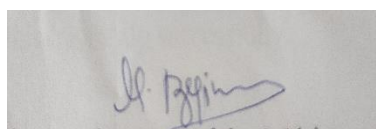
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

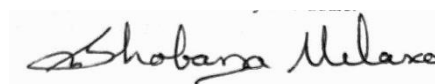
♦ Weakly Correlated -**1**

COURSE DESIGNER



DR.M.REGINA MARY

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

CBCS Curriculum for M.A ECONOMICS

IV SEMESTER

II MA ECONOMICS

(For those who joined in 2019 onwards)

NEW**3%**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|----------------------|----------|---------|
| PAEC | 19PG4E13 | INDIAN FISCAL SYSTEM | 6 | 5 |

COURSE DESCRIPTION

This course examines the subject matter of Fiscal economics, Budget and Deficit financing. It emphasizes the problems of Allocation of resources between the Centre-state and local bodies.

COURSE OBJECTIVE/S

1. Explain the students about Indian Fiscal System.
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UNIT I: PUBLIC REVENUE**[15 HRS]**

Tax Structure and **working of fiscal federalism in India**, IUEP and Tax structure – VAT – Merits and Demerits – **GST - Design- Implementation and impact** – Presumptive Taxation - Black Money & Taxation(Self Study)

UNIT II: PUBLIC EXPENDITURE**[15 HRS]**

Theories of Public Expenditure – Musgrave – Wagner –Peacock Development & Non-Development expenditure – Plan and Non-Plan expenditure – Major items of expenditure of Centre & State – Growth of Public Expenditure – causes for the growth of deficit- NEP and Expenditure Reforms. (Self Study)

UNIT III: III PUBLIC DEBT**[15 HRS]**

India's Public Debt – Role -Growth – Burden (Self Study) –effects- Problems – Evaluation of debt policy. Public Debt Management – Debt redemption measures.

UNIT IV: IV FEDERAL FINANCE & LOCAL FINANCE**[15 HRS]**

CBCS Curriculum for M.A ECONOMICS

Principles of Federal finance - Distribution of financial resources under XI & XII Finance Commission- latest finance commission – Problems in Centre state financial relationship- Local finance (Self Study) - Functions and sources of revenue – measures to improve local finance. Measures to solve Problem (Self Study)

UNIT V: BUDGET & FISCAL POLICY**[15 Hrs]**

Budget-Meaning-types-Preparation and presentation-budget deficit and deficit financing - Measures to check deficit financing –Evaluation of latest budget – Fiscal Policy and Economic Development - India's fiscal policy – Evaluation of fiscal policy. (Self Study)

UNIT VI DYNAMISM / CURRENT AFFAIR**[15 HRS]**

Trends in India's Public expenditure/Taxation, Trends in India's Public Debt, Analyse the current budget Income and Expenditure of Madurai corporation / Municipalities/Punchayat

REFERENCE BOOKS:

6. H.L. Bhatia, "Public Finance", Vikas Publishing House Private Limited, New Delhi, 27th Revised Edition, 2017.
7. V.G. Mankar, "Public Finance [Theory and Practice]", Himalaya Publishing House, Bombay, 1st Edition, 1992
8. D.M. Mithani, "Modern Public Finance [Theory and Practice]", Himalaya Publishing House, Bombay, 1st Edition, 2014
9. B.P. Tyagi, "Public Finance", Jai Prakash Nath & Company, Meerut, 44th Edition, 2016.
10. P.N. Varsney and D. K. Mital, "Indian Financial system", Sultan Chant & Sons., New Delhi, Edition 2004.

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4. www.blogcatalog.com
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COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------------|---|-----------------|-------------------|--------------------|
| Unit -1 PUBLIC REVENUE | | | | |
| 1.1 | India's Tax Structure – aspects – Evaluation. New economic Policy & Tax structure – Taxation of Services. | 8 | Lecture | Black Board |
| 1.1:1 | Presumptive Taxation – Black Money & Taxation, VAT | 7 | Lecture | LCD |
| UNIT II PUBLIC EXPENDITURE | | | | |
| 2.1 | Development & Non-Development expenditure – Plan and Non-Plan | 8 | Lecture | PPT White board |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|---|---|---|-------------|-------------|
| | expenditure –items of expenditure of Centre & State | | | |
| | Growth of Public Expenditure – causes for the growth of deficit- NEP and Expenditure Reforms | 7 | Lecture | Black Board |
| UNIT III :PUBLIC DEBT | | | | |
| 3.1 | India's Public Debt – Role - Growth – Burden –effects- Problems | 8 | Lecture | Black Board |
| 3.1.1 | Evaluation of debt policy. Public Debt Management – Debt redemption measures | 7 | | Black Board |
| UNIT -IV FEDERAL FINANCE & LOCAL FINANCE : | | | | |
| 4.1 | Principles of Federal finance- - Distribution of financial resources under XI&XII Finance Commission- latest finance commission – Problems in Centre state financial relationship | 8 | Lecture | Block Board |
| | Local finance-Functions and sources of revenue – measures to improve local finance. | 7 | Chalk &Talk | Block Board |
| UNIT V: BUDGET &FISCAL POLICY | | | | |
| 5.1 | Budget-Meaning-types-Preparation and presentation-budget deficit and deficit financing - Measures to check deficit financing | 7 | | Block Board |
| 5.2 | Evaluation of latest budget – Fiscal Policy and Economic Development - India's fiscal policy – evaluation of fiscal policy. | 8 | | Block Board |

CBCS Curriculum for M.A ECONOMICS

| UNIT VI - DYNAMISM | | | |
|---------------------------|--|--|-------------------|
| 6.1 | Trends in India's Public expenditure/Taxation | | Analytical Skills |
| 6.2 | Trends in India's Public Debt | | Analytical Skills |
| 6.3 | current budget Income and Expenditure of Madurai corporation /Municipalities/Punchayat | | Case Study |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|-------------------|---------------------------|------------------|------------------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |

40

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
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| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|-----|-----------------|--|----------------|
|-----|-----------------|--|----------------|

CBCS Curriculum for M.A ECONOMICS

| | | | |
|-------------|--|-------------|------------|
| CO 1 | Asses India's Tax Structure, VAT and GST | K2 | PSO1& PSO2 |
| CO 2 | Identify the Causes and growth of Public Expenditure and measures to reduce the same. | K2, K3 | PSO3 |
| CO 3 | Analyse India's Debt position, Debt management and Debt policy. | K2, K4 | PSO5 |
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| CO 5 | Evaluate Latest Budget, Deficit financing and Fiscal Policy. | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

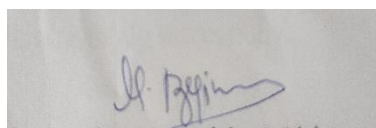
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| C03 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| C04 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| C05 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

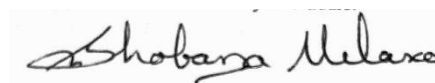
♦ Weakly Correlated -**1**

COURSE DESIGNER



DR.M.REGINA MARY

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

CBCS Curriculum for M.A ECONOMICS

II MA

SEMESTER - III

(For those who joined in 2019 onwards)

OLD**2%**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|-----------------------|----------|---------|
| PAEC | 19PG3E9 | DEVELOPMENT ECONOMICS | 6 | 4 |

COURSE DESCRIPTION

This course deals with meaning and measurement of economic growth and development, growth theories and models also covers theories of foreign direct investment and foreign aid. The role of technological transfers and Brain train are investigated. This course analyses the cultural/social institutions, social-overhead capital, and poverty and income distribution.

COURSE OBJECTIVE/S

1. Enhance the knowledge of the students on classical and neo -classical models of growth which help them to appear for IES, IAS, NET, SET, JRF and other competitive examinations.
2. Enrich the knowledge of the students about the various theories of economic development.
3. Facilitate the students to analyse the role of State in Economic Development
4. Enable the students to understand the role of foreign Aid and foreign capital in Economic Development
5. study the importance of Technological development and Brain drain in the Global era.

UNIT I: MODELS OF ECONOMIC DEVELOPMENT**[15HRS]**

Growth and Development –Classical and Neo classical Approaches - Harrod / Domar Model and its application – Mahalanobis model – Joan Robinsons model – Kaldor and Meade model. - Amartya Sen's capability approach to economic development.

UNIT II: THEORIES OF GROWTH AND DEVELOPMENT**[15 HRS]**

The Vicious Circle Theory – The stages of Growth – Lewis Theory of Surplus -Surplus labour – Big Push – Balanced and Unbalanced growth –

CBCS Curriculum for M.A ECONOMICS

Critical Minimum effort – Low level of Equilibrium trap –The wage Goods Model - Solow's Theoretical Model.

UNIT III: STATE AND ECONOMIC DEVELOPMENT**[15 HRS]**

Creation Of Social and Economic Overheads - Agricultural Development – Industrial Development – Reduction Of Inequalities – Optimum Allocation Of Resources And Creation Of Full Employment – Development Oriented Economic Policies –Changes In Institutional Framework – State Participation In Economic Development.

UNIT IV: FOREIGN CAPITAL AND AID IN ECONOMIC DEVELOPMENT**[15Hrs]**

Types Of Foreign Capital - Role Of Foreign Aid – Case For Foreign Aid – Case Against Foreign Aid – Tied Vs Untied Aid – Factors Determining The Amount Of Foreign Aid For Economic Development – Aid Or Trade Two – gap model – A Critical Appraisal – Costs And Benefits Of Aid – Its Implications

UNIT V: HUMAN CAPITAL AND TECHNOLOGICAL DEVELOPMENT**[15HRS]**

Investment in education and health-**the human capital** approach- Education and Development(a) Social and Private benefits of education – (b) Women's education and development – Health system in development (a) health and productivity (b) Financing health system in developing economies. (c) Gender perspective in health care. Role Of Technology in Economic Development – Transfer of Technology to Underdeveloped Countries – Choice Of Appropriate Technology – Brain Drain – **Technological Development In India.**

UNIT VI - DYNAMISM/CURRENT AFFAIR:

Case study on impact of Technology on Agriculture, Analysis of Technological Development in India, Impact of Foreign Direct Investment on the Indian economy.

REFERENCE BOOKS:

1. R.K. Lekhi, "Economics of Growth Planning", Kalyani Publishers, New Delhi, 4th Edition, 1996.
2. K.R. Gupta, "Economics of Growth Planning", RamlalPury of Atma Ram & Sons, Delhi, 2nd Edition, 1971.
3. M.L. Jhingan, "Economics of Development and Planning", Konark Publishers Private Limited, Delhi, 26th Edition, 1993.
4. R.L. Goel, Meenakshi Prakashan, "Economics of Growth Planning", New Delhi, 5th Edition, [Revised & Enlarged],
5. K.D. Gaur, Sarup& Sons, "Economics of Growth Planning", New Delhi, 1st Edition 1995.
6. Taneja Myer " Economics of Development and Planning " Shoban Lal Nagin

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.eolss.net/sample-chapters/c02/E6-154-13-00.pdf>
2. <https://www.ajol.info/index.php/ad/article/view/190330>
3. <https://corporatefinanceinstitute.com/resources/knowledge/economics/theories-of-growth/>
4. <https://www.adb.org/publications/role-state-economic-development-theory-east-asian-experience-and-malaysian-case>
5. <https://link.springer.com/article/10.1007/s10663-019-09468-z>

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|------------------------|--------------------------|----------------------|
| Unit -1 MODELS OF ECONOMIC DEVELOPMENT | | | | |
| 1.1 | Growth and Development –Classical and Neo-classical Approaches - Harrod / Domar Model and its application – Mahalanobis model | 8 | Lecture | Black Board |
| 1.1:1 | Joan Robinsons model – Kaldor and Meade model. - Amarthya Sen's capability approach to economic development. | 7 | Lecture | LCD |
| UNIT II: THEORIES OF GROWTH AND DEVELOPMENT | | | | |
| 2.1 | The Vicious Circle Theory – The stages of Growth – Lewis Theory of Surplus -Surplus labour – Big Push – Balanced and Unbalanced growth | 8 | Lecture | Smart Board |
| 2.1.2 | – Critical Minimum effort – Low level of Equilibrium trap –The wage Goods Model - Solow's Theoretical Model | 7 | Lecture | Black Board |
| UNIT III STATE AND ECONOMIC DEVELOPMENT | | | | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|---|---|---|--------------|-----------------------|
| 3.1 | Creation Of Social and Economic Overheads - Agricultural Development - Industrial Development - Reduction Of Inequalities - Optimum Allocation Of Resources And Creation Of Full Employment - | 8 | Lecture | Block board |
| 3.2 | - Development Oriented Economic Policies -Changes in Institutional Framework - State Participation In Economic Development. | 7 | Lecture | Black Board |
| Unit -IV : FOREIGN CAPITAL AND AID IN ECONOMIC DEVELOPMENT | | | | |
| 4.1 | Types Of Foreign Capital - Role of Foreign Aid - Case For Foreign Aid - Case Against Foreign Aid | 6 | Lecture | White Board |
| 4.2 | - Tied Vs Untied Aid - Factors Determining the Amount Of Foreign Aid For Economic Development - Aid Or TradeTwo - gap model - A Critical Appraisal | 5 | Chalk & Talk | Black Board |
| 4.3 | Costs And Benefits Of Aid - Its Implications | 4 | Lecture | Text Books /Materials |
| UNIT V TECHNOLOGICAL CHANGE AND ECONOMIC DEVELOPMENT : | | | | |
| 5.1 | Role Of Technology In Economic Development - Transfer Of Technology To Underdeveloped Countries | 7 | Lecture | Block Board |
| 5.2 | | | Lecture | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|-------------------|--|--|--|-------------------|
| | Choice Of Appropriate Technology – Brain Drain – Technological Development In India. | | | Block Board |
| UNIT VI: DYNAMISM | | | | |
| 6.1 | Impact of Technology on Agriculture | | | Case Study |
| 6.2 | Analysis of Technological Development In India | | | Analytical Skills |
| 6.3 | Impact of Foreign Direct Investment on the Indian economy | | | PPT |

| | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|---------|------------------|--------|----------------|------------------------|----------------------------|-----------|--------------------------|
| Levels | Seminar | Better of W1, W2 | M1+ M2 | MID - SEM TEST | | | | |
| | 5 Mks. | 5Mks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• PG CIA Components

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

**The best out of two will be taken into account*

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL | PSOs ADDRESSED |
|-----|-----------------|-----------------|----------------|
|-----|-----------------|-----------------|----------------|

CBCS Curriculum for M.A ECONOMICS

| | | (ACCORDING TO REVISED BLOOM'S TAXONOMY) | |
|-------------|--|---|------------|
| CO 1 | Discuss the models of Economics Development | K2 | PSO1& PSO2 |
| CO 2 | Analyse the theories of Economics Development | K2, K3 | PSO3 |
| CO 3 | Assess the role of state in Economic Development | K2, K4 | PSO5 |
| CO 4 | Evaluate the impact of foreign capital and Foreign aid on Economic Development | K2, K3 & K4 | PSO4 |
| CO 5 | Analyse the impact of Transfer of Technology and Brain drain | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

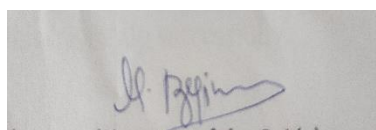
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

COURSE DESIGNER



DR.M.REGINA MARY

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

II MA
SEMESTER - III

(For those who joined in 2019 onwards)

NEW

2%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|-----------------------|----------|---------|
| PAEC | 19PG3E9 | DEVELOPMENT ECONOMICS | 6 | 4 |

COURSE DESCRIPTION

This course deals with meaning and measurement of economic growth and development, growth theories and models also covers theories of foreign direct investment and foreign aid. The role of technological transfers and Brain train are investigated. This course analyses the cultural/social institutions, social-overhead capital, and poverty and income distribution.

COURSE OBJECTIVE/S

1. Enhance the knowledge of the students on classical and neo -classical models of growth which help them to appear for IES, IAS, NET, SET, JRF and other competitive examinations.
2. Enrich the knowledge of the students about the various theories of economic development.
3. Facilitate the students to analyse the role of State in Economic Development
4. Enable the students to understand the role of foreign Aid and foreign capital in Economic Development
5. study the importance of Technological development and Brain drain in the Global era.

UNIT I: MODELS OF ECONOMIC DEVELOPMENT

[15HRS]

Growth and Development –Classical and Neo classical Approaches - Harrod / Domar Model and its application – Mahalanobis model – Joan Robinsons model – Kaldor and Meade model. - Amartya Sen's capability approach to economic development.

UNIT II: THEORIES OF GROWTH AND DEVELOPMENT

[15 HRS]

CBCS Curriculum for M.A ECONOMICS

The Vicious Circle Theory – The stages of Growth – Lewis Theory of Surplus -Surplus labour – Big Push – Balanced and Unbalanced growth – Critical Minimum effort – Low level of Equilibrium trap –The wage Goods Model - Solow's Theoretical Model.

UNIT III: STATE AND ECONOMIC DEVELOPMENT**[15 HRS]**

Creation Of Social and Economic Overheads - Agricultural Development – Industrial Development – Reduction Of Inequalities – Optimum Allocation Of Resources And Creation Of Full Employment – Development Oriented Economic Policies –Changes In Institutional Framework – State Participation In Economic Development.

UNIT IV: FOREIGN CAPITAL AND AID IN ECONOMIC DEVELOPMENT**[15Hrs]**

Types Of Foreign Capital - Role Of Foreign Aid – Case For Foreign Aid – Case Against Foreign Aid – Tied Vs Untied Aid – Factors Determining The Amount Of Foreign Aid For Economic Development – Aid Or Trade Two – gap model – A Critical Appraisal – Costs And Benefits Of Aid – Its Implications

UNIT V: HUMAN CAPITAL AND TECHNOLOGICAL DEVELOPMENT**[15HRS]**

Investment in education and health-**the human capital** approach- Education and Development(a) Social and Private benefits of education – (b) Women's education and development – Health system in development (a) health and productivity (b) Financing health system in developing economies. (c) Gender perspective in health care. Role Of Technology in Economic Development – Transfer of Technology to Underdeveloped Countries – Choice Of Appropriate Technology – Brain Drain – **Technological Development In India.**

UNIT VI - DYNAMISM/CURRENT AFFAIR:

Case study on impact of Technology on Agriculture, Analysis of Technological Development in India, Impact of Foreign Direct Investment on the Indian economy.

REFERENCE BOOKS:

7. R.K. Lekhi, "Economics of Growth Planning", Kalyani Publishers, New Delhi, 4th Edition, 1996.
8. K.R. Gupta, "Economics of Growth Planning", RamlalPury of Atma Ram & Sons, Delhi, 2nd Edition, 1971.
9. M.L. Jhingan, "Economics of Development and Planning", Konark Publishers Private Limited, Delhi, 26th Edition, 1993.
10. R.L. Goel, Meenakshi Prakashan, "Economics of Growth Planning", New Delhi, 5th Edition, [Revised & Enlarged],
11. K.D. Gaur, Sarup& Sons, "Economics of Growth Planning", New Delhi, 1st Edition 1995.

CBCS Curriculum for M.A ECONOMICS

12. Taneja Myer “ Economics of Development and Planning “
 Shoban Lal Nagin
 Chand & Co Jalandhar City -144004

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.eolss.net/sample-chapters/c02/E6-154-13-00.pdf>
6. <https://www.ajol.info/index.php/ad/article/view/190330>
7. <https://corporatefinanceinstitute.com/resources/knowledge/economics/theories-of-growth/>
8. <https://www.adb.org/publications/role-state-economic-development-theory-east-asian-experience-and-malaysian-case>
9. <https://link.springer.com/article/10.1007/s10663-019-09468-z>

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|-----------------|-------------------|---------------|
| Unit -1 MODELS OF ECONOMIC DEVELOPMENT | | | | |
| 1.1 | Growth and Development –Classical and Neo-classical Approaches - Harrod / Domar Model and its application – Mahalanobis model | 8 | Lecture | Black Board |
| 1.1:1 | Joan Robinsons model – Kaldor and Meade model. - Amarthya Sen's capability approach to economic development. | 7 | Lecture | LCD |
| UNIT II: THEORIES OF GROWTH AND DEVELOPMENT | | | | |
| 2.1 | The Vicious Circle Theory – The stages of Growth – Lewis Theory of Surplus -Surplus labour – Big Push – Balanced and Unbalanced growth | 8 | Lecture | Smart Board |
| 2.1.2 | – Critical Minimum effort – Low level of Equilibrium trap –The wage Goods Model - Solow's Theoretical Model | 7 | Lecture | Black Board |

UNIT III STATE AND ECONOMIC DEVELOPMENT

| | | | | |
|-----|---|---|---------|-------------|
| 3.1 | Creation Of Social and Economic Overheads - Agricultural Development - Industrial Development - Reduction Of Inequalities - Optimum Allocation Of Resources And Creation Of Full Employment - | 8 | Lecture | Block board |
| 3.2 | - Development Oriented Economic Policies -Changes in Institutional Framework - State Participation In Economic Development. | 7 | Lecture | Black Board |

Unit -IV : FOREIGN CAPITAL AND AID IN ECONOMIC DEVELOPMENT

| | | | | |
|-----|--|---|--------------|-----------------------|
| 4.1 | Types Of Foreign Capital - Role of Foreign Aid - Case For Foreign Aid - Case Against Foreign Aid | 6 | Lecture | White Board |
| 4.2 | - Tied Vs Untied Aid - Factors Determining the Amount Of Foreign Aid For Economic Development - Aid Or TradeTwo - gap model - A Critical Appraisal | 5 | Chalk & Talk | Black Board |
| 4.3 | Costs And Benefits Of Aid - Its Implications | 4 | Lecture | Text Books /Materials |

UNIT V TECHNOLOGICAL CHANGE AND ECONOMIC DEVELOPMENT :

| | | | | |
|-----|---|---|---------|-------------|
| 5.1 | Role Of Technology In Economic Development - Transfer Of Technology To Underdeveloped Countries | 7 | Lecture | Block Board |
| | | | | |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|-------------------|--|--|---------|-------------------|
| 5.2 | Choice Of Appropriate Technology – Brain Drain – Technological Development In India. | | Lecture | Block Board |
| UNIT VI: DYNAMISM | | | | |
| 6.1 | Impact of Technology on Agriculture | | | Case Study |
| 6.2 | Analysis of Technological Development In India | | | Analytical Skills |
| 6.3 | Impact of Foreign Direct Investment on the Indian economy | | | PPT |

| | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|---------|------------------|--------|----------------|------------------------|----------------------------|-----------|--------------------------|
| Levels | Seminar | Better of W1, W2 | M1+ M2 | MID - SEM TEST | | | | |
| | 5 Mks. | 5Mks. | 10 Mks | 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• PG CIA Components

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL | PSOs ADDRESSED |
|-----|-----------------|-----------------|----------------|
|-----|-----------------|-----------------|----------------|

CBCS Curriculum for M.A ECONOMICS

| | | (ACCORDING TO REVISED BLOOM'S TAXONOMY) | |
|-------------|--|---|------------|
| CO 1 | Discuss the models of Economics Development | K2 | PSO1& PSO2 |
| CO 2 | Analyse the theories of Economics Development | K2, K3 | PSO3 |
| CO 3 | Assess the role of state in Economic Development | K2, K4 | PSO5 |
| CO 4 | Evaluate the impact of foreign capital and Foreign aid on Economic Development | K2, K3 & K4 | PSO4 |
| CO 5 | Analyse the impact of Transfer of Technology and Brain drain | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

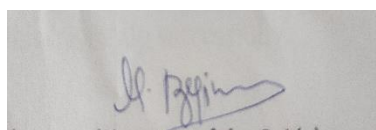
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

COURSE DESIGNER



DR.M.REGINA MARY

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

IV SEMESTER
II MA ECONOMICS

(For those who joined in 2019 onwards)

OLD

6%

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|-------------------------|----------|---------|
| PAEC | 19PG4E14 | INTERNATIONAL ECONOMICS | 6 | 5 |

COURSE DESCRIPTION

The study of domestic and international trade, market inter country and inter country agreements. It studies about the international financial institutions IMF, WTO, and so on.

COURSE OBJECTIVE/S

1. To Provide insight into the theories of the subject
2. To inculcate knowledge of global trade

UNIT I:THEORIES OF INTERNATIONAL ECONOMICS [15 HRS]

Absolute cost theory of Smith - Comparative Cost theory of Ricardo's - Heckscher- Ohlin Theorem - Reciprocal Demand - Opportunity cost theory.

The Stopler- Samuelson Theorem and the Rybezynski Theorem

UNIT: II BALANCE OF PAYMENT & TRADE [15 Hrs]

Structure of Balance of payments Accounts -Disequilibrium and measures to correct disequilibria - FDI - FII- NRI - Foreign Exchange, Reserves, Foreign Exchange Market - Foreign Exchange rate - Determination of exchange rate - Mint parity theory - Purchasing power parity theory - Balance of payment theory. Foreign Trade Multiplier

UNITIV: ECONOMIC INTEGRATION [15 hrs]

Customs union - Trade Blocks - Eurocurrency market - European Union - European Economic Community - ASEAN - SAARC - SAPTA - SAFTA - BRICKS.

UNIT IV : INTERNATIONAL FINANCIAL INSTITUTIONS [15 hrs]

IMF- IBRD and its affiliates IDA-IFC - ADB- UNCTAD - GATT -WTO TRIPS, TRIMS.

UNIT V INDIA'S POSITION AT INTERNATIONAL LEVEL [15hrs]

India's foreign trade: **foreign exchange reserve** - Composition, Trend -- India's External borrowing- Foreign exchange risk - sources of foreign exchange risk - types of exchange rate risk. India's position in the international level - International Rating Agencies and their ranking of India in the international level.

UNIT VI - DYNAMISM / CURRENT AFFAIR

CBCS Curriculum for M.A ECONOMICS

Trends in India's Public expenditure/Taxation - Trends in India's Public Debt -Analyse the current budget - Income and Expenditure of Madurai corporation/Municipalities/Local Government

REFERENCE BOOKS:

1. Francis Cherunilam, "International Economics", Tata McGraw-hill Publishing Company Ltd., New Delhi, 2013.
2. K.R. Gupta, "International Economics", Atman ram and sons, Delhi, 1978.
3. Jeevanandham, Victor Louis, Kalyani, Padma, Hemavathi, "International Economics", Sultan Chand & Sons, New Delhi, 2001.
4. Krugman, Paul & Mautice Obstfeld, "International Economics", Addison Wesley, 1999.
5. H.G. Mannur, "International Economics", Vikas Publishing Pvt. Ltd., Mumbai, 1995.
6. M. N. Mishra, "Money Banking & International Trade", Chand & Company Ltd., New Delhi, 1989.
7. D.M. Mithani, "International Economics", Himalaya Publishing House, New Delhi, 1993.
8. M.L. Jhingan, "International Economics", Vrinda Publications Pvt. Ltd., Delhi, 2006.

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|-----------------|-------------------|--------------------|
| UNIT -1 THEORIES OF INTERNATIONAL ECONOMICS | | | | |
| 1.1 | Absolute cost theory of Smith | 3 | Discussion | Black Board |
| 1.1.1 | Comparative Cost theory of Ricardo's | 3 | Chalk & Talk | LCD |
| 1.2. | Heckscher- Ohlin Theorem | 3 | Lecture | PPT White board |
| 1.3 | Reciprocal Demand | 4 | Lecture | Black Board |
| 1.4 | Opportunity cost theory | 2 | Lecture | Black Board |
| UNIT -2 BALANCE OF PAYMENT & TRADE | | | | |
| 2.1 | Structure of Balance of payments Accounts | 2 | Lecture | Black Board |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|--------------------------------------|---|---|--------------------------|------------------|
| 2.2 | Disequilibrium and measures to correct disequilibria | 2 | Chalk & Talk | LCD |
| 2.2.1 | FDI – FII- NRI | 2 | Chalk & Talk | PPT |
| 2.2.2 | Foreign Exchange, Reserves, Foreign Exchange Market | 2 | Lecture | Black Board/ |
| 2.2.3 | Foreign Exchange rate – Determination of exchange rate. | 2 | Lecture, Discussion, | PPT, LCD |
| 2.3 | Mint parity theory | 2 | Lecture, | Black Board |
| 2.3.1 | Purchasing power parity theory | 1 | Discussion, Chalk & Talk | LCD, Black Board |
| | Balance of payment theory. | 1 | | |
| | Foreign Exchange Reserves | 1 | | |
| UNIT – 3 ECONOMIC INTEGRATION | | | | |
| 3.1 | Customs union | 1 | Chalk & Talk, Discussion | Black Board LCD |
| 3.2 | Trade Blocks - Eurocurrency market | 2 | Lecture , Chalk & Talk | PPT, Black Board |
| 3.3 | European Union | 2 | Discussion, Lecture | PPT, LCD |
| 3.3.1 | European Economic Community | 1 | Lecture | Black Board |
| 3.1 | ASEAN | 2 | Lecture | LCD |
| | SAARC | 2 | Discussion | Black Board LCD |
| | SAPTA | 2 | Lecture , | PPT, Black Board |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|--|--------|---|------------------------|----------------|
| | SAFTA | 2 | Discussion, Lecture | PPT, LCD |
| | BRICKS | 1 | Lecture | Black Board |

Unit – V INTERNATIONAL FINANCIAL INSTITUTIONS

| | | | | |
|-------|-------------------------|---|---------|-----------------------|
| 4.1 | IMF | 2 | Lecture | Black Board LCD |
| 4.1.1 | IBRD and its affiliates | 2 | Lecture | PPT, Bla Board |
| 4.1.2 | IDA | 2 | Lecture | PPT, LCD |
| 4.2 | IFC | 1 | Lecture | PPT, LCD |
| 4.3 | ADB | 1 | Lecture | PPT, Bla Board |
| 4.4 | UNCTAD | 2 | Lecture | PPT, LCD |
| 4.5 | WTO | 2 | Lecture | PPT, LCD |
| 4.6 | TRIPS | 2 | Lecture | PPT, LCD |
| 4.7 | TRIMS | 1 | Lecture | PPT, LCD |

UNIT – V INDIA'S POSTION AT INTERNATIONAL LEVEL

| | | | | |
|-----|---|---|-------------------------|----------------|
| 5.1 | India's foreign trade: Composition, Trend | 2 | Lecture, Discussion | PPT, LCD |
| 5.2 | India's balance of payment | 2 | Chalk &Talk | Black Board |
| 5.3 | India's FDI and FPI- | 2 | Lecture | PPT |
| 5.4 | India's External borrowing | 2 | Lecture, Discussion | PPT, LCD |
| 5.5 | NRI earnings | 2 | Chalk & Talk | Black Board |
| 5.6 | Foreign exchange reserves in India. | 2 | Lecture | PPT |
| 5.7 | India's position in the international level | 1 | Lecture, Discussion, | PPT, LCD |

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|--|--|---|------------|--|
| 5.8 | International Rating Agencies and their ranking of India in the international level. | 2 | discussion | LCD |
| Unit – V DYNAMISM/CURRENTAFFAIR | | | | |
| | Trends in India's Public expenditure/Taxation Analyse the current budget | | | Students report submission in group/class room |
| | Trends in India's Public Debt | | | Students PPT Post in class room |
| | Income and Expenditure of Madurai corporation/Municipalities/Local Government | | | Students report submission in class |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|--------|-------------------|---------------------------|------------------|------------------------|------------------------|----------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |

CBCS Curriculum for M.A ECONOMICS

| | | | | | | | | |
|-----------------------|----------|----------|-----------|-----------|-----------|----------|-----------|-------------|
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

- PG CIA Components**

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|----------------|
| CO 1 | Discuss the theories of International Trade. | K2 | PSO1& PSO2 |
| CO 2 | Analyse Balance of Payment and Balance of trade | K2, K3 | PSO3 |
| CO 3 | Explain Foreign Exchange Market and Euro Currency Market | K2, K4 | PSO5 |
| CO 4 | Assess the Impact of International financial institutions. | K2, K3 & K4 | PSO4 |
| CO 5 | Evaluate the performance of GATT and WTO and other Global Trade Institutions. | K3& K5 | PSO4 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |

CBCS Curriculum for M.A ECONOMICS

| | | | | | |
|------------|---|---|---|---|---|
| CO5 | 3 | 3 | 3 | 3 | 3 |
|------------|---|---|---|---|---|

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

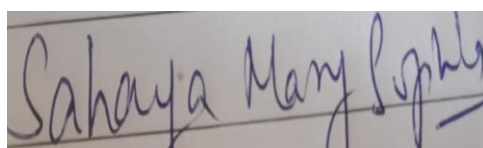
Mapping COs Consistency with POs

| CO/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

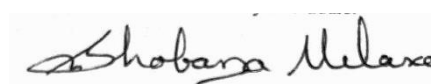
♦ Weakly Correlated -1

COURSE DESIGNER



DR.SAHAYA MARY SOPHIA

FORWARDED BY



DR.SHOBANA NELASCO
HEAD OF THE DEPARTMENT

IV SEMESTER

II MA ECONOMICS

(For those who joined in 2019 onwards)

NEW**6%**

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | HRS/WEEK | CREDITS |
|----------------|-------------|-------------------------|----------|---------|
| PAEC | 19PG4E14 | INTERNATIONAL ECONOMICS | 6 | 5 |

COURSE DESCRIPTION

The study of domestic and international trade, market inter country and inter country agreements. It studies about the international financial institutions IMF, WTO, and so on.

COURSE OBJECTIVE/S

1. To Provide insight into the theories of the subject
2. To inculcate knowledge of global trade

UNIT I:THEORIES OF INTERNATIONAL ECONOMICS**[15 HRS]**

Absolute cost theory of Smith - Comparative Cost theory of Ricardo's - Heckscher- Ohlin Theorem - Reciprocal Demand - Opportunity cost theory.

The Stopler- Samuelson Theorem and the Rybezynski Theorem**UNIT: II BALANCE OF PAYMENT & TRADE****[15 Hrs]**

Structure of Balance of payments Accounts -Disequilibrium and measures to correct disequilibria - FDI - FII- NRI - Foreign Exchange, Reserves, Foreign Exchange Market - Foreign Exchange rate - Determination of exchange rate - Mint parity theory - Purchasing power parity theory - Balance of payment theory. Foreign Trade Multiplier

UNITIV: ECONOMIC INTEGRATION**[15 hrs]**

Customs union - Trade Blocks - Eurocurrency market - European Union - European Economic Community - ASEAN - SAARC - SAPTA - SAFTA - BRICKS.

UNIT IV : INTERNATIONAL FINANCIAL INSTITUTIONS**[15 hrs]**

IMF- IBRD and its affiliates IDA-IFC - ADB- UNCTAD - GATT -WTO TRIPS, TRIMS.

UNIT V INDIA'S POSITION AT INTERNATIONAL LEVEL**[15hrs]**

India's foreign trade: **foreign exchange reserve** - Composition, Trend - India's External borrowing- Foreign exchange risk - sources of foreign exchange risk - types of exchange rate risk. India's position in the international level - International Rating Agencies and their ranking of India in the international level.

UNIT VI - DYNAMISM / CURRENT AFFAIR

Trends in India's Public expenditure/Taxation - Trends in India's Public Debt -Analyse the current budget - Income and Expenditure of Madurai corporation/Municipalities/Local Government

REFERENCE BOOKS:

CBCS Curriculum for M.A ECONOMICS

9. Francis Cherunilam, "International Economics", Tata McGraw-hill Publishing Company Ltd., New Delhi, 2013.
10. K.R. Gupta, "International Economics", Atman ram and sons, Delhi, 1978.
11. Jeevanandham, Victor Louis, Kalyani, Padma, Hemavathi, "International Economics", Sultan Chand & Sons, New Delhi, 2001.
12. Krugman, Paul & Mautice Obstfeld, "International Economics", Addison Wesley, 1999.
13. H.G. Mannur, "International Economics", Vikas Publishing Pvt. Ltd., Mumbai, 1995.
14. M. N. Mishra, "Money Banking & International Trade", Chand & Company Ltd., New Delhi, 1989.
15. D.M. Mithani, "International Economics", Himalaya Publishing House, New Delhi, 1993.
16. M.L. Jhingan, "International Economics", Vrinda Publications Pvt. Ltd., Delhi, 2006.

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|------------------------|--------------------------|----------------------|
| UNIT -1 THEORIES OF INTERNATIONAL ECONOMICS | | | | |
| 1.1 | Absolute cost theory of Smith | 3 | Discussion | Black Board |
| 1.1.1 | Comparative Cost theory of Ricardo's | 3 | Chalk & Talk | LCD |
| 1.2. | Heckscher- Ohlin Theorem | 3 | Lecture | PPT White board |
| 1.3 | Reciprocal Demand | 4 | Lecture | Black Board |
| 1.4 | Opportunity cost theory | 2 | Lecture | Black Board |
| UNIT -2 BALANCE OF PAYMENT & TRADE | | | | |
| 2.1 | Structure of Balance of payments Accounts | 2 | Lecture | Black Board |
| 2.2 | Disequilibrium and measures to correct disequilibria | 2 | Chalk & Talk | LCD |
| 2.2.1 | FDI – FII- NRI | 2 | Chalk & Talk | PPT |

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| | | | | |
|-------|---|---|--------------------------|------------------|
| 2.2.2 | Foreign Exchange, Reserves, Foreign Exchange Market | 2 | Lecture | Black Board/ |
| 2.2.3 | Foreign Exchange rate – Determination of exchange rate. | 2 | Lecture, Discussion, | PPT, LCD |
| 2.3 | Mint parity theory | 2 | Lecture, | Black Board |
| 2.3.1 | Purchasing power parity theory | 1 | Discussion, Chalk & Talk | LCD, Black Board |
| | Balance of payment theory. | 1 | | |
| | Foreign Exchange Reserves | 1 | | |

UNIT – 3 ECONOMIC INTEGRATION

| | | | | |
|-------|------------------------------------|---|--------------------------|------------------|
| 3.1 | Customs union | 1 | Chalk & Talk, Discussion | Black Board LCD |
| 3.2 | Trade Blocks - Eurocurrency market | 2 | Lecture , Chalk & Talk | PPT, Black Board |
| 3.3 | European Union | 2 | Discussion, Lecture | PPT, LCD |
| 3.3.1 | European Economic Community | 1 | Lecture | Black Board |
| 3.1 | ASEAN | 2 | Lecture | LCD |
| | SAARC | 2 | Discussion | Black Board LCD |
| | SAPTA | 2 | Lecture , | PPT, Black Board |
| | SAFTA | 2 | Discussion, Lecture | PPT, LCD |
| | BRICKS | 1 | Lecture | Black Board |

Unit – V INTERNATIONAL FINANCIAL INSTITUTIONS

CBCS Curriculum for M.A ECONOMICS

| | | | | |
|-------|-------------------------|---|---------|--------------------|
| 4.1 | IMF | 2 | Lecture | Black Board LCD |
| 4.1.1 | IBRD and its affiliates | 2 | Lecture | PPT, Bla Board |
| 4.1.2 | IDA | 2 | Lecture | PPT, LCE |
| 4.2 | IFC | 1 | Lecture | PPT, LCE |
| 4.3 | ADB | 1 | Lecture | PPT, Bla Board |
| 4.4 | UNCTAD | 2 | Lecture | PPT, LCE |
| 4.5 | WTO | 2 | Lecture | PPT, LCE |
| 4.6 | TRIPS | 2 | Lecture | PPT, LCE |
| 4.7 | TRIMS | 1 | Lecture | PPT, LCE |

UNIT – V INDIA'S POSTION AT INTERNATIONAL LEVEL

| | | | | |
|-----|--|---|----------------------|-------------|
| 5.1 | India's foreign trade: Composition, Trend | 2 | Lecture, Discussion | PPT, LCE |
| 5.2 | India's balance of payment | 2 | Chalk &Talk | Black Board |
| 5.3 | India's FDI and FPI- | 2 | Lecture | PPT |
| 5.4 | India's External borrowing | 2 | Lecture, Discussion | PPT, LCE |
| 5.5 | NRI earnings | 2 | Chalk & Talk | Black Board |
| 5.6 | Foreign exchange reserves in India. | 2 | Lecture | PPT |
| 5.7 | India's position in the international level | 1 | Lecture, Discussion, | PPT, LCE |
| 5.8 | International Rating Agencies and their ranking of India in the international level. | 2 | discussion | LCD |

Unit – V DYNAMISM/CURRENTAFFAIR

| | | | | |
|--|---|--|--|-----------------|
| | Trends in India's Public expenditure/Taxation | | | Students report |
|--|---|--|--|-----------------|

CBCS Curriculum for M.A ECONOMICS

| | | | |
|---|--|--|---------------------------------|
| Analyse the current budget | | | submit in group in classroom |
| Trends in India's Public Debt | | | Students PPT Post in classroom |
| Income and Expenditure of Madurai corporation/Municipalities/Local Government | | | Students report submit in class |

| Levels | C1 | C2 | C3 | C4 | Total Scholastic Marks | Non Scholastic Marks C5 | CIA Total | Percentage of Assessment |
|----------------|-------------------|---------------------------|------------------|------------------------|------------------------|-------------------------|-----------|--------------------------|
| | Seminar 5 Mks. | Better of W1, W2 5Mks. | M1+ M2 10 Mks | MID-SEM TEST 15 Mks | 35 Mks. | 5 Mks. | 40Mks. | |
| K2 | 5 | - | - | 2 ½ | - | | - | - |
| K3 | - | 5 | 4 | 2 ½ | 5 | | 5 | 12.5 |
| K4 | - | - | 3 | 5 | 12 | | 12 | 30 |
| K5 | - | - | 3 | 5 | 9 | | 9 | 22.5 |
| Non Scholastic | - | - | - | - | 9 | | 9 | 22.5 |
| Total | 5 | 5 | 10 | 15 | 35 | 5 | 40 | 100 |

| CIA | |
|----------------|-----------|
| Scholastic | 35 |
| Non Scholastic | 5 |
| | 40 |

EVALUATION PATTERN

| SCHOLASTIC | | | | | NON - SCHOLASTIC | MARKS | | |
|------------|----|----|----|----|------------------|-------|-----|-------|
| C1 | C2 | C3 | C4 | C5 | C6 | CIA | ESE | Total |
| 10 | 10 | 5 | 5 | 5 | 5 | 40 | 60 | 100 |

• PG CIA Components

| | | Nos | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 2 * | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Seminar | 1 | - 5 Mks |
| C6 | - Attendance | | - 5 Mks |

****The best out of two will be taken into account***

COURSE OUTCOMES

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

CBCS Curriculum for M.A ECONOMICS

| NO. | COURSE OUTCOMES | KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY) | PSOs ADDRESSED |
|------|---|--|----------------|
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| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
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| CO3 | 3 | 3 | 3 | 3 | 3 |
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| CO5 | 3 | 3 | 3 | 3 | 3 |

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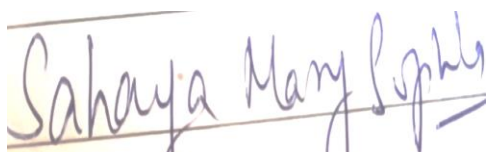
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| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

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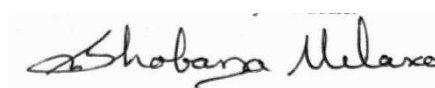
♦ Weakly Correlated -**1**

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