

FATIMA COLLEGE (AUTONOMOUS)



**Re-Accredited with “A++” Grade by NAAC (4th 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 : 2023-2024

FATIMA COLLEGE (Autonomous) Madurai - 18

Template for the Minutes

Department of Economics (M.A)

To be implemented from: 2023-2024 onwards.

Venue: ECONOMICS DEPARTMENT

Convened on: 06.04.2023

CONVENED AT: 2 p.m

Members Present:

1. Dr. M. Regina Mary
Head OF THE DEPARTMENT
Fatima College
M. Regina
6/4/23
2. Dr. M. Chithra, Associate Professor,
Department of Econometrics,
School of Economics, Madurai
Kannan University, Madurai
M. Chithra
06/04/2023
University Nominee
3. Dr. Sowdara Pandian, Dean &
Head, School of Management Studies,
Grandhigam Rural University,
Grandhigam.
Subject Expert
Sowdara Pandian
6/4/23
4. Dr. J. Socrates, Prof & Head
Department of Economics, Manonmaniam
Sundaranar University, Thirunelveli
Subject Expert
J. Socrates
6/4/23
5. Mrs. Uma Maheswari Kannan,
Maditassia Executive Committee
Member, Kappalur Industrial
Estate, Madurai
Industrialist
Uma Maheswari Kannan
6. Mrs. M. Radhika, Assistant Professor,
Department of Economics, Holy Cross
College, Tiruchy.
Alumna
M. Radhika 6/4/23

Date _____

7. Dr. Meena Kumari

8. Dr. S. Iry Jeno

Mrs. A. Gracy Rani

Dr. Mrs. P. Anita

Dr. Mrs. E. Sadaya Mary Sophia

Dr. Mrs. K. Selvalakshmi

Dr. Mrs. R. Sujitha

Dr. Mrs. K. Praveena

Ms. A. Rajeswari

Dean of Academic Affairs

S. Iry Jeno

A. Gracy Rani

P. Anita

E. Sadaya Mary Sophia

K. Selvalakshmi

R. Sujitha

K. Praveena

A. Rajeswari

ACTION TAKEN REPORT FOR 2022-2023

Sl. No. COMMON SUGGESTIONS OFFERED IN THE PREVIOUS BOARD ACTION TAKEN FOR THE ACADEMIC YEAR - 2022-2023

1. 19PG4EE3 - National Income Accounting UNIT-I - History of National Income Accounting was included. UNIT-II - International Indices included. Wholesale Price Index, Consumer Price Index Under the Ministry of Consumer Affairs. UNIT-V Indian Data Collection process was Added. It was implemented.
2. 19PG2E5 - Macro Economics - UNIT I Inflation & Deflation was added. It was implemented.
3. 19PG4E13 - Indian Fiscal System UNIT-II - Trends in India's Public Expenditure during Covid-19. It was implemented.

4. 19PG3E9 - Development Economics
UNIT-III - Impact of Covid 19 on Economy
added. It was implemented
5. 19PG3E10 - Econometrics - Unit V - use
of Dummy Variable, Proxy for
Qualitative & Quantitative Variables
were included. It was implemented
6. 19PG3E15 - Environmental Economics
IV - Covid 19 & the environment, Positive
& Negative environmental effects,
Potential strategies of Environmental
Sustainability were included. It was implemented
7. 19PG3E11 - Research Methodology
UNIT II - Census & Sample Survey
were included. It was implemented

CORE COURSES INTRODUCED (PART-A)-IPG (TANSHE)

S.No	Course Code	Course Title	Relevance To L.R.N. (✓)	Scope For ENRICHED (✓)	Need for Introduction
1.		Advanced Micro Economic Theory Sem I	✓	✓	To be aware of Price determination in various markets.
2.		Indian Economic Development - Sem-I & Policy	✓	✓	To know the Status of Indian Economy.
3.		Statistics For Sem I Economists	✓	✓	✓ To inculcate the skills of statistical Techniques.

SEM II					
4.	Monetary Economics	✓	✓		To equip the knowledge in monetary measures
5.	Mathematical Economics	✓	✓		To enrich the knowledge of application.
6.	Computer Application for Economists	✓	✓	✓	To meet out the technology requirements at global level.

ELECTIVE COURSES INTRODUCED (PART-A)

Sl. No.	Generic/ Discipline	Course Code	Course Title	RELEVANCE TO L R N G EMP. ENT. SD					Need for Introduction
	Specific with Semester								
1.	Discipline Specific-Sem I		Modern Economic Thought/Rural Economics	✓	✓	✓			To analyse the views of various Economists. Need for Development
2.	Discipline Specific-Sem I		Regional Economics/Welfare Economics	✓			✓		To meet out regional demands. To Identify the welfare approaches.
3.	Generic Sem-II		Business Skills for Women/Economics of Everyday life	✓	✓	✓	✓	✓	To be aware of E.D.P. To appear for competitive exams.
4.	Discipline Specific Sem-II		Urban Economics/Economics of climate change	✓			✓	✓	To know about urban development Schemes. Impact

Skill Enhancement/Ability Enhancement/Part - B]

Sr No.	S.E.C. / AEC with Semesters	Course Code	Course Title	Relevance TO	Scope FOR	Need for Introduction
				L.R.N.G.	EMP. ENT. SD	
1.	S.E.C - Sem I		Financial Economics	✓	✓	To know about BSE, NSE,
2.	S.E.C Sem II		Economics of Social Issues	✓	✓	To be aware of social Issues

Details of Proposed/signed MOUs - NIL

REVISED COURSES

Sr No.	Course Code	Course Title	NO. Title of Unit Revised of with the Revised Re Contents specified if it is not the slow whole Unit	Need for Revision	RELEVANCE TO	SCOPE FOR L.R.N.G. EMP. ENT. SD
1.	19PG1E2	Statistical Methods	UNIT-I Probabi lity can be added 2/	To equip the knowledge	✓ ✓	✓
2.	19PG3E11	Research Methodology	UNIT-I Empirical testing can be included. UNIT-III Statistical Test removed UNIT V Scaling Techniques Statistical		✓ ✓ ✓	✓

inference direct
scale can be added

3. 19PG3E10 Econometrics UNIT-I Methodology 6% To enhance
of research can be the knowledge
added. Probit, in applying
logit and Tobit' econometric
models functions ✓ ✓
4. 19PGF1E10 Business UNIT-III Govt 18% To enhance
skills for institutions & schemes the
Women Central schemes, entrepreneurial
Startup India, Skill skills
India, MSME
Pradhan Mantri
Mudrayojana, SSI,
SIDO, NSIC, SIDCO
UNIT-I-Venture
Capital & export
finance can be added
iv- Poultry farming
has been added ✓ ✓ ✓ ✓ ✓
5. 19PG2E10 Macro unit-I-National 8% To equip
Economic Income & its measu the knowledge
Analysis rement, importance in National
of National Income Income
estimation has been estimation
added UNIT-IV
Policy Implications
has been added ✓ ✓

6.	19PG3EE2	Gender Economics	UNIT-V - Women & Development, gender 2% development is added	Need of the hour	✓	✓
7.	19PG4EE3	Indian Fiscal	UNIT-I - Working of Fiscal Federalism 3% System in India, GST design, implementation impact is added.	To enrich knowledge on Centre state relationships	✓	✓
8.	19PG3EE9	Developed Economics	Unit-V - Human Capital with technological development is added.	To gain knowledge on HRD.	✓	✓
9.	19PG4EE4	International Economics	Unit-2. Stolper Samuelson & Rybe Zynski theorem has been 6% added. UNIT-II - Repletion of FDI on FDI is removed & added in Unit V	To expand the knowledge on theories of growth.	✓	✓

CHANGE OF COURSE

Should Course	New Course	Old Course	New Course	Need for change
Code	Code	Title	Title	
19PG4EE2	19PG4EE3	NATIONAL Income	ECONOMICS of Sustainable Development	To meet the need of the hour.

NEW COURSE INTRODUCED

Sl. No	COURSE NO	COURSE CODE	COURSE TITLE	RELEVANCE TO				SCOPE FOR		Need for Introduction
				L	R	N	G	EMP	ENT	
	22PG3F12		International Economics					✓	✓	To cater to the needs of Job market.

REVISION OF COURSES [TRANSITIVE]

Sl. No	COURSE NO	COURSE CODE	COURSE TITLE	NO. OF UNITS REVISED WITH THE REVISED CONTENT RE SPECIFIED IF IT IS NOT THE WHOLE SION UNIT	NEED FOR REVISION	RELEVANCE TO				SCOPE FOR
						L	R	N	G	

1. Advanced Board Accepted Micro the Syllabus Economic Theory. To enrich knowledge on demand market, price fixation.

2. INDIAN UNIT IV - Unemployment ECONOMIC in India, poverty, the status DEVELOP and inequality of Indian -MENT and in India was Economy. POLICY added. UNIT V - MSME added.

S/L Course Course No. Title %
 No Code Title of Units of
 Revised with the Revised VI
 Content Sign
 Specified if
 it is not the
 whole unit

3. Statistics Board To equip ✓
 For Accepted skills ✓
 Economists the In Statis
 Syllabus. -tical
 Techniques

4. Modern unit - I To analyse ✓
 Economic Includng the views ✓
 Thought Indian of global
 Economist 16/ Economists
 Amartya Sen,
 Gandhi,
 Dadabai
 Naoroji
 V. K. R. V. Rao
 J. C. Kumara
 J. P. S. Mahalanobis
 Singh
 UNIT - I
 Mexican

4 Course No Code Course Title NO. & TITLE OF UNITS OF REVISION & R N G EMPENT SD
 NEED FOR RELEVANCE TO SCOPE FOR
 REVISED RE
 WITH THE VI
 REVISED SI
 CONTENT ON
 SPECIFIED IF
 IT IS NOT THE
 WHOLE UNIT

Economic
 thought was
 included.

5 Rural UNIT II To gain ✓ ✓ ✓
 Economic MSME knowledge 2%
 added on Rural
 Development.

6. REGIONAL UNIT V To Support ✓ ✓
 Economic SMART CITY, the Regional 12%
 SATELLITE development
 TOWNS, through
 NATIONAL increasing
 HIGHWAYS, knowledge
 MASS RAPID on Urban
 TRANSIT development
 SYSTEM added. programmes

SI COURSE NO. & TITLE % NEED FOR RELEVANCE SCOPE FOR
 NO CODE TITLE OF UNITS OF REVISION L R N C7 EMP ENT SD
 REVISED WITH RE
 THE REVISED VI
 CONTENT SI
 SPECIFIED ON
 IF IT IS NOT
 THE WHOLE
 UNIT

7. WELFARE BOARD To identify ✓ ✓
 ECONOMICS APPROVED the welfare
 THE approaches.
 SYLLABUS

8. FINANCIAL UNIT - IV To enrich ✓ ✓
 ECONOMICS MONEY MARKET knowledge
 has been 21. on Secondary
 added before market.
 Call money
 market.

9. MONETARY BOARD To equip ✓ ✓
 ECONOMICS APPROVED the knowledge
 Syllabus on Monetary
 Control
 Measures.

10

Mathematical BOARD
Methods APPROVED
THE
SYLLABUS

✓ ✓

11

Computer syllabus
Application approved
for Economists

To update the
skills in par
with job
requirements.

✓ ✓

12

Business UNIT II -
Skills for Budgeting 2: The employa
women was added.

To increase
the employa
- bility skills.

✓ ✓ ✓ ✓ ✓

13

Urban UNIT - IV
Economics urban develo
pment Scheme, 147 about Urban
added; Peri development
pheral area Schemes;
development,
satellite
towns and
cities added.
CMDA
added.

To know
about Urban
development
Schemes.

✓ ✓

14.

Economics Board
of climate approved
change the syllabus.

To enhance the
knowledge on
impact of
climate change.

R N G EMP ENT SL
✓ ✓ ✓

15.

Economics UNIT V
of Social Caste Disease 1/2
Issues - not least
disease.

To be aware
of Social
Issues'

✓ ✓ ✓

REVISION OF COURSES - OBE

1.

1996 EL [redacted]
[redacted]
[redacted]
[redacted]
[redacted]

To know
the current
Issues.

✓ ✓

2.

[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]

To meet out
the need of
the hour.

✓ ✓

3.

[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]

To enrich
knowledge on
dependence on
Foreign Capital.

✓ ✓ ✓

To meet
the global
market
requirements.

NEW COURSES INTRODUCED

S/No	Old Course Code	New Course Code	Old Course Title	New Course Title	Need for Change
1.	19PG4EE3	19PG4EE3	National Income A/c	Economics of Sustainable Development	To enhance the knowledge in current issues.
2.			Economics in Everyday life	E-Economics	To update the technical skills.

OTHER SUGGESTIONSCOMMENDATIONS

Dr. Saundara Pandian

Uniformly follow five
units for all courses as per the
TANSCHE guidelines. Dynamism
could be removed.

Programme Outcome should
be correlated with the course
outcome.

Dr. J. Saccatias

Maintain equality between
credits & hours.

Updation in par with
National Programme on Technology
Enhanced Learning

Dr. M. Chitra

Insisted on different
subject code for optional
elective. Reference on Ramesh
Singh book, in order to facilitate
the students to appear for
IAS and IES examinations.

Ms. Radhika

To get recent information
Pratiyogita Darpan
magazine could be used.
Inculcate the habit of extra
reading among the students.

Date

Signature of the Board Members

1. Dr. M. Regina Mary [HOD]
2. Dr. M. Chitra [University Nominee]
3. Dr. Soundara Pandian [Subject Expert]
4. Dr. J. Sacratees [Subject Expert]
5. Mrs. Uma Maheswari Kannan [Industrialist]
6. Mrs. M. Radhika [Alumna]
7. Dr. Meena Kumari [Dean of Academic affairs]
8. Dr. Mrs. S. Ivy Jeno
9. Mrs. A. Gracy Rani
10. Dr. Mrs. P. Anita
11. Dr. Mrs. Selaya Mary Sophia
12. Dr. Mrs. K. Selvalakshmi
13. Dr. Ms. R. Suji Karthika
14. Dr. Mrs. K. Praveena
15. Ms. A. Rajeswari

U. Regina Mary
Uchuk 6/11/23

M. Chitra
M. Chitra 6/11/23

M. Radhika 6/11/23

S. Ivy Jeno

A. Gracy Rani

P. Anita

S. Selaya Mary Sophia

K. Selvalakshmi

R. Suji Karthika

K. Praveena

A. Rajeswari

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
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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

**M.A.,
ECONOMICS
SYLLABUS
FIRST YEAR - FIRST SEMESTER**

Course Components	Name of the Course	I n s . H r s	C r e d i t s	C I A	E x t e r n a l	T o t a l
Core Paper-I	23PG1E1 - Advanced Micro Economics	6	5	40	60	100
Core Paper-II	23PG1E2 - Indian Economic Development and Policy	6	5	40	60	100
Core Paper-III	23PG1E3 - Statistics for Economists	6	4	40	60	100
Elective-I	23PG1EE1/ 23PG1EE2 Modern Economic Thought / Rural Economics	5	3	40	60	100
Elective-II	23PG1EE3 / 23PG1EE4 Regional Economics / Welfare Economics	5	3	40	60	100
AEC	23PG1EAE ABILITY ENHANCEMENT COURSE FINANCIAL ECONOMICS	2	1	40	60	100
Total		30	21			

FIRST YEAR -SECOND SEMESTER-

Course Components	Name of the Course	I n s H r s .	C r e d i t s	C I A	E x t e r n a l	T o t a l
Core Paper-IV	23PG2E4 - Monetary Economics	6	5	40	60	100
Core Paper-V	23PG2E5 - Labour Economics	6	5	40	60	100
Core Paper-VI	23PG2E6 - Mathematical Economics	6	4	40	60	100
Elective-III	23PG2EE5 - Gender Economics / 23PG2EE6 - Urban Economics	4	3	40	60	100
Elective-IV	23PG2EE7 - Resource Economics / 23PG2EE8 - Economics of Climate Change	4	3	40	60	100

Skill Enhancement Course / NME	23PG2ESE2 - Social Ethics and Responsibilities – Women Empowerment, Disability, Social Inclusion. WOMEN AND ENTREPRENEURSHIP	4	2	40	60	100
Total		30	22			

PROGRAMME CODE:

PROGRAMME CODE:								
S.No	SEM	COURSECODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1	III	19PG3E9	DEVELOPMENT ECONOMICS	6	4	40	60	100
2		19PG3E10	ECONOMETRICS	6	4	40	60	100
3		19PG3E11	RESEARCH METHODOLOGY	6	5	40	60	100
4		22PG3AE12	INTERNATIONAL ECONOMICS	4+2	5	40	60	100
5	IV	19PG4E13	INDIAN FISCAL SYSTEM	6	5	40	60	100
6		19PG4E14	INTERNATIONAL ECONOMICS	6	5	40	60	100
7		19PG4E15	BEHAVIORAL ECONOMICS	6	5	40	60	100
8		19PG4E16	ENVIRONMENTAL ECONOMICS	6	5	40	60	100
Total				96	70			

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

S. No	SEM	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ES E Mks	TOT. Mks
1	III	19PG3EE1/ E2	AGRICULTURAL ECONOMICS/ GENDER ECONOMICS	4	4	40	60	100
		19PG3SIL1	Summer Internship	-	3	40	60	100
2	IV	23PG4EE3/ E4	ECONOMICS OF SUSTAINABLE DEVELOPMENT / INDUSTRIAL ECONOMICS	4	4	40	60	100
		19PG4PR	Project	-	3	40	60	100
TOTAL				14	20			

OFF-CLASS

OLD

2%

IV SEMESTER II MA ECONOMICS

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG4E1 6	ENVIRONMENTAL ECONOMICS	6	5

COURSE DESCRIPTION

Awareness on environmental problems and issues in India and in the rest of the world

COURSE OBJECTIVE/S

1. To make students aware of environmental problems facing our countries
2. To study how economic activities affect the environment.
3. To understand some important and core issues of environment.

4. To improve the knowledge on scarce energy usages
5. To enlighten them on environmental protection efforts
6. To develop understanding of the key concepts of environmental economics and their relevance in the business settings
7. To equip students to apply tools of environmental economics in resolving business.

UNIT I: BASIC CONCEPTS AND THEORIES

[15 HRS]

Ecosystem: Biotic and Abiotic- Five Spheres of Atmosphere - Pollution: Land, water, Air, Nuclear, Marine, Noise etc- Climatic Change and Global warming- Ozone depletion, Acid Rain - Externalities-Market Failure - Environment as a Public Good: Tragedy of Commons - Coase Theorem - Private Market

UNIT II : ENERGY AND RESOURCES

[15 Hrs]

Renewable & Non-renewable Sources of Energy: Thermal, Nuclear, Hydel Power, Solar, Wind & Nuclear Energy - Water Resource: Drought, Groundwater scarcity, Land Resource: Soil Erosion, Deforestation, Desertification, Agri-land Degradation-Pesticide Pollution, Forest Resource: Deforestation, Mineral Resources -Man-Animal Conflict

UNIT III: INDIAN ENVIRONMENTAL CHALLENGES

[15 Hrs]

Interlinking of rivers - Cauvery water issue -Vaigai River issues- Sethu Samudram Project- Koodankulam Project – Neutrino- Kathiramangalam Methane issue - Chennai - Salem Greenfield Highway Project- Enayam Port –Sterlite Issue- Kulasai Rocket Launching Issue - Bhopal Gas Tragedy - Agricultural and Farmer Challenges. [Ocean Acidification.](#)

UNIT IV: INTERNATIONAL ENVIRONMENTAL ISSUES:

[15 Hrs]

Carbon Neutral, Chernobyl disaster- Japan nuclear disaster- Clemenceau ship issue - Rio Summit deliberations- Club of Rome Model- Natural Disasters: Flood, Tsunami, Earthquake, Vulcano, Forest Fire Nuclear wars - International waste dumping in sea and space – Environmental ranking of countries: Footprint Index - Green National Accounts-

UNIT V: ENVIRONMENTAL THEORIES AND MANAGEMENT

[15 Hrs]

Economic Instruments: Education, Public Participation, Regulations, Direct Action, Prohibition - Non-economic Instruments: Fiscal Measures, Effluent Charges, Subsidies - Air Act 1981- Water (Prevention and Control of Pollution) Act, 1974 and The Indian Forest Act, 1927 The Wildlife Protection Act, 1972 -The Forest Conservation Act, 1980 - Cost Benefit Analysis - Safe Minimum Standards

Unit VI Dynamism: Practical Evaluation Components

Group Survey of Madurai water resource: Ponds and streams - Madurai Solid waste Management - case study and presentation of State, national or international environmental issues

References

1. Hanley, Nick, J.F. Shogren, and Ben White (2001), Introduction to Environmental Economics (London: OxfordUniversity Press).
2. Karpagam M. (1998), Environmental Economics (Sterling Publishers, New Delhi).
3. Field, Barry C (2001), Natural Resource Economics: An Introduction (London: McGraw Hill).
4. Sankar U (2000), Environmental Economics (OxfordUniversity Press: New Delhi).
5. Baumol .J. William and Oates .E.Wallace, “The Theory of Environmental Policy Externalities, Public Outlay on the Quality of Life”, Prentice Hall Inc.,1987.
6. Burrows P., “The Economic Theory of Pollution Control”, Marton Robertson Publication, 1988.
7. DhulasiBirinda, “ Environomics”, Allied Publication, Ahamedabad, 2001.
8. Eugene T., “Environmental Economics”, Vrinda Publication New Delhi, 2004.
9. Karpagam M., “Environmental Economics”, Sterling Publishers Private Ltd.,
10. Mahajan V.S., “Environment Planning, Machinery and Management”, Deep & Deep Publns
11. MaheswarDayal, “Renewable Energy, Environment and Development”, Konark Publishers, New Delhi, 1989.
12. Kjell Arne Brekke “Economics growth and the environment” Edwardel Edgar Publishing Limited UK 1997
13. Antonio S. Camara “Environmental systems a multidimensional approach”US by Oxford University Press Inc. NewYork 2002
14. Alan Cottrell “Environmental economics”Edward Arnold Publisher Ltd. London 1978
15. Antonica Cornwell & John Creedy “Environmental taxes and economic welfare”Edward Elgar Publishing Ltd Uk& USA ,1997
16. Andrew Holden “Environment and tourism” Routledge Taylor & Francis Group Uk 2003
17. P.K. Rao “International environmental” Blackwell Publishers Inc USA 2002
18. Peter B. “Kaufman creating a sustainable future” SCI Tech Publishing LIC, USA 2002

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://epi.yale.edu/>
2. <https://www.unep.org/resources/report/global-metrics-environment-environmental-performance-index-ranks-countries>
3. <https://www.downtoearth.org.in/news/wildlife-biodiversity/india-must-redouble-sustainability-efforts-environment-performance-index-71603>
4. http://web.ccsu.edu/faculty/kyem/GEOG433/International_Problems/INTERNATIONAL_ENVIRONMENTAL_PROBLEMS.htm

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COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT I: BASIC CONCEPTS AND THEORIES				
1.1	Eco-System Biotic and Abiotic Ecosystem: - Five Spheres of Atmosphere –	2	PPT and lecture	LCD
1.2	Pollution: Land, water, Air, Nuclear, Marine, Noise etc	4	You tube videos	Black board
1.3	Ozone depletion, Acid Rain Climatic Change and Global warming	4	lecture	Class room
1.4	Externalities-Market Failure - Environment as a Public Good	2	PPT and lecture	LCD
1.5	- Tragedy of Commons - Coase Theorem - Private Market	3	PPT and lecture	LCD
UNIT II : ENERGY AND RESOURCES				
2.1	Renewable & Non-renewable Sources of Energy	3	You tube viedo	black Board
2.2	Thermal, Nuclear, Hydel Power	3	You tube viedo	black Board
2.3	Solar, Wind & Nuclear Energy -	3	You tube viedo	Black Board
2.4	Water Resource: Drought, Groundwater scarcity,	3	You tube viedo	Smart Board

2.5	Land Resource: Soil Erosion, Deforestation, Desertification, Agri-land Degradation-Pesticide Pollution, Forest Resource: Deforestation, Mineral Resources -Man-Animal Conflict	3	lecture	
UNIT III: INDIAN ENVIRONMENTAL CHALLENGES				
3.1	Interlinking of rivers- Cavery water issue -Vaigai River issues	2	Lecture and discussion	Smart Board
3.2	SethuSamuthram Project	3	Lecture	Smart Board
3.3	Koodankulam Project – Nutrino-Kathiramamangalam Metane issue	3	Lecture	Black Board
3.4	Chennai-Salem Greenfield Highway Project	2	Lecture	Smart Board
3.5	Enayam Port, Sterlite Issue-Kulasai Rocket Launching Issue	3	Lecture	Smart Board
3.6	Bhopal Gas Tragedy - Agricultural and Farmer Challenges	2	Lecture	Black Board
3.7	Ocean Acidification.	1	Lecture	Black Board
UNIT IV: INTERNATIONAL ENVIRONMENTAL ISSUES				
4.1	Carbon Neutral, Chernobyl disaster- Japan nuclear disaster- Clemenceau ship issue	3	Lecture &Viedo	Smart Board
4.2	Rio Summit deliberations- Club of Rome Model	3	Lecture &Viedo	Smart Board
4.3	Natural Disasters: Flood, Psunami, Earthquake, Volcano, Forest Fire	3	Lecture &Viedo	Black Board
4.4	Nuclear wars –International waste dumping in sea and space –	3	Lecture &Viedo	Smart Board

4.5	Environmental ranking of countries: Footprint Index - Green National Accounts	3	Lecture & Video	Smart Board
UNIT V: ENVIRONMENTAL THEORIES AND MANAGEMENT				
5.1	Economic Instruments: Education, Public Participation, Regulations, Direct Action, Prohibition	5	Lecture	Black board
5.2	Non-economic Instruments: Fiscal Measures, Effluent Charges, Subsidies	5		
5.3	Air Act 1981- Water (Prevention and Control of Pollution) Act, 1974 and The Indian Forest Act, 1927 The Wildlife Protection Act, 1972 -The Forest Conservation Act, 1980	5	Lecture	Black board
5.4	Cost Benefit Analysis - Safe Minimum Standards	5	Lecture	Black board

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/ PPT				

	10 Mk s.	10 Mk s.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	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

SCHOLASTIC		NON - SCHOLASTIC	MARKS	
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	Know core concepts and methods from ecological and physical sciences and their application in environmental problem-solving.	K2	PSO1& PSO2
CO 2	Appreciate key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.	K2, K3	PSO3
CO 3	Gain knowledge on ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.	K2, K4	PSO5
CO 4	Reflect critically about their roles and identities as citizens, consumers and environmental	K2, K3 & K4	PSO4

	actors in a complex, interconnected world.		
CO5	Get skills on cultural, and the context of issues and the links between human and environment.	K2, 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

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

♦ Weakly Correlated -1

Mapping COs Consistency with POs

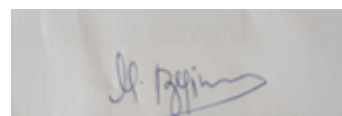
CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	2	3	3	2
CO3	3	3	2	3	3	2	3
CO4	3	2	3	3	3	1	3
CO5	3	3	3	1	3	3	3

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

♦ Weakly Correlated -1

COURSE DESIGNER

FORWARDED BY



DR.M.REGINA MARY
HEAD OF THE DEPARTMENT

NEW**2%**

IV SEMESTER
II MA ECONOMICS

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG4E1 6	ENVIRONMENTAL ECONOMICS	6	5

COURSE DESCRIPTION

Awareness on environmental problems and issues in India and in the rest of the world

COURSE OBJECTIVE/S

1. To make students aware of environmental problems facing our countries
2. To study how economic activities affect the environment.
3. To understand some important and core issues of environment.
4. To improve the knowledge on scarce energy usages
5. To enlighten them on environmental protection efforts
6. To develop understanding of the key concepts of environmental economics and their relevance in the business settings
7. To equip students to apply tools of environmental economics in resolving business.

UNIT I: BASIC CONCEPTS AND THEORIES

[15 HRS]

Ecosystem: Biotic and Abiotic- Five Spheres of Atmosphere - Pollution: Land, water, Air, Nuclear, Marine, Noise etc- Climatic Change and Global warming- Ozone depletion, Acid Rain - Externalities-Market Failure - Environment as a Public Good: Tragedy of Commons - Coase Theorem - Private Market

UNIT II : ENERGY AND RESOURCES

[15 Hrs]

Renewable & Non-renewable Sources of Energy: Thermal, Nuclear, Hydel Power, Solar, Wind & Nuclear Energy - Water Resource: Drought, Groundwater scarcity, Land Resource: Soil Erosion, Deforestation,

Desertification, Agri-land Degradation-Pesticide Pollution, Forest Resource: Deforestation, Mineral Resources -Man-Animal Conflict

UNIT III: INDIAN ENVIRONMENTAL CHALLENGES [15 Hrs]

Interlinking of rivers - Cauvery water issue –Vaigai River issues- Sethu Samudram Project- Koodankulam Project – Neutrino- Kathiramangalam Methane issue - Chennai - Salem Greenfield Highway Project- Enayam Port –Sterlite Issue- Kulasai Rocket Launching Issue - Bhopal Gas Tragedy - Agricultural and Farmer Challenges. **Ocean Acidification.**

UNIT IV: INTERNATIONAL ENVIRONMENTAL ISSUES: [15 Hrs]

Carbon Neutral, Chernobyl disaster- Japan nuclear disaster- Clemenceau ship issue - Rio Summit deliberations- Club of Rome Model- Natural Disasters: Flood, Tsunami, Earthquake, Vulcano, Forest Fire Nuclear wars - International waste dumping in sea and space – Environmental ranking of countries: Footprint Index - Green National Accounts-

UNIT V: ENVIRONMENTAL THEORIES AND MANAGEMENT [15 Hrs]

Economic Instruments: Education, Public Participation, Regulations, Direct Action, Prohibition - Non-economic Instruments: Fiscal Measures, Effluent Charges, Subsidies - Air Act 1981- Water (Prevention and Control of Pollution) Act, 1974 and The Indian Forest Act, 1927 The Wildlife Protection Act, 1972 -The Forest Conservation Act, 1980 - Cost Benefit Analysis - Safe Minimum Standards

Unit VI Dynamism: Practical Evaluation Components

Group Survey of Madurai water resource: Ponds and streams - Madurai Solid waste Management - case study and presentation of State, national or international environmental issues

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1. Hanley, Nick, J.F. Shogren, and Ben White (2001), Introduction to Environmental Economics (London: OxfordUniversity Press).
2. Karpagam M. (1998), Environmental Economics (Sterling Publishers, New Delhi).
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25. <https://www.edf.org/climate/methane-other-important-greenhouse-gas>
26. <http://www.environment.gov.au/marine/publications/factsheet-dumping-wastes-sea>

COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT I: BASIC CONCEPTS AND THEORIES				
1.1	Eco-System Biotic and Abiotic	2	PPT and lecture	LCD

	Ecosystem: - Five Spheres of Atmosphere –			
1.2	Pollution: Land, water, Air, Nuclear, Marine, Noise etc	4	You tube videos	Black board
1.3	Ozone depletion, Acid Rain Climatic Change and Global warming	4	lecture	Class room
1.4	Externalities-Market Failure - Environment as a Public Good	2	PPT and lecture	LCD
1.5	- Tragedy of Commons - Coase Theorem - Private Market	3	PPT and lecture	LCD
UNIT II : ENERGY AND RESOURCES				
2.1	Renewable & Non-renewable Sources of Energy	3	You tube viedo	black Board
2.2	Thermal, Nuclear, Hydel Power	3	You tube viedo	black Board
2.3	Solar, Wind & Nuclear Energy -	3	You tube viedo	Black Board
2.4	Water Resource: Drought, Groundwater scarcity,	3	You tube viedo	Smart Board
2.5	Land Resource: Soil Erosion, Deforestation, Desertification, Agri-land Degradation-Pesticide Pollution, Forest Resource: Deforestation, Mineral Resources -Man-Animal Conflict	3	lecture	
UNIT III: INDIAN ENVIRONMENTAL CHALLENGES				
3.1	Interlinking of rivers- Cavery water issue -Vaigai River issues	2	Lecture and discussion	Smart Board
3.2	SethuSamuthram Project	3	Lecture	Smart Board

3.3	Koodankulam Project – Nutrino-Kathiramamangalam Metane issue	3	Lecture	Black Board
3.4	Chennai-Salem Greenfield Highway Project	2	Lecture	Smart Board
3.5	Enayam Port, Sterlite Issue-Kulasai Rocket Launching Issue	3	Lecture	Smart Board
3.6	Bhopal Gas Tragedy - Agricultural and Farmer Challenges	2	Lecture	Black Board
3.7	Ocean Acidification.	1	Lecture	Black Board
UNIT IV: INTERNATIONAL ENVIRONMENTAL ISSUES				
4.1	Carbon Neutral, Chernobyl disaster- Japan nuclear disaster-Clemenceau ship issue	3	Lecture & Viedo	Smart Board
4.2	Rio Summit deliberations- Club of Rome Model	3	Lecture & Viedo	Smart Board
4.3	Natural Disasters: Flood, Psunami, Earthquake, Volcano, Forest Fire	3	Lecture & Viedo	Black Board
4.4	Nuclear wars –International waste dumping in sea and space –	3	Lecture & Viedo	Smart Board
4.5	Environmental ranking of countries: Footprint Index - Green National Accounts	3	Lecture & Viedo	Smart Board
UNIT V: ENVIRONMENTAL THEORIES AND MANAGEMENT				
5.1	Economic Instruments: Education, Public Participation, Regulations, Direct Action, Prohibition	5	Lecture	Black board
5.2	Non-economic Instruments: Fiscal Measures, Effluent Charges, Subsidies	5		
5.3	Air Act 1981- Water (Prevention and Control of Pollution) Act, 1974 and	5	Lecture	Black board

	The Indian Forest Act, 1927 The Wildlife Protection Act, 1972 -The Forest Conservation Act, 1980			
5.4	Cost Benefit Analysis - Safe Minimum Standards	5	Lecture	Black board

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/ PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %

Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	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	Know core concepts and methods from ecological and physical sciences and their application in environmental problem-solving.	K2	PSO1& PSO2
CO 2	Appreciate key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.	K2, K3	PSO3
CO 3	Gain knowledge on ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.	K2, K4	PSO5
CO 4	Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.	K2, K3 & K4	PSO4
CO5	Get skills on cultural, and the context of issues and the links between human and environment.	K2, 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

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

Mapping COs Consistency with POs

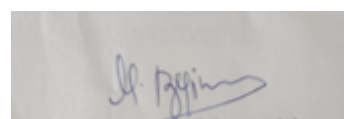
CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	2	3	3	2
CO3	3	3	2	3	3	2	3
CO4	3	2	3	3	3	1	3
CO5	3	3	3	1	3	3	3

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

♦ Weakly Correlated -1

COURSE DESIGNER

FORWARDED BY



DR.M.REGINA MARY
HEAD OF THE DEPARTMENT

OLD

8%

III SEMESTER

II MA ECONOMICS ELECTIVE

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG3EE 2	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 issues as an opportunity to present 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 participation - Occupational Segregation and Crowding-in Effect - Marginalization of women - market bias

UNIT III: GENDER INDICES AND DEVELOPMENT (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) **Women in Development(WID) Gender and Development-Women and Empowerment-Women and Environment- Eco feminism.**

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)

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
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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
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				
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
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

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	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	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

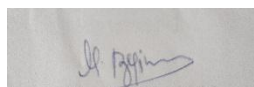
Mapping COs Consistency with POs

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

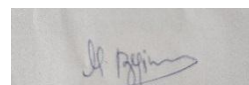
♦ Weakly Correlated -1

COURSE DESIGNER



**DR.M.REGINA MARY &
DR. SAHAYA MARY SOPHIA
HEAD OF THE DEPARTMENT**

FORWARDED BY



DR.M.REGINA MARY

NEW
8%

III SEMESTER

II MA ECONOMICS ELECTIVE

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG3EE 2	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 participation – Occupational Segregation and Crowding-in Effect - Marginalization of women - market bias

UNIT III: GENDER INDICES AND DEVELOPMENT

(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) Women in Development(WID) Gender and Development- Women and Empowerment-Women and Environment- Eco feminism.

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)

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
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UNIT -1INTRODUCTION				
1.1	Concept of Gender Economics - Invisibility	4	Chalk & Talk	Black Board
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				
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
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

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	

K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	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

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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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	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

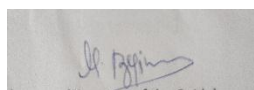
Mapping COs Consistency with POs

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

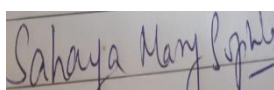
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

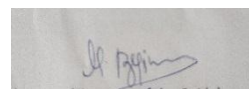
COURSE DESIGNER



**DR.M.REGINA MARY &
DR. SAHAYA MARY SOPHIA
HEAD OF THE DEPARTMENT**



FORWARDED BY



DR.M.REGINA MARY

OLD

6%

II MA ECONOMICS III SEMESTER

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG3E 9	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. To equip the student with sound knowledge to appear for IES, IAS, NET, SET, JRF and other competitive examinations.
2. To enrich the knowledge of the students about the various concepts, theories and models of economic development.
3. To enable the students to understand the role of foreign Aid and foreign capital in Economic Development
4. To 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 – Critical Minimum effort – Low level of Equilibrium trap –The wage Goods Model - Solow's Theoretical Model.

UNIT III: STATE AND ECONOMIC DEVELOPMENT [15 HRS]

The role of State in development- Market failure state failure and development – Trade policy in development: import substitution – export promotion – Fiscal policy or development – The role of financial system in development – role of central banks.

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

Foreign Capital - types of foreign Capital -Need for Foreign Capital- the case for and against 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 — Costs and Benefits of aid – its implications

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

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/CURRENTAFFAIR:

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

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE				
Module No.	Topic	No. of Lectures	Content Delivery Method	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	Chalk & Talk	Black Board
1.1:1	Joan Robinsons model – Kaldor and Meade model. - Amarthya Sen's capability approach to economic development.	7	Chalk & Talk	LCD
UNIT II: 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	The role of State in development- Market failure state failure and development – Trade policy in development: import substitution – export promotion	8	lecture	Block board
3.2	Fiscal policy or development – The role of financial system in development – role of central banks.	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	WhiteBoard
4.2	– Tied Vs Untied Aid – Factors Determining The Amount Of Foreign Aid For Economic Development – Aid Or Trade Two – gap model – A Critical Appraisal	5	Chalk & Talk	Block 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	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
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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", Ramlal Puri 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,
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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>

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/ PPT				

	10 Mk s.	10 Mk s.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	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

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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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***

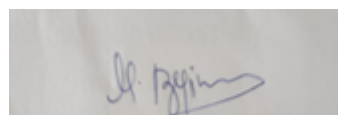
COURSE OUTCOMES (CO)

No	COURSE OUTCOME	KNOWLEDGE LEVEL
CO 1	Understanding the models of Economic Development	K1/K2/K3
CO 2	Knowledge on Theories of Economic Development	K2/K3/K4
CO 3	Enabled Students to assess the role of state in Economic Development	K3
CO 4	Able to evaluate the impact of foreign capital and Foreign aid on Economic Development	K2/K3/K4

CO 5	Made to Identify the technological development in India and to discuss the Effects of Development Oriented Economic policies.	K2/K3/K4
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Course Designer

Forwarded By



(Dr. C. Sahaya Mary Sophia)

DR. M.REGINA MARY

Head of the Department

**NEW
6%**

**II MA ECONOMICS
III SEMESTER
(For those who joined in 2019 onwards)**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG3E 9	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

5. To equip the student with sound knowledge to appear for IES, IAS, NET, SET, JRF and other competitive examinations.
6. To enrich the knowledge of the students about the various concepts, theories and models of economic development.
7. To enable the students to understand the role of foreign Aid and foreign capital in Economic Development
8. To 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 – Critical Minimum effort – Low level of Equilibrium trap –The wage Goods Model - Solow's Theoretical Model.

UNIT III: STATE AND ECONOMIC DEVELOPMENT

[15 HRS]

The role of State in development- Market failure state failure and development – Trade policy in development: import substitution – export promotion – Fiscal policy or development – The role of financial system in development – role of central banks.

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

Foreign Capital - types of foreign Capital -Need for Foreign Capital- the case for and against 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 — Costs and Benefits of aid – its implications

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

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/CURRENTAFFAIR:

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

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Content Delivery Method	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	Chalk & Talk	Black Board
1.1:1	Joan Robinsons model – Kaldor and Meade model. - Amarthya Sen's capability approach to economic development.	7	Chalk & Talk	LCD
UNIT II: 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	The role of State in development- Market failure state failure and development – Trade policy in development: import substitution – export promotion	8	lecture	Block board
3.2	Fiscal policy or development – The role of financial system in development – role of central banks.	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	WhiteBoard
4.2	– Tied Vs Untied Aid – Factors Determining The Amount Of Foreign Aid For Economic Development – Aid Or Trade Two – gap model – A Critical Appraisal	5	Chalk & Talk	Block 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	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

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13. K.D. Gaur, Sarup & Sons, “Economics of Growth Planning”, New Delhi,

14. 1st Edition 1995.

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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/>

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<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>

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %

K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	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

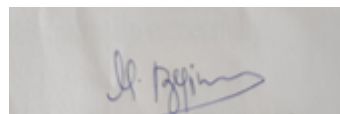
PG CIA Components

				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 (CO)

No	COURSE OUTCOME	KNOWLEDGE LEVEL
CO 1	Understanding the models of Economic Development	K1/K2/K3
CO 2	Knowledge on Theories of Economic Development	K2/K3/K4
CO 3	Enabled Students to assess the role of state in Economic Development	K3
CO 4	Able to evaluate the impact of foreign capital and Foreign aid on Economic Development	K2/K3/K4
CO 5	Made to Identify the technological development in India and to discuss the Effects of Development Oriented Economic policies.	K2/K3/K4

Course Designer**(Dr. C. Sahaya Mary Sophia)****Forwarded By****DR. M.REGINA MARY**
Head of the Department

OLD**4%****III SEMESTER****IV SEMESTER**

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	22PG3AE1 2	INTERNATIONAL ECONOMICS	6	4

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 - Foreign Trade Multiplier - India's position in the international level - International Rating Agencies

UNIT: II BALANCE OF TRADE AND FOREIGN EXCHANGE [15 Hrs]

Import and Export - **Importance of foreign trade** - India's foreign trade: Composition of Trade - Foreign Exchange Reserves - Foreign Exchange Market - Foreign Exchange rate - Determination of exchange rate - Mint parity theory

UNIT: III BALANCE OF PAYMENT [15 Hrs]

Meaning and Importance of balance of trade - Structure of Balance of payments Accounts - Purchasing power parity theory - Balance of payment theory - Disequilibrium and measures to correct disequilibria - FDI - FII - NRI - India's External borrowing

UNIT IV: ECONOMIC INTEGRATION [15 hrs]

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

UNIT V : INTERNATIONAL FINANCIAL INSTITUTIONS [15 hrs]

IMF- IBRD - IDA-IFC - ADB- UNCTAD - GATT -WTO TRIPS, TRIMS

UNIT VI - DYNAMISM/CURRENT AFFAIR

India ranking for various international indicators- Trends in India's balance of payment and trade- Study on international disputes - Analysis of India's Balance of Payment- Case studies on Intellectual property Rights, Pattern and Growth of Foreign Direct Investment

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE				
Module No.	Topic	No. of Lectures	Content Delivery Method	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
2.2.2	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	Chalk & Talk, Discussion	Black Board & LCD
	SAPTA	2	Lecture , Chalk & Talk	PPT, Black Board
	SAFTA	2	Discussion, Lecture	PPT, LCD
	BRICKS	1	Lecture	Black Board
Unit – VI INTERNATIONAL FINANCIAL INSTITUTIONS				
4.1	IMF	2	Chalk & Talk, Discussion	Black Board & LCD
4.1.1	IBRD and its affiliates	2	Lecture , Chalk & Talk	PPT, Black Board
4.1.2	IDA	2	Lecture, Discussion,	PPT, LCD
4.2	IFC	1	Chalk & Talk	PPT, LCD
4.3	ADB	1	Lecture , Chalk & Talk	PPT, Black Board
4.4	UNCTAD	2	Lecture, Discussion,	PPT, LCD
4.5	WTO	2	Chalk & Talk	PPT, LCD
4.6	TRIPS	2	Lecture, Discussion,	PPT, LCD
4.7	TRIMS	1	Chalk & Talk	PPT, LCD
Unit – V INDIA'S POSTION AT INTERNATIONAL LEVEL				

5.1	Foreign Aid - Types of Foreign aid - advantages and Disadvantages —	5	Lecture, Discussion	PPT, LCD
5.2	Factors determining foreign aid	2	Chalk & Talk	Black Board
5.3	Foreign Investment – Foreign Direct investment - Types of FDI	4	Lecture	PPT
5.4	Multinational Corporations – Features – Advantages and limitations of MNCs	4	Lecture, Discussion	PPT, LCD
Unit – VI DYNAMISM/CURRENTAFFAIR				
	Trends in India's Public expenditure/Taxation Analyse the current budget			Students report submission in google class rooms
	Trends in India's Public Debt			Students PPT Posting in class room
	Income and Expenditure of Madurai corporation/Municipalities/Local Government			Students report submission in class

REFERENCE BOOKS:

1. Francis Cherunilam, "International Economics", Tata McGraw-hill Publishing Company Ltd., New Delhi, 2013.
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1. <https://www.jstor.org/stable/23006569>

2.

<https://www.economicdiscussion.net/economic-development/theories-economic-development/adam-smiths-theory-of-economic-development-economics/30039>

3. <https://www.investopedia.com/terms/f/foreign-exchange.asp>

4.

<https://www.economicdiscussion.net/foreign-exchange-rate-2/determination-foreign-exchange-rate-2/foreign-exchange-rate-meaning-and-its-determination/11952>

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40 Mks.	
K2	4	4	-	-	-	8	-	8	20 %
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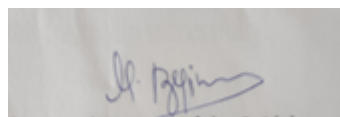
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C1	- Test (CIA 1)	1	- 10 Mks
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C4	- Open Book Test/PPT	2 *	- 5 Mks
C5	- Seminar	1	- 5 Mks
C6	- Attendance		- 5 Mks

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

COURSE OUTCOMES (CO)

No.	Course Outcome	Knowledge Level
CO 1	Deepen knowledge on theories of International Trade.	K3
CO 2	Getting Insights on Foreign Exchange reserves and Balance of Payments	K1
CO 3	Knowledge on Economic Integration and Trade Blocks	K3
CO 4	Knowledge on International financial institutions.	K3
CO 5	Gained Knowledge on the Impact of MNCs	K2

COURSE DESIGNER:**Forwarded By****Dr. K.PRAVEENA****DR.M.REGINA MARY
HEAD OF THE DEPARTMENT**

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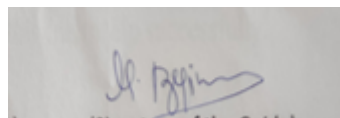
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