

**FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A++” Grade by NAAC (4<sup>th</sup> Cycle)  
74<sup>th</sup> 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**

## **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)**

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency, accountability in their professional work
<b>PEO 3</b>	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
<b>PEO 4</b>	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:

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

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

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

### **PROGRAMME OUTCOMES (PO)**

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

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

<b>PO7</b>	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

<b>PSO 1</b>	Understand economic theories and functioning of economic system and motivate them to appear for subject based competitive exams
<b>PSO 2</b>	Prepare the students for career advancement that provide employment through competitive exams.
<b>PSO 3</b>	Prepare the students to develop creative thinking regarding current local, national and international policy issues
<b>PSO 4</b>	Enhance economic, social and technical skills
<b>PSO 5</b>	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	<b>23PG1E1 - Advanced Micro Economics</b>	6	5	40	60	100
Core Paper-II	<b>23PG1E2 - Indian Economic Development and Policy</b>	6	5	40	60	100
Core Paper-III	<b>23PG1E3 - Statistics for Economists</b>	6	4	40	60	100
Elective-I	<b>23PG1EE1/ 23PG1EE2 Modern Economic Thought / Rural Economics</b>	5	3	40	60	100
Elective-II	<b>23PG1EE3 / 23PG1EE4 Regional Economics / Welfare Economics</b>	5	3	40	60	100
AEC	<b>23PG1EAE ABILITY ENHANCEMENT COURSE FINANCIAL ECONOMICS</b>	2	1	40	60	100
<b>Total</b>		<b>30</b>	<b>21</b>			

**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	<b>23PG2E4 - Monetary Economics</b>	6	5	40	60	100
Core Paper-V	<b>23PG2E5 - Labour Economics</b>	6	5	40	60	100
Core Paper-VI	<b>23PG2E6 - Mathematical Economics</b>	6	4	40	60	100
Elective-III	<b>23PG2EE5 - Gender Economics / 23PG2EE6 - Urban Economics</b>	4	3	40	60	100

Elective-IV	<b>23PG2EE7 - Resource Economics /</b> <b>23PG2EE8 - Economics of Climate Change</b>	4	3	40	60	100
Skill Enhancement Course / NME	<b>23PG2ESE2 -</b> Social Ethics and Responsibilities – Women Empowerment, Disability, Social Inclusion. <b>WOMEN AND ENTREPRENEURSHIP</b>	4	2	40	60	100
<b>Total</b>		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.	COURSECODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE 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**

**ADD-ON COURSES**

COURSE CODE	COURSES	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ES E Mks	TOTAL MARKS
19PADSS	<b>SOFT SKILLS</b>	40	3	I	40	60	100
19PADCA	<b>WEB DESIGNING USING HTML AND DREAMWEAVER</b>	40	4	II	40	60	100
19PADCV	<b>COMPREHENSIVE VIVA</b> (Questions from NET syllabus by the respective course teachers based on NET books)	-	2	IV	-	-	100
19PADRC	<b>READING CULTURE</b>	10	1	I-IV	-	-	-
<b>TOTAL</b>			<b>10</b>				

## EXTRA CREDIT COURSES

COURSE CODE	COURSES	HR S.	CRE DITS	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ES E MK S	TOTA L MAR KS
20PGE2SL2	INDUSTRIAL ECONOMICS AND LABOUR LAWS	-	2	I	40	60	100
20PGE4SL4	NUMERICAL ABILITY FOR COMPETITIVE EXAMINATION	-	2	II	40	60	100
	<b>MOOC COURSES / International Certified online Courses</b> (Department Specific Courses/any other courses) Students can opt other than the listed course from UGC-SWAYAM /UGC /CEC/	-	Mini mu m 2 Cred its	I – IV	-	-	

- **Summer Internship:**

- Duration-1 month (2<sup>nd</sup> Week of May to 2<sup>nd</sup> 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

**SEMESTER- – I**  
**CORE – I**  
**FIRST YEAR –SEMESTER- I**

**I MA ECONOMICS**  
**I SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG1E1</b>	<b>ADVANCED MICRO ECONOMICS</b>	6	5

**COURSE DESCRIPTION**

**Course Objectives:**

1. To make the students to understand consumer behaviour with the theories of Demand and Production.
2. To elaborate on various market structures and the theories of distribution.

**UNIT I: CONSUMER CHOICE**

**21 HRS**

Cardinal and ordinal utility - Indifference curve approach – Slutsky's Decomposition of price effect into substitution effect and income effect – Consumer surplus - Marshall's and Hicksian measures – Compensatory Demand Curve- **Revealed Preference Theorem- and derivation of Marginal Utility schedule for money income.**

**Unit II: Economics of Information**

**21 HRS**

Informational asymmetry – Choice under Uncertainty - N-M Index – Inter-temporal choice - Market for lemons- Adverse selection – Insurance market and adverse selection – Solution to principal agent problem- Hidden action (Moral Hazard) - Signaling and Screening.

**Unit III: Market Structure Models**

**21 HRS**

- a. Perfect competition – Price and output determination – Optimum firm-
- b. Monopoly – Short run and long run equilibrium - Price discrimination monopoly control, and regulation – Contestable Market-
- c. Monopolistic competition–Chamberlin Model- selling costs - Excess capacity –
- d. Oligopoly – Duopoly price game-dominant strategy-Nash Equilibrium Non-collusive Models - Cournot- Bertrand – Chamberlin – Edgeworth –Sweezy – Stackelberg- Oligopoly - Collusive Models - Cartels and mergers -Price leadership - Base point price system
- e. Monopsony – Price and output determination – Workable competition.

**Unit -IV: Alternative Theories of Firm**

**21 HRS**

Full Cost Pricing Rule- Limits pricing theory- Bains Theory- Sylos-Labini Model- Modigliani's Models- Input-output model -Linear programming applications in decision making- Peak Load Pricing – Administered Pricing- Purchasing Power Parity Price.

**Unit -V: Distribution Theories****21 HRS**

Neo-classical approach – Marginal productivity theory; Product exhaustion theorem; - Modern theory of distribution – Factor Pricing in imperfect product and factor markets- Determination of Wages –Labour supply and wage determination – Role of trade unions and collective bargaining- Theories of Interest- Theories of Profit.

**Text Books:**

1. Jhingan M.L, (2004 Reprint)Advanced Economic Theory(Vrindha Publications (P) Ltd., New Delhi.
2. Agarwal, H.S. Micro Economic Theory, (Ane's Books Pvt. Ltd.,) New Delhi.

**References:**

1. Hal R. Varian (2004), Intermediate Micro Economics (East-West Press: New Delhi).
2. Ruffin Roy. J (1992), Intermediate Micro Economics Harper & Collins Publishers.
3. Koutsyiannis A. (1978), Modern Micro Economics, (Macmillan- London).

**Web Resources:**

1. <http://open.oregonstate.education/intermediatemicroeconomics/chapter/module-1>
2. [http://saylordotorg.github.io/text\\_introduction-to-economic-analysis/s16-monopoly.html](http://saylordotorg.github.io/text_introduction-to-economic-analysis/s16-monopoly.html)
3. [http://saylordotorg.github.io/text\\_introduction-to-economic-analysis/s17-games-and-strategic-behaviour.html](http://saylordotorg.github.io/text_introduction-to-economic-analysis/s17-games-and-strategic-behaviour.html)

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I</b>	<b>Unit I: Consumer Choice</b>			
1.1	Cardinal and ordinal utility	3	Lecture	Black Board
1.2	- Indifference curve approach	2	Lecture	Black Board
1.3	Slutsky's Decomposition of price effect into substitution effect and income effect	2	Lecture	Black Board
1.4	Consumer surplus	3	Lecture	Black Board
1.5	Marshall's and Hicksian measures – Compensatory Demand Curve	2	Lecture	Black Board

1.6	Revealed Preference Theorem	2	Lecture	Black Board
1.7	derivation of Marginal Utility schedule for money income.	2	Lecture	Black Board
<b>UNIT II Economics of Information</b>				
2.1	Informational asymmetry --	1	Chalk and Talk	Black Board
2.2	Choice under Uncertainty -	2	Chalk and Talk	Black Board
2.3	N-M Index – Inter-temporal choice -	2	Chalk and Talk	Black Board
2.4	Market for lemons- Adverse selection – Insurance market and adverse selection	1	Chalk and Talk	Black Board
2.5	Solution to principal agent problem-	4	Chalk and Talk	Black Board
2.6	Hidden action (Moral Hazard) - Signaling and Screening.	2	Chalk and Talk	Black Board
<b>UNIT III Market Structure Models</b>				
3.1	Perfect competition – Price and output determination – Optimum firm-	1	Lecture	Black Board
3.2	Monopoly – Short run and long-run equilibrium	2	Lecture	Black Board
3.3	Price discrimination monopoly control, and regulation – Contestable Market	2	Chalk & Talk	Black Board
3.4	Monopolistic competition–Chamberlin Model	2	Problem Solving	Black Board
3.5	selling costs - Excess capacity	2	Lecture	Black Board
3.6	Oligopoly – Duopoly price game-dominant strategy	1	Chalk and Talk	Black Board
3.7	Nash Equilibrium Non-collusive Models	1	Lecture	Black Board
3.8	- Cournot- Bertrand – Chamberlin – Edgeworth	1	Chalk and Talk	Black Board

3.9	Sweezy – Stackelberg- Oligopoly - Collusive Models	1	Lecture	Black Board
3.10	Cartels and mergers -Price leadership - Base point price system	1	Lecture	Black Board
3.11	Monopsony – Price and output determination – Workable competition.	2	Chalk and Talk	Black Board
<b>UNIT IV Alternative Theories of Firm</b>				
4.1	Full Cost Pricing Rule- Input-output model -	1	Lecture	Black Board
4..2	Limits pricing theory- Bains Theory-	1	Lecture	Black Board
4..3	Sylos-Labini Model-Modigliani's Models-	2	Lecture	Black Board
4..4	Linear programming applications in decision making	2	Lecture	Black Board
4..5	Peak Load Pricing – Administered Pricing-	3	Lecture	Black Board
4.6	Purchasing Power Parity Price.	1	Lecture	Black Board
<b>Unit -V Distribution Theories</b>				
5.1	Neo-classical approach ----Theories of Profit.	3	Lecture	Black Board
5.2	Marginal productivity theory; Product exhaustion theorem; -	1	Lecture	Black Board
5.3	Modern theory of distribution – Factor Pricing in imperfect product and factor markets	4	Lecture	Black Board
5.4	Determination of Wages –Labour supply and wage determination	1	Lecture	Black Board
5.5	Role of trade unions and collective bargaining	2	Lecture	Black Board
5.6	Theories of Interest-	2	Lecture	Black Board
5.7	Theories of Interest-	2	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.	40 Mks.	
<b>K2</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

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

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

## COURSE OUTCOMES

On completion of this course, students will be able to

NO.	Course Outcomes	K-Levels	
CO 1	To illustrate and analyse the theories of consumer behavior	K1, K2, K4	
CO 2	To illustrate and identify the choice under uncertainty	K2, K3	
CO 3	To compare how price and output is determined in different market situations and evaluate the market structures	K2, K4, K5	
CO 4	To identify and examine the alternative theories of firms.	K3, K4	
CO 5	To define, explain, and compare the theory of distribution.	K1, K2, K4	

K<sub>1</sub> – Knowledge, K<sub>2</sub> - Understand, K<sub>3</sub> – Apply, K<sub>4</sub> – Analyse, K<sub>5</sub> – Evaluate, K<sub>6</sub> – Create



## Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO2</b>	<b>CO1</b>	3	3	3	3
<b>CO3</b>	<b>CO2</b>	3	3	3	3
<b>CO4</b>	<b>CO3</b>	3	3	3	3
<b>CO5</b>	<b>CO4</b>	3	3	3	3
<b>Weightage</b>	<b>CO5</b>	3	3	3	3
<b>Weighted percentage of Course Contribution to PSOs</b>	<b>Weightage</b>	15	15	15	15

**Strong-3      M-Medium-2      L-Low-1** Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

**1 – Low**

**2 – Medium**

**3 – High**

**0 – No Correlation**

## Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage, of course, contribution to POS</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

**S-Strong-3      M-Medium-2      L-Low-1**

**COURSE DESIGNER**

MRS.A,GRACY RANI

**HEAD OF THE DEPARTMENT**

DR.M.REGINA MARY

**CORE – II**  
**I MA ECONOMICS**  
**I SEMESTER**

(For those who joined in 2023 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	23PG1E2	INDIAN ECONOMIC DEVELOPMENT AND POLICY	6	5

**COURSE DESCRIPTION**

Study on agricultural sector , industrialization, Fiscal developments & social sector in India

**COURSE OBJECTIVE/S**

1. To provide a macroeconomic understanding of the Indian Economy.
2. The students become aware of various challenges of the Indian Economy.
- 3.To help the students to face the TNPSC and UPSC exams
- 4.To acquaint the students with the significance of various sectors in Indian economy

**Unit 1: Introduction**

**21 HRS**

Growth and Structural Change Indian economy at Independence- The policy framework: statist policy, transition to market-oriented policy, role of erstwhile Planning Commission and NITI Aayog- Two phases of growth (1950-1980 and 1980 onwards), factors underlying turnaround- Structural change in Indian economy.

**Unit 2:Agricultural and Industrial Sector**

**21 HRS**

Agricultural and Industrial Sectors - Agricultural Sector Performance of agricultural sector, factors determining agricultural growth - Factors underlying food inflation- Agricultural price policy and food security Industrial Growth - Industrial growth before and after reforms - Dualism in Indian manufacturing- Issues in performance of public sector enterprises and privatization.

**Unit 3:Fiscal Developments**

**21 HRS**

Fiscal Developments, Finance and External Sector Expenditure trends- GST: rationale and impact- Evolution of the financial sector in post-liberalization period- External sector performance: emergence of India as major exporter in services, performance of manufacturing sector.

**Unit 4:Poverty and Inequality****21 HRS**

Poverty and Inequality - Measuring poverty in India: Selection of poverty lines- Poverty in pre and post liberalization periods- Impact of growth on poverty- PDS vs cash transfers, feasibility of universal basic income in India - Inequality in India in pre and post liberalization periods.

**Unit 5:Social Sector****21 HRS**

Social Issues Gender gap in India and trends in female labour force participation rates, factors determining female labour force participation- Employment: changing nature of employment in India, "jobless growth"- Labour in informal sector- India's graphic transition.

**Text Books :**

1. Sundaram K P M.,(2002),Indian Economy , 42 revised edition., S.Chand Publications
2. Misra,S, &Puri, V.,(2020.), Indian Economy, Revised Edition., S.Chand Publications

**Reference Books:**

1. KaushikBasu (Ed.) (2012), Oxford Companion to Indian Economy, 3rd Edition, OUP, New Delhi.
2. Uma Kapila (Ed.) (2018), Indian Economy since Independence, Academic Foundation, New Delhi, 29th Edition.
3. AshimaGoyal (Ed.) The Oxford Handbook of the Indian Economy in the 21st Century: Understanding the Inherent Dynamism, Oxford University Press.

**Web References:**

1. <https://www.adb.org/countries/india/economy>
2. <https://www.oecd.org/economy/india-economic-snapshot/>
3. <https://www.indiabudget.gov.in/economicsurvey/>

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT – 1 : Introduction</b>				
1.1	Growth and Structural Change Indian economy at Independence-	3	Chalk & Talk	Black Board
1.2	The policy framework: statist policy,	2	Chalk & Talk	Black Board

1.3	transition to market-oriented policy,	3	Lecture	PPT & White board
1.4	role of erstwhile Planning Commission and NITI Aayog	2	Lecture	Black Board
1.5	Two phases of growth (1950-1980 and 1980 onwards),	2	Lecture	PPT & White board
1.6	factors underlying turnaround-	1	Lecture	PPT & White board
1.7	Structural change in Indian economy.	2	Lecture	Black Board
<b>UNIT –II : Agricultural and Industrial Sector</b>				
2.1	Agricultural and Industrial Sectors - Agricultural Sector - - Industrial Growth - -	3	Chalk & Talk	Black Board
2.2	Performance of agricultural sector,	2	Chalk & Talk	Black Board
2.3	factors determining agricultural growth	2	Lecture	PPT & White board
2.4	Factors underlying food inflation	3	Lecture	Black Board
2.5	Agricultural price policy and food security	1	Chalk & Talk	Black Board
2.6	Industrial growth before and after reforms	2	Chalk & Talk	PPT & White board

2.7	Dualism in Indian manufacturing	2	Chalk & Talk	Black Board
2.8	Issues in performance of public sector enterprises and privatization	2	Chalk & Talk	Black Board
<b>UNIT –III :Fiscal Developments</b>				
3.1	Fiscal Developments,	3	Lecture	PPT & White board
3:1	Finance and External Sector Expenditure trends	3	Lecture	Black Board
3.3	GST: rationale and impact-	3	Blended Learning	Black Board
3.4	Evolution of the financial sector in post-liberalization period	2	Blended Learning	PPT & White board
3.5	External sector performance: emergence of India as major exporter in services,	2	Blended Learning	Black Board
3.6	performance of manufacturing sector.	2	Blended Learning	PPT & White board
<b>UNIT : IV Poverty and Inequality</b>				
4.1	Poverty and Inequality - Measuring poverty in India:	3	Blended Learning	PPT & White board
4..2	Selection of poverty lines- Poverty in pre and post liberalization periods-	2	Lecture	Black Board
4..3	Impact of growth on poverty- PDS vs cash transfers,	4	Blended Learning	Black Board
4..4	feasibility of universal basic income in India	3	Blended Learning	Black Board

4..5	Inequality in India in pre and post liberalization periods.	3	Lecture	PPT & White board
<b>UNIT V :Social Sector</b>				
5.1	Gender gap in India and trends in female labour force participation rates.	3	Lecture	PPT & White board
5.2	factors determining female labour force participation	3	Lecture	Black Board
5.3	Employment: changing nature of employment in India,	4	Chalk & Talk	Black Board
5.4	"jobless growth"- Labour in informal sector-	3	Chalk & Talk	Black Board
5.5	India's graphic transition	2	Lecture	PPT & White 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.	
<b>K2</b>	4	4	-	-	-	8	-	8	20 %
<b>K3</b>	2	2	-	5	-	9	-	9	22.5 %
<b>K4</b>	2	2	-	-	5	9	-	9	22.5 %
<b>K5</b>	2	2	5	-	-	9	-	9	22.5 %
<b>Non Scholastic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

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

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

### COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Understand the Structural change in Indian economy	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PO1, PO3, PO8
CO 2	Assess the Performance of agricultural and Industrial sector	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PO1, PO2, PO3, PO8
CO 3	Ability to learn the trends in the economy	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub> , K <sub>5</sub>	PO1, PO2, PO3
CO 4	Understand the Impact of Poverty	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PO1, PO2, PO3
CO 5	Identify Social Issues like Unemployment, Gender disparities	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PO3, PO7, PO8



K<sub>1</sub> – Knowledge, K<sub>2</sub> - Understand, K<sub>3</sub> – Apply, K<sub>4</sub> – Analyse, K<sub>5</sub> – Evaluate, K<sub>6</sub> – Create.

### Mapping COs Consistency with PSOs

CO/ PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	2	3	3	3	3
<b>CO5</b>	3	3	3	2	3	3	3	3
Weightage	15	15	15	13	15	15	15	15
Weighted percentage of course contribution to POS	3	3	3	3	2.6	3	3	3

S-Strong-3 M-Medium-2 L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
Weightage	15	14	14	14	14	15	14	15
Weighted percentage of course contribution to POS	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

S-Strong-3 M-Medium-2 L-Low-1

**COURSE DESIGNER**

**FORWARDED**

**DR.S.IVY JENO**

**HEAD OF THE DEPARTMENT**

**I MA ECONOMICS**  
**I SEMESTER CORE -III**

(For those who joined in 2023 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	23PG1E3	STATISTICS FOR ECONOMISTS	6	4

**COURSE DESCRIPTION**

Describing data; probability; discrete random variables; continuous random variables; sampling; estimation; hypothesis testing

**COURSE OBJECTIVE/S**

1. To provide a strong foundation in statistical concepts and develop skills in data handling and research.
2. The course facilitates in inferring the intensity of relationship between multiple variables and building appropriate statistical models. The models thus formulated can be tested for their significance and can be used for forecasting

**UNIT I: PROBABILITY**

**18HRS**

Probability - Addition and Multiplication Theorems - Conditional Probability - Discrete and Continuous - Random Variables - Mathematical Expectations – Bayes Theorem - Theoretical Distributions - Binomial, Poisson and Normal.

**UNIT II: SAMPLING AND HYPOTHESIS TESTING**

**18 HRS**

Sampling Theory - Types of Sampling - Sampling Distributions - Parameter and Statistic - Testing of Hypothesis - Level of Significance - Type I and Type II Errors - Standard Error - Properties of Estimator.

**UNIT III: TEST OF SIGNIFICANCE LARGE AND SMALL SAMPLE**

**18 HRS**

Difference between Large and Small Samples - Test of Significance for Large Samples - Test for Two Means and Standard Deviations - Proportion and Confidence Interval - Small Sample Test – t-test - Paired t- test - Chi-square Test- Test of Goodness of Fit.

**UNIT IV: ANALYSIS OF VARIANCE**

**18 HRS**

F test: Assumptions in F test - Analysis of Variance: Assumptions – One-Way and Two-Way Classifications.

**UNITV: STATISTICAL DECISION THEORY**

**18 HRS**

Definitions – Concepts – Maximin - Minimax - Bayes Criterion - Expected Monetary Value - Decision Tree Analysis: Symbols - Steps - Advantages and Limitations.

**TEXT BOOKS**

- 1.Gupta S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 2017.

2.Anderson, Sweeney and Williams, “Statistics for Business and Economics”,Cengage, 2014.

#### REFERENCES:

- 1.Aggarwal. Y.P (2002), “Statistics Methods – Concepts Application and Computation”, Sterling Publishers Private Ltd., New Delhi.
- 2.Vittal P.R.,Mathematical Statistics, Margham Publications
3. Pillai R.S.N. andBagavathi V (2010), Statistics, Sultan & amp; Chand Sons, NewDelhi.

#### WEB RESOURCES

1. <https://www.statista.com>.
2. <https://techjury.net>
3. [https://dss.princeton.edu/online\\_help/analysis/interpreting\\_regression.html](https://dss.princeton.edu/online_help/analysis/interpreting_regression.html)

#### COURSE CONTENTS &LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –1: INTRODUCTION</b>				
1.1	Probability	3	Chalk & Talk	Black Board
1.2	Addition and Multiplication Theorems	2	Chalk & Talk	Black Board
1.3	Conditional Probability	3	Lecture	PPT & White board
1.4	Discrete and Continuous	2	Lecture	Black Board
1.5	Random Variables	2	Lecture	PPT & White board
1.6	Mathematical Expectations - Bayes Theorem	1	Lecture	PPT & White board
1.7	Theoretical Distributions - Binomial, Poisson and Normal.	2	Lecture	Black Board
<b>UNIT –II: SAMPLING AND TESTING OF HYPOTHESIS</b>				
2.1	Sampling Theory	3	Chalk & Talk	Black Board
2.2	Types of Sampling	2	Chalk & Talk	Black Board
2.3	- Sampling Distributions	2	Lecture	PPT & White board

2.4	Parameter and Statistic	3	Lecture	Black Board
2.5	Testing of Hypothesis - Level of Significance	2	Chalk & Talk	Black Board
2.6	Type I and Type II Errors	2	Chalk & Talk	PPT & White board
2.7	Standard Error - Properties of Estimator.	3	Chalk & Talk	Black Board
<b>UNIT –III : TEST OF SIGNIFICANCE LARGE AND SMALL SAMPLE</b>				
3.1	Difference between Large and Small Samples	3	Lecture	PPT & White board
3:1	Test of Significance for Large Samples	3	Lecture	Black Board
3.3	Test for Two Means and Standard Deviations	3	Blended Learning	Black Board
3.4	Proportion and Confidence Interval	2	Blended Learning	PPT & White board
3.5	Small Sample Test – t-test	2	Blended Learning	Black Board
3.6	Paired t- test - Chi-square Test- Test of Goodness of Fit	2	Blended Learning	PPT & White board
<b>UNIT : IV ANALYSIS OF VARIANCE</b>				
4.1	F test: Assumptions in F test -	4	Blended Learning	PPT & White board
4..2	Analysis of Variance: Assumptions	6	Lecture	Black Board
4..3	One-Way and Two-Way Classifications.	5	Blended Learning	Black Board
<b>UNIT V : STATISTICAL DECISION THEORY</b>				
5.1	Definitions – Concepts – Maximin - Minimax	4	Lecture	PPT & White board
5.2	Bayes Criterion - Expected Monetary Value	4	Lecture	Black Board

5.3	Decision Tree Analysis: Symbols	4	Chalk & Talk	Black Board
5.4	Steps - Advantages and Limitations.	3	Chalk & 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.	
<b>K2</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>

	<b>40</b>
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## 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				
<b>C1</b>	-	Test (CIA 1)		1	-	10 Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10 Mks		
<b>C3</b>	-	Assignment		2 *	-	5 Mks		
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks		
<b>C5</b>	-	Seminar		1	-	5 Mks		
<b>C6</b>	-	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
<b>CO 1</b>	Summarize the basic Probability rules and understand theoretical distributions.	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PSO1
<b>CO 2</b>	Acquire knowledge on the various sampling methods and testing	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PSO3

	of Hypotheses		
<b>CO 3</b>	Use t test and chi square for analysis	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub> , K <sub>5</sub>	PSO2
<b>CO 4</b>	Understand the importance of one and two way ANOVA	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PSO4
<b>CO5</b>	Know the various Decision making tools available	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>	PSO5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	2	3	2	2
<b>CO2</b>	3	2	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	2	3	3	2	3
<b>Weightage</b>	14	13	15	13	14
<b>Weighted percentage of Course Contribution to PSOs</b>	2.8	2.6	3	2.6	2.8

Strong-3

M-Medium-2

L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

contribution to POS								
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**S-Strong-3**

**M-Medium-2**

**L-Low-1**

**COURSE DESIGNER  
DEPARTMENT**

**(DR.R. SUJI KARTHIKA)**

**HEAD OF THE**

**(DR.M. REGINA MARY)**



## SEMESTER- I : ELECTIVE – I (1)

(For those who joined in 2023 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	23PG1EE1	MODERN ECONOMIC THOUGHT	5	3

### COURSE DESCRIPTION

Study the Ideas of Modern Indian Economists

### COURSE OBJECTIVE/S

- 1 To trace the ideas of Modern Economists
- 2 To understand the contribution of the Economists.

#### Unit I: Classical Economic Thought

15 HRS

Economic ideas of Irving Fisher – The Quantity theory of Money- Theory of Interest. Joseph Alois Schumpeter - Method of Study –Deductive Method –Inductive Method-Theory of Economic Development- Role of Entrepreneur – Innovation-Business Cycles – Capitalism and Socialism . J.K. Galbraith – The objective of Economic Progress- Concept of Countervailing Power.

#### Unit II: Neo Classical Economic Thought

15 HRS

Ragnar Nurske – Foreign Resources – Capital Formation –Disguised Unemployment ,Mrs-Joan Robinson –Imperfect Competition – F.Y .Edgeworth –Mathematical Economic Analysis –Three Dimensional Utility

#### Unit III: Keynesian Economic Thought

15 HRS

Lord Lionel Robbins – Definition of Economics-Causes of Depression -Milton Friedman – Quantity Theory of Money –Permanent Income Hypothesis ,Friedman and Savage Hypothesis , Paul A.Samuelson –Impact of Keynesian Economics –Revealed Preference Theory –Business Cycles –Social Welfare Function-Samuelson's Utility Possibility Approach

#### Unit IV: Post Keynesian Economic Thoughts

15 HRS

Ideas of Modern Indian Economists-R.K.Mukerjee- Institutional theory of Economics-Regional Economics - Ecological Theory of Population -Planning in India, J.K.Mehta – Static and Dynamic Economics -Economics of Welfare -Economics of Growth and Development-Economics of Fast

#### Unit V:Indian Economists

15 HRS

C.N.Vakil -Planning- Wage -Goods Model-Role of Technological Progress-Poverty -Deficit Financing and Public Expenditure, V.K.R.V.Rao -Economic Activities -Institutional Development-Deficit Financing-Fiscal Policy-Human Factor in Economic Growth-Amartya Kumar Sen – Poverty and Famine ,Poverty and Inequality-Concept of Capability-Entitlement -Choice of Techniques.

#### Text Books:

1. Dr.U.C.Kulshrestha (1994 ) ,History of Economic Thought ,Lakshmi Narain Agarwal
2. Dr.S.Sankaran (2006) ,A History of Economic Thought ,Margham Publications

**Reference Books:**

1. Eric Roll ( 1956 ) A History of Economic Thought, Prentice Hall, Inc, U.S.A,
2. Dr. Pankaj Srivastava (2018) Economic Thinkers , DND Publications , Jaipur
3. M.L. Jhingan, M. Girija and L. Sasikala (2011), History of Economic Thought, Vrindha Publications

**Web Resources:**

1. [https://ebrary.net/112930/history/a\\_brief\\_history\\_of\\_economic\\_thought](https://ebrary.net/112930/history/a_brief_history_of_economic_thought)
2. <https://www.exploring-economics.org>
3. <https://www.econlib.org>

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Module No.	Topic	No. of Lectures	Content Delivery Method	Teaching Aids
<b>UNIT -1 Classical Economic Thought</b>				
1.1	Economic ideas of Irving Fisher –The Quantity theory of Money- Theory of Interest. Joseph Alois Schumpeter–..	4	Chalk & Talk	Black Board
1.2	- Method of Study –Deductive Method – Inductive Method	2	Lecture	Black Board
1.3	Theory of Economic Development- Role of Entrepreneur – Innovation-Business Cycles	1	Chalk & Talk	Black Board
1.4	Capitalism and Socialism	2	Lecture	PPT
1.5	J.K. Galbraith – The objective of Economic Progress- Concept of Countervailing Power	2	Lecture	PPT
<b>Unit II: Neo Classical Economic Thought</b>				
2.1	Ragnar Nurske – Foreign Resources – Capital Formation –Disguised Unemployment ,	4	Lecture	Black Board
2.2	Mrs- Joan Robinson –Imperfect Competition –	4	Chalk & Talk	Black Board
2.3	F.Y .Edgeworth –Mathematical Economic Analysis –	3	Chalk & Talk	Black Board
2.4	Three Dimensional Utility	4	Lecture	PPT

<b>Unit III: Keynesian Economic Thought</b>				
3.1	Lord Lionel Robbins – Definition of Economics-Causes of Depression	2	Lecture	k Board
3.2	-Milton Friedman – Quantity Theory of Money –Permanent Income Hypothesis ,Friedman and Savage Hypothesis ,	3	Chalk & Talk	Black Board
3.3	Paul A.Samuelson –Impact of Keynesian Economics –Revealed Preference Theory –	3	Lecture	PPT
3.4	Business Cycles –	2	Discussion	Black Board
3.5	Social Welfare Function-Samuelson's Utility Possibility Approach	3	Lecture	LCD
<b>UNIT IV: Post Keynesian Economic Thoughts</b>				
4.1	Ideas of Modern Indian Economists-R.K.Mukerjee- J.K.Mehta --	2	Chalk & Talk	Black Board
4.2	Institutional theory of Economics-Regional Economics -	2	Lecture	PPT
4.3	Ecological Theory of Population -Planning in India,	2	Discussion	Black Board
4.4	Static and Dynamic Economics	3	Chalk & Talk	Black Board
4.5	Economics of Welfare	3	Chalk & Talk	Black Board
4.6	-Economics of Growth and Development-Economics of Fast	3	Discussion	Black Board
<b>UNIT V: Indian Economists</b>				
5.1	C.N.Vakil -Planning- Wage -Goods Model-	2	Lecture	PPT
5.2	Role of Technological Progress-Poverty - Deficit Financing and Public Expenditure,	3	Lecture	Black Board
5.3	V.K.R.V.Rao -Economic Activities - -	2	Lecture	Black Board
5.4	- Institutional Development	2	Chalk and Talk	Black Board
5.5	Deficit Financing- - Fiscal policy	2	Lecture	Black Board

5.6	Human Factor in Economic Growth	2	Discussion	Black Board
5.8	. Amartya Kumar Sen – Poverty and Famine	2	Lecture	PPT
5.9	,Poverty and Inequality-	1	Lecture	Black Board
5.10	Concept of Capability- Entitlement -Choice of Techniques	1	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.	40M ks.	
<b>K2</b>	<b>4</b>	<b>4</b>	-	-	-	<b>8</b>	-	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	-	<b>5</b>	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	-	-	<b>5</b>	<b>9</b>	-	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	-	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>Non Scholastic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	12.5 %

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### PG CIA Components

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

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

## COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Understand modern economic concept of role of Entrepreneur Innovation, BusinessCycles and Capitalism and Socialism.	K <sub>1</sub> , K <sub>2</sub> , K <sub>4</sub>	PO1, PO3,PO8
CO 2	Ability to understand about Capital Formation, Disguised UnemploymentImperfectCompetition and Mathematical Economic Analysis	K <sub>1</sub> ,K <sub>2</sub> , K <sub>3</sub> ,K <sub>4</sub>	PO1,PO2, PO3,PO8
CO 3	Understand the ideas ofPermanent Income Hypothesis, Revealed Preference Theory, Social Welfare Function and Samuelson's Utility Possibility Approach	K <sub>1</sub> ,K <sub>2</sub> , K <sub>4</sub>	PO1, PO2,PO3
CO 4	Gain knowledge about the ideas of Modern Indian Economists-Regional Economics, Ecological Theory of Population - Economics of Growth and Development-Economics of Fast	K <sub>1</sub> , K <sub>2</sub> , K <sub>4</sub>	PO1, PO2,PO3
CO 5	Understand economic ideas like role of Technological Progress-Poverty -Deficit Financing and Public Expenditure, Human Factor in Economic Growth and Inequality and Concept of Capability	K <sub>1</sub> ,K <sub>2</sub> ,K <sub>3</sub> ,K <sub>4</sub>	PO3,PO7,PO8

### 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

<b>C05</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to PSOs</b>	3	3	3	3	3

Strong-3      M-Medium-2      L-Low-1

### Mapping C0s Consistency with POs

<b>CO/ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>C01</b>	3	3	3	3	3	3	3	3
<b>C02</b>	3	3	3	3	3	3	3	3
<b>C03</b>	3	3	3	3	3	3	3	3
<b>C04</b>	3	3	3	3	2	3	2	3
<b>C05</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course contribution to POS</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

S-Strong-3      M-Medium-2      L-Low-1

**COURSE DESIGNER**

**DR.C.SAHAYA MARY SOPHIA**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## **FIRST YEAR –SEMESTER- I**

### **I MA ECONOMICS**

#### **I SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG1EE2</b>	<b>RURAL ECONOMICS</b>	5	3

#### **COURSE DESCRIPTION**

Study of Rural Empowerment Programs and Technology in Rural Development

#### **COURSE OBJECTIVE/S**

1. To understand rural economic development in India
2. To know about the Rural Empowerment Programs initiated by Government of India

#### **Unit I: Introduction to Rural Economics**

**15 HRS**

Nature and Scope of Rural Economics - Inter-disciplinary approach of Rural Economics – Components - Structure and Characteristics -Pre and Post-independence - Rural Development: Meaning, Nature and Scope - Factors Affecting Rural Growth

#### **Unit II: Rural Resources and Rural development theories**

**15 HRS**

Rural Resources: Nature, Types and Magnitude - Rural Resources Management and Development - Application of Technology in Rural Development – Problems and prospects - W.W. Rostow's - Lewis-Fei-Ranis and Gandhian Approach to Rural Development.

#### **Unit III: Rural Demography and Occupational Structure**

**15 HRS**

Demography: Population Size, Sex and Age Composition - Density of Population- Population Problems and Challenges – **Family Welfare Measures in Rural India - Occupational Structure:** Nature of Rural Occupations - Occupational Distribution in Rural India – The Concept of Work Participation Rates.

#### **Unit IV: Rural Poverty and Unemployment**

**15 HRS**

Rural Poverty: Meaning, Estimates, Causes and Consequences – Unemployment: Meaning, Types and Magnitude of Rural Unemployment - Causes and Consequences - National Programmes for Rural Development - Community Development Programmes and Employment Guarantee Schemes.

#### **Unit V: Rural Empowerment Programmes**

**15 HRS**

Bharat Nirman, Provisions of Urban Amenities in Rural Area (PU RA), Mahatma Gandhi National Rural Employment Guarantee Act - Agencies for Rural Development: Government, Semi-Government Organisations, Co-Operative Institutions, Non-Government Organisations and Voluntary Agencies for Rural Development.



**Text Books:**

1. Vasant Desai: Rural Development in India, Himalaya Publishing House, Mumbai, 2012.
2. Dutt and Sundaram- Indian Economy, S.Chand Publications, New Delhi, 2013-07-02.

**References Books:**

1. Singh, K., & Shishodia, A. (2016). Rural development: Principles, policies, and management. SAGE Publishing India.
2. Hoff, K., Braverman, A., & Stiglitz, J. E. (1993). The economics of rural organization. Oxford: Oxford University Press.
3. Hill, B., & Ray, D. (1987). Economics for agriculture: food, farming and the rural economy. Basingstoke, UK: Macmillan Education.

**Web Resources:**

1. <https://www.kobo.com/us/en/ebooks/public-finance>
2. <https://www.amazon.in/PUBLIC-FINANCE-AMBAR-GHOSH-ebook/dp/B07W5F2P1Q>
3. [https://www.niti.gov.in/sites/default/files/2021-08/11\\_Rural\\_Economy\\_Discussion\\_Paper\\_0.pdf](https://www.niti.gov.in/sites/default/files/2021-08/11_Rural_Economy_Discussion_Paper_0.pdf)

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I Introduction to Rural Economics</b>				
1.1	Nature and Scope of Rural Economics -	3	Lecture	Black Board
1.2	Inter-disciplinary approach of Rural Economics –	2	Lecture	Black Board
1.3	Components - Structure and Characteristics -	2	Lecture	Black Board
1.4	Pre and Post-independence	3	Lecture	Black Board
1.5	- Rural Development: Meaning,	2	Lecture	Black Board
1.6	Nature and Scope -	2	Lecture	Black Board
1.7	Factors Affecting Rural Growth	1	Lecture	Black Board
<b>UNIT II Rural Resources and Rural development theories</b>				

2.1	Rural Resources: Nature, Types and Magnitude -	2	Chalk and Talk	Black Board
2.2	Rural Resources Management and Development -	3	Chalk and Talk	Black Board
2.3	Application of Technology in Rural Development –	3	Chalk and Talk	Black Board
2.4	Problems and prospects - W.W. Rostow's -	3	Chalk and Talk	Black Board
2.5	Lewis-Fei-Ranis and skill Approach to Rural Development.	4	Chalk and Talk	Black Board
<b>UNIT III Rural Demography and Occupational Structure</b>				
3.1	Demography: Population Size, Sex and Age Composition	3	Lecture	Black Board
3.2	Density of Population- Population Problems and Challenges	3	Lecture	Black Board
3.3	Family Welfare Measures in Rural India - Occupational Structure: Nature of Rural Occupations	3	Chalk & Talk	Black Board
3.4	Occupational Distribution in Rural India	3	Problem Solving	Black Board
3.5	The Concept of Work Participation Rates.	3	Lecture	Black Board
<b>UNIT IV Rural Poverty and Unemployment</b>				
4.1	Rural Poverty: Meaning, Estimates, Causes and Consequences – Unemployment:	3	Lecture	Black Board
4..2	Meaning, Types and Magnitude of Rural Unemployment -	3	Lecture	Black Board
4..3	Causes and Consequences - National Programmes for Rural Development -	3	Lecture	Black Board
4..4	Community Development Programmes	3	Lecture	Black Board
4..5	Employment Guarantee Schemes	3	Lecture	Black Board
<b>UNIT V: Rural Empowerment Programmes</b>				
5.1	Bharat Nirman, Provisions of Urban Amenities in Rural Area (PU RA),	3	Lecture	Black Board

5.2	Mahatma Gandhi National Rural Employment Guarantee Act	3	Lecture	Black Board
5.3	Agencies for Rural Development:	3	Lecture	Black Board
5.4	Government, Semi-Government Organisations, Co-Operative Institutions	3	Lecture	Black Board
5.5	Non-Government Organisations and Voluntary Agencies for Rural Development	3	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.	40 Mks.	
<b>K2</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

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

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

## COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	To label and interpret the nature and scope of rural economics.	K1,K2,	PO1, PO3,PO8

CO 2	To define and demonstrate the theories of rural development and rural resources.	K1,K2,	PO1,PO2, PO3,PO8
CO 3	To recall, outline and determine rural demography and occupation structure.	K1,K2,K5,	PO1, PO2,PO3
CO 4	To organize, examine and evaluate rural poverty and unemployment.	K3,K4,	PO1, PO2,PO3
CO 5	To summarize, develop and explain the rural empowerment programs.	K2,K3,K5,	PO3,PO7,PO8

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>					
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to PSOs</b>	3.0	3.0	3.0	3.0	3.0

Strong-3      M-Medium-2    L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

contribution to POS								
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**S-Strong-3 M-Medium-2 L-Low-1**

**COURSE DESIGNER**

**DR.C.SAHAYA MARY SOPHIA**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

### **FIRST YEAR –SEMESTER- I**

#### **I MA ECONOMICS**

#### **I SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG1EE3</b>	<b>REGIONAL ECONOMICS</b>	5	3

#### **COURSE DESCRIPTION**

Study of regional economics and regional science

#### **COURSE OBJECTIVE/S**

1. To equip the analytical skills required to analyse the regional economic issues
2. To understand Regional economic growth in India

#### **UNIT I: INTRODUCTION TO REGIONAL ECONOMICS**

**15 HRS**

Nature and scope of regional economics – Regional economics and regional science – Regional and Urban Economics: Need for a separate study of regional economics – Concept and types of regions: Administrative, Planning, Agro-climatic, Economic and Functional regions.

#### **UNIT II: APPROACHES TO REGIONAL GROWTH**

**15 HRS**

**Approaches to regional growth:** Models of regional, inter-regional and multi-regional models; Export base models – Location Theory - Gravity models – Shift-share analysis

#### **UNIT III: THEORIES OF REGIONAL ECONOMIC GROWTH**

**15 HRS**

Neoclassical models – Dualistic models: Social dualism – Labour surplus model of Arthur Lewis- Migration and development: Harris-Todaro – Core-Periphery models: Myrdal's

Cumulative Casuation Hypothesis – Regional Input-output models - New Economic Geography models: Paul Krugman's model of industrial location and development

#### **UNIT IV: REGIONAL ECONOMIC GROWTH IN INDIA**

**15 HRS**

Administrative regions in India: State, District, Taluk and Village; Urban and Rural regions - Concept, definition and measure of State Income (GSDP) – Rural and urban GDP – Differences in estimation of national income (GDP) and State Income (GSDP) - Measurement of interregional economic growth at State level

#### **UNIT V: REGIONAL ASPECTS OF STABILIZATION AND GROWTH POLICY**

**15HRS**

Post-war Regional Cyclical Behaviour and Policy Measures for Stabilization, Theories to Explain Regional Differences in Growth, Fiscal Programmes, Tax and Transfer Programmes, Fiscal Responses of Power Level Governments, Regional Orientation to Policy Programmes and Central Responsibility.

#### **TEXT BOOKS**

1. Capello Roberta. (2016). Regional Economics. Routledge (New York).
2. Temple, M. (1994). *Regional economics*. St. Martin's Press.

#### **REFERENCES**

1. Harry W Richardson (1973): Regional Growth Theory, Macmillan.
2. Harry W. Richardson. (1970). Elements of Regional Economics. Penguin Books (New York).
3. Harry W Richardson (1969): Regional Economics: Location theory, Urban structure and regional change, Weidenfeld & Nicolson (London)

#### **WEB RESOURCES**

1. <http://www.rrr.wvu.edu/WebBook/Giaratani/contents.htm>
2. <https://researchrepository.wvu.edu/cgi/viewcontent>
3. [https://ddceutkal.ac.in/Syllabus/MA\\_Economics](https://ddceutkal.ac.in/Syllabus/MA_Economics)

### **COURSE CONTENTS & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT I INTRODUCTION TO REGIONAL ECONOMICS</b>				
1.1	Nature and scope of regional economics	3	Lecture	Black Board
1.2	Regional economics and regional science	2	Lecture	Black Board

1.3	Regional and Urban Economics: Need for a separate study of regional economics	2	Lecture	Black Board
1.4	Concept and types of regions: Administrative	3	Lecture	Black Board
1.5	Planning	2	Lecture	Black Board
1.6	Agro-climatic	2	Lecture	Black Board
1.7	Economic and Functional regions	1	Lecture	Black Board
<b>UNIT II                      APPROACHES TO REGIONAL GROWTH</b>				
2.1	Approaches to regional growth:	3	Chalk and Talk	Black Board
2.2	Models of regional, inter-regional and multi-regional models;	2	Chalk and Talk	Black Board
2.3	Export base models	2	Chalk and Talk	Black Board
2.4	Location Theory	2	Chalk and Talk	Black Board
2.5	Gravity models	4	Chalk and Talk	Black Board
2.6	Shift-share analysis	2	Chalk and Talk	Black Board
<b>UNIT III THEORIES OF REGIONAL ECONOMIC GROWTH</b>				
3.1	Neoclassical models –	3	Lecture	Black Board
3.2	Dualistic models: Social dualism – Labour surplus model of Arthur Lewis-	3	Lecture	Black Board
3.3	Migration and development: Harris- Todaro – Core-Periphery models: Myrdal's Cumulative Casuation Hypothesis –	3	Chalk & Talk	Black Board
3.4	Regional Input-output models -	3	Problem Solving	Black Board
3.5	New Economic Geography models: Paul Krugman's model of industrial location and development	3	Lecture	Black Board
<b>UNIT IV                      REGIONAL ECONOMIC GROWTH IN INDIA</b>				
4.1	Administrative regions in India: State, District, Taluk and Village;	3	Lecture	Black Board



4..2	Urban and Rural regions - Concept, definition and measure of State Income (GSDP) –	3	Lecture	Black Board
4..3	Rural and urban GDP –	3	Lecture	Black Board
4..4	Differences in estimation of national income (GDP) and State Income (GSDP) -	3	Lecture	Black Board
4..5	Measurement of interregional economic growth at State level	3	Lecture	Black Board
<b>UNIT V: REGIONAL ASPECTS OF STABILIZATION AND GROWTH POLICY</b>				
5.1	Post-war Regional Cyclical Behaviour and Policy Measures for Stabilization	3	Lecture	Black Board
5.2	Theories to Explain Regional Differences in Growth	3	Lecture	Black Board
5.3	Fiscal Programmes, Tax and Transfer Programmes	3	Lecture	Black Board
5.4	Fiscal Responses of Power Level Governments	3	Lecture	Black Board
5.5	Regional Orientation to Policy Programmes and Central Responsibility	3	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.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	

	10 Mks.								
<b>K2</b>	<b>4</b>	<b>4</b>	-	-	-	<b>8</b>	-	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	-	<b>5</b>	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	-	-	<b>5</b>	<b>9</b>	-	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	-	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>Non Scholastic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## 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				
<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks			
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks			
<b>C3</b>	-	Assignment	2 *	-	5 Mks			
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks			

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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**C5** - Seminar 1 - 5 Mks

**C6** - Attendance - 5 Mks

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

### COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand the Nature and scope of regional economics and its need	K1, K3, k4	PO1, PO3,PO8
CO 2	Discuss the Models of regional, inter-regional and multi-regional models	K4,K5	PO1,PO2, PO3,PO8
CO 3	Evaluate the various theories of regional economic growth	K2, K3,K4	PO1, PO2,PO3
CO 4	Describes the Measurement of interregional economic growth at State level	K4,K4	PO1, PO2,PO3
CO 5	apply Regional Aspects of Stabilization and Growth Policy	K1,K4,K5	PO3,PO7,PO8

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	2	3	3	3	2
<b>CO2</b>	3	2	2	3	2
<b>CO3</b>	3	2	3	2	2
<b>CO4</b>	3	3	3	2	3
<b>CO5</b>	3	2	2	2	3
<b>Weightage</b>	14	12	14	14	12
<b>Weighted percentage of</b>	2.8	2.4	2.8	2.8	2.4

<b>Course Contribution to PSOs</b>					
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**Strong-3      M-Medium-2   L-Low-1**

### **Mapping COs Consistency with POs**

<b>CO/ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
Weightage	15	14	14	14	14	15	14	15
Weighted percentage of course contribution to POS	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

**S-Strong-3      M-Medium-2   L-Low-1**

**COURSE DESIGNER**

**DR.M.REGINA MARY**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## **FIRST YEAR –SEMESTER- I**

### **I MA ECONOMICS**

#### **I SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG1EE4</b>	<b>WELFARE ECONOMICS</b>	5	3

#### **COURSE DESCRIPTION**

Study of Individual and Social Welfare, Public Goods and Market Failure

#### **COURSE OBJECTIVE/S**

1. To enable students to understand the fundamentals as well as development in the field of Welfare Economics.
2. To show the importance of welfare Economics compared to that of wealth Economics

#### **Unit 1:Introduction to Welfare Economics**

**15 HRS**

Welfare Economics :Meaning- Concepts: Individual and Social Welfare- Value Judgments- Preferences and Utility - Utility function: Properties - Interpersonal comparisons of utility: degrees of interpersonal comparability. –**Social Welfare Function: –Bentham’s Utilitarianism- Pigouvian Welfare Economics.**

#### **Unit II: Approaches to Welfare**

**15 HRS**

Cardinal and Ordinal Approaches- Hicks’s Four Measures of Consumers’ Surplus- Partial and General Equilibrium- Edgeworth Box Diagram- General Equilibrium of Production and Exchange.

#### **Unit III: Pareto Optimality Conditions**

**15 HRS**

Pareto-Optimality Criterion -Definition-Marginal Conditions of Pareto Optimum – Perfect Competition and Pareto Optimality- Exceptions –Externalities – Public Goods and Market Failure – Theory of Second Best.

#### **Unit IV: New Welfare Economics**

**15 HRS**

New Welfare Economics – Kaldor- Hicks Compensation Criterion – Utility Possibility Curve -Shortcomings – Scitovsky Paradox – Scitovsky’s Double Criterion of Welfare– Little’s Criterion.

#### **Unit V: Theories of Social Choice**

**15 HRS**

Utility Possibility Curve and Frontier Grand Utility Possibility Curve- Iso Welfare Curves- Arrow's Impossibility Theorem –Amartya Sen and Capability Theorem – Rawls Theory of Social Justice

### Text Books

1. Verma K.N ( 2012 ) Microeconomic Theory ,Vishal Publishing House
2. Per –OlovJohannson(2009) An introduction to Modern Welfare Economics, Cambridge University Press

### References

1. Arrow, Kenneth J (1963) Social Choice and Individual Values, Cowles Foundation Monograph 12, 2nd ed. Yale University
2. Bossert, Walter and Kotaro Suzumura (2010) Consistency, Choice and Rationality, Harvard University Press: Cambridge MA
3. Broadway, R.W. and N. Bruce (1984), Welfare Economics, Basil Blackwell, Oxford.

### Web Resources

1. <https://conceptually.org/concepts/pareto-principle>
2. <https://web.stanford.edu/~jdlevin/Econ 202/General Equilibrium.pdf>
3. <https://policonomics.com/lp-welfare-economics1-general-equilib...>

## COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I Introduction to Welfare Economics</b>				
1.1	Welfare Economics :Meaning- Concepts:	3	Lecture	Black Board
1.2	Individual and Social Welfare- Value Judgments-	2	Lecture	Black Board
1.3	Preferences and Utility - Utility function: Properties - Interpersonal comparisons of utility:	2	Lecture	Black Board
1.4	degrees of interpersonal comparability.	3	Lecture	Black Board

1.5	Social Welfare Function	2	Lecture	Black Board
1.6	Bentham's Utilitarianism	2	Lecture	Black Board
1.7	Pigouvian Welfare Economics	1	Lecture	Black Board
<b>UNIT II Approaches to Welfare</b>				
2.1	Cardinal and Ordinal Approaches-	3	Chalk and Talk	Black Board
2.2	Hicks's Four Measures of Consumers' Surplus-	3	Chalk and Talk	Black Board
2.3	Partial and General Equilibrium-.	3	Chalk and Talk	Black Board
2.4	Edgeworth Box Diagram-	3	Chalk and Talk	Black Board
2.5	General Equilibrium of Production and Exchange	3	Chalk and Talk	Black Board
<b>UNIT III Pareto Optimality Conditions</b>				
3.1	Pareto-Optimality Criterion -Definition-	3	Lecture	Black Board
3.2	Marginal Conditions of Pareto Optimum –	3	Lecture	Black Board
3.3	Perfect Competition and Pareto Optimality-	3	Chalk & Talk	Black Board
3.4	Exceptions –Externalities – Public Goods and Market Failure –	3	Problem Solving	Black Board
3.5	Theory of Second Best.	3	Lecture	Black Board
<b>UNIT IV New Welfare Economics</b>				
4.1	New Welfare Economics –	3	Lecture	Black Board
4..2	Kaldor- Hicks Compensation Criterion – Utility Possibility Curve -	3	Lecture	Black Board
4..3	Shortcomings – Scitovsky Paradox –.	3	Lecture	Black Board
4..4	Scitovsky's Double Criterion of Welfare–	3	Lecture	Black Board
4..5	Little's Criterion	3	Lecture	Black Board
<b>UNIT V: Theories of Social Choice</b>				

5.1	Utility Possibility Curve and Frontier Grand Utility Possibility Curve-	3	Lecture	Black Board
5.2	Iso Welfare Curves-	3	Lecture	Black Board
5.3	Arrow's Impossibility Theorem –	3	Lecture	Black Board
5.4	Amartya Sen and Capability Theorem –	3	Lecture	Black Board
5.5	Rawls Theory of Social Justice	3	Lecture	Black Board

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Schola stic Marks	Non Schola stic Marks C6	CIA Tota l	% of Assess ment
	T1  10 Mk s.	T2  10 Mk s.	Semi nar  5 Mks.	Assign ment  5 Mks	OBT/ PPT  5 Mks	35 Mks.	5 Mks.	40M ks.	
<b>K2</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>Non Schola stic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	12.5 %



<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### PG CIA Components

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

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

### COURSE OUTCOMES

On completion of this course, students will be able to

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED</b>	<b>PSOs ADDRESSED</b>
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		<b>BLOOM'S TAXONOMY)</b>	
CO 1	Summarize the Contribution to Welfare Economics	K1,K2	PO1, PO3,PO8
CO 2	Analyse the different approaches to Welfare Economics	K3,K4,	PO1,PO2, PO3,PO8
CO 3	<b>Interpret</b> the development of Pareto Optimality Conditions	K1,K2,K3	PO1, PO2,PO3
CO 4	Explain the compensation Criteria of Economics	K2,K5	PO1, PO2,PO3
CO 5	Evaluate theories of Social Choice.	K2,K4,K5	PO3,PO7,PO8

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2	3	3
<b>CO2</b>	2	3	2	3	2
<b>CO3</b>	3	3	2	3	2
<b>CO4</b>	2	3	2	3	2
<b>CO5</b>	2	3	2	3	3
<b>Weightage</b>	12	15			
<b>Weighted percentage of Course Contribution to PSOs</b>	2.4	3	2	3	2.4

Strong-3      M-Medium-2    L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

of course contribution to POS								
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**S-Strong-3    M-Medium-2    L-Low-1**

**COURSE DESIGNER**

**DR.M.REGINA MARY**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## **I MA SEMESTER - I**

(For those who joined in 2023-24 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>PAEC</b>	<b>23PG1EAE</b>	<b>FINANCIAL ECONOMICS</b>	<b>2</b>	<b>1</b>

### **COURSE DESCRIPTION**

Finance is the blood of business .it supports economic development industrial development and encourage Entrepreneurs growth.

### **COURSE OBJECTIVE/S**

1. To equip them to face IES, IAS exams and NET exam
2. To equip students to apply their knowledge in stock market security market.
3. To make students aware of financial markets and its functions

### **UNIT I: INTRODUCTION**

**[9HRS]**

Nature, Role and Structure of Financial Economics – Classification of Financial Institutions. – Financial Instruments and Services. – Role of Financial System in Economic Development. Indian Financial Sector

### **UNIT II: NON-BANKING FINANCIAL INSTITUTIONS**

**[9HRS]**

Small Savings – Types of Instruments. Insurance Companies – LIC – GIC – UTI and Mutual Fund – Organization – Structure – Types. Investment Pattern and Return on Investment – Rural Financial Market

### **UNIT III: TYPES OF MARKETS**

**[9HRS]**

– Financial Guarantees – Capital Market – Bond Market – Mortgage Market – Stock Market - Equity Market

### **UNIT IV TYPES OF MARKETS**

**[9HRS]**

**Money Market - Call Money Market** – Commercial Paper and Certificate of Deposits – Discount Market

### **UNIT V: STOCK EXCHANGES IN INDIA**

**[9HRS]**

NSE – BSE – SEBI – Primary and Secondary Issues of Shares and Debentures – Exchange Rates and Currency Convertibility .

**TEXT BOOKS**

1. L.M. Bhole, "Financial Institutions and Markets", Tata McGraw-Hill, 2005.

**REFERENCE BOOKS**

1. G.S. Batra and P.C. Dangur, "Financial Services – New Innovations", Deep and Deep Publications Pvt. Ltd, 2005.
2. S.K. Aggarwal, "Stock Markets and Financial Journalism" Shipra Publication, a. New Delhi, 1998
3. A.K. Sharma and G.S. Batra, "Indian Stock Market, Regulation, Performance & Policy Perspective", Deep and Deep Publications Pvt. Ltd, 2005.
4. Anthony Saunders, "Financial Markets and Institutions", Tata McGraw-Hill.
5. Peter S. Rose, "Money and Capital Markets – Financial Institutional & Instruments in a Global Market Place", [ International Edition]
6. Day A.C.L., "Outlines of Monetary Economics", Oxford University Press, Amen House, London.
7. Johes, Chris "Financial economics" London, routledge, 2008.
8. Meggison&Gitman "Principles of corporate finance" Australia Thomson 2007.
9. ProforTorry "globalization and finance" Blackwell Publishers London 2005

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I INTRODUCTION</b>				
1.1	Nature, Role and Structure of Financial Economics	2	Lecture	Black Board
1.2	Classification of Financial Institutions	2	Lecture	Black Board
1.3	Financial Instruments and Services	2	Lecture	Black Board
1.4	Role of Financial System in Economic Development.	1	Lecture	Black Board
1.5	Indian Financial Sector	2	Lecture	Black Board
<b>UNIT II NON-BANKING FINANCIAL INSTITUTIONS</b>				
2.1	Small Savings – Types of Instruments.	2	Chalk and Talk	Black Board
2.2	Insurance Companies	2	Chalk and Talk	Black Board
2.3	LIC – GIC – UTI and Mutual Fund – Organization	2	Chalk and Talk	Black Board
2.4	Structure – Types. Investment	1	Chalk and Talk	Black Board

2.5	Pattern and Return on Investment – Rural Financial Market	2	Chalk and Talk	Black Board
<b>UNIT III TYPES OF MARKETS</b>				
3.1	Financial Guarantees – Capital Market	2	Chalk and Talk	Black Board
3.2	Bond Market	2	Chalk and Talk	Black Board
3.3	Mortgage Market	2	Chalk and Talk	Black Board
3.4	Stock Market	1	Chalk and Talk	Black Board
3.5	Equity Market	2	Chalk and Talk	Black Board
<b>UNIT IV TYPES OF MARKETS</b>				
4.1	Money Market	2	Lecture	Black Board
4..2	Call Money Market	2	Lecture	Black Board
4..3	Commercial Paper	2	Lecture	Black Board
4..4	Certificate of Deposits	1	Lecture	Black Board
4..5	Discount Market	2	Lecture	Black Board
<b>UNIT V: STOCK EXCHANGES IN INDIA</b>				
5.1	NSE	2	Lecture	Black Board
5.2	BSE	2	Lecture	Black Board
5.3	SEBI	2	Lecture	Black Board
5.4	Primary and Secondary Issues of Shares and Debentures	1	Lecture	Black Board
5.5	Exchange Rates and Currency Convertibility	2	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.	40 Mks.	
<b>K2</b>	4	4	-	-	-	8	-	8	20 %
<b>K3</b>	2	2	-	5	-	9	-	9	22.5 %
<b>K4</b>	2	2	-	-	5	9	-	9	22.5 %
<b>K5</b>	2	2	5	-	-	9	-	9	22.5 %
<b>Non Scholastic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	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		
<b>C1</b>	- Test (CIA 1)	1	-	10 Mks
<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	2 *	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Seminar	1	-	5 Mks
<b>C6</b>	- 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
<b>CO 1</b>	To make the students to understand the Financial System	K2	PSO1& PSO2
<b>CO 2</b>	To make aware of Money Market and Indian Stock Exchange.	K2, K3	PSO3
<b>CO 3</b>	To equip them to face IES, IAS exams and NET exam	K2, K4	PSO5

<b>CO 4</b>	To know the latest technology of financial system evaluate the .merits and demerits of online trading	K2, K3 & K4	PSO4
<b>CO 5</b>	To calculate the SENSEX in Financial system.	K3& K5	PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2	3	3
<b>CO2</b>	2	3	2	3	2
<b>CO3</b>	3	3	2	3	2
<b>CO4</b>	2	3	2	3	2
<b>CO5</b>	2	3	2	3	3
<b>Weightage</b>	12	15			
<b>Weighted percentage of Course Contribution to PSOs</b>	2.4	3	2	3	2.4

Strong-3      M-Medium-2    L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course contribution to POS</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

S-Strong-3      M-Medium-2    L-Low-1



**COURSE DESIGNER**

**DR.K.PRAVEENA**

**FORWARDED BY**

**DR.M.REGINA MARY**  
**HEAD OF THE**  
**DEPARTMENT**

**I MA ECONOMICS**

**II SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG2E4</b>	<b>MONETARY ECONOMICS</b>	6	5

**COURSE DESCRIPTION**

Study of determinants of money supply, Non-banking financial institutions

**COURSE OBJECTIVE/S**

1. The course is devoted to the main issues in modern monetary economics.
2. The factors behind money demand and supply are studied through the set of comprehensive monetary models.

**Unit I: Classical Theories of Money**

**18 HRS**

Demand for Money Quantity theories of money – Fisher and Cambridge- Keynesian monetary theory- James Tobin's portfolio analysis of money demand- Don Patinkin's Integration– Real Balance Effect- Milton Friedman's reformulated quantity theory.

**Unit II: Supply of Money**

**18 HRS**

Supply of Money Types and determinants of money supply – money multiplier- Theories of interest rate – classical – Keynes – Hicks – Hansen.

**Unit III: Money and Capital Market**

**18 HRS**

Money and Capital Market Significance and functions of Money market and capital market- Role of financial intermediaries – Effects of financial intermediation- Non-banking financial institutions – Gurley and Shaw theory.

#### **Unit IV: Banking and its functions**

**18 HRS**

Banking Functions of Commercial banks - Credit creation – process and limitations Role of Commercial banks after nationalization – after reforms- Role of RBI – Regulation of money supply and credit- Narasimham Committee Reports– 1991 and 1998- RaguramRajan Committee Report -2007.

#### **Unit V: Monetary Policies**

**18 HRS**

Monetary Policy Objectives and Instruments of Monetary policy– Limitations of monetary policy- Monetarism and Keynesianism – Comparison - Supply side policies.

#### **Text Books:**

1. Bain, Keith and Howells, Peter: Monetary Economics: Policy and its theoretical Basis, Palgrave Macmillan, 2nd Edition, 2009
2. Mishkin .S. Frederic-The Economics of Money ,Banking and Financial Markets, Pearson Publication, 11th Edition, 2015

#### **References:**

1. Jhingan, M.L. (2005), Monetary Economics[Konark Publication, New Delhi].
2. Sundaram, K.P.M. (2003), Money, Banking and International Trade [Vikas, New Delhi].
3. Vaish, M.C. (2004), Money, Banking and International Trade [New Age International, New Delhi].

#### **Web Resources:**

1. <https://www.amazon.in/Handbook-Monetary-Economics-Benjamin-Friedman-ebook/dp/B00EXOTZ96>
2. <https://link.springer.com/book/10.1057/9780230280854>
3. <https://www.rbi.org.in/scripts/AnnualPublications.aspx?head=Handbook%20of%20Statistics%20on%20Indian%20Economy>

### **COURSE CONTENTS & LECTURE SCHEDULE**

<b>Mod ule No.</b>	<b>Topic</b>	<b>No. of Lec tur es</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
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<b>UNIT I Classical Theories of Money</b>				
1.1	Demand for Money Quantity theories of money –	3	Lecture	Black Board
1.2	Fisher and Cambridge- Keynesian monetary theory-	2	Lecture	Black Board
1.3	James Tobin’s portfolio analysis of money demand	3	Lecture	Black Board
1.4	- Don Patinkin’s Integration–	2	Lecture	Black Board
1.5	Real Balance Effect	3	Lecture	Black Board
1.6	- Milton Friedman’s reformulated quantity theory.	2	Lecture	Black Board
<b>UNIT II Supply of Money</b>				
2.1	Supply of Money	3	Chalk and Talk	Black Board
2.2	Types and determinants of money supply	2	Chalk and Talk	Black Board
2.3	money multiplier	3	Chalk and Talk	Black Board
2.4	Theories of interest rate	2	Chalk and Talk	Black Board
2.5	classical – Keynes	3	Chalk and Talk	Black Board
2.6	Hicks – Hansen	2	Chalk and Talk	Black Board
<b>UNIT III Money and Capital Market</b>				
3.1	Money and Capital Market.	3	Lecture	Black Board
3.2	Significance and functions of Money market and capital market-	3	Lecture	Black Board
3.3	Role of financial intermediaries –	3	Chalk & Talk	Black Board
3.4	Effects of financial intermediation-	3	Problem Solving	Black Board

3.5	Non-banking financial institutions – Gurley and Shaw theory	3	Lecture	Black Board
<b>UNIT IV Banking and its functions</b>				
4.1	Banking Functions of Commercial banks	3	Lecture	Black Board
4..2	Credit creation – process and limitations	3	Lecture	Black Board
4..3	Role of Commercial banks after nationalization – after reforms- Role of RBI –	3	Lecture	Black Board
4..4	Regulation of money supply and credit- Narasimham Committee Reports	3	Lecture	Black Board
4..5	– 1991 and 1998- RaguramRajan Committee Report -2007.	3	Lecture	Black Board
<b>UNIT V: Monetary Policies</b>				
5.1	Monetary Policy Objectives	3	Lecture	Black Board
5.2	Instruments of Monetary policy–	3	Lecture	Black Board
5.3	Limitations of monetary policy-	3	Lecture	Black Board
5.4	Monetarism and Keynesianism –	3	Lecture	Black Board
5.5	Comparison - Supply side policies.	3	Lecture	Black Board

## EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Schola stic Marks	Non Schola stic Marks C6	CIA Tota l	% of Assess ment
	T1	T2	Semi nar	Assign ment	OBT/ PPT				

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	
<b>K2</b>	<b>4</b>	<b>4</b>	-	-	-	<b>8</b>	-	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	-	<b>5</b>	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	-	-	<b>5</b>	<b>9</b>	-	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	-	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>Non Schola stic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### PG CIA Components

#### Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks

SCHOLASTIC	NON - SCHOLASTIC	MARKS
<b>C3</b> - Assignment	2 *	- 5 Mks
<b>C4</b> - Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b> - Seminar	1	- 5 Mks
<b>C6</b> - Attendance		- 5 Mks

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

#### **COURSE OUTCOMES**

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	To list out and outline the theories of money.	K1,K2,	PO1, PO3,PO8
CO 2	To explain construct and distinguish various determinate of money supply and multiplier.	K2,K3,K4,	PO1,PO2, PO3,PO8
CO 3	To label, explain and evaluate the capital market.	K1,K2,K5	PO1, PO2,PO3
CO 4	To define, illustrate and importance of banking sector.	K1,K2,K5,	PO1, PO2,PO3
CO 5	To interpret and make use of monetary policy.	K2,K3,	PO3,PO7,PO8

#### **Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3

<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to PSOs</b>	3.0	3.0	3.0	3.0	3.0

**Strong-3 M-Medium-2 L-Low-1**

### **Mapping COs Consistency with POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course contribution to POS</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

**S-Strong-3 M-Medium-2 L-Low-1**

**COURSE DESIGNER**

**DR.M.REGINA MARY**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## **I MA ECONOMICS**

### **II SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG2E5</b>	<b>LABOUR ECONOMICS</b>	6	5

#### **COURSE DESCRIPTION**

Study of Demand for Labour in relation to size and pattern of investment

#### **COURSE OBJECTIVE/S**

1. To enable and acquire the knowledge the relating to the significance of labour market
2. To understand the man power in Economic Development

#### **Unit I: Labour Market and Policies**

**18 HRS**

Labour Market- Nature and Characteristics, Demand for Labour in relation to size and pattern of investment, **Choice of technologies and labour policies Supply of Labour**, Growth of Labour Force, Labour Market Policies, Mobility and Productivity

#### **Unit II: Employment and Wage Determination**

**18 HRS**

Employment and Development relationship- poverty and unemployment, Unemployment- Types, concepts and measurement, Employment Policy Wage Determination- Classical, Neo-classical and Bargaining theories; Concepts of minimum wage and efficiency wage; Non-wage component

#### **Unit III: Trade Union Movement**

**18 HRS**

Since Independence and Present Scenario of the Trade Union Movement– AITUC – INTUC – HMS – UTUC – Association of Indian Trade Unions with International Trade Unions – Problems of Trade Unions – Essentials for success of a Trade Union - The Trade Union Act, 1926- Recent policies relating to Trade union act



**Unit IV Industrial Relation****18 HRS**

Need for Industrial Relation Machinery-Preventive and Curative methods-Collective Bargaining, Arbitration and Adjudications-industrial Democracy, the concept of Workers participation in management- Role of State in Industrial Relations.

**Unit V: Social Security and Reforms****18 HRS**

Social Security- Concepts and evolution, Social assistance and insurance, Review and Appraisal of State Policies, Special Problems- Child labour, discrimination, bonded labour- Labour market Reforms- Exit Policy, safety requirements, National Commission on Labour, Globalisation and labour markets, mobility of labour.

**Text books**

1. Pant C.(1978),Indian Labour Problems,(Allahabad,Chaitanya Publishing House).
2. Singh S.S., and Metha S.(1989),Labour Economics,(Ajanta Prakasham New Delhi).

**References**

1. Tyagi P.B.(1995),Labour Economics and Social welfare,(JaiprakashNath&Co.Meerut),
2. Baholiwal T.N.(1981), Economics of Labour and Industrial Relations,(SahityaBhawan, Agra).
3. Giri V.V.(1985),Labour Problems in Indian Industry (Asia Publishing House,Bombay).

**Web resources**

1. <https://fac.ksu.edu.sa/sites/default/files/Moder..>
2. <http://students.aiu.edu/resources/onlineBook/q...>
3. <http://assets.vmu.ac.in/PGDLL06>

**COURSE CONTENTS & LECTURE SCHEDULE**

Mod ule No.	Topic	No. of Lec tur es	Teaching Pedagogy	Teaching Aids
<b>UNIT I</b>	<b>Labour Market and Policies</b>			
1.1	Labour Market- Nature and Characteristics,	3	Lecture	Black Board
1.2	Demand for Labour in relation to size and pattern of investment,	2	Lecture	Black Board
1.3	Choice of technologies and labour policies Supply of Labour,	3	Lecture	Black Board

1.4	Growth of Labour Force, Labour	2	Lecture	Black Board
1.5	Market Policies,	3	Lecture	Black Board
1.6	Mobility and Productivity	2	Lecture	Black Board
<b>UNIT II                      Employment and Wage Determination</b>				
2.1	Employment and Development relationship-	3	Chalk and Talk	Black Board
2.2	poverty and unemployment, Unemployment-	2	Chalk and Talk	Black Board
2.3	Types, concepts and measurement, Employment Policy Wage Determination-	3	Chalk and Talk	Black Board
2.4	Classical, Neo-classical and Bargaining theories	2	Chalk and Talk	Black Board
2.5	Concepts of minimum wage and efficiency wage;	3	Chalk and Talk	Black Board
2.6	Non-wage component	2	Chalk and Talk	Black Board
<b>UNIT III    Trade Union Movement</b>				
3.1	Since Independence and Present Scenario of the Trade Union Movement–	3	Lecture	Black Board
3.2	AITUC – INTUC – HMS – UTUC – Association of Indian Trade Unions with International Trade Unions –	3	Lecture	Black Board
3.3	Problems of Trade Unions – Essentials for success of a Trade Union -	3	Chalk & Talk	Black Board
3.4	The Trade Union Act, 1926-	3	Problem Solving	Black Board
3.5	Recent policies relating to Trade union act	3	Lecture	Black Board
<b>UNIT IV                      Industrial Relation</b>				

4.1	Need for Industrial Relation Machinery- Preventive and Curative methods-	3	Lecture	Black Board
4..2	Collective Bargaining,	3	Lecture	Black Board
4..3	Arbitration and Adjudications- industrial Democracy,	3	Lecture	Black Board
4..4	the concept of Workers participation in management-	3	Lecture	Black Board
4..5	Role of State in Industrial Relations.	3	Lecture	Black Board
<b>UNIT V: Social Security and Reforms</b>				
5.1	Social Security- Concepts and evolution, Social assistance and insurance,.	3	Lecture	Black Board
5.2	Review and Appraisal of State Policies, Special Problems- Child labour, discrimination,	3	Lecture	Black Board
5.3	bonded labour-Labour market Reforms-	3	Lecture	Black Board
5.4	Exit Policy, safety requirements, National Commission on Labour,	3	Lecture	Black Board
5.5	Globalisation and labour markets, mobility of labour	3	Lecture	Black Board

## EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total 1	% of Assessment
	T1	T2	Seminar	Assignment	OBT/ PPT				
		10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	

	10 Mks.								
<b>K2</b>	<b>4</b>	<b>4</b>	-	-	-	<b>8</b>	-	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	-	<b>5</b>	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	-	-	<b>5</b>	<b>9</b>	-	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	-	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>Non Scholastic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## 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				
<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks			
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks			
<b>C3</b>	-	Assignment	2 *	-	5 Mks			
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks			

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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**C5** - Seminar 1 - 5 Mks

**C6** - Attendance - 5 Mks

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

### COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	study the recent trends of labour and their productivity	K1, K3, K4	PO1, PO3,PO8
CO 2	assess the determination of employment and wages	K3,K4	PO1,PO2, PO3,PO8
CO 3	Understand the trade unions and their impact on labour market	K1, K4,K5	PO1, PO2,PO3
CO 4	evaluate the Industrial relation	K3,K4	PO1, PO2,PO3
CO 5	analyze the current trends of social security measures	K1,K4,K5	PO3,PO7,PO8

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	2	3	3	3	2
<b>CO2</b>	2	3	2	3	2
<b>CO3</b>	3	2	3	2	3
<b>CO4</b>	2	2	3	2	3
<b>CO5</b>	3	2	3	2	3
<b>Weightage</b>	12	12	15	14	13
<b>Weighted percentage of Course Contribut</b>	2.4	2.4	3	2.8	2.6

ion to PSOs					
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Strong-3 M-Medium-2 L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
Weighta ge	15	14	14	14	14	15	14	15
Weighte d percenta ge of course contribut ion to POS	3.0 0	2.8	2.8	2.8	2.8	3.0 0	2.8	3.0 0

S-Strong-3 M-Medium-2 L-Low-1

**COURSE DESIGNER**

**DR.S.IVY JENO**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## I MA ECONOMICS

### II SEMESTER

(For those who joined in 2023 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	23PG2E6	MATHEMATICAL ECONOMICS	6	4

#### COURSE DESCRIPTION

Study of Introduction to Functions, Limits and Continuity

#### COURSE OBJECTIVE/S

1. The paper aims to introduce students to the basic building blocks of mathematical analysis used in modern economic theory.
2. To equip the students with mathematical tools and to optimize both static and dynamic economic environment.

#### Unit I: Introduction to Linear Algebra

18 HRS

Sets-Basic concepts-Ordered sets-Relations-Order relations-Metric Spaces-open and closed sets– Convergence - Linear Algebra , Vectors, matrices, inverse, simultaneous linear equations, Cramer’s rule for solving system of linear equations, input-output model, Hawkins - Simon condition, open and closed models , quadratic equation, characteristic (eigen) roots and vectors

#### Unit II: Differential Calculus

18 HRS

Introduction to Functions, Limits and Continuity, Derivatives –Concept of maxima & minima, elasticity and point of inflection. Profit & revenue maximization under perfect competition, under monopoly. Maximizing excise tax revenue in monopolistic competitive market, Minimization of cost etc.

#### Unit III: Optimization Techniques with Constraints

18 HRS

Functions of several variables, Partial and total, economic applications, implicit function theorem, higher order derivatives and Young’s theorem, properties of linear homogenous functions, Euler's theorem, Cobb – Douglas Production Function - Constrained Optimization- Lagrangian Multiplier Technique- Vector and Matrix Differentiation -Jacobian and Hessian Matrices- Applications-Utility maximization, Profit maximization and Cost minimization.

#### Unit IV: Linear and Non-Linear Programming

18 HRS

Optimization with Inequality Constraints- Linear Programming–Formulation-Primal and Dual- Graphical and Simplex method-Duality Theorem-Non-Linear Programming-Kuhn-Tucker Conditions- Economic Applications.

#### Unit V: Economic Dynamics

18 HRS

Differential Equations-Basic Ideas-Types-Solution of Differential Equations (Homogenous and Exact)-Linear Differential Equations with Constant Coefficients (First and Second Order)-Applications- Solow's Model-Harrod-Domar Model-Applications to Market models-Difference Equations - Types-Linear Difference Equations with Constant Coefficients (First and Second order) and solutions – Applications- Samuelson's Accelerator-Multiplier model-Cobweb model.

### Textbooks:

1. Geoff Renshaw,(2016)Maths for Economics, 4E Oxford University Press.
2. Mabbet A J(1986) Workout Mathematics for Economists, Macmillan Master Series, 4<sup>th</sup> Edition London.

### References:

1. Carter, M. (2001). Foundations of Mathematical Economics, MIT Press.
2. Chiang, A. C. and Wainwright, K. (2005). Fundamental Methods of Mathematical Economics, McGraw-Hill Education.
3. Dowling E. T., Mathematics for economists, Schaum Series (latest edition).

### Web Resources

1. <https://www.udemy.com/course/mathematics-for-economists-functions-and-derivatives/>
2. <https://www.classcentral.com/course/swayam-mathematical-economics-14187>
3. <https://www.coursera.org/learn/introduction-to-calculus>

## COURSE CONTENTS & LECTURE SCHEDULE

Mod ule No.	Topic	No. of Lec tur es	Teaching Pedagogy	Teaching Aids
<b>UNIT I</b>	<b>Introduction to Linear Algebra</b>			
1.1	Sets-Basic concepts-Ordered sets-Relations-	3	Lecture	Black Board
1.2	Order relations-Metric Spaces-open and closed sets–	2	Lecture	Black Board
1.3	Convergence - Linear Algebra , Vectors, matrices, inverse, simultaneous linear equations,	3	Lecture	Black Board



1.4	Cramer's rule for solving system of linear equations, input-output model,	2	Lecture	Black Board
1.5	Hawkins - Simon condition, open and closed models , quadratic equation,	3	Lecture	Black Board
1.6	characteristic (eigen) roots and vectors	2	Lecture	Black Board
<b>UNIT II Differential Calculus</b>				
2.1	Introduction to Functions, Limits and Continuity,	3	Chalk and Talk	Black Board
2.2	Derivatives –Concept of maxima& minima, elasticity and point of inflection.	2	Chalk and Talk	Black Board
2.3	Profit & revenue maximization under perfect competition, under monopoly.	3	Chalk and Talk	Black Board
2.4	Maximizing excise tax revenue in	2	Chalk and Talk	Black Board
2.5	monopolistic competitive market,	3	Chalk and Talk	Black Board
2.6	Minimization of cost etc.	2	Chalk and Talk	Black Board
<b>UNIT III Optimization Techniques with Constraints</b>				
3.1	Functions of several variables, Partial and total, economic applications, implicit function theorem,	3	Lecture	Black Board
3.2	higher order derivatives and Young's theorem, properties of linear homogenous functions, Euler's theorem, Cobb – Douglas Production Function -	3	Lecture	Black Board
3.3	Constrained Optimization- Lagrangian Multiplier Technique-	3	Chalk & Talk	Black Board

3.4	Vector and Matrix Differentiation - Jacobian and Hessian Matrices- Applications-	3	Problem Solving	Black Board
3.5	Utility maximization, Profit maximization and Cost minimization	3	Lecture	Black Board
<b>UNIT IV Linear and Non-Linear Programming</b>				
4.1	Optimization with Inequality Constraints-	3	Lecture	Black Board
4..2	Linear Programming	3	Lecture	Black Board
4..3	Formulation-Primal and Dual- Graphical and Simplex method-Duality Theorem-	3	Lecture	Black Board
4..4	Non-Linear Programming-	3	Lecture	Black Board
4..5	Kuhn-Tucker Conditions- Economic Applications.	3	Lecture	Black Board
<b>UNIT V: Economic Dynamics</b>				
5.1	Differential Equations-Basic Ideas- Types-Solution of Differential Equations (Homogenous and Exact)-	3	Lecture	Black Board
5.2	Linear Differential Equations with Constant Coefficients (First and Second Order)- Applications- Solow's Model-.	3	Lecture	Black Board
5.3	Harrod-Domar Model-Applications to Market models- Difference Equations - Types-	3	Lecture	Black Board
5.4	Linear Difference Equations with Constant Coefficients (First and Second order) and solutions – Applications-	3	Lecture	Black Board
5.5	Samuelson's Accelerator-Multiplier model-Cobweb model	3	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.	
<b>K2</b>	4	4	-	-	-	8	-	8	20 %
<b>K3</b>	2	2	-	5	-	9	-	9	22.5 %
<b>K4</b>	2	2	-	-	5	9	-	9	22.5 %
<b>K5</b>	2	2	5	-	-	9	-	9	22.5 %
<b>Non Scholastic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	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		
<b>C1</b>	- Test (CIA 1)	1	-	10 Mks
<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	2 *	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Seminar	1	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

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

### COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Understand the mathematical structure of standard economic theoretical framework	K1, K2, K4	PO1, PO3, PO8
CO 2	Equip students with mathematical tools to solve optimization problems appear in economic theory	K2, K4, K5	PO1, PO2, PO3, PO8
CO 3	Equip students with tools to read the technical writing appear in standard economic journals	K1, K3, K4	PO1, PO2, PO3
CO 4	analyse the dynamics of macroeconomic policies in an economy	K1, K2, K4	PO1, PO2, PO3

CO 5	analyse mathematically the dynamics of the growth process in an economy	K3, K2,K5	PO3,PO7,PO8
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### Mapping C0s Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to PSOs</b>	3	3	3	3	3

Strong-3 M-Medium-2 L-Low-1

### Mapping C0s Consistency with POs

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course contribution</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

ion to POS								
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**S-Strong-3**

**M-Medium-2 L-Low-1**

**COURSE DESIGNER**

**DR.P.ANITA**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## **I MA ECONOMICS**

### **II SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG2EE5</b>	<b>GENDER ECONOMICS</b>	4	3

#### **COURSE DESCRIPTION**

Study of Objectives of Gender Studies

#### **COURSE OBJECTIVE/S**

1. To evaluate sources of socio-economic and demographic information for analyzing the impact of the gender factor on demographic processes and economic development
2. It enables to foresee the contributions of women as active economic agents and strategies to empower women and reduce gender inequalities.

#### **Unit I: Introduction**

**12 HRS**

Definition- Objectives of Gender Studies - Importance of gender Studies -Women and work: unpaid, underpaid and casual work - **Women in primary, secondary and tertiary sectors** - Classification of work in Indian census and NSSO – Main workers, marginal workers, non-workers - Invisibility of women's work, problems in measurement - Non-recognition of women's work in national income accounting

#### **Unit II: Gender Inequality in Labor Market**

**12 HRS**

Segmented Labor Market and Occupational Segregation - Gendered jobs and Social Inequality - Sex Segregation at Work Place - Globalisation and its impact on gender - Issues of wage discrimination and exploitation in unorganised sector - Women's participation in organised sector - Gender Discrimination - Gender issues at the work place

#### **Unit III: Social Empowerment**

**12 HRS**

Women in Higher Education - Gender issues in Health, Environment, Family welfare Measures  
- Indecent representation of Women in media - Women in Difficult circumstances;  
Constitutional.

#### **Unit IV: Economic Empowerment**

**12 HRS**

Introduction - organized sector, unorganized sector - Role of Women in Economic Development – Female Poverty and Poverty alleviation programmes - Status of Women farmers and land rights - Women Entrepreneurs - Impact of Globalization on working women - National Policy for the empowerment of women 2001.

#### **Unit V: Social issues and Women in Indian Planning**

**12 HRS**

Issues in the Unorganized sector of Employment - Women's work: Status and problems - problems of Dalit women - Invisibility of women in official data system - Absence of gender disaggregated data - Initiatives towards recognition of women as agents of development from sixth five year plan.

#### **Text books**

1. Eswaran, M. (2014). *Why gender matters in economics*. Princeton University Press.
2. Becchio, G. (2019). *A History of Feminist and Gender Economics*. Routledge.

#### **References**

1. Humphries, J. (1995). *Gender and economics*. Edward Elgar Publishing.
2. Dijkstra, G., & Plantenga, J. (2013). *Gender and economics: a European perspective*. Routledge.
3. Negra, D., & Tasker, Y. (2014). Introduction. Gender and recessionary culture. In *Gendering the Recession* (pp. 1-30). Duke University Press.

#### **Web Resources**

1. [https://www.academia.edu/9\\_Ch\\_1\\_Gender\\_Economi...](https://www.academia.edu/9_Ch_1_Gender_Economi...)
2. <https://ftp.iza.org/>
3. <https://www.oecd.org/derec/worldbankgroup>

### **COURSE CONTENTS & LECTURE SCHEDULE**

<b>Mod ule No.</b>	<b>Topic</b>	<b>No. of Lec tur es</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
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<b>UNIT I Introduction</b>				
1.1	Definition- Objectives of Gender Studies - Importance of gender Studies -	3	Lecture	Black Board
1.2	Women and work: unpaid, underpaid and casual work - -	2	Lecture	Black Board
1.3	Women in primary, secondary and tertiary sectors	3	Lecture	Black Board
1.4	Classification of work in Indian census and NSSO – Main workers, marginal workers, non-workers -	2	Lecture	Black Board
1.5	Invisibility of women's work, problems in measurement -	3	Lecture	Black Board
1.6	Non-recognition of women's work in national income accounting	2	Lecture	Black Board
<b>UNIT II Gender Inequality in Labor Market</b>				
2.1	Segmented Labor Market and Occupational Segregation -	3	Chalk and Talk	Black Board
2.2	Gendered jobs and Social Inequality - Sex Segregation at Work Place -	2	Chalk and Talk	Black Board
2.3	Globalisation and its impact on gender - Issues of wage discrimination and exploitation in unorganised sector -	3	Chalk and Talk	Black Board
2.4	Women's participation in organised sector -	2	Chalk and Talk	Black Board
2.5	Gender Discrimination -	3	Chalk and Talk	Black Board
2.6	Gender issues at the work place	2	Chalk and Talk	Black Board
<b>UNIT III Social Empowerment</b>				
3.1	Women in Higher Education -	3	Lecture	Black Board
3.2	Gender issues in Health, Environment,	3	Lecture	Black Board
3.3	Family welfare Measures	3	Chalk & Talk	Black Board
3.4	Indecent representation of Women in media	3	Problem Solving	Black Board



3.5	Women in Difficult circumstances; Constitutional.	3	Lecture	Black Board
<b>UNIT IV Economic Empowerment</b>				
4.1	Introduction - organized sector, unorganized sector	3	Lecture	Black Board
4..2	Role of Women in Economic Development –	3	Lecture	Black Board
4..3	Female Poverty and Poverty alleviation programmes - Status of Women farmers and land rights -	3	Lecture	Black Board
4..4	Women Entrepreneurs - Impact of Globalization on working women -	3	Lecture	Black Board
4..5	National Policy for the empowerment of women 2001.	3	Lecture	Black Board
<b>UNIT V: Social issues and Women in Indian Planning</b>				
5.1	Issues in the Unorganized sector of Employment -.	3	Lecture	Black Board
5.2	Women's work: Status and problems - problems of Dalit women -	3	Lecture	Black Board
5.3	Invisibility of women in official data system -	3	Lecture	Black Board
5.4	Absence of gender disaggregated data -	3	Lecture	Black Board
5.5	Initiatives towards recognition of women as agents of development from sixth five year plan	3	Lecture	Black Board

## EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total 1	% of Assessment
	T1	T2	Seminar	Assignment	OBT/PPT				

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	
<b>K2</b>	<b>4</b>	<b>4</b>	-	-	-	<b>8</b>	-	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	-	<b>5</b>	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	-	-	<b>5</b>	<b>9</b>	-	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	-	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>Non Schola stic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### PG CIA Components

Nos			
<b>C1</b>	-	Test (CIA 1)	1 - 10 Mks
<b>C2</b>	-	Test (CIA 2)	1 - 10 Mks

SCHOLASTIC		NON - SCHOLASTIC	MARKS	
<b>C3</b>	- Assignment	2 *	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Seminar	1	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

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

#### **COURSE OUTCOMES**

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Understand the Gendered jobs and Social Inequality	K1, K3	PO1, PO3,PO8
CO 2	describes the Issues of wage discrimination and exploitation in unorganised sector	K3,K4	PO1,PO2, PO3,PO8
CO 3	Explain the Gender issues in Health, Environment, Family welfare Measures	K4,K5	PO1, PO2,PO3
CO 4	Evaluate the Impact of Globalization on working women and National Policy for the empowerment of women 2001	K1, K3,K4	PO1, PO2,PO3
CO 5	Assess the Initiatives towards recognition of women as agents of development from sixth five year plan.	K1,K4,K5	PO3,PO7,PO8

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	2	3	3	3	2
<b>CO2</b>	2	2	2	3	2
<b>CO3</b>	3	2	3	3	2
<b>CO4</b>	2	2	2	2	3
<b>CO5</b>	3	2	3	2	3
<b>Weightage</b>	12	11	14	15	12
<b>Weighted percentage of Course Contribution to PSOs</b>	2	3	3	3	2

Strong-3 M-Medium-2 L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course contribution to POS</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

S-Strong-3 M-Medium-2 L-Low-1

**COURSE DESIGNER**

**DR.M.REGINA MARY**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

**I MA ECONOMICS**

**I SEMESTER**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG2EE6</b>	<b>URBAN ECONOMICS</b>	4	3

**COURSE DESCRIPTION**

Study of Trends in growth of urban population in the world

**COURSE OBJECTIVE/S**

1. To equip with theory and measurement of urban economic growth and development, spatial structure of cities and urbanization.
2. The course outlines the issues of urban poverty and its impact on urbanization.

**Unit I: Introduction**

**12 HRS**

Definition and Scope of Urban Economics - Sources of Urban Growth –International migration, Trends in growth of urban population in the world - Urban reclassification and physical expansion of urban boundaries –Urbanization and agglomeration economies – industrialization and services sector growth –Urbanization and urban economic growth – Urbanization and globalization.

**Unit II: Economics of Urbanization**

**12 HRS**

The Process of urbanization: Nature and dimensions, factors initiating and perpetuating urbanization process - Characteristics of an economy passing through different stages of urbanization - Classification of urban areas by demographic, geographical and economic criteria- Process of sub-urbanization

**Unit III: Theories of Urban Growth and spatial structure**

**12 HRS**

**Christaller's Central Place Theory - The Human Ecological Approach to Urban Growth - Urban Size: Ratchet-Rank Size Rule** - Migration and urban economic growth: Harris-Todaro Model – Concepts of City Structure - The Minimization of Costs of Friction Hypothesis - Location Equilibrium of an Urban Firm - The Concentric Zone Hypothesis - Urban Residential Land Use Models: Alonso, Muth, Siegel, Park Burgess.

**Unit IV: Urbanization and Labour Market**

**12 HRS**

Urbanisation and Labour Market - Pull and Push Factors for Urbanisation in India - High Wages and Improved Infrastructure - Employment Opportunities and Educational facilities - Growth of formal and Informal economic activities - Labour Force Participation and Distribution of Workers

### Unit V: Urban Problems and Urban Planning

12 HRS

Over Population and congestion - Urban housing problem - Urban environment: Air, Water and Noise Pollution - Urban poverty and inequality - Urban Infrastructure: transport Water Supply, Sanitation and Solid waste management - Need for Urban Planning: Objectives and Techniques - Emerging Planning Process - Comprehensive Development Plan – Master Plan – Jawaharlal Nehru National Urban Renewal Mission - Smart Cities

### Text books

1. Shukla, V. (1996) Urbanization and Economic Growth, Himalaya Publishers Pvt. Ltd (New Delhi).
2. Robert L Bish and Hugh O Nourse (1975), Urban Economics and Policy Analysis, McGraw Hill Kogakusha Ltd (Tokyo).

### References

1. O' Sullivan (2012), Urban Economics, McGraw Hill Higher Education (Boston).
2. Edwin S. Mills. (1987). Handbook on Regional and Urban Economics, Volume 2: Urban Economics. North-Holland (Amsterdam).
3. Duranton, G., & Strange, W. C. (1986). *Handbook of regional and urban economics: applied urban economics* (Vol. 3). Elsevier.

### Web resources

1. <https://link.springer.com › bfm:978-1-349-15661-0 › 1.pdf>
2. [https://www.academia.edu › Urban\\_economics\\_Arthur\\_O..](https://www.academia.edu › Urban_economics_Arthur_O..)
3. <https://www.ysk-books.com › show › book › regional-a..>

## COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I</b>				
1.1	<b>Introduction</b> 12 HRS	3	Lecture	Black Board

	Definition and Scope of Urban Economics			
1.2	Sources of Urban Growth –International migration, Trends in growth of urban population in the world	2	Lecture	Black Board
1.3	Urban reclassification and physical expansion of urban boundaries –	2	Lecture	Black Board
1.4	Urbanization and agglomeration economies –.	3	Lecture	Black Board
1.5	industrialization and services sector growth –	2	Lecture	Black Board
1.6	Urbanization and urban economic growth –	2	Lecture	Black Board
1.7	Urbanization and globalization	2	Lecture	Black Board
<b>UNIT II Economics of Urbanization</b>				
2.1	The Process of urbanization: Nature and dimensions, factors initiating and perpetuating urbanization process -	1	Chalk and Talk	Black Board
2.2	Characteristics of an economy passing through different stages of urbanization	2	Chalk and Talk	Black Board
2.3	Classification of urban areas by demographic	2	Chalk and Talk	Black Board
2.4	geographical and	1	Chalk and Talk	Black Board
2.5	economic criteria	4	Chalk and Talk	Black Board
2.6	Process of sub-urbanization	2	Chalk and Talk	Black Board
<b>UNIT III Theories of Urban Growth and spatial structure</b>				
3.1	Christaller's Central Place Theory - The Human Ecological Approach to Urban Growth	1	Lecture	Black Board
3.2	Urban Size: Ratchet-Rank Size Rule - Migration and urban economic growth:	2	Lecture	Black Board
3.3	Harris-Todaro Model – Concepts of City Structure	2	Chalk & Talk	Black Board
3.4	The Minimization of Costs of Friction Hypothesis -Location Equilibrium of an Urban Firm - The Concentric Zone Hypothesis	2	Problem Solving	Black Board

3.5	Urban Residential Land Use Models: Alonso, Muth, Siegel, Park Burgess.	2	Lecture	Black Board
<b>UNIT IV      Urbanization and Labour Market</b>				
4.1	Urbanisation and Labour Market - Pull and Push Factors for Urbanisation in India -	1	Lecture	Black Board
4..2	High Wages and Improved Infrastructure -	1	Lecture	Black Board
4..3	Employment Opportunities and Educational facilities -	2	Lecture	Black Board
4..4	Growth of formal and Informal economic activities -	2	Lecture	Black Board
4..5	Labour Force Participation and Distribution of Workers	3	Lecture	Black Board
<b>UNIT V: Urban Problems and Urban Planning</b>				
5.1	Over Population and congestion - Urban housing problem -	3	Lecture	Black Board
5.2	Urban environment: Air, Water and Noise Pollution - Urban poverty and inequality -	1	Lecture	Black Board
5.3	Urban Infrastructure: transport Water Supply, Sanitation and Solid waste management -	4	Lecture	Black Board
5.4	Need for Urban Planning: Objectives and Techniques - Emerging Planning Process -	1	Lecture	Black Board
5.5	Comprehensive Development Plan – Master Plan – Jawaharlal Nehru National Urban Renewal Mission - Smart Cities	2	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.	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

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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### PG CIA Components

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

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

### COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand scope of urban economics and urban economic growth	K1, K2, K3	PO1, PO3,PO8
CO 2	Describe the process of urbanisation and classification of urban areas	K3, K5	PO1,PO2, PO3,PO8
CO 3	Evaluate the various theories of urban growth and spatial structure	K2, K4	PO1, PO2,PO3
CO 4	Explain the urban Labour Market, Labour Force Participation and Distribution of Workers	K1, K2	PO1, PO2,PO3
CO 5	Familiarize the urban problems and planning process.	K1, K4, K5	PO3,PO7,PO8

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
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<b>C01</b>	2	3	3	3	2
<b>C02</b>	3	3	3	3	2
<b>C03</b>	3	2	3	2	2
<b>C04</b>	3	2	2	2	3
<b>C05</b>	3	2	2	2	3
<b>Weightage</b>	14	12	13	14	12
<b>Weighted percentage of Course Contribution to PSOs</b>	2.8	2.4	2.6	2.8	2.4

**Strong-3      M-Medium-2    L-Low-1**

### **Mapping C0s Consistency with POs**

<b>CO/ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>C01</b>	3	3	3	3	3	3	3	3
<b>C02</b>	3	3	3	3	3	3	3	3
<b>C03</b>	3	3	3	3	3	3	3	3
<b>C04</b>	3	3	3	3	2	3	2	3
<b>C05</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course contribution to POS</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

**S-Strong-3      M-Medium-2    L-Low-1**

**COURSE DESIGNER**

**MRS.A.GRACY RANI**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## I MA ECONOMICS – SEMESTER II

(For those who joined in 2023 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	23PG2EE7	RESOURCE ECONOMICS	4	3

### COURSE DESCRIPTION

Study of Land degradation and soil Erosion

### COURSE OBJECTIVE/S

1. To trace the resources in the country
2. To understand the quality of the available natural resources.

#### Unit I: Introduction

12 HRS

Land Resources in India - Types of soil- Land resource Classification -Forest ,Barren land, Pastures and grazing land, cultural Waste Land, Fallow Land, Agricultural Land -Net Sown Area - Land degradation and soil Erosion-Preventive Measures.

#### Unit II: Role of Resources in Economic Development

12 HRS

Forest Resources-Role of Forests in Economic Development-Forest cover in India-Deforestation-Effects of Deforestation-Urban Forestry - Objectives of Urban Forestry- Social Forestry-Constraints in Social Forestry - Collective Participatory Forest Management – Recent National Forest Policy Act

#### Unit III: Water Resources in India

12 HRS

Water Resources in India -Surface Water –Ground Water –Water Demand and Utilisation- Water Resource Planning- Multi –objective Approach-Benefit Cost Ratio-Capital outlay-Environmental Impact Assessment (EIA)-Manageability of the project-Sustainable Water Management-Recent National Water Policy

#### Unit IV:Mineral Resources

12 HRS

Mineral Resources- Metallic Minerals-Non Metallic Minerals –Mineral Fuels-Environmental Costs of Extracting Mineral Resources-Environmental Impacts of Mineral Resource Extraction and Use-Mineral Conservation and Development Rules (1988)

**Unit V:Conservation and Management of Natural Resources 12 HRS**

Conservation and Management of Natural Resources - Meaning and objectives of Conservation. Conservation of Renewable Resources: Soil conservation- Water conservation- Forests conservation-Fish Conservation-Biodiversity Conservation. Conservation of Non Renewable Resources: Energy Conservation-Mineral Conservation

**Text Books:**

1. M.L.Jhingan, ChandarK.Sharma (2007) Environmental Economics Theory, Management and Policy, Vrindha Publications, New Delhi
2. G.Paneerselvam (2008) Economics of Natural Resources in India , Abhijeet Publications ,New Delhi

**Reference Books:**

1. Jon .M.Conrod (2010), Resource Economics ,Cambridge University Press,U.K
2. John C.Bergstrom& Alan Randall (2010), Resource Economics –An Economic Approach to Natural Resource and Environmental Policy, Edward Elgar Pub,Ltd
3. Judith Rees (2019) Natural Resources Allocation Economics and Policy,Routledge,UK

**Web Resources:**

- 1.<https://www.india.gov.in/topics/environment-forest/natural-resources>
- 2.<https://ibm.gov.in/writereaddata/files/09182018162439Mineral%20Scenario%20pdf.pdf>

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I</b>	<b>Introduction</b>			
1.1	Land Resources in India - Types of soil- Land resource Classification -	3	Lecture	Black Board
1.2	Forest ,Barren land, Pastures and grazing land.	2	Lecture	Black Board
1.3	cultural Waste Land, Fallow Land,	2	Lecture	Black Board
1.4	Agricultural Land - -	3	Lecture	Black Board
1.5	Net Sown Area	2	Lecture	Black Board
1.6	Land degradation and soil Erosion-	2	Lecture	Black Board
1.7	Preventive Measures	2	Lecture	Black Board
<b>UNIT II</b>	<b>Role of Resources in Economic Development</b>			

2.1	Forest Resources-Role of Forests in Economic Development-	1	Chalk and Talk	Black Board
2.2	Forest cover in India- Deforestation- Effects of Deforestation-	2	Chalk and Talk	Black Board
2.3	Urban Forestry - Objectives of Urban Forestry-	2	Chalk and Talk	Black Board
2.4	Social Forestry-Constraints in Social Forestry -	1	Chalk and Talk	Black Board
2.5	Collective Participatory Forest Management –	4	Chalk and Talk	Black Board
2.6	Recent National Forest Policy Act	2	Chalk and Talk	Black Board
<b>UNIT III Water Resources in India</b>				
3.1	Water Resources in India -Surface Water –Ground Water –	1	Lecture	Black Board
3.2	Water Demand and Utilisation- Water Resource Planning- Multi –objective Approach-	2	Lecture	Black Board
3.3	Benefit Cost Ratio-Capital outlay- Environmental Impact Assessment (EIA)-	2	Chalk & Talk	Black Board
3.4	Manageability of the project- Sustainable Water Management-	2	Problem Solving	Black Board
3.5	Recent National Water Policy	2	Lecture	Black Board
<b>UNIT IV Mineral Resources</b>				
4.1	Mineral Resources- Metallic Minerals- Non Metallic Minerals –	1	Lecture	Black Board
4..2	Mineral Fuels-	1	Lecture	Black Board
4..3	Environmental Costs of Extracting Mineral Resources-	2	Lecture	Black Board
4..4	Environmental Impacts of Mineral Resource Extraction and Use-	2	Lecture	Black Board
4..5	Mineral Conservation and Development Rules (1988)	3	Lecture	Black Board

**UNIT V: Conservation and Management of Natural Resources**

5.1	Conservation and Management of Natural Resources -	3	Lecture	Black Board
5.2	Meaning and objectives of Conservation.	1	Lecture	Black Board
5.3	Conservation of Renewable Resources: Soil conservation- Water conservation- Forests conservation-	4	Lecture	Black Board
5.4	Fish Conservation-Biodiversity Conservation. Conservation of Non Renewable Resources:	1	Lecture	Black Board
5.5	Energy Conservation-Mineral Conservation	2	Lecture	Black Board

**EVALUATION PATTERN**

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total 1	% of Assessment
	T1	T2	Seminar	Assignment	OBT/ PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	
<b>K2</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	12.5 %

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### PG CIA Components

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

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

## COURSE OUTCOMES

On completion of this course, students will be able to

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED</b>	<b>PSOs ADDRESSED</b>
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		<b>BLOOM'S TAXONOMY)</b>	
CO 1	Ability to understand land resources in India and the issues related to it	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> K <sub>4</sub>	PO1, PO3,PO8
CO 2	Assess the availability of Forest resources and understand the methods to conserve the resources	K <sub>1</sub> ,K <sub>2</sub> , K <sub>3</sub> K <sub>4</sub>	PO1,PO2, PO3,PO8
CO 3	Understand the water resources in the country and related environmental issues	K <sub>1</sub> ,K <sub>2</sub> , K <sub>3</sub> K <sub>4</sub>	PO1, PO2,PO3
CO 4	Trace the mineral resources in the country	K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> K <sub>4</sub>	PO1, PO2,PO3
CO 5	Ability to know about conservation of Natural Resources	K <sub>1</sub> ,K <sub>2</sub> ,K <sub>3</sub> ,K <sub>4</sub>	PO3,PO7,PO8

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to PSOs</b>	3	3	3	3	3

Strong-3      M-Medium-2    L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	3	3
<b>Weightage</b>	15	14	14	14	14	15	14	15
<b>Weighted percentage of course</b>	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

contribution to POS								
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**S-Strong-3 M-Medium-2 L-Low-1**

**COURSE DESIGNER**

**DR.K.PRAVEENA**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

## **FIRST YEAR –SEMESTER- II**

### **I MA ECONOMICS**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
PAEC	<b>23PG2EE3</b>	<b>ECONOMICS OF CLIMATE CHANGE</b>	4	3

### **COURSE DESCRIPTION**

Study of climate change; global and regional climate predictions

### **COURSE OBJECTIVE/S**

1. The objective of this course is to analyses climate change from an economic perspective.
2. The problem is characterized as one of regulating a global stock externality in an intertemporal setting and in the presence of uncertainty and irreversibility.

### **Unit I:Introduction**

**12 HRS**

Science of climate change; global and regional climate predictions; uncertainty in science; physical impacts of climate change – agriculture, sea level rise, health, extreme events; policy debate.

### **Unit II:Climate Change Policy - Mitigation**

**12 HRS**

Efficiency, public goods, externalities; environmental policy instruments – emissions trading, carbon tax, emission trading versus tax; stock pollutants and discounting; decisions under risk and uncertainty;

## 12 HRS

## Unit IV:Climate Change Policy – Adaptation

## 12 HRS

## Unit V: Climate Change Negotiations and Equity 12 HRS

1. Perman, R., Ma. Y., Common, M., Maddison, D., Mcgilvray, J., Natural Resource and Environmental Economics, Pearson Education Limited, 2011 (4th Edition).
2. Intergovernmental Panel on Climate Change – Fifth Assessment Report, 2011 Stern, N., The economics of climate change – The Stern Review, Cambridge University Press, 2006.

1. F. Ackerman, E. Stanton: Climate Economics: State of the Art. Routledge (2013)
2. W. Nordhaus: A Question of Balance. Yale University Press (2008)
3. D. Acemoglu, P. Aghion, Leonardo Bursztyn, D Hemous. (2012). "The environment and directed technical change." American Economic Review, 102(1): 131-166.

1. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjced=2ahUKEwjc>
2. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjc->

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT I	Introduction			
1.1	Science of climate change;	3	Lecture	Black Board

1.2	global and regional climate predictions;	2	Lecture	Black Board
1.3	uncertainty in science;	2	Lecture	Black Board
1.4	physical impacts of climate change – agriculture.	3	Lecture	Black Board
1.5	, sea level rise,	2	Lecture	Black Board
1.6	health, extreme events;	2	Lecture	Black Board
1.7	policy debate	2	Lecture	Black Board
<b>UNIT II Climate Change Policy - Mitigation</b>				
2.1	Efficiency, public goods, externalities;	1	Chalk and Talk	Black Board
2.2	environmental policy instruments –;	2	Chalk and Talk	Black Board
2.3	emissions trading, carbon tax,	2	Chalk and Talk	Black Board
2.4	emission trading versus tax;	1	Chalk and Talk	Black Board
2.5	stock pollutants and discounting;	4	Chalk and Talk	Black Board
2.6	decisions under risk and uncertainty	2	Chalk and Talk	Black Board
<b>UNIT III Integrated Assessment</b>				
3.1	Costs and benefits of greenhouse gas mitigation;.	1	Lecture	Black Board
3.2	integrated assessment models;	2	Lecture	Black Board
3.3	simulation exercises based on DICE model and its variants;	2	Chalk & Talk	Black Board
3.4	sensitivity and uncertainty analysis;	2	Problem Solving	Black Board
3.5	Stern review	2	Lecture	Black Board
<b>UNIT IV Climate Change Policy – Adaptation</b>				
4.1	Climate change impact assessment – applications for agriculture,	1	Lecture	Black Board
4..2	sea level rise and health; vulnerability assessment;	1	Lecture	Black Board
4..3	economics of adaptation;	2	Lecture	Black Board
4..4	measurement of adaptation cost;	2	Lecture	Black Board

4..5	issues in financing adaptation.	3	Lecture	Black Board
<b>UNIT V: Climate Change Negotiations and Equity</b>				
5.1	Criteria for distribution of emission reduction burden;	3	Lecture	Black Board
5.2	distribution criteria for adaptation fund;	1	Lecture	Black Board
5.3	inter generational equity issues	4	Lecture	Black Board
5.4	intra-generational equity issues;	1	Lecture	Black Board
5.5	discounting in climate change context	2	Lecture	Black Board

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total 1	% of Assessment
	T1	T2	Seminar	Assignment	OBT/ PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40M ks.	
<b>K2</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	22.5 %

<b>Non Scholastic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

<b>CIA</b>	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### PG CIA Components

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

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

## COURSE OUTCOMES

On completion of this course, students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	To define and explain the science of climate change.	K1, K2	PO1, PO3,PO8
CO 2	To explain and identify the climate change policy.	K2, K3	PO1,PO2, PO3,PO8
CO 3	To illustrate and analyses the integrated assessment of climate changes.	K2, K4	PO1, PO2,PO3
CO 4	To classify, compare and evaluate climate change impact assessment.	K4, K5	PO1, PO2,PO3
CO 5	To estimate and illustrate the climate change negotiations and equity.	K5, K6	PO3,PO7,PO8

### 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
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

Strong-3      M-Medium-2      L-Low-1

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	2	3	2	3

<b>CO5</b>	3	2	2	2	3	3	3	3
Weightage	15	14	14	14	14	15	14	15
Weighted percentage of course contribution to POS	3.00	2.8	2.8	2.8	2.8	3.00	2.8	3.00

**S-Strong-3 M-Medium-2 L-Low-1**

**COURSE DESIGNER**

**DR.C.SAHAYA MARY SOPHIA**

**HEAD OF THE DEPARTMENT**

**DR.M.REGINA MARY**

**II SEMESTER  
I MA ECONOMICS**

(For those who joined in 2023 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>PAEC</b>	<b>23PG2ESE2</b>	<b>WOMEN AND ENTREPRENEURSHIP</b>	<b>4</b>	<b>2</b>

**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

## 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)

## UNIT:IV BUSINESS OPPORTUNITIES - BRIEF INTRODUCTIONS

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

## UNIT: V ONLINE BUSINESS- BRIEF INTRODUCTIONS

Online Buying and selling: Case studies on Amazon, OLX, Airbnb, Ola, Facebook – Online Marketing- Online share trading

## REFERENCE BOOKS:

1. K.K. Sharma, G.R. Basotia, "Entrepreneurship & Small Business", Mangal Deep Publications, Jaipur, 1<sup>st</sup> Edition, 2001.
2. M. Soundarapandian, "Rural Entrepreneurship – Growth and Potential", Kanishka Publishers, New Delhi, 1<sup>st</sup> Edition, 2001.
3. S.S. Khanaka, "Entrepreneurial Development", S. Chand & Company Limited, 1999.
4. V. Sujatha, "Entrepreneurial Development", Krishna Printers, 1<sup>st</sup> Edition, 2004.
5. C.B. Gupta & S.S. Khanka, "Entrepreneurship and Small Business Management", Sultan Chand.
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](https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/state_startup_policies/Tamil_Nadu_Startup_Policy.pdf)

## COURSE CONTENTS &LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
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UNIT -1 INTRODUCTION				
1.1	Types and Functions of Entrepreneur	4	Lecture	Black Board,
1.1:1	Micro Finance and Self Help Group	4	Lecture	Black Board
1.2	Profit Organisation	3	Blended teaching with practice	Black Board
1.4	Online Registration for entrepreneur	4	Blended teaching	Black Board
UNIT -2 ECONOMIC ANALYSIS FOR ENTREPRENEUR				
2.1	Break Even Analysis	5	Flipped Learning	Black Board
2.2	SWOT Analysis	3	Blended teaching with practice	Black Board
2.3	Blog Creation , Web Creation	4	Blended teaching with practice	Black Board
UNIT – 3 GOVERNMENT SCHEMES				
3.1	Money market: Meaning – Characteristics – Functions	5	Blended teaching with practice	Black Board
3.2	Institutions of Indian Money market – Instruments	3	Blended teaching with practice	Black Board
3.3	<b>Commercial Banks:</b> Importance- Functions of commercial banks	4	Blended teaching with practice	Black Board
3.4	Credit Creation- Instruments of Credit	3	Blended teaching with practice	Black Board
3:5	Nationalisation of Commercial Banks	3	Blended teaching with practice	Black Board
UNIT:VI SCOPE FOR BUSINESS OPPORTUNITIES- BRIEF INTRODUCTIONS				

4.1	Agriculture: Horticulture, Floriculture, Kitchen garden and sales, - Service industry	2	Blended teaching with practice	Black Board
4..2	Sale of seeds and agricultural products, Mushroom Cultivation,	3	Blended teaching with practice	Black Board
4..3	Vermi-Culture, Api- Culture etc -Industry Handicrafts	4	Blended teaching with practice	Black Board
4..4	Tour organization, Tuition centers, Tailoring	3	Blended teaching with practice	Black Board
4..5	Beauty Parlours- Home delivery of food etc Female focused entrepreneurship	1	Blended teaching with practice	Black Board
<b>UNIT: V ON LINE BUSINESS- BRIEF INTRODUCTIONS</b>				
5.1	Online Buying and selling: Case studies on Amazon	3	Blended teaching with practice	Black Board
5.2	OLX – Face book	2	Blended teaching with practice	Black Board
5.3	scope for business in Online share trading	4	Blended teaching with practice	Black Board
5.4	scope for business in Online commodity trading	2	Blended teaching with practice	Black Board
5.5	scope for business in online exports	2	Blended teaching	Black Board

			with practice	
<b>Unit – VI DYNAMISM/CURRENTAFFAIR</b>				
6.1	Project proposal for any product or service		Survey guidance in class room	Black Board
6.2	Case study of any one Institutional loan schemes(Bank or non banking)		Case study Models by PPT	Black Board
6.3	On the Spot Learning Component: Visit to SHG to study their income generation activities and writing report -		Case study models & survey	Black Board
6.4	Case study any one women entrepreneur -		Survey guidance in class room	Black Board
6.5	On-the spot learning: Visit to industrial estate to meet entrepreneurs		Case study Models by PPT	Black Board
6.6	Project proposal for any product or service		Survey guidance in class room	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.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	

	10 Mks.								
<b>K2</b>	<b>4</b>	<b>4</b>	-	-	-	<b>8</b>	-	<b>8</b>	20 %
<b>K3</b>	<b>2</b>	<b>2</b>	-	<b>5</b>	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>K4</b>	<b>2</b>	<b>2</b>	-	-	<b>5</b>	<b>9</b>	-	<b>9</b>	22.5 %
<b>K5</b>	<b>2</b>	<b>2</b>	<b>5</b>	-	-	<b>9</b>	-	<b>9</b>	22.5 %
<b>Non Scholastic</b>	-	-	-	-	-		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## 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				
<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks			
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks			
<b>C3</b>	-	Assignment	2 *	-	5 Mks			
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks			

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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**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
<b>CO 1</b>	To explain the functions of Entrepreneur.	K2	PSO1& PSO2
<b>CO 2</b>	To identify the basic qualities of an Entrepreneur.	K2, K3	PSO3
<b>CO 3</b>	To enable the students to understand the Project report.	K2, K4	PSO5
<b>CO 4</b>	To evaluate the .merits and demerits of online trading.	K2, K3 & K4	PSO4
<b>CO 5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3

<b>C04</b>	3	3	3	3	3
<b>C05</b>	3	3	3	3	3

### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>C01</b>	3	3	3	3	3	3	3
<b>C02</b>	3	3	3	2	3	3	2
<b>C03</b>	3	3	2	3	3	2	3
<b>C04</b>	3	2	3	3	3	1	3
<b>C05</b>	3	3	3	1	3	3	3

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

☐ Weakly Correlated -**1**

**COURSE DESIGNER**

**HEAD OF THE DEPARTMENT**

**DR.K.PRAVEENA**

**DR.M.REGINA MARY**

## II MA ECONOMICS

### III SEMESTER

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
<b>PAEC</b>	<b>19PG3E 9</b>	<b>DEVELOPMENT ECONOMICS</b>	<b>6</b>	<b>4</b>

### 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**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Content Delivery Method</b>	<b>Teaching Aids</b>
<b>Unit -1 MODELS OF ECONOMIC DEVELOPMENT</b>				
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
<b>UNIT II: UNIT II: THEORIES OF GROWTH AND DEVELOPMENT</b>				
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
<b>UNIT III STATE AND ECONOMIC DEVELOPMENT</b>				
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

<b>Unit -IV : FOREIGN CAPITAL AND AID IN ECONOMIC DEVELOPMENT</b>				
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
<b>UNIT V TECHNOLOGICAL CHANGE AND ECONOMIC DEVELOPMENT</b>				
:				
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
<b>UNIT VI: DYNAMISM</b>				
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

#### **REFERENCE BOOKS:**

1. R.K. Lekhi, “Economics of Growth Planning”, Kalyani Publishers, New Delhi, 4<sup>th</sup> Edition, 1996.
2. K.R. Gupta, “Economics of Growth Planning”, Ramlal Puri of Atma Ram & Sons, Delhi, 2<sup>nd</sup> Edition, 1971.

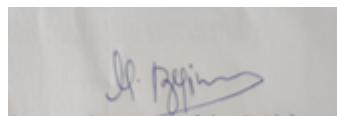
3. M.L. Jhingan, “Economics of Development and Planning”, Konark Publishers Private Limited, Delhi, 26<sup>th</sup> Edition, 1993.
4. R.L. Goel, Meenakshi Prakashan, “Economics of Growth Planning”, New Delhi, 5<sup>th</sup> Edition, [ Revised & Enlarged],
5. K.D. Gaur, Sarup & Sons, “Economics of Growth Planning”, New Delhi,
6. 1<sup>st</sup> Edition 1995.
7. Taneja Myer “ Economics of Development and Planning “ Shoban Lal Nagin
8. Chand & Co Jalandhar City -144004

Web Source:

1. <https://www.colss.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 Designer**

**Forwarded By**



**(Dr. C. Sahaya Mary Sophia)**

**DR. M.REGINA MARY**

**Head of the Department**

#### **COURSE OUTCOMES (CO)**

<b>No</b>	<b>COURSE OUTCOME</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO 1</b>	Understanding the models of Economic Development	K1/K2/K3
<b>CO 2</b>	Knowledge on Theories of Economic Development	K2/K3/K4
<b>CO 3</b>	Enabled Students to assess the role of state in Economic Development	K3

<b>CO 4</b>	Able to evaluate the impact of foreign capital and Foreign aid on Economic Development	K2/K3/K4
<b>CO 5</b>	Made to Identify the technological development in India and to discuss the Effects of Development Oriented Economic policies.	K2/K3/K4

**II MA**  
**SEMESTER - III**

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG3E1 0	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**

**[15HRS]**

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]**

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**. Use of Dummy Variable, Proxy for Qualitative & Quantitative Variables

#### **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](https://www.oreilly.com/library/view/introduction-to-linear/9780470542811/23_reference.html)
3. Variables-Econometrics.pdf

### **COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I: INTRODUCTION</b>				
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
<b>UNIT II: SIMPLE &amp; MULTIPLE REGRESSION ANALYSIS</b>				
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
<b>UNIT III: VIOLATIONS OF CLASSICAL ASSUMPTIONS: REGRESSION DIAGNOSTICS</b>				

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
<b>UNIT IV: DYNAMIC ECONOMETRIC MODELS</b>				
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
<b>UNIT V: DUMMY VARIABLES</b>				
5.1	Meaning and Nature of dummy variables	3	Lecture	PPT & Black board



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

#### **UNIT VI - DYNAMISM/CURRENTAFFAIR**

6.1	A case study on application of econometric model in Primary, secondary and service sector	-	Discussion	Black board
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.	
<b>K2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>2 ½</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>K3</b>	<b>-</b>	<b>5</b>	<b>4</b>	<b>2 ½</b>	<b>5</b>		<b>5</b>	<b>12.5</b>

<b>K4</b>	-	-	3	5	12		12	30
<b>K5</b>	-	-	3	5	9		9	22.5
<b>Non Scholastic</b>	-	-	-	-	9		9	22.5
<b>Total</b>	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				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	2 *	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		

<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- 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:

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

	are appropriate for estimating economic models		
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### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3
<b>CO4</b>	3	3	2	3	3
<b>CO5</b>	3	3	3	3	2

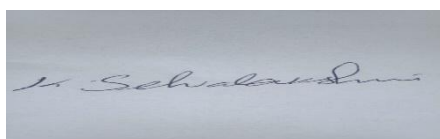
**Note:** ☐ Strongly Correlated – **3**      ☐ Moderately Correlated – **2**  
☐ Weakly Correlated -**1**

### Mapping COs Consistency with POs

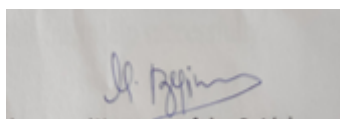
CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3	3	2
<b>CO3</b>	3	3	2	3	3	2	3
<b>CO4</b>	3	2	3	3	3	1	3
<b>CO5</b>	3	3	3	1	3	3	3

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

**COURSE DESIGNER**



**FORWARDED BY**



**DR.K.SELVALAKSHMI**

**DR.M.REGINA MARY  
HEAD OF THE DEPARTMENT**

**II MA**

**SEMESTER - III**

**(For those who joined in 2019 onwards)**

<b>PROGR AMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEE K</b>	<b>CREDIT S</b>
<b>PAEC</b>	<b>19PG3E11</b>	<b>RESEARCH METHODOLOGY</b>	<b>6</b>	<b>5</b>

**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 (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) **Census & Sample Survey**

**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** – 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, 5<sup>th</sup> Edition, 2003.
2. Ghosh B.N., "Scientific Method & Social Research", Sterling PublishersPvt.Ltd., New Delhi, 4<sup>th</sup> Edition 1987.
3. Goode and Hatt, "Methods and Social Research", McGraw Hill International Book Company, 23<sup>rd</sup> 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,3<sup>rd</sup> reprint Edition, 2004.
6. Sadhu & Singh, "Research Methodology in Social Sciences", Himalaya Publishing House, Mumbai, 2<sup>nd</sup> 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.
9. Yogesh Kumar Singh and Ruchikanath, "Research Methodology", A.P.H Publishing Corporation, New Delhi 2005.
10. O.R. Krishnaswamy and M. Ranganathan, "Methodology of Research in Social Sciences", Himalaya Publishing House, New Delhi, 2006.
11. 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

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

## **COURSE CONTENTS & LECTURE SCHEDULE**



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

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

<b>3.4</b>	<b>Different Types of Sampling.</b>  Probability sampling, random, systematic, stratified, multistage or cluster sampling, Non Probability sampling; Purposive Judgment, quota and snowball sampling.	<b>4</b>	<b>Lecture</b>	<b>Smart Board</b>
<b>3.5</b>	<b>Secondary Data: Sources of Secondary Data– Merits &amp; Demerits – Precautions in the use of Secondary Data.</b>	<b>3</b>	<b>Lecture</b>	<b>Smart Board</b>
<b>3.6</b>	<b>Census and Sample Survey — Criteria for Selecting a Sample Procedure</b>	<b>2</b>	<b>Lecture</b>	<b>Black Board</b>
<b>UNIT IV: STATISTICAL INFERENCES</b>				
<b>4.1</b>	<b>Random and Non-Random sampling Techniques, Statistics and Parameter</b>	<b>4</b>	<b>Lecture</b>	<b>Smart Board</b>
<b>4.2</b>	<b>Confidence interval- Null and Alternative hypothesis – Type I Error and Type II Error, Level of Significance</b>	<b>5</b>	<b>Lecture</b>	<b>Smart Board</b>
<b>4.3</b>	<b>Steps/Procedure in Testing of Hypothesis. Student t-test, Chow test, F-test, Z- test, Chi-squared test.</b>	<b>6</b>	<b>Lecture</b>	<b>Black Board</b>

<b>UNIT V: PROCESSING OF DATA AND REPORT WRITING</b>				
<b>5.1</b>	<b>Data Processing – Scaling Techniques –Analysis and Interpretation of Data – Format for Research Report</b>	<b>4</b>	<b>Lecture</b>	<b>Black board</b>
<b>5.2</b>	<b>Tabulation – Editing – Coding- Analysis and Interpretation of Data</b>	<b>4</b>	<b>Lecture</b>	<b>Black board</b>
<b>5.3</b>	<b>Steps in Report Writing - Format for Research Report</b>	<b>4</b>	<b>Lecture</b>	<b>Black board</b>
<b>5.4</b>	<b>Preliminary, Text, Reference Material – Foot Note, Index and Bibliography.</b>	<b>3</b>	<b>Lecture</b>	<b>Black board</b>
<b>UNIT – VI DYNAMISM</b>				
	<b>1. Seminar and presentation on practical research works</b>			
	<b>2. Doing individual project in research proposals</b>			
	<b>3, Collecting and writing review of articles with the above tools</b>			

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Sc holastic Marks  C5	CIA Total 1	Percen tage of Assess ment
	Sem inar	Bet ter of W1 , W2	M1 +M 2	M I D- S E M T E S T				
	5 M ks .	5 M ks .	10 M ks	1 5 M ks	35 Mks .	5 Mks.	40 Mk s.	
K2	5	-	-	2 ½	-		-	-
K3	-	5	4	2 ½	5		5	12. 5
K4	-	-	3	5	1 2		1 2	30
K5	-	-	3	5	9		9	22. 5

<b>Non Scholastic</b>	-	-	-	-	<b>9</b>		<b>9</b>	<b>22.5</b>
<b>Total</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### 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

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

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
<b>CO 1</b>	Understand some basic concepts of research and its methodologies	K2	PSO1
<b>CO 2</b>	Identify appropriate research topics and Select and define appropriate research problem and parameters	K2, K3	PSO2
<b>CO 3</b>	Prepare a project proposal (to undertake a project)	K2, K4	PSO5
<b>CO 4</b>	Organize and conduct research (advanced project) in a more appropriate manner	K2, K3 & K4	PSO3
<b>CO 5</b>	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

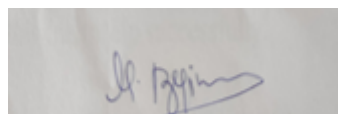
**Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	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	3	3	3	3
C03	3	3	3	3	3	3	3
C04	3	3	3	3	3	3	3
C05	3	3	3	3	3	3	3

**COURSE DESIGNER****DR.P.ANITA****FORWARDED BY****DR.M.REGINA MARY  
HEAD OF THE DEPARTMENT**



### 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 Mintparitytheory

#### 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
<b>Unit -1 THEORIES OF INTERNATIONAL ECONOMICS</b>				
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
<b>Unit -2 BALANCE OF PAYMENT &amp; TRADE</b>				
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		
<b>Unit – 3 ECONOMIC INTEGRATION</b>				
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
<b>Unit – VI INTERNATIONAL FINANCIAL INSTITUTIONS</b>				
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
<b>Unit – V INDIA’S POSTION AT INTERNATIONAL LEVEL</b>				
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
<b>Unit – VI DYNAMISM/CURRENT AFFAIR</b>				
	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.
  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 & Maurice Obstfeld, "International Economics", Addison Wesley, 1999.
  6. H.G. Mannur, "International Economics", Vikas Publishing Pvt. Ltd., Mumbai, 1995.
  7. M. N. Mishra, "Money Banking & International Trade", Chand & Company Ltd., New Delhi, 1989.
  8. D.M. Mithani, "International Economics", Himalaya Publishing House, New Delhi, 1993.
  9. M.L. Jhingan, "International Economics", Vrinda Publications Pvt. Ltd., Delhi, 2006.
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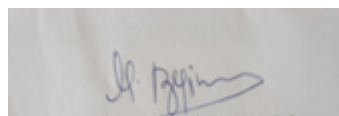
2. <https://www.economicdiscussion.net/economic-development/theories-economic-development/adam-smiths-theory-of-economic-development-economics/30039>
3. <https://www.investopedia.com/terms/f/foreign-exchange.asp>
4. <https://www.economicdiscussion.net/foreign-exchange-rate-2/determination-foreign-exchange-rate-2/foreign-exchange-rate-meaning-and-its-determination/11952>

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**

### III SEMESTER

#### II MA ECONOMICS- ELECTIVE

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG3EE 1	AGRICULTURAL ECONOMICS	4	4

#### COURSE DESCRIPTION

Study of farm size and productivity, agricultural finance, marketing, agricultural price policies, sustainability, impact of WTO.

#### COURSE OBJECTIVES

1. To enrich the knowledge of the students in Indian Agriculture.
2. To assess the position of Indian Agriculture at the Global level.
3. To enable the students to succeed in the competitive exams.

#### UNIT I FARM SIZE AND PRODUCTIVITY

(10 HRS)

The size of operating unit – advantages of large farms – advantages of small farms – Variations in the optimum size – meaning of economic holding – operational holding-factors determining farm size – problems of subdivision and fragmentation – Remedial measures- Corporate farming. Indian Farm and scape. (Self Study)

#### UNIT II AGRICULTURAL FINANCE AND MARKETING

(10 HRS)

Institutional Finance for agriculture- Commercial Banks - Co-operatives, RRB's, NABARD, LDB's, -reforms in agricultural credit policy- innovations in agricultural financing – microfinance-meaning, role and trends, kisan credit cards- SHGs'.

Importance of agricultural marketing –functions of agricultural marketing– marketing cost – Problems in marketing of agricultural products – marketable surplus and marketed surplus Regulated markets and Co-operative marketing-Storage and Warehousing in India. Empowerment through SHG (Self Study)

#### UNIT III AGRICULTURAL PRICES AND PRICE POLICY

(10 HRS)

Impact of fluctuations in agricultural prices- case for price stabilization- Objectives of agricultural price policy -Instruments of agricultural price policy: Support price- Procurement price and issue price- Agricultural Prices and Cost Commission (APC), - Public distribution system- Buffer stock - An evaluation of agricultural price policy- Crop Insurance. Trends in Crop Insurance (Self Study)

#### **UNIT-IV SUSTAINABLE AGRICULTURAL DEVELOPMENT (10 HRS)**

Meaning- Composition – MNCs and Acquisition of Farm land- Bio Technology – Meaning and Trends - Organic Farming – Contract Farming - Diversification of Agriculture in India- Second Green Revolution-National Commission on Farmer- Food Security in India. Challenges in organic farming(Self Study)

#### **UNIT V WTO AND INDIAN AGRICULTURE (10 HRS)**

Impact of WTO on Agriculture- Agreements on Agriculture (AOA): Tariffication- Quota Restriction- Domestic Support- TRIPS and Indian Agriculture. Subsidy discipline- Patenting of seeds- Inputs and food subsidy. Problems of agricultural imports and exports- Recent EXIM policy. Comparison of subsidies in different countries(Self Study)

#### **UNIT VI: DYNAMISM**

Case study on diversified agriculture-Study on the financial need and source of finance of farmers in particular area-.Study on channels of marketing of any agricultural product.

#### **REFERENCE BOOKS:**

1. Amarjit Singh, Sadhu A.N & Jasbir Singh “Fundamentals of Agricultural Economics” Himalaya Publishing House, New Delhi
2. Benjamin R.E., Hariharan S.B and Karunakaran M, “Economics of Agriculture”, S. Chand Company Ltd.
3. Bishop C.E & Toursaint W.D. “Introduction to agriculture economics analysis” John Wiley & Sons – New York.
4. Desai R.G., “Agricultural Economics”, Models Problems and Policy Issues, Himalaya Publishing House, Mumbai, 1<sup>st</sup> Edition.
5. Dhingra I.C, “Agriculture in Industrial Economics”, S. Chand & Sons, 1<sup>st</sup> Edition.
6. Fernandis W.S. “Agricultural Trade and Practice in India” ARISE Publishers & Distributors – New Delhi.
7. Merlinda D. Ingco and John D.Nash “Agricultural and the WTO” The World Bank– Washington, D.C.
8. Martin Upton “Agricultural Production Economics and Resource” - use Oxford University.
9. Sadhu & Singh “Fundamentals of Agricultural Economics” Himalaya Publishing House

#### **COURSE CONTENTS & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>Unit -1: FARM SIZE AND PRODUCTIVITY</b>				
1.1	Topic 1: The size of operating unit – advantages of large farms	2	Chalk & Talk	Black Board
1.2	advantages of small farms	1	Lecture	Black Board

1.3	Variations in the optimum size	2	Chalk & Talk	Black Board
1.4	meaning of economic holding	2	Lecture	Black Board
1.5	operational holding-factors determining farm size	2	Lecture	PPT
1.6	Topic 2 Causes of subdivision and fragmentation	2	Discussion	LCD
1.7	Problems of subdivision and fragmentation	2	Chalk & Talk	Black Board
1.8	Remedial measures	1	Discussion	Black Board
1.9	Corporate farming.	1	Chalk & Talk	Black Board
<b>Unit -2 : AGRICULTURAL FINANCE AND MARKETING</b>				
2.1	Topic1: Institutional Finance for agriculture- Commercial Banks - Co-operatives.	1	Lecture	Black Board
2.2	RRB's,NABARD, LDB's,-	2	Chalk &Talk	Black Board
2.3	Reforms in agricultural credit policy-innovations in agricultural financing	2	Lecture	PPT
2.4	Microfinance-meaning, role and trends,	1	Discussion	Black Board
2.5	Kisan credit cards- SHGs'	2	Lecture	Black Board
2.6	Topic 2: Importance of agricultural marketing-functions of agricultural marketing.	2	Discussion	Online
2.7	marketing cost – Problems in marketing of agricultural products	2	Lecture	Black Board



2.8	marketable surplus and marketed surplus Regulated markets	1	Lecture	Black Board
2.9	Co-operative marketing-Storage and Warehousing in India	2	Lecture	Black Board
<b>Unit -3 : AGRICULTURAL PRICES AND PRICE POLICY</b>				
3.1	Topic I: Impact of fluctuations in agricultural prices - case for price stabilisation-	2	Lecture	k Board
3.2	Objectives of agricultural price policy -Instruments of agricultural price policy	2	Chalk & Talk	Black Board
3.3	Support price- Procurement price and issue price	3	Lecture	PPT
3.4	Agricultural Prices and Cost Commission (APC)	2	Discussion	Black Board
3.5	Topic:2 Public distribution system- Buffer stock.	3	Lecture	LCD
3.6	An evaluation of agricultural price policy	2	Discussion	Black Board
3.7	Crop Insurance	1	Lecture	Black Board
<b>UNIT -4 : SUSTAINABLE AGRICULTURAL DEVELOPMENT</b>				
4.1	Meaning- Composition – MNCs and Acquisition of Farm land .	2	Lecture	Black Board
4.2	Bio Technology – Meaning and Trends	2	Lecture	Black Board
4.3	Organic Farming	2	Discussion	Black Board
4.4	Contract Farming	3	Discussion	LCD
4.5	Diversification of Agriculture in India	3	Lecture	PPT

4.6	Second Green Revolution	3	Discussion	Black Board
4.7	National Commission on Farmer	2	Lecture	Black Board
4.8	Food Security in India.	3	Lecture	PPT
<b>UNIT -5 :WTO AND INDIAN AGRICULTURE</b>				
5.1	Impact of WTO on Agriculture- Agreements on Agriculture (AOA)	3	Lecture	LCD
5.2	Tariffication- Quota Restriction- Domestic Support.	3	Discussion	PPT
5.3	TRIPS and Indian Agriculture	2	Lecture	Black Board
5.4	Subsidy discipline- Patenting of seeds	2	Discussion	Black Board
5.5	Inputs and food subsidy	1	Lecture	Black Board
5.6	Problems of agricultural imports and exports.	2	Discussion	Black Board
5.7	Recent EXIM policy	2	Lecture	PPT
<b>UNIT -6 DYNAMISM</b>				
6.1	Case study on diversified agriculture in particular area.	4	Lecture	Students report submission through PPT
6.2	Study on the financial need and source of finance of farmers in particular area.	3	Discussion	Students report submission through PPT

6.3	Study on channels of marketing in an area.	4	Lecture	Students report submission
6.4	Case Study on channels of marketing for any agricultural product.	4	Discussion	report submission

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 Marks	MID-SEM TEST 15 Marks	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
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Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## 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	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	2 *	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- 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 productivity trends of agriculture and the causes for low productivity.	K2	PSO1& PSO2

<b>CO 2</b>	<b>Realize the problem of farm size and need for co-operative farming</b>	K2, K3	PSO3
<b>CO 3</b>	<b>Evaluate the need for Policy reforms in Public Distribution System</b>	K2, K4	PSO5
<b>CO 4</b>	<b>capable of assessing the financial problems encountered by farmers</b>	K2, K3 & K4	PSO4
<b>CO 5</b>	<b>Compile and analyse the innovations in agricultural financing</b>	K3& K5	PSO4

### Mapping COs Consistency with PSOs

<b>CO/ PSO</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3

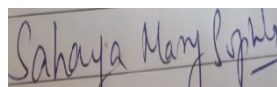
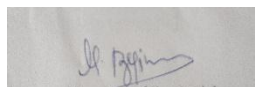
### Mapping COs Consistency with POs

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

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

□ Weakly Correlated -1

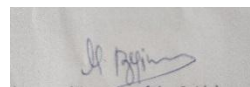
**COURSE DESIGNER**



**DR.M.REGINA MARY &**

**DR. SAHAYA MARY SOPHIA**

**FORWARDED BY**



**DR.M.REGINA MARY  
HEAD OF THE DEPARTMENT**

**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-Ecofeminism.

## **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
<b>UNIT -1 INTRODUCTION</b>				
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
<b>UNIT II: METHOD OF GENDER ECONOMICS</b>				
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
<b>Unit III: GENDER INDICES</b>				
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
<b>UNIT IV: GENDER ANALYSIS TOOLS AND GENDER BUDGETS</b>				
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
<b>UNIT V: GOVERNMENT&amp; NON-GOVERNMENT INITIATIVES IN INDIA</b>				

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

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 Mk s.	
<b>K2</b>	5	-	-	2 ½	-		-	-
<b>K3</b>	-	5	4	2 ½	5		5	12.5
<b>K4</b>	-	-	3	5	12		12	30
<b>K5</b>	-	-	3	5	9		9	22.5
<b>Non Schol astic</b>	-	-	-	-	9		9	22.5
<b>Total</b>	5	5	10	15	35	5	40	100

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

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

### ● PG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)		1	-	10 Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10 Mks		
<b>C3</b>	-	Assignment		2 *	-	5 Mks		

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

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3

<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3

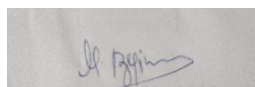
### Mapping COs Consistency with POs

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

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

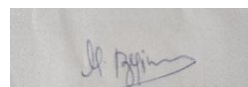
☐ Weakly Correlated -**1**

**COURSE DESIGNER**



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**FORWARDED BY**



**DR.M.REGINA MARY  
HEAD OF THE DEPARTMENT**

**IV SEMESTER**  
**II MA ECONOMICS**

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	19PG4E1 3	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)**  
**Trends in India's Public Expenditure during COVID- 19**

**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]**

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,27<sup>th</sup> Revised Edition,2017.
2. V.G. Mankar, "Public Finance [ Theory and Practice]", Himalaya Publishing House, Bombay, 1<sup>st</sup> Edition, 1992
3. D.M. Mithani, "Modern Public Finance [ Theory and Practice]", Himalaya Publishing House, Bombay, 1<sup>st</sup> Edition, 2014
4. B.P. Tyagi, "Public Finance", Jai Prakash Nath & Company, Meerut, 44<sup>th</sup> 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](http://www.blogcatalog.com)
2. [www.oecd.org](http://www.oecd.org)
3. [www.doi.wiley.com](http://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

<b>UNIT II PUBLIC EXPENDITURE</b>					
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	
<b>UNIT III :PUBLIC DEBT</b>					
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	
<b>UNIT -IV FEDERAL FINANCE &amp; LOCAL FINANCE :</b>					
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	
	<b>UNIT V: BUDGET &amp;FISCAL POLICY</b>				
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
<b>UNIT VI - DYNAMISM</b>				
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 Marks	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

<b>Non Scholastic</b>	-	-	-	-	<b>9</b>		<b>9</b>	<b>22.5</b>
<b>Total</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100</b>

<b>CIA</b>	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### ● PG CIA Components

				<b>Nos</b>				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	2 *	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		
<b>C5</b>	-	Seminar	1	-	5	Mks		
<b>C6</b>	-	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	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
CO 4	Discuss the Centre, State and Local financial Relationships and to identify the Problems and Measures to improve their Relationship.	K2, K3 & K4	PSO4
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

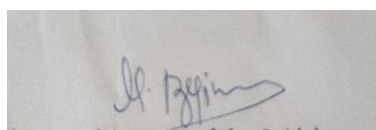
### Mapping COs Consistency with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	3	3	3	3

<b>C02</b>	3	3	3	2	3	3	2
<b>C03</b>	3	3	2	3	3	2	3
<b>C04</b>	3	2	3	3	3	1	3
<b>C05</b>	3	3	3	1	3	3	3

**Note:** ☐ Strongly Correlated – **3**      ☐ Moderately Correlated – **2**  
☐ Weakly Correlated – **1**

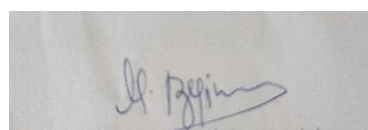
**COURSE DESIGNER**



**DR.M.REGINA MARY**

**DR.M.REGINA MARY**

**FORWARDED BY**



**HEAD OF THE DEPARTMENT**

**IV SEMESTER**

**II MA ECONOMICS**

(For those who joined in 2019 onwards)

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>PAEC</b>	<b>19PG4E1</b> <b>4</b>	<b>INTERNATIONAL ECONOMICS</b>	<b>6</b>	<b>5</b>

### **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 disequilibrium - Foreign Exchange, Reserves, Foreign Exchange Market – Foreign Exchange

rate – Determination of exchange rate – Mint parity theory - Purchasing power parity theory – Balance of payment theory.

### **UNITIII: 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 FOREIGN AID AND MNCs.**

**[ 15hrs]**

Foreign Aid - Types of Foreign aid - advantages and Disadvantages – Factors determining foreign aid – Foreign Investment – Foreign Direct investment – Types of FDI – Multinational Corporations – Features – Advantages and limitations of MNCs.

### **UNIT VI - DYNAMISM/CURRENTAFFAIR**

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**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 THEORIES OF INTERNATIONAL ECONOMICS</b>				

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
<b>UNIT -2BALANCE OF PAYMENT &amp;TRADE</b>				
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
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		
<b>UNIT – 3 ECONOMIC INTEGRATION</b>				

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
<b>Unit – V INTERNATIONAL FINANCIAL INSTITUTIONS</b>				
4.1	IMF	2	Lecture	Black Board & LCD
4.1.1	IBRD and its affiliates	2	Lecture	PPT, Black Board
4.1.2	IDA	2	Lecture	PPT, LCD
4.2	IFC	1	Lecture	PPT, LCD
4.3	ADB	1	Lecture	PPT, Black 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
<b>UNIT – V INDIA’S POSTION AT INTERNATIONAL LEVEL</b>				
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
5.8	International Rating Agencies and their ranking of India in the international level.	2	discussion	LCD
<b>Unit – V DYNAMISM/CURRENTAFFAIR</b>				
	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
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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				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	2 *	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		
<b>C5</b>	-	Seminar	1	-	5	Mks		
<b>C6</b>	-	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
<b>CO 1</b>	Discuss the theories of International Trade.	K2	PSO1& PSO2
<b>CO 2</b>	Analyse Balance of Payment and Balance of trade	K2, K3	PSO3

<b>CO 3</b>	Explain Foreign Exchange Market and Euro Currency Market	K2, K4	PSO5
<b>CO 4</b>	Assess the Impact of International financial institutions.	K2, K3 & K4	PSO4
<b>CO 5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3

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

☐ Weakly Correlated -**1**

### Mapping COs Consistency with POs

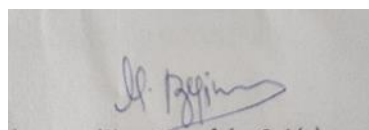
CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3	3	2
<b>CO3</b>	3	3	2	3	3	2	3
<b>CO4</b>	3	2	3	3	3	1	3
<b>CO5</b>	3	3	3	1	3	3	3

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

☐ Weakly Correlated -1

**COURSE DESIGNER**

**FORWARDED BY**

A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'Dr. Regina Mary' written in a cursive style.

**Dr.M.REGINA MARY**

**HEAD OF THE DEPARTMENT**

**IV SEMESTER**  
**II MA ECONOMICS**

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	<b>19PG4E1</b> <b>5</b>	<b>BEHAVIOURAL ECONOMICS</b>	<b>6</b>	<b>5</b>

**COURSE DESCRIPTION**

Latest developments in Behavioural Economics after Richard Thaler

**COURSE OBJECTIVE/S**

1. The course will expose students to several topics in Behavioural Economics and will look to link theory with empirical applications.
2. The paper will analyse the role of behavioural economics in the context of both consumer and firm.
3. In particular, the course will focus on departures from neoclassical preferences and from rational expectations.
4. To equip them to face international Competitions.

**UNIT I: INTRODUCTION**

**[15HRS]**

Homo Sapien vs Homo Economicus –Failure of standard model, need for behavioral Economics

**UNIT II: TIME PREFERENCES**

**[ 15Hrs]**

Exponential discounting –  $\beta$ - $\delta$  discounting model: present bias preferences – Features – Advantages – Disadvantages – Read and van Leeuwen [ 1998]

**UNIT III: RISK PREFERENCES**

**[ 15Hrs]**

Allies paradox: common ratio effect, common consequence effect –Explaining Allies paradox with prospect theory: Original prospect theory, Cumulative prospect theory – Endowment effect

**UNIT IV: HEURISTICS**

**[15Hrs]**

Type 1 and type 2 thinking – Types of heuristics and biases – Availability heuristic: [bias 1: ease of recall, bias 2: retrievability] – Representativeness heuristic [bias 1: insensitivity to base rates, bias 2: insensitivity to sample size, bias 3: misconception of chance, bias 4: regression to the mean, bias 5: the conjunction fallacy] – Confirmation heuristic [ bias 1: the confirmation trap]

**UNIT V: BEHAVIORAL GAME THEORY**

**[ 15Hrs]**

Dictator game – Ultimatum game – Public goods game [or Voluntary contribution mechanism] – Battle of the sexes – traveller's dilemma.

**Unit VI DYNAMISM**

Presentation of case study of books on behavioral Economics- Model cases of different concepts - Cases for Behavioral irrationalities

**REFERENCE BOOKS:**

1. SanjitDhami, 'The foundations of Behavioural Economics' Oxford Publishers
2. Nick Wilkinson and Mathias Kaes, 'An introduction to Behavioural Economics'
3. Edward Cartwright, 'Behavioural Economics' Routledge Paperback
4. Roth and JohnHKagel, 'Handbook of Experimental Economics' The Princeton University Press
5. Daniel Kahneman, 'Thinking fast and slow' Farrar, Straus and Giroux [FSG] Publishers

**DIGITAL OPEN EDUCATIONAL RESOURCES :**

1. <https://inomics.com/advice/the-best-behavioral-economics-books-1478422>
2. <https://www.routledge.com/Behavioral-Economics-The-Basics/Corr-Plagnol/p/book/9781138228917>
3. <https://www.behavioraleconomics.com/resources/introduction-behavioral-economics/>

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I: INTRODUCTION</b>				
1.1	Homo Sapien vs Homo Economics	5	PPT and lecture	LCD
1.2	Failure of standard model,	5	lecture	Black board
1.3	Need for behavioural Economics	5	lecture	Google classroom
<b>UNIT:2 TIME PREFERENCES</b>				
2.1	Exponential discounting	3	PPT and lecture	LCD
2.2	$\beta$ - $\delta$ discounting model: present bias preferences	3	PPT and lecture	LCD
2.3	Features	3	PPT and lecture	LCD

2.4	Advantages and Disadvantages	3	lecture	Smart Board
2.5	Read and van Leeuwen [ 1998]	3	lecture	Smart Board
<b>UNIT III: RISK PREFERENCES</b>				
3.1	Allies paradox	2	Lecture	Smart Board
3:1	common ratio effect,	2	Lecture	Smart Board
3.3	common consequence effect	2	Lecture	Black Board
3.4	Explaining Allies paradox with prospect theory	2	Lecture	Smart Board
3.5	Original prospect theory	2	Lecture	Smart Board
3.6	Cumulative prospect theory	2	Lecture	Black Board
3.7	Endowment effect	2	Discussion	Smart Board
<b>UNIT IV: HEURISTICS</b>				
4.1	Type 1 and type 2 thinking	1	Lecture	Smart Board
4..2	Types of heuristics and biases	2	Lecture	Smart Board
4..3	Aavailability heuristic: [bias 1: ease of recall, bias 2: retrievability]	2	Lecture	Black Board
4..4	Representativeness heuristic [bias 1	2	Lecture	Smart Board
4..5	insensitivity to base rates, bias 2:	1	Lecture	Smart Board
4..6	insensitivity to sample size, bias 3	1	Lecture	Black Board

4.7	misconception of chance, bias 4	2	Lecture	Smart Board
4.8	regression to the mean, bias 5: the conjunction fallacy]	2	Lecture	Smart Board
4.9	Confirmation heuristic [ bias 1: the confirmation trap]	2	Lecture	
<b>UNIT V: BEHAVIOURAL GAME THEORY</b>				
5.1	Dictator game	2	Lecture	Smart Board
5.1:1	Ultimatum game	2	Lecture	Smart Board
5.3	Public goods game [or Voluntary contribution mechanism]	2	Lecture	Black Board
5.4	Battle of the sexes	2	Lecture	Smart Board
5.5	Traveller's dilemma	2	Lecture	Smart Board
<b>UNIT VI DYNAMISM</b>				
6.1	Presentation of case study of books on Behavioural Economics			Google classroom submission
6.2	Model cases of different concepts			Google classroom submission
6.3	Cases for Behavioural irrationalities			Google classroom submission

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks	CIA Total	Percentage of
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						C5		Assessment
	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

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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● **PG CIA Components**

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	2 *	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- 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
<b>CO 1</b>	Students will become internationally competitive	K2	PSO1& PSO2
<b>CO 2</b>	The students become aware of challenges facing the course Economics	K2, K3	PSO3
<b>CO 3</b>	Updated knowledge is acquired	K2, K4	PSO5
<b>CO 4</b>	Students learn latest theories	K2, K3 & K4	PSO4
<b>CO5</b>	Learn challenges and skills	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

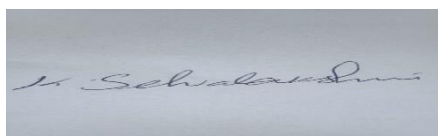
### Mapping COs Consistency with POs

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

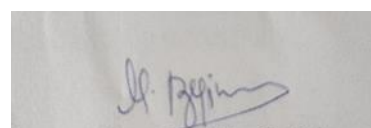
☐ Weakly Correlated -1

**COURSE DESIGNER**



**DR.K.SELVALAKSHMI**

**FORWARDED BY**



**DR.M.REGINA MARY  
HEAD OF THE DEPARTMENT**

**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, Psunamai, Earthquake, Volcano, 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" Edward Elgar Publishing Limited UK 1997
13. Antonio S. Camara "Environmental systems a multidimensional approach" US by Oxford University Press Inc. New York 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 LLC, 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](http://web.ccsu.edu/faculty/kyem/GEOG433/International_Problems/INTERNATIONAL_ENVIRONMENTAL_PROBLEMS.htm)
5. <http://www.yourarticlelibrary.com/environment/10->
6. [http://archive.mu.ac.in/myweb\\_test/M.A.Part20-20II20-20Paper20VII.pdf](http://archive.mu.ac.in/myweb_test/M.A.Part20-20II20-20Paper20VII.pdf)
7. <https://www.edf.org/climate/methane-other-important-greenhouse-gas>
8. <http://www.environment.gov.au/marine/publications/factsheet-dumping-wastes-se>

#### **COURSE CONTENTS & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT I: BASIC CONCEPTS AND THEORIES</b>				
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
<b>UNIT II : ENERGY AND RESOURCES</b>				
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	
<b>UNIT III: INDIAN ENVIRONMENTAL CHALLENGES</b>				
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
<b>UNIT IV: INTERNATIONAL ENVIRONMENTAL ISSUES</b>				
4.1	Carbon Neutral, Chernobyl disaster- Japan nuclear disaster- Clemenceau ship issue	3	Lecture & Vedio	Smart Board
4.2	Rio Summit deliberations- Club of Rome Model	3	Lecture & Vedio	Smart Board
4.3	Natural Disasters: Flood, Psunami, Earthquake, Volcano, Forest Fire	3	Lecture & Vedio	Black Board
4.4	Nuclear wars –International waste dumping in sea and space –	3	Lecture & Vedio	Smart Board
4.5	Environmental ranking of countries: Footprint Index - Green National Accounts	3	Lecture & Vedio	Smart Board
<b>UNIT V: ENVIRONMENTAL THEORIES AND MANAGEMENT</b>				
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
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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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## 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	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	2 *	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- 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
<b>CO 1</b>	Know core concepts and methods from ecological and physical sciences	K2	PSO1& PSO2

	and their application in environmental problem-solving.		
<b>CO 2</b>	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
<b>CO 3</b>	Gain knowledge on ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.	K2, K4	PSO5
<b>CO 4</b>	Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.	K2, K3 & K4	PSO4
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3

**Note:** ☐ Strongly Correlated – 3

☐ Moderately Correlated – 2

☐ Weakly Correlated -1

### Mapping COs Consistency with POs

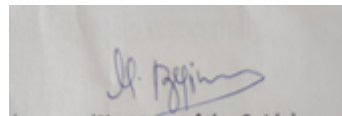
CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3	3	2
<b>CO3</b>	3	3	2	3	3	2	3
<b>CO4</b>	3	2	3	3	3	1	3
<b>CO5</b>	3	3	3	1	3	3	3

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

☐ Weakly Correlated -1

**COURSE DESIGNER**

**FORWARDED BY**



**DR.M.REGINA MARY**  
**HEAD OF THE DEPARTMENT**

**II MA ECONOMICS**  
**SEMESTER - IV**

(For those who joined in 2023 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	23PG4EE3	ECONOMICS OF SUSTAINABLE DEVELOPMENT	4	4

**COURSE DESCRIPTION**

Study about Environmental quality, Environmental Sustainability, Sustainability Indicators and measurement, rules, Sectoral policies for Sustainable Development

**COURSE OBJECTIVES**

1. Impart Knowledge on Environment and its Quality.
2. Enable the students to know the existing environmental quality and its Protection
3. Equip them with the knowledge of Environmental Sustainability and its use for future generation.

**UNIT-I: THE RATIONALE FOR INTEGRATING “SUSTAINABILITY” AND “DEVELOPMENT”** (10 Hrs)

Distinction between “sustainability” and “development”- Inadequacy of growth as indicator of welfare- Environmental basis of economic growth- Economic development and environmental quality: the environmental Kuznets curve hypothesis.(**SELF STUDY**)

**UNIT-II-CONCEPTUALIZING SUSTAINABLE DEVELOPMENT** (10 Hrs)

Basic concepts-Capital stock and sustainability- Types of capital - Substitutability between types of capital- Weak sustainability-Strong sustainability. The concept of “Pareto sustainability”-Distinction between “optimal” development and “sustainable” development -“optimality”, “survivability” and sustainability- A holistic definition of sustainable development: sustainable development as comprising-Economic sustainability- Environmental sustainability - **Social sustainability (SELF STUDY)**

### **UNIT-III – SUSTAINABLE DEVELOPMENT RULES (10 Hrs)**

Sustainability of free market outcomes- Placing correct prices on the environment – Hartwick – Solow rule Daly’s “operational principles” - The “safe minimum standard” rule- **London School approach (SELF STUDY)**

### **UNIT-IV-SUSTAINABILITY INDICATORS AND MEASUREMENT (10 Hrs)**

Global, national and local indicators of sustainability –Prescott - Allen’s Barometer of sustainability - Human Wellbeing Index - Ecosystem Wellbeing Index- **Stress Index. (SELF STUDY)**

### **UNIT-V-SECTORAL POLICIES FOR SUSTAINABLE DEVELOPMENT (10 Hrs)**

Sustainable development in the agricultural sector-Environment and rural poverty-Institutions for management of problems related to agriculture-Intensifying the use of land-Intensifying the use of water-Conversion of forests to agriculture- Sustainable urban development- Role of cities in sustainable development- Urban environmental problems by level of city development- **Institutions for sustainable urban development.(SELF STUDY)**

### **UNIT VI: DYNAMISM**

Case studies on Sustainability – Green sustainability and its impact – Case Study on Sustainable urban development in India

### **TEXT BOOKS**

1. Hanley, Nick, Jason F. Shogren and Ben White (2001), Introduction to Environmental Economics (Oxford: Oxford University Press) Units-I, III, IV

### **REFERENCES**

1. Karpagam, M (2006), Environmental Economics: A Textbook (New Delhi: Sterling) Unit-I : Chapter 14, Units-II, IV : Chapter 16.
2. Turner, Kerry R, David Pearce and Ian Bateman (1993), Environmental economics: An Elementary Introduction (Baltimore: Johns Hopkins University Press): Chapters 2, 4.
3. World Bank (2003), Sustainable Development in a Dynamic World: Transforming Institutions, Growth, and the Quality of Life (World Development Report 2003) (Washington, DC and New York: World Bank and Oxford University Press) . Unit 1: Chapter 1; Unit 2: Chapter 2; Unit 5: Chapters 3, 5, 6.
4. Kadekodi, Gopal K (2001), “Environment and Development” in Bhattacharya, Rabindra N (ed) (2001): Environmental Economics: An Indian Perspective (New Delhi: Oxford University Press) 162-217 . Recommended for Units 3 and 4.
5. Beckerman, Wilford (1995), Small is Stupid: Blowing the Whistle

- on the Greens (London:Duckworth) Recommended for Unit 2.
6. Pearce, David and Jermy J. Warford (1993), World Without End: Economics, Environment, and Sustainable Development(New York: Oxford University Press), Chapters 1-4. Recommended for Units 3 and 4.
  7. Mathew, A Santhosh (2001) ,“How Sustainable is our Development?” in A. Santhosh Mathew (ed) (2002) : Rio, Johannesburg and Beyond: India’s Progress in Sustainable Development (New Delhi: Orient Longman) 1-15.Recommended for Unit 1.

### **COURSE CONTENTS & LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Content Delivery Method</b>	<b>Teaching Aids</b>
<b>UNIT -1 THE RATIONALE FOR INTEGRATING “SUSTAINABILITY” AND “DEVELOPMENT”</b>				
1.1	Distinction between “sustainability” and “development”-	2	Lecture	PPT
1.2	Inadequacy of growth as indicator of welfare- Environmental basis of economic growth-	2	Lecture	Black Board
1.3	Economic development and environmental quality: the environmental Kuznets curve hypothesis	3	Chalk & Talk	Black Board
1.4	Negative Environmental and economic patterns of past development strategies	3	Lecture	Black Board
<b>UNIT -2 : CONCEPTUALIZING SUSTAINABLE DEVELOPMENT</b>				
2.1	Basic concepts-Capital stock and sustainability-definition-	1	Lecture	Black Board
2.2	Types of capital - Substitutability between types of capital	1	Lecture	Black Board
2.3	Weak sustainability-Strong sustainability- Brundtland Commission’s definition of sustainable development-	2	Discussion	Black Board
2.4	Intragenerational equity-The concept of “needs” -Critique of Brundtland Commission’s	1	Lecture	Black Board

2.5	Sustainable development as Non-declining well-being- The concept of “Pareto sustainability”-Distinction between “optimal” development and “sustainable” development	1	Lecture	PPT
2.6	-“optimality”, “survivability” and sustainability- A holistic definition of sustainable development:	2	Discussion	Online
2.7	Sustainable development as comprising-Economic sustainability- Environmental sustainability - Social sustainability	2	Lecture	Black Board
<b>UNIT -3:SUSTAINABLE DEVELOPMENT RULES</b>				
3.1	Sustainability of free market outcomes-	2	Lecture	Black Board
3.2	Hartwick -Solow rule	4	Lecture	Black Board
3.3	Daly’s “operational principles”- The “safe minimum standard” rule- London School approach.	4	Lecture	PPT
<b>UNIT-4 : SUSTAINABILITY INDICATORS AND MEASUREMENT</b>				
4.1	Global, national and local indicators of sustainability -	2	Lecture	Black Board
4.2	Prescott-Allen’s Barometer of sustainability	2	Lecture	PPT
4.3	Human Wellbeing Index- Ecosystem Wellbeing Index-	2	Discussion	Black Board
4.4	Stress Index- AMOEBA approach-	2	Chalk & Talk	Black Board

4.5	Green national accounts- Genuine savings index- Shadow project approach	2	Chalk &Talk	Black Board
<b>UNIT-5-SECTORAL POLICIES FOR SUSTAINABLE DEVELOPMENT</b>				
5.1	Institutions for sustainable development	1	Lecture	PPT
5.2	Institutions coordinating human behavior- Market-Government- Civil society-	2	Lecture	Black Board
5.3	Sustainable development in the agricultural sector- Environment and rural poverty-	2	Lecture	Black Board
5.4	Agricultural biotechnology, poverty and the precautionary principle- Institutions for management of problems related to agriculture -	2	Discussion	Black Board
5.5	Intensifying the use of land - Intensifying the use of water-Conversion of forests to agriculture-	1	Lecture	Black Board
5.6	Sustainable urban development- Role of cities in sustainable development-Urban environmental problems by level of city development-	1	Discussion	Black Board
5.7	Institutions for sustainable urban development.	1	Lecture	PPT

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	Percent age of Assessment
	Seminar	Better of W1, W2	M1+ M2	MI D-SE M				



	5 Mks.	5M ks.	10 Mks	TE ST 15 Mks	35 Mks.	5 Mks	40M ks.	
K2	5	-	-	2 $\frac{1}{2}$	-		-	-
K3	-	5	4	2 $\frac{1}{2}$	5		5	12.5
K4	-	-	3	5	12		12	30
K5	-	-	3	5	9		9	22.5
Non Schola stic	-	-	-	-	9		9	22.5
Tota l	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

	<ul style="list-style-type: none"> <li>PG CIA Components</li> </ul>							
	Nos							
C1	-	Test (CIA 1)	1	-	10 Mks			
C2	-	Test (CIA 2)	1	-	10 Mks			

SCHOLASTIC		NON SCHOLASTIC	MARKS
	<b>C3</b>	- Assignment	2 * - 5 Mks
	<b>C4</b>	- Open Book Test/PPT	2 * - 5 Mks
	<b>C5</b>	- Seminar	1 - 5 Mks
	<b>C6</b>	- 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
<b>CO 1</b>	Knowledge on the evaluation of existing environment.	K2	PSO1& PSO2
<b>CO 2</b>	Ability to analyse Economic, Social and Environmental Sustainability	K2, K3	PSO3
<b>CO 3</b>	Ability to evaluate the rules of Sustainability.	K2, K4	PSO5
<b>CO 4</b>	Knowledge on the Assessment of the International National, and Local indicators of Sustainability	K2, K3 & K4	PSO4
<b>CO 5</b>	Awareness on Sectoral Policies of Sustainable Development	K3& K5	PSO4

### **Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3

<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3

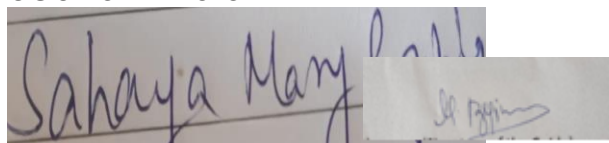
**Note:** ☐ Strongly Correlated – **3**      ☐ Moderately Correlated – **2**  
☐ Weakly Correlated -**1**

**Mapping COs Consistency with POs**

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

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

**COURSE DESIGNER**



**C. SAHAYA MARY SOPHIA**

**FORWARDED BY**

**DR.M. REGINA MARY**  
**HEAD OF THE DEPARTMENT**

**IV SEMESTER**  
**II MA ECONOMICS ELECTIVE**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
PAEC	23PG4EE 4	INDUSTRIAL ECONOMICS	4	4

**COURSE DESCRIPTION**

This course provides an introduction to current theory and empirical work in Industrial economics.

**COURSE OBJECTIVE/S**

1. To provide knowledge to the students on the basic issues involved in the industrial development of India.
2. The students can enter into any industries with their sound knowledge about the various aspects of industries or take up self employment

**UNIT- I INDUSTRIALIZATION (10HRS)**

Meaning – Importance – Factors inhibiting industrial development – Remedial Measures – Industrial progress during five year plans(Self Study). Industrial location – Factors influencing location – Theories of Location - Sargant Florence Theory – Weber`s theory.

**UNIT -II OWNERSHIP AND CONTROL OF INDUSTRIES (10 HRS)**

Ownership and control of industries: Public sector, Private sector, Joint sector, co-operative sector (Self Study) Need and intervention of government - Ways and means, social control –Legal framework - Evaluation of industrial policies.

**UNIT- III INDUSTRIAL FINANCE (10 HRS)**

Owned, external and other sources of funds. Role, nature, volume and types of institutional finance - IDBI, IFCI, SFCs, SIDC(Self Study), commercial banks, etc., . Financial statement - Balance sheet, Profit and loss account - Assessment of financial soundness - Ratio analysis.

#### **UNIT-IV PROJECT APPRAISAL (10HRS)**

**Cost-benefit analysis - Net Present Value (NPV) (Self Study) and internal rate of return (IRR) criteria** - Balancing private and social returns.

#### **UNIT -V INDUSTRIAL PROBLEMS AND PROSPECTS (10HRS)**

Industrial sickness – Definition – Magnitude – Causes – Consequences – Government policy in regard to industrial sickness - Rationalization(Self Study) – Definition - Aims – Measures for carrying out rationalization – Advantages – Dangers – Attitudes of employers, workers and Government towards rationalization –Rationalization of industries in India. Industrial Clusters – Definition- The pure agglomeration model-The industrial complex model-The social network model- Advantages and Disadvantages of Industrial Clusters.

#### **REFERENCE BOOKS**

1. Amarjit Singh; A N Sadhu “Industrial Economics”, Himalaya Publishing house, Delhi, 1988
2. Barthwal, R.R. “Industrial Economics”, New Age International Pvt. Ltd., 2010.
3. Cherunilam, F, Industrial Economics : Indian Perspective (3rd Edition), Himalaya Publishing House, Mumbai, 1994
4. [Dhingra](#), I.C The Indian Economy Environment and Policy, Sultan Chand, 2014
5. Government of India, Economic Survey (Annual).
6. Kutchhal, S.C. , Industrial Economy of India (5th Edition), Chaitanya Publishing House, Allahabad, 1980
7. Misra and Puri, “Indian Industrial Economy”, Himalaya Publishing house, New Delhi, 1989.
1. Sharma, A.K. “Industrial Economics’, Anmol Publications Ltd, New Delhi, 2006.
2. Sivayya K.V& V.B.M. Dhas, “Industrial Economics”, S. Chand Company Ltd. New Delhi, 1990

#### **COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Content Delivery Method</b>	<b>Teaching Aids</b>
<b>UNIT- I INDUSTRIALIZATION</b>				
1.1	Meaning – Importance – Factors inhibiting industrial development	3	Chalk & Talk	Black Board

1.1:1	Remedial Measures – Industrial progress during five year plans	3	Chalk & Talk	Black Board
1.2	Industrial location	3	Lecture	PPT
1.2.1	Factors influencing location –	2	Flipped Learning	Online/ E-Content/
1.2.2	Theories of Location	1	Flipped Learning	Online/ E-Content/
1.2.3	Sargant Florence Theory, Weber`s theory.	3	Lecture	Black Board
<b>UNIT -II OWNERSHIP AND CONTROL OF INDUSTRIES</b>				
2.1	Input - Output Model. Ownership and control of industries	4	Lecture	Black Board
2.2	Public sector, Private sector, Joint sector, co-operative sector	3	Google	online
2.3	Need and intervention of government	3	Lecture	Black Board
2.4	Ways and means, social control – Legal framework -	2	Flipped Learning	Online/ E-Content/
2.5	Evaluation of industrial policies.	3	Lecture	Black Board
<b>UNIT III:INDUSTRIAL FINANCE</b>				
3.1	Owned, external and other sources of funds	2	Lecture	Black Board
3.2	Role, nature, volume and types of institutional finance	3	Lecture	Black Board
3.3	IDBI, IFCI, SFCs, SIDC, commercial banks, etc	5	Google	online
3.4	Financial statement - Balance sheet, Profit and loss account	3	Lecture	Black Board

3.5	Assessment of financial soundness - Ratio analysis	2	Flipped Learning	Online/ E-Content/
<b>UNIT IV: PROJECT APPRAISAL</b>				
4.1	Cost-benefit analysis - Net Present Value	2	Lecture	Black Board
4.2	Cost-benefit analysis - Net Present Value (NPV) and internal rate of return (IRR)	2	Lecture	Black Board
4.3	criteria - Balancing private and social returns	2	Discussion	ppt
<b>UNIT V: INDUSTRIAL PROBLEMS AND PROSPECTS</b>				
5.1	Industrial sickness	1	Lecture	Black Board
5.1.1	Definition – Magnitude – Causes – Consequences, – Government policy in regard to industrial sickness	3	Discussion	ppt
5.2	Rationalization ,	1	Lecture	Black Board
	Definition - Aims – Measures for carrying out rationalization – Advantages,Dangers	2	Lecture	Black Board
5.3	Attitudes of employers, workers and Government towards rationalization	2	Discussion	ppt
5.4	Rationalization of industries in India	1	Lecture, Discussion	LCD
5.5	Industrial Clusters – Definition	1	Lecture, Discussion	LCD
5.6	The pure agglomeration model-The industrial complex model-The social network model	2	Lecture, Discussion	LCD,PPT
5.7.	<b>Advantages and Disadvantages of Industrial Clusters</b>	2	Lecture, Discussion	LCD

## UNIT VI DYNAMISM/CURRENTAFFAIR

6.2	case study of current Industrial Problem in particular area.			Student submission in the class room PPT
6.3	Assignment on various Sources of industrial finance			Student submission in the class room PPT

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			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	<b>35</b>	<b>EVALUATION PATTERN</b>						
Non Scholastic	<b>5</b>							
	<b>40</b>							
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				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	2 *	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		
<b>C5</b>	-	Seminar	1	-	5	Mks		
<b>C6</b>	-	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
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<b>CO 1</b>	Understand the concept and theories of industrial economic	K2	PSO1& PSO2
<b>CO 2</b>	Describe and explain the determinants of the size and structure of firms and the implications of the separation of ownership and controls.	K2, K3	PSO3
<b>CO 3</b>	Analyze the sources of industrial finance	K2, K4	PSO5

### III SEMESTER

#### II MA ECONOMICS

(For those who joined in 2019 onwards)

PROGRAM ME CODE	COURSE CODE	COURS E TITLE	HRS/WE EK	CREDI TS
PAEC	20PGE2S L2	INDUSTRIAL ECONOMICS AND LABOUR LAWS		2

#### COURSE DESCRIPTION

The course narrates industrialization process, factors inhibiting industrial development, ownership pattern, state of industrial development in

India and expose Industrial disputes and related laws to ensure Upgradation of labourers in industries.

### **COURSE OBJECTIVES**

1. To enable the students to understand the importance of Industrial development.
2. To expose the students in analyzing the factors hindering industrial development.
3. To equip the students to understand the current issues of labour dispute and related laws.
4. To equip the students to prepare themselves for competitive exams like IES.
5. To help the students to face the TNPSC and UPSC exams.

### **UNIT-1: INDUSTRIALIZATION:**

Meaning-Importance-factors inhibiting industrial development-remedial measures-ownership and control of industries-Private Sector, Public Sector, Joint Sector-Recent trends in Indian industrial growth-MNCs and transfer of Technology.

### **UNIT-2 INDUSTRIAL SICKNESS**

Definition-Magnitude-Causes-Consequences-Rationalisation-Meaning-Aims-Measures for carrying out rationalization -Advantages-Dangers-Industrial clusters.

### **UNIT-3 INDUSTRIAL FINANCE**

Sources of funds-Industrial Finance-Sources of funds- Institutional finance-IDBI, IFCI, SFC, SIDC, Commercial banks-Balance sheets.

### **UNIT-4 : INDUSTRIAL DISPUTES**

Industrial disputes – Meaning – Definition – Causes – Prevention - Settlement of Industrial disputes.

### **UNIT-5: PAYMENT OF WAGES ACT**

Introduction- Objective –Scope and Coverage – Definitions- The Payment of wages (Amendment),2005- An Act further to Amend the Payment of Wages Act,1936.

## **UNIT – VI Dynamism and Current Affairs:**

Study on accidental benefits – Enactment of new wage act – Role of trade unions in Labour welfare – Effects of Industrialization on labour health

### **Reference Books**

1. Amarjit Singh; A N Sadhu “Industrial Economics”, Himalaya Publishing house, Delhi, 1988
2. Barthwal, R.R. “Industrial Economics”, New Age International Pvt. Ltd., 2010.
3. Cherunilam, F, Industrial Economics : Indian Perspective (3rd Edition), Himalaya Publishing House, Mumbai, 1994
4. Dhingra , I.C. The Indian Economy Environment and Policy, Sultan Chand, 2014
5. Government of India, Economic Survey (Annual).
6. Kutchhal, S.C. , Industrial Economy of India (5th Edition), Chaitanya Publishing House, Allahabad, 1980
7. Misra and Puri, “Indian Industrial Economy”, Himalaya Publishing house, New Delhi, 1. Ahluwalia, I. J. (1985), Industrial Growth in India, Oxford University Press, New Delhi.
8. C.B.Gubta, “Human Resource Management”, (2009), Sultan Chand & Sons, 23, Daryaganj, New Dehli-110002.
9. B.Nandhakumar, “Industrial Relations Labour Welfare and Labour Laws”, Vijay Nicole Imprints Private Limited, Chennai.
10. <https://www.asianstudies.org/publications/ea/archives/the-history-of-economic-development-in-india-since-independence/>

<b>CIA</b>	
<b>Assignment</b>	<b>20</b>
<b>Test</b>	<b>20</b>
	<b>40</b>

ü **All the course outcomes are to be assessed in CIA components.**

ü **The levels of CIA Assessment based on Revised Bloom's Taxonomy for UG are :**

**K1-** Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

ü **The UG course teachers are requested to start conducting C1, C2 in due intervals of time.**

### EVALUATION PATTERN

CIA		MARKS		
C1				
20				

**C1** – Assignment

**C2** – Test

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

<b>K1</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>10 %</b>
<b>K2</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	<b>22.5 %</b>
<b>K3</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>11</b>	<b>-</b>	<b>11</b>	<b>27.5 %</b>
<b>K4</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>11</b>	<b>-</b>	<b>11</b>	<b>27.5 %</b>
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	<b>12.5 %</b>
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

### COURSE OUTCOMES (CO)

<b>S: No</b>	<b>COURSE OUTCOME</b>	<b>Knowledge Level</b>	<b>PSOs ADDRESSED</b>
<b>CO 1</b>	Become familiar with the state of the Industrial development.	K2	PSO1& PSO2
<b>CO 2</b>	Able to comprehend the factors that lead to the underdevelopment in the Indian economy.	K3	PSO3
<b>CO 3</b>	Impart knowledge on the Industrial disputes in India.	K4	PSO5
<b>CO 4</b>	Help the students to prepare for competitive examinations and face the	K5	PSO4

	TNPSC and UPSC exams where Indian Economy is a part of syllabus.		
<b>CO 5</b>	Impart clear cut idea about Transfer of technology in India.	K2	PSO4

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

**Course Designers:**

**1.Dr.S.Ivy Jeno(Department of Economics)**

**2.Dr.M.Arasammal(Department of Commerce with Computer application)**

### **III SEMESTER**

#### **II MA ECONOMICS**

(For those who joined in 2019 onwards)

<b>PROGRAM ME CODE</b>	<b>COURS E CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WE EK</b>	<b>CREDI TS</b>
<b>PAEC</b>	<b>20PGE4 SL4</b>	<b>NUMERICAL ABILITY FOR COMPETITI VE EXAMINATI ON</b>	<b>-</b>	<b>2</b>

## **COURSE DESCRIPTION**

This course is designed to extend skills in problem solving and to foster mathematical creativity

## **COURSE OBJECTIVES**

To enhance the problem solving skills, to improve the basic mathematical skills and to help students who are preparing for any type of competitive examinations

### **UNIT: I: BASIC NUMERACY AND DATA INTERPRETATION**

HCF and LCM of Numbers – Fraction – Percentage – Average – Ratio and Proportion – Problems on Simple Equations – Chain Rule – Data Interpretation

### **UNIT: II LOGICAL REASONING AND ANALYTICAL ABILITY**

Introduction – Reasoning based on Ranking - Reasoning based on Team Formations– Quantitative Reasoning – Sequences and Series – Blood Relations –Direction Test – Puzzles Test – Non-verbal Reasoning

### **UNIT: III GENERAL MENTAL ABILITY**

Introduction – Syllogisms – Logical Deductions – Statement and Conclusions –Assertion and Reason – Mathematical operations – Set theory, Venn diagrams and Network diagrams – Permutations and Combinations

### **UNIT: IV APTITUDE AND MENTAL ABILITY TESTS**

Conversion of information to data – collection, compilation and presentation of data – Tables, graphs, diagrams-Analytical interpretation of data, Simple and Compound interest, Length, Area, Perimeter, Time and Work.

### **UNIT: V GEOMETRY, MEASURES, HANDLING DATA AND PROBLEM SOLVING**

Classifying 2-D, shapes – 3-D and 2-D shapes, working with coordinates. The metric system, Length, Area, and Perimeter of irregular shapes. Organizing, categorizing and representing data, Problem Solving.

### **Unit : VI Dynamism**

Study on Logical reasoning based on Banking – Aptitude and Mental ability test – Conversion of information to data and Presentation of data

### **Reference Book:**



1. General Studies Paper II for Civil Services Preliminary Examination, Arun Sharma, Madhukar Kumar Bhagat, AbhijitGuha, McGraw Hill Education India Pvt. Limited.
2. Test of Reasoning for Competitive Examinations, Edgar Thorpe, Tata McGraw Hill Education India Pvt. Limited.
3. Numerical Ability and Quantitative Aptitude, P. K. Mittal, Galgotia Publications, Pvt Limited.

CIA	
Assignment	20
Test	20
	40

ü **All the course outcomes are to be assessed in CIA components.**

ü **The levels of CIA Assessment based on Revised Bloom's Taxonomy for UG are :**

**K1-** Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

ü **The UG course teachers are requested to start conducting C1, C2 in due intervals of time.**

### EVALUATION PATTERN

CIA	MARKS
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<b>C1</b>				
<b>20</b>				

**C1** – Assignment

**C2** – Test

<b>COURSE OUTCOMES (CO)</b>			
<b>No.</b>	Course Outcome	Knowledge Level	<b>PSOs ADDRESSED</b>
<b>CO 1</b>	Solve some real life problems on numbers	K2	PSO1& PSO2
<b>CO 2</b>	Ability to understand logical reasoning	K2	PSO3
<b>CO 3</b>	Solve problems involving Permutations and Combinations	K3	PSO5
<b>CO 4</b>	Awareness on General aptitude and Mental ability test.	K4	PSO4
<b>CO5</b>	Gained knowledge on the Graphical shapes, and different metric system.	K5	PSO4

**Note:** " Strongly Correlated – **3**  
" Weakly Correlated -**1**

" Moderately Correlated – **2**

**Course Designers:**

**1.Dr.C. Sahaya Mary Sophia(Department of Economics)**

**2.Dr.Vanitha(Department of Mathematics)**