



**CHRIST**  
(DEEMED TO BE UNIVERSITY)  
DELHI-NCR, INDIA

# School of Humanities and Social Sciences

Delhi NCR Campus

## Syllabus

**Bachelor of Sciences**

(Economics Honours)

2020-23

CHRIST(Deemed to be University)

Delhi NCR Campus

[www.ncr.christuniversity.in](http://www.ncr.christuniversity.in)

**DEPARTMENT OF ECONOMICS**



**SYLLABUS  
BACHELOR OF SCIENCES (ECONOMICS HONOURS)**

**2020-2023**

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CHRIST (Deemed to be University), Delhi NCR, India  
[www.ncr.christuniversity.in](http://www.ncr.christuniversity.in)

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## **OVERVIEW OF THE DEPARTMENT OF ECONOMICS**

The Department of Economics, CHRIST (Deemed to be University) Delhi NCR Campus, formed in 2019 consists of a faculty pool with rich experience in teaching, research and consultancy. The Department has five full-time faculty members with specialisation in Development Economics, Rural and Health Economics, Quantitative Economics, Agricultural Economics, Resource Economics, involving in advanced research.

## **BSc ECONOMICS HONOURS**

The BSc Economics Honours Programme with non-core subjects Mathematics, Statistics and integrated courses in commerce and finance, is designed to produce graduates trained in the application of knowledge in economics to real-life economic, financial, ethical and analytical problems encountered in the economy. It is structured to provide the students with the skills and professional acumen to become key players in the economy irrespective of their future job places and task diversification they would take up specially in the field of quantitative analysis. The programme may enable the students to effectively apply their knowledge and skills to situations of economic, institutional and policy making both in governance, industry as well as research.

The programme has a rigorous focus on quantitative techniques and research methods which will orient the students in dealing with economic problems with a practical and analytical approach. The diversity and the spread of the programme ensure that the students receive sufficient experience of the current issues and crises of the world especially that of the emerging economies, developed & developing economies.

### **Programme Objectives:**

- To train the students in the fundamental theories in economics
- To provide skills to enhance critical and analytical assessment
- To expose the students to the real world economic experiences through service learning
- To shape students considering the dynamic nature of global market
- To develop competency in fields of academia, the corporate and the social sector and policy making.
- To mould holistically developed individuals

### **Programme Outcomes:**

On completion of the BSc Economics Honours programme

- The students will gain analytical, creative and imaginative engagement with theory, research and practice in the chosen discipline.
- The students will have the necessary knowledge of interdisciplinary areas.
- The Students will be able to analyse and evaluate economic and financial policies.
- The Students will gain critical thinking, interpretative and basic leadership abilities.
- The Students will achieve the competency to comprehend provincial, national and worldwide issues from the financial point of view.
- The students will have advanced knowledge of discipline-specific areas of Economics.
- Students will be prepared in cutting edge functional territories of data analysis, reportage and basic reasoning.

- The Students will be eligible for higher education at leading institutions in the world.
- The students will be professionally equipped to take up careers in corporate and public sector.

### **Vision**

Establish an identity as a department of high standard in teaching and research in Economics.

### **Mission**

Equip students with advanced knowledge and skill sets to address real world economic problems and undertake cutting edge research on contemporary economic issues.

### **Integral features**

Social relevance, intellectual rigour, inter-disciplinarily, contemporaneity, employability, student-friendliness.

### **Unique features of the programme:**

Advanced pedagogical practices, dissertation, internships, community service, MOOCs, inter-disciplinary non-core papers.

### **Graduate Attributes**

- High understanding of theory and concepts in economics
- Critical reflection
- Independent research
- Quantitative and qualitative methods of analysis
- Expertise in statistical and econometric software to examine real world issues
- Creativity and originality
- Problem solving ability
- Effective presentation and written communication
- Social sensitivity
- Responsiveness and responsibility
- Adaptability

### **Teaching and Learning Strategies**

The outcomes and graduate attributes listed above will be accomplished through delivery of the following teaching and learning strategies

- Dissertation
- Lectures
- Guest lectures
- Problem solving in laboratory style environment
- Internship
- Industrial visits
- Field visits
- Rural exposure
- Seminars

- workshops

### **Assessment Strategy**

- Internal assessment 70%
  - CIA1- written assignment, group work, presentations
  - CIA2 - midterm examination
  - CIA3 - written assignment, group work, presentations
- End Semester Examination 30%

The assessment strategy involves specific rubric for evaluation of each component.

### **Examination and Assessment**

The evaluation is divided in to two components: Continuous Internal Assessment (CIA) including Mid Semester Examination (MSE), and the End Semester Examination (ESE).

### **Assessment Pattern**

The Continuous Internal Assessment (CIA) will be assessed for seventy per cent weightage and the End Semester Examination (ESE) for thirty per cent weightage. The practical courses and the common core courses will be assessed out of hundred marks in various components including attendance. The Mid Semester and End Semester written examination question pattern consists of questions divided into two or three sections with short answers, short essays and long essays.

**PROGRAMME STRUCTURE B.SC ECONOMICS HONOURS 2020-23**

Sem	Name of the course	Course Code*	Theory/ Practical	Type	H r/ w k	Credits	CIA Marks	ESE Marks	Total Marks	Duration of Exam
SEM I	Principles of Microeconomics	BSEH131	Theory	Core	5	5	70	30	100	2 Hrs
	Mathematical Economics-I	BSEH132	Theory	Core	5	5	70	30	100	2 Hrs
	History of Economic Thought	BSEH133	Theory	Core	5	5	70	30	100	2 Hrs
	Financial Economics	BSEH141	Theory	AECC	4	4	70	30	100	2 Hrs
	Institutions and Informal Economy/ Economics of Corruption	BSEH191 A/ BSEH191 B	Theory	IDE	3	3	100		100	
	English Language and Composition I	BENG121	Theory	AECC	3	3	70	30	100	2 Hrs
	Holistic Education	HOL111	Theory	SEC	1					
	Skill Development	SDEC112	Practical	SEC	2	1				
	<b>Total Credit</b>					<b>26</b>				
SEM II	Introduction to Macroeconomics	BSEH231	Theory	Core	5	5	70	30	100	2 Hrs
	Mathematical Economics-II	BSEH232	Theory	Core	5	5	70	30	100	2 Hrs
	Statistics for Economics - I	BSEH233	Theory	Core	5	5	70	30	100	2 Hrs
	Gender Economics / Labour Economics	BSEH241 A / BSEH241 B	Theory	DSE	3	3	70	30	100	2 Hrs
	Economics and Literature/Designing Policies for Sustainable Development	BSEH291 A/ BSEH291 B	Theory	IDE	3	3	70	30	100	
	English Language and Composition II	BENG221	Theory	AECC	3	3	70	30	100	2 Hrs
	Holistic Education	HOL211	Theory	SEC	1	2				
	Environmental Studies	EVS211	Theory	SEC	0	2				
	Skill Development	SDEC212	Practical	SEC	2	1				
	<b>Total Credit</b>					<b>29</b>				

SEM	Intermediate Microeconomics	BSEH331	Theory	Core	5	5	70	30	100	2 Hrs
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	Intermediate Macroeconomics	BSEH332	Theory	Core	5	5	70	30	100	2 Hrs
	Statistics for Economics - II	BSEH333	Theory	Core	5	5	70	30	100	2 Hrs
	Entrepreneurship / Principles and Practices of Taxation	BSEH341 A/ BSEH341 B	Theory	DSE	4	4	70	30	100	2 Hrs
	Accounting for Decision making - I	BSEH322	Theory	AECC	4	4	70	30	100	2 Hrs
	Computer Applications for Economic Analysis - I	BSEH323	Theory	AECC	4	4	70	30	100	2 Hrs
	Holistic Education	HOL311	Theory	SEC	1					
	<b>Total Credit</b>					<b>27</b>				

SEM IV	Fundamentals of Economic Growth and Development	BSEH431	Theory	Core	5	5	70	30	100	2 Hrs
	Research Methodology	BSEH432	Theory	Core	5	5	70	30	100	2 Hrs
	Introduction to Econometrics	BSEH433	Theory	Core	5	5	70	30	100	2 Hrs
	Money and Banking / Economics of Education	BSEH441 A/ BSEH441 B	Theory	DSE	4	4	70	30	100	2 Hrs
	Accounting for Decision making - II	BSEH421	Theory	AECC	4	4	70	30	100	2 Hrs
	Computer Applications for Economic Analysis - II	BSEH422	Theory	AECC	4	4	70	30	100	2 Hrs
	Holistic Education	HOL411	Theory	SEC	1	2				
	<b>Total Credit</b>					<b>29</b>				

SEM V	Indian Economy	BSEH531	Theory	Core	5	5	70	30	100	2 Hrs
	International Economics	BSEH532	Theory	Core	5	5	70	30	100	2 Hrs

	Behavioural Economics	BSEH533	Theory	Core	5	5	70	30	100	2 Hrs	
	Foundations of Agricultural Economics / Advanced Econometrics	BSEH541 A/ BSEH541 B	Theory	DSE	4	4	70	30	100	2 Hrs	
	Health Economics: Theory and Applications	BSEH521	Theory	AECC	4	4	70	30	100	2 Hrs	
	Internship	BSEH581	Practical	Internship	0	2					
	<b>Total Credit</b>					<b>25</b>					
<b>SEM VI</b>											
	Public Economics	BSEH631	Theory	Core	5	5	70	30	100	2 Hrs	
	Operations Research	BSEH632	Theory	Core	5	5	70	30	100	2 Hrs	
	Dissertation	BSEH633	Practical	Dissertation	5	5	70	30	100		
	Economics of Law/ Urban and Regional Economics	BSEH641 A/ BSEH641 B	Theory	DSE	4	4	70	30	100	2 Hrs	
	Environmental Economics: Theory and Application / Industrial Economics	BSEH642 A/ BSEH642 B	Theory	DSE	4	4	70	30	100	2 Hrs	
	Indian Constitution	CON611 N	Practical	SEC	1	1					
	<b>Total Credit</b>					<b>24</b>					
<b>TOTAL CREDIT FOR ALL SEMESTERS</b>							<b>160</b>				

## **SEMESTER 1**

### **PRINCIPLES OF MICROECONOMICS (BSEH131)**

**Credits: 5**

**75 Hrs**

#### **Course Description**

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

#### **Course Objectives**

- Understand that economics is about the allocation of scarce resources and how that results in trade-offs.
- Understand the role of prices in allocating scarce resources in market economies and explain the consequences of government policies in the form of price controls.
- Appreciate positive as well as normative view points on concepts of market failure and the need for government intervention.

#### **Learning Outcomes**

- The students will have acquainted with the basic principles of microeconomic theory.
- They will be able to think like economists.

**Level of Knowledge:** Basic and conceptual.

#### **UNIT 1: Exploring the Subject Matter of Economics**

**09 Hrs**

Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

#### **UNIT 2: Supply and Demand: How Markets Work, Markets and Welfare**

**15 Hrs**

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.

#### **UNIT 3: The Households**

**15 Hrs**

The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.

**UNIT 4: The Firm and Perfect Market Structure****12 Hrs**

Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run.

**UNIT 5: Imperfect Market Structure****12 Hrs**

Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

**UNIT 6: Input Markets****12 Hrs**

Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy; New Frontiers in Microeconomics.

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Case, K. E., Fair, R. C., & Oster, S. M. (2013). *Principles of Microeconomics* (11<sup>th</sup> ed.). London: Pearson Education Inc.

Mankiw, N. G. (2017). *Principles of Microeconomics* (8<sup>th</sup> ed.). MA: Cengage Learning.

Stiglitz, J. E., & Walsh, C. E. (2006). *Principles of Microeconomics* (4<sup>th</sup> ed.). New York: W.W. Norton & Company Inc., International Student Edition.

**Recommended Readings**

Lipsey, R. G., & Chrystal, K. A. (1999). *Principles of Economics* (9<sup>th</sup> ed.). Oxford: Oxford University Press.

Mankiw, N. G. (2011). *Economics: Principles and Applications* (10<sup>th</sup> ed.). MA: Cengage Learning.

Pindyck, R. S., & Rubinfeld, D. L. (2013). *Microeconomics* (8<sup>th</sup> ed.). New York: Pearson Education.

Ray, N.C. (1975). *An Introduction to Microeconomics*. New Delhi: Macmillan Company of India Ltd.

Salvatore, D. (2011). *Managerial Economics in a Global Economy* (7<sup>th</sup> ed.). Oxford: Oxford University Press.

Samuelson, P. A., & Nordhaus, W.D. (2010). *Economics* (19<sup>th</sup> ed.). New Delhi: McGraw-Hill Companies.

## **MATHEMATICAL ECONOMICS–I (BSEH132)**

**Credits: 5**

**75 Hrs**

### **Course Description**

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

### **Course Objectives**

- To introduce the students to the basic concepts, procedures and techniques of mathematical economics
- To enable the students to apply mathematical techniques to economic theory in general.
- To create analytical ability among students by using Mathematical techniques and decision making ability.

### **Learning Outcome**

- The students will be able to apply mathematical techniques and models for the deeper understanding of economics, especially the branches of microeconomics, macroeconomics and econometrics.

**Level of Knowledge:** Basic, conceptual and problem solving.

### **UNIT 1: Preliminaries**

**15 Hrs**

Elements of logic and proof; Sets and Set operations; Relations; Equations: Linear and Quadratic; Simultaneous Equations; Functions: quadratic, polynomial, exponential, logarithmic; Graphs, Slopes and Intercept; Economic Application of Graphs and Equations: Iso-cost Lines, Supply and Demand Analysis, Income determination models.

### **UNIT 2: Differential Calculus: Single Independent Variable Functions**

**20 Hrs**

Limits; Continuity; Curvilinear Functions; the Derivative; Rules of Differentiation; Higher-order Derivatives; Optimisation; Uses of the Derivatives in Economics: Increasing and Decreasing Functions, Concavity and Convexity, Inflection points, Optimisation of Economic Functions, Relationship among Total, Marginal and Average Concepts.

### **UNIT 3: Differential Calculus: Multivariable Functions**

**20 Hrs**

Multivariable Functions and Partial Derivatives; Rules of Partial Differentiation; Second and Higher-order differentials; Optimisation; Constrained optimisation with Lagrange Multipliers; Implicit functions; Application of Partial Derivatives in Economics: Utility Maximisation, Marginal Productivity, Elasticity, Producers Equilibrium, Optimisation of Cobb Douglas and CES Production Function.

### **UNIT 4: Differential Calculus: Exponential and Logarithmic Functions**

**20 Hrs**

Exponential and Logarithmic Functions; Solving Natural Exponential and Logarithmic Functions; Logarithmic transformation of Nonlinear Functions; Rules of Differentiation; Higher-order Derivatives, Partial Derivatives; Optimisation of Exponential and Logarithmic Functions; Logarithmic differentiation; Application in Economics: Elasticity, Alternative measures of growth, Optimal Timing, Derivation of Cobb Douglas Production Function.

### Evaluation Pattern

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Essential Readings

Chiang, A.C. & Wainwright, K. (2013). *Fundamental Methods of Mathematical Economics*. (4<sup>th</sup> ed.). McGraw Hill Education (India) Private Limited.  
 Sydsaeter, K. & Hammond, P. (2016). *Mathematics for Economic Analysis*. New Delhi: Pearson Education Inc.

### Recommended Readings

Bradley, T. (2013). *Essential Mathematics for Economics and Business*. London: John Wiley & Sons.  
 Dowling, E. T. (2012). *Schaum's Outlines-Introduction to Mathematical Economics*. (3<sup>rd</sup> ed.). New York: McGraw Hill.  
 Renshaw, G. (2011). *Maths for Economics*. (4<sup>th</sup> ed.). Oxford: Oxford University Press.  
 Roser, M. (2003). *Basic Mathematics for Economists*. (2<sup>nd</sup> ed.). New York: Routledge.

## HISTORY OF ECONOMIC THOUGHT (BSEH133)

**Credits: 5**

**75 Hrs**

### Course Description

The course is designed to be intellectually stimulating and charts out the economic thought from mercantilism to the contemporary period. This course is meant to create an understanding of the economic theory, ideas, doctrines and postulates of the various schools of thought proposed and developed by various economists. Economic thought forms the basis of the ideology and policies adopted in different countries.

### Course Objectives

- To trace the historical beginnings of economic theories, doctrines and postulates of the different schools of thought and chart out the developments over time.
- To correlate and associate the different economists with the various schools of thought.
- To understand the relationship between economic thought and other social science disciplines.

### Learning Outcomes

Students will be able to

- Appreciate why ideologies differ in different countries.
- Understand the economic theories and postulates put forth by the different schools of thought.
- Identify the economists associated with the various schools of thought.

**Level Knowledge:** Basic and advanced.

**UNIT 1: Mercantilism and Classical School** **12 Hrs**  
 Mercantilism; Laissez Faire: Quesnay and the Physiocrats; Adam Smith: invisible hand, accumulation and income distribution, value, market and competition, institutions; Ricardo–Corn Laws and Theory of Rent; J S Mill: Synthesis of classical economics

**UNIT 2: Marx’s Economic Theory** **06 Hrs**  
 Exploitation and value; wages, trade cycle and laws of movement of the capitalist economy; monetary aspects of the cycle and the crisis.

**UNIT 3: Marginalist Revolution and Neoclassical Orthodoxy** **06 Hrs**  
 Neoclassical theoretical system; Neo classical orthodoxy- Belle époque; Alfred Marshal

**UNIT 4: Years of High Theory** **10 Hrs**  
 John Maynard Keynes: the general theory; J A Schumpeter: equilibrium and development, trade cycle and money; Market forms: Sraffa–Chamberlin–Joan Robinson: contribution to the study of market forms.

**UNIT 5: Contemporary Developments to Economic Theory** **08 Hrs**  
 Golden age to stagflation; Neo-classical Synthesis-Correction: money and inflation; Monetarist Counter Revolution: Milton Friedman; Post Keynesian Approach: Anti-Neoclassical reinterpretation of Keynes; New Keynesian Macroeconomics.

**UNIT 6: Developments in New Welfare Economics** **08Hrs**  
 The debate about market failures and Coase’s theorem; The theory of social choice: Arrow’s Impossibility Theorem; Asymmetric information: Akerlof; Economic Theories of Justice.

**UNIT 7: Institutional and Evolutionary Theory** **15Hrs**  
 Unconventional economists: Nicholas Georgescu Roegen and Albert Hirschman; Approaches to institutional analysis: Contractarian, Utilitarian and Evolutionary neo–institutionalism; Von Hayek and the neo-Austrian School. Feminist Economics and economists: Bina Agarwal Randy Albelda and Diane Elson

**UNIT 8: Economic Thought in India and Economic Ideas of Nobel Laureates** **10Hrs**  
 Gandhian Economic Thought, P.R. Brahamananda, A.K. Sen (1998), Robert A. Mundell (1999), Joseph Stiglitz (2001), Paul Krugman (2008), Richard Thaler (2017)

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA3	ESE*	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: \*MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Reading**

Screpanti, E & Zamagni, S. (2006). *An Outline of the History of Economic Thought*. Oxford: Oxford University Press.

**Recommended Readings**

Gide, C and Rist, C. (2007). *A History of Economic Doctrines*. New Delhi: Surjeet Publications.

Greenwald, B. C., & Stiglitz, J. E. (1990). *Asymmetric Information and the New Theory of the Firm: Financial Constraints and Risk Behavior* (No. w3359). National Bureau of Economic Research.

Kapp, W and Kapp, L., (1960). *History of Economic Thought—A Book of Readings* (6<sup>th</sup> ed.). New York: Barnes Noble Inc.

Keynes, J.M. (1939). *The General Theory of Employment, Interest, and Money*. The University of Adelaide Library Electronic Texts Collection.

Krugman, P. (2009). The increasing returns revolution in trade and geography. *The American Economic Review*, 99(3), 561-571.

Mill, J.S. and Bentham, J. (2004) *Utilitarianism and other Essays*. London: Penguin Classics.

Mundell, R. A. (1961). A theory of optimum currency areas. *The American economic review*, 51(4), 657-665.

Robbins, L. (2000). *A History of Economic Thought: The LSE Lectures*” (Eds.) by Steven G. Medema and Warren J. Samuels, Princeton: Princeton University Press

Sen, A. K. (2017). *Collective choice and social welfare*, Expanded edition, London: Penguin.

Smith, A. (2003). *The Wealth of Nations*. New York: Bantam Classic Edition.

Thaler, R. (1985). Mental Accounting and Consumer Choice. *Marketing science*, 4(3), 199-214.

**FINANCIAL ECONOMICS  
(BSEH141)**

**Credits: 4**

**60 Hrs**

**Course Description**

This course introduces students to the conceptual and practical operations of the financial markets, institutions and instruments network in Indian context. The course touches up on the topics of financial regulations, equity market, stock evaluation, stock returns and derivative market.

**Course Objectives**

- To provide students with in-depth understanding of the operational issues of capital market and money market with its regulatory framework.

### Learning Outcome

- The students will be able to understand the various concepts and practical operations of the financial markets and apply them in real life.

**Level of Knowledge:** Basic, conceptual and analytical.

### UNIT 1: Introduction to Financial Economics 10 Hrs

Role of financial intermediation - Financial markets - Money vs. capital markets - Primary vs. secondary markets - Instruments in the money market - Instruments in the capital markets - Financial institutions; Banking and credit.

### UNIT 2: Financial Regulations and Financial Sector Reforms 10 Hrs

Money Market regulations – Banking sector reforms – quarterly credit policy of RBI - Capital market regulations of SEBI- Legal issues in security trading - FERA & FEMA - Capital account convertibility; International regulatory framework.

### UNIT 3: Equity Market 08 Hrs

IPO and Book building process - Private vs. Public placement – Stock market indexes - Stock quotations – understanding secondary market operations.

### UNIT 4: Stock Evaluations 12 Hrs

Stock evaluation methods - Fundamental vs. Technical analysis - Factors affecting stock prices - Economic factors - Market related factors - Firm specific factors - Indicators of future stock prices - Efficient Market Hypothesis - Capital Asset Pricing Model (CAPM).

### UNIT 5: Stock Risk & Return Analysis 10 Hrs

Measures of risk - Risk and return framework and investment decisions - Methods of determining maximum expected loss – Estimating beta of the stock.

### UNIT 6: Derivative Securities Market 10 Hrs

Financial future market: Markowitz model - Valuation of financial futures - Option market - Speculation with option market – Hedging - Arbitrage and foreign exchange futures market.

#### Evaluation Pattern

Evaluation Pattern	CIA1	MSE (CIA2)	CIA3	ESE	Attendance
Weightage	20	25	20	30	05

#### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

#### Essential Reading:

Madura, Jeff. (2015). *Financial Institutions and Markets* (11<sup>th</sup> ed.), Cengage Learning, USA.

#### Recommended Readings:

Bailey, R. E. (2005). *The economics of financial markets*. Cambridge University Press.

- Copeland, T. E., Weston, J. F., & Shastri, K. (2005). *Financial theory and corporate policy*. (4<sup>th</sup> ed.), Pearson.
- Farrell, J. L., & Reinhart, W. J. (1997). *Portfolio management: theory and application*. McGraw-Hill.
- Fisher, E. Donald., & Jordan, J. Roland. (1995). *Security Analysis and Portfolio management* (6<sup>th</sup> ed.), Pearson India.
- Hearth, D., & Zaima, J. K. (2001). *Contemporary investments: security and portfolio analysis*. Harcourt College Publ.
- Hull, J. C., (2016). *Futures, Options and other Derivatives* (9<sup>th</sup>ed.), Pearson.
- L. M. Bhole., & J. Mahakud. (2009). *Financial Institutions and Markets* (5<sup>th</sup> ed.), McGraw-Hill.
- Machiraju, H. R. (2010). *Indian financial system*. Vikas Publishing House.
- Palat, R. (2010). *Fundamental Analysis* (4<sup>th</sup> ed.), Vision Books Pvt. Ltd.
- Radcliffe, R. C. (1997). *Investment Concepts, Analysis and Strategies* (5<sup>th</sup> ed.), Addison Wesley.
- Ross, S. A., Westerfield, R., & Jordan, B. D. (2017). *Fundamentals of Corporate Finance* (11<sup>th</sup>ed.), McGraw-Hill.
- Shanken, J. (1982). The arbitrage pricing theory: is it testable?. *The Journal of Finance*, 37(5), 1129-1140.
- W. Sharpe., & G. J. Alexander. (1998). *Investments* (6<sup>th</sup> ed.), Prentice Hall.
- Zvi, Bodie, Alex, Kane., Alan, J. Marcus., Stylianos, Perrakis., & Peter, J. Ryan. (2015). *Investments*, (8<sup>th</sup> ed.), McGraw-Hill.

### **Journals**

- a) Journal of Finance,
- b) Journal of Financial Economics,
- c) Review of Financial Studies.

## **ENGLISH LANGUAGE AND COMPOSITION I (BENG121)**

**Credits: 3**

**45 Hrs**

### **Course Description**

English Language and Composition course is an intensive program for two semesters for all the students of the BA/BSc programmes (ENGL, EPH, BSEH, JOUH, PSYH, MEP) that introduces students to a wide range of expository works in order to develop their knowledge of rhetoric and make them aware of the power of language. The course is designed to meet the rigorous requirements of a graduate level courses and therefore includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. It would provide students with the opportunity to work with the rhetorical situation, examining the authors' purposes as well as the audiences and the subjects in texts.

The purpose of the course is to enable students to read analytically, formulate arguments based on the readings, and respond by composing articulate essays that utilize advanced elements of sentence structure, syntax, style, purpose, and tone. Thus, by the use of rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to thoroughly research relevant topics, synthesize information from a variety of sources, and document their knowledge in a cogent well written report. Also, as the course is designed to engage students with rhetoric in multiple mediums, including visual media such as photographs, films, advertisements, comic strips, music videos, and TED talks; students would develop a sense to comprehend how resource of language operates in any given text. While the first semester focuses on understanding principles of rhetoric through multiple texts, the second semester is more thematic in nature familiarizing students with texts from multiple disciplines, especially in the context of India.

As part of the course students are expected to maintain a writing journal to monitor their progress in writing.

### **Course Objectives:**

#### **To enable students to**

- Enable students to become Independent critical thinker, who are aware of the power of language.
- Enable students to become excellent communicators of the language.
- Equip students with necessary skills for graduate course and for career.

### **Learning Outcomes:**

- Analyse and interpret samples of good writing by identifying and explaining an author's use of rhetorical strategies and techniques
- Analyze both visual and written texts.
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on reading, research, and/or personal experience;
- Demonstrate understanding and mastery of English Language as well as stylistic maturity in their own writings
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions;
- Move effectively through the stages of the writing process with careful attention to inquiry and research, drafting, revising, editing, and review;
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Communicate effectively in different media by developing their LSRW skills.

**Level of Knowledge:** Basic, conceptual, analytical and critical

**Language of Composition**

The unit will focus on understanding Rhetoric and Various Rhetoric situation. The aim is to assert the idea that rhetoric is always contextual and there is a link between the speaker, audience and what the content of the text is. This will enable students to understand the significance of context while analysing and composing a text.

1. **Introduction to Rhetoric and Rhetoric Situation.** Lou Gehrig's Farewell Speech <https://www.lougehrig.com/farewell/>

2. **SOAP Analysis:** Through the analysis of the text the aim to look at the mode in which various factors like subject, occasion, audience and purpose impacts rhetoric.

Letter to Einstein and Reply. <http://www.lettersofnote.com/2012/05/dear-einstein-do-scientists-pray.html>

George W. Bush 9/11 speech:

<http://www.americanrhetoric.com/speeches/gwbush911addresstothetation.html>

Tryst with Destiny by Jawaharlal Nehru

<http://www.americanrhetoric.com/speeches/jawaharlalnehrutrystwithdestiny.htm>

3. **Ethos, Pathos and Logos:** Understanding Aristotle's concept of Ethos, Pathos and Logos is significant in understanding an effective rhetoric. By looking at some of the famous rhetorical works the aim is to understand how the writer's/ orators of some of the famous rhetorical pieces have used these elements to persuade the reader/ audience.

**Ethos**

- a) King George VI King's Speech (Can play part of the movie) <https://www.awesomestories.com/asset/view/George-VI-King-s-Speech-September-3-1939>
- b) The Myth of Latin Women: I Just met a Girl Named Maria [https://www.quia.com/files/quia/users/amccann10/Myth\\_of\\_a\\_Latin\\_Woman](https://www.quia.com/files/quia/users/amccann10/Myth_of_a_Latin_Woman)
- c) Quit India Speech by Gandhi

**Logos**

- a) SlowFood Nation by Alice Waters <https://www.thenation.com/article/slow-food-nation/>
- b) My Vision For India by Abdul Kalam.

**Pathos**

- a) a) Richard Nixon, from *The Checkers Speech* <http://watergate.info/1952/09/23/nixon-checkers-speech.html>
- b) Dwight D. Eisenhower, *Order of the Day* <https://www.whatsoproudlywehail.org/curriculum/the-american-calendar/order-of-the-day-6-june-1944>
- c) Bal Gangadhar Tilak <http://speakola.com/political/bal-gangadhar-tilak-freedom-is-my-birthright-1917>

**Unit-2**  
**Hrs**

**10**

**Reading Written Texts**

**Focus of the unit would be to introduce multiple ways of analysis, close reading, and usage of argumentative statements and diction.**

1. Queen Elizabeth, Speech to the Troops at Tilbury  
<http://www.luminarium.org/renlit/tilbury.htm>
2. Winston Churchill, Blood, Toil, Tears, and Sweat.  
<https://www.winstonchurchill.org/resources/speeches/1940-the-finest-hour/blood-toil-tears-and-sweat-2/>
3. Ralph Ellison, from On Bird, Bird-Watching and Jazz  
<http://www.unz.org/Pub/SaturdayRev-1962jul28-00047>
4. Joan Didion, The Santa Ana Winds  
<https://tywls12ela.wikispaces.com/file/view/Didion+Los+Angeles+Notebook.pdf>
5. Virginia Woolf, The Death of the Moth
6. Groucho Marx, Dear Warner  
Brother [https://archive.org/details/Groucho\\_Marx\\_Letter\\_to\\_Warner\\_Brothers](https://archive.org/details/Groucho_Marx_Letter_to_Warner_Brothers)
7. Christopher Morley, On Laziness <http://essays.quotidiana.org/morley/laziness/>

**Unit-3**  
**Hrs**

**10**

**Reading Visual Texts**

The unit will focus on how to read visual text and the impact it has on audience.

1. ACLU, The Man on the Left (advertisement)
2. Tom Toles, Rosa Parks (cartoon)  
[http://thenexthurrah.typepad.com/the\\_next\\_hurrah/2005/10/rosa\\_parks.html](http://thenexthurrah.typepad.com/the_next_hurrah/2005/10/rosa_parks.html)
3. <http://webneel.com/rk-lakshman-editorial-cartoons-indian-cartoonist> (Political Cartoons)  
India
4. <https://www.tatacliq.com/que/isro-launch-breaks-record-memes/> ISRO Launch (Times)
5. Analysing Advertisements ( Fair and Lovely,...) , gender stereotypes in ads.

**Unit-4**  
**Hrs**

**5**

**Determining Effective and Ineffective Rhetoric**

The unit will engage with the questions on why few texts are effective rhetorical pieces as opposed to others. A few texts will be analysed to look at different rhetorical situations, and how it is effective and ineffective in persuading the audience/ reader.

1. Jane Austen, from Pride and Prejudice
2. PETA, Feeding Kids Meat Is Child Abuse (advertisement) 25
3. Anne Applebaum, If the Japanese Can't Build a Safe Reactor, Who Can?  
[https://www.washingtonpost.com/opinions/if-the-japanese-cant-build-a-safe-reactor-who-can/2011/03/14/ABCJvuV\\_story.html?utm\\_term=.8](https://www.washingtonpost.com/opinions/if-the-japanese-cant-build-a-safe-reactor-who-can/2011/03/14/ABCJvuV_story.html?utm_term=.8)

4. Stop for Pedestrians (advertisement)
5. The Times, Man Takes First Steps on the Moon
6. William Safire, In Event of Moon Disaster <http://mentalfloss.com/article/57908/event-moon-disaster-white-house-speech-worst-case-scenario>
7. Herblock, Transported (cartoon)
8. Ted Talk: Speak Like a Leader <https://www.youtube.com/watch?v=bGBamfWasNQ>

## Unit-5

10

### Hrs

### From Reading to Writing

By carefully reading the viewpoints of others and considering a range of ideas on an issue, one develops a clearer understanding of our own beliefs — a necessary foundation to writing effective arguments. The unit will focus on analysing elements of argument as a means of critical thinking and an essential step toward crafting argumentative essays. The unit will focus on making an argument and supporting it by synthesizing multiple sources.

1. Understanding Argument  
<https://csalexander03.wordpress.com/2012/12/04/why-investing-in-fast-food-may-be-a-good-thing-by-amy-domini/>
2. <http://www.nytimes.com/2004/07/11/opinion/felons-and-the-right-to-vote.html>
3. Using Visual text for Argument:  
[https://www.youtube.com/watch?v=mjjV\\_X5re4g](https://www.youtube.com/watch?v=mjjV_X5re4g)
4. Using sources to inform an Argument
5. Using Sources to Appeal to Audience.

### Evaluation Pattern

Evaluation Pattern	CIA1	MSE (CIA2)	CIA3	ESE	Attendance
Weightage	20	25	20	30	05

### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Text Books And Reference Books:

The course is based on the work Language of Composition: Reading, Writing and Rhetoric by Renee H. Shea, Lawrence Sanclon and Robin Dissin Aufses.

### Essential Reading / Recommended Reading

Compilation

## SEMESTER 2

### INTRODUCTION TO MACROECONOMICS (BSEH231)

**Credits: 5**

**75 Hrs**

**Course Description**

This course is designed to give a systematic school-wise introduction to mainstream approaches to the study of macroeconomics. The course begins by introducing students to the various important macroeconomic variables and its measurement technique. Then the course proceeds on a systematic introduction to the important macroeconomic theory adopting a chronological school-wise pattern; beginning from the Classical to the Keynesians, Monetarists, New Classicals and New Keynesians. It has been designed in such a way that it stimulates awareness on the evolution; critiques and debates in the mainstream macroeconomic thought and provided insights into macroeconomic challenges and policy management in progressive nations. It is also intended that this course will develop the ability for objective reasoning about macroeconomic issues.

**Course Objectives**

- To introduce to the students, the basic principles of macroeconomic theory.
- To enable the students to understand the characteristics of major macroeconomic variables.
- To provide a vivid understanding to students on the evolution of macroeconomic thought.
- To equip students to analyse the dynamic interactions between the major macroeconomic variables.

**Learning Outcomes**

- The students will be acquainted with the mainstream approaches to the study of macroeconomics.
- The students will be able to distinguish between the various approaches and the merits and critiques of each of them.
- The students will acquire the ability to understand the dynamic interactions between the macroeconomic variables and their impact on the economy.

**Level of Knowledge:** Basic, conceptual, analytical and critical.

**UNIT 1: Macroeconomics and Measurement of Macroeconomic Variables 07 Hrs**

Nature and scope of macroeconomics; meaning and definition of key macroeconomic variables; Central questions in Macroeconomics; National Income Accounts: GDP – National Income – Personal and Disposable Personal Income; National Income Accounting Identities, Issues in National Income Accounting; Cost of Living Index: GDP deflator, WPI, CPI, Core Inflation; Measures of Cyclical Variation in Output.

**UNIT 2: The Classical Macroeconomics**

**10 Hrs**

The Classical Revolution; Wage, Employment and Production; Equilibrium Output and Employment; Quantity theory of Money; The Classical Theory of the Interest Rate; Policy Implications of Classical Equilibrium Model.

**UNIT 3: The Keynesian System**

**18 Hrs**

The Problem of Unemployment; the Simple Keynesian Model: Equilibrium Output, Components of Aggregate Demand, Equilibrium Income; the role of Fiscal Policy and Multiplier; Exports and Imports in the Simple Keynesian Model; Interest rates and Aggregate

demand; Keynesian Theory of the Interest Rate; Money supply and Money demand in Keynesian framework.

**UNIT 4: The Monetarist Counterrevolution** **10 Hrs**

The reformulation of the Quantity theory of Money; Fiscal and Monetary Policy: Monetarists versus Keynesians; Unstable velocity and declining policy influence of Monetarism.

**UNIT 5: Macroeconomic Theory after Keynes** **15 Hrs**

The New Classical Position: Keynesian Counter-critique, Rational Expectations Hypothesis; Business Cycle Theories: Multiplier-Accelerator Interaction Model, Real Business Cycle Theory, Political Business Cycle Model; New Keynesian Economics: Menu Cost Theory, Efficient-Wage Theory, Insider-Outsider Model and Hysteresis.

**UNIT 6: Microeconomic Foundations of Macroeconomics** **15 Hrs**

Consumption: Keynesian Consumption Function, Kuznets’s Consumption Puzzle, Fischer’s theory of Intertemporal Choice, Modigliani’s Life Cycle Hypothesis, Friedman’s Permanent Income Hypothesis, Random walk model of Consumption expenditure; Investment: The Neoclassical Theory of Investment; Residential Investment; The Accelerator Theory of Investment; The Stock Market and Tobin’s Q Theory; Efficient Market Hypothesis; Policies affecting Investment.

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

- Dornbusch, R., Fischer, S., & Startz, R. (2015). *Macroeconomics*. (11<sup>th</sup> ed.). McGraw Hill Education.
- Froyen, R. (2014). *Macroeconomics: Theories and Policies* (10<sup>th</sup> ed.). Pearson Education.
- Mankiw, N. G. (2015). *Macroeconomics* (9<sup>th</sup> ed.). USA: Worth Publishers.
- McConnell, C. R., & Brue, S. L. (2011). *Macroeconomics, Principles, Problems and Policies*. New York: McGraw Hill Inc.
- Snowden, B. & Vane, H. R. (2005). *Modern Macroeconomics: Its Origins, Development and Current State*. United Kingdom: Edward Elgar Publishing.

**Recommended Readings**

- Abel, A. B. & Bernanke, B. S. (2011). *Macroeconomics* (7<sup>th</sup> ed.). USA: Pearson Education.
- Blanchard, O. (2009). *Macroeconomics* (5<sup>th</sup> ed.). USA: Pearson Education Inc.
- Blaug, M. (1968). *Economic Theory in Retrospect* (2<sup>nd</sup> ed.). London: Heinemann Educational Books.
- Cate, T. (2012). *Keynes’ General Theory: Seventy Five Years Later*. United Kingdom: Edward Elgar Publishing.

- Mishkin, F. S. (2016). *Macroeconomics: Policy & Practice* (2nd ed.). United States: Pearson Education.
- Samuelson, P. A., & Nordhaus, W. D. (2005). *Economics* (18th ed.). New York: McGraw-Hill.
- Schiller, B. & Gebhardt, K. (2011). *The Macroeconomy Today* (11th ed.). New York: McGraw-Hill.
- Sheffrin, S. M. (1996). *Rational Expectations* (2nd ed.). Cambridge: Cambridge University Press.

## **MATHEMATICAL ECONOMICS – II (BSEH232)**

**Credits: 5**

**75 Hours**

### **Course Description**

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The course gives an introduction into differential equation, linear algebra, derivatives and application using calculus.

### **Course Objectives**

A central aim to this course is to increase "mathematical maturity", confidence and familiarity with the types of problems that students will encounter and built upon later.

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

- Use appropriate techniques to solve problems with calculus and linear algebra.
- Model economic questions as mathematical problems.
- To apply mathematical techniques to economic theory in general.

### **Learning Outcome**

- The students will be able to apply mathematical techniques and models for the deeper understanding of economics, especially the branches of microeconomics, macroeconomics and econometrics.

**Level of Knowledge:** Basic, conceptual, analytical and problem solving.

### **UNIT 1: Elements of Linear Algebra – I**

**07 Hrs**

Vectors; Vector Spaces; Linear Dependency; A Matrix; Matrix Operations: Addition, Subtraction, Scalar Multiplication and Multiplication; Laws of Matrix Algebra: Commutative, Associative and Distributive; Matrix expression of a System of Linear Equations.

### **UNIT 2: Elements of Linear Algebra – II**

**08 Hrs**

Determinants; Rank of a Matrix; Minors, Cofactors, Adjoint and Inverse Matrices; Laplace Expansion; Solving Linear Equations with the Inverse; Cramer's Rule for Matrix Solutions; Input-Output Analysis using Matrices.

### **UNIT 3: Integral Calculus**

**20 Hrs**

Integration; Indefinite and Definite Integral; Riemann integral; Numerical methods of evaluating the integral; Fundamental Theorem of the Calculus; Rules of Integration; Integration by substitution; Integration by Parts; Area between Curves; Improper Integrals; L'Hôpital's Rule; Multiple Integrals; Application of Integral Calculus in Economics:

Revenue and Cost Curves, Consumers' and Producers' Surplus, Market Equilibrium, Growth, Domar's model of Public Debt.

**UNIT 4: Differential Equations**

**20 Hrs**

Introduction to Differential Equations: Definitions and Concepts; First-Order Differential Equations; Integrating factors and Rules; Variables separable case; Differential Equation with Homogenous Coefficients; Exact Differential Equations; Second-order Differential Equations; Application in Economics: Dynamic Stability in Microeconomic models, Growth path, Domar's Capital expansion model.

**UNIT 5: Difference Equations**

**20 Hours**

Introduction to Difference Equations: Definitions and Concepts; Finite differences; Homogeneous linear difference equation with constant coefficients; Solutions for Non-homogeneous linear equations; Linear First-Order Difference Equations; Linear Second-Order Difference Equations with constant coefficients; Stability Conditions; Application in Economics: Interaction between Multiplier and Acceleration Principle, The Cobweb Model, Harrod-Domar Growth Model.

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA 2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Chiang, A.C. & Wainwright, K. (2013). *Fundamental Methods of Mathematical Economics*. (4<sup>th</sup> ed.). McGraw Hill Education (India) Private Limited.  
 Renshaw, G. (2011). *Maths for Economics*. (4<sup>th</sup> ed.). Oxford. Oxford University Press.  
 Sydsaeter, K. & Hammond, P. (2016). *Mathematics for Economic Analysis*. New Delhi: Pearson Education Inc.

**Recommended Readings**

Bradley, T. (2013). *Essential Mathematics for Economics and Business*. United Kingdom: John Wiley & Sons.  
 Dowling, E. T. (2012). *Schaum's Outlines-Introduction to Mathematical Economics*. (3<sup>rd</sup> ed.). New York: McGraw Hill.  
 Roser, M. (2003). *Basic Mathematics for Economists*. (2<sup>nd</sup> ed.). New York: Routledge.

**STATISTICS FOR ECONOMICS- I  
(BSEH233)**

**Credits: 5**

**75 Hrs**

**Course Description**

This is a course on statistical methods for economics I, begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. Then a detailed

description on descriptive statistics starting from measures of central tendency to skewness and kurtosis. A separate module has been devoted to deal with identifying nature and extend of relationship between variables (correlation and regression analysis) followed by time series statistics. Finally, this course ends with indices, as it is very essential for every economics student to understand the construction and problems involving in constructing macro level indices like CPI and WPI.

### **Course Objectives**

This course has been designed to help students;

- To acquire basic skills in applied statistics;
- To develop skills in the field of economic analysis and reasoning;
- To develop skills in the analysis and presentation of data.

### **Learning Outcomes**

- To provide an understanding of the concepts and methods of Statistics, for application in data analysis.
- To get statistical skill required for the analysis of socio-economic data.
- To provide hands-on training in data analysis (along with computer applications).

**Level of Knowledge:** Basic, conceptual and analytical.

### **UNIT 1: Introduction and Overview**

**15 Hrs**

Meaning; Scope of statistics; Importance and limitation of statistics Collection of Data: Planning and organizing a statistical enquiry; Methods of collecting primary data; Sources of secondary data; Sampling: Census method vs. sample method; Classification of data: Meaning, methods of classification; Tabulation of data: meaning, role, parts of a table; General rules of tabulation; Presentation of data; Diagrams and graphs: General rules for construction a diagram; Types of diagrams; Types of graphs; Software Applications.

### **UNIT 2: Measures of Central Tendency and Dispersion**

**15 Hrs**

Measures of Central Tendency: Mean, median and mode; Geometric and Harmonic means; Measures of Dispersion: Range, inter-quartile range and quartile deviation, mean deviation, standard deviation and Lorenz curve, Moments, Skewness and Kurtosis; Partition Values: Quartiles; deciles; percentiles; Software applications.

### **UNIT 3: Correlation and Linear Regression Model**

**15 Hrs**

Correlation Analysis: Meaning, types of correlation; Methods of studying correlation: Scatter diagram method, Karl Pearson's co-efficient of correlation, Spearman's rank method, concurrent deviation method; Testing the significance of the correlation coefficient; Method of least squares: Introduction, estimation, the standard error of estimate, the coefficient of determination, properties of an OLS estimator.

### **UNIT 4: Time Series Statistics**

**15 Hrs**

Measurement of Secular trend: Free hand curve method or eye inspection method - Semi average method; Method of moving average; Method of least squares. Measurement of seasonal variations: Method of simple averages; Ratio to trend method; Ratio to moving average method; Link relative method.

### **UNIT 5: Index Numbers**

**15 Hrs**

Meaning and importance; problems in the construction of index numbers; Types of index

numbers: price index; quantity index; value index; construction of price index numbers: unweighted and weighted indices (Laspeyres's index, Paasche's index, Fishers ideal index); construction of quantity and value indices; tests of index numbers: Time reversal test; Factor reversal test; Splicing: Deflating process; Consumer Price Index (CPI): meaning and uses; problems in the construction of cost of living index; Methods of constructing cost of living index: Aggregate expenditure and family budget methods; Limitations of index numbers; Software applications.

### Evaluation Pattern

Evaluation Pattern	CIA1	MSE* (CIA 2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Essential Readings

- Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2014). *Essentials of Statistics for Business and Economics*. Boston: Cengage Learning.
- Lind, D. A., Waite, C. A., Marchal, W. G., & Wathen, S. A. (2005). *Basic Statistics for Business & Economics*. New York: McGraw-Hill.
- Sharma, J. K. (2010). *Fundamentals of Business Statistics*. (2<sup>nd</sup> ed.). New Delhi: Vikas Publishing House.

### Recommended Readings

- Croxton, F. E., & Cowden, D. J. (1964). *Applied General Statistics*. (2<sup>nd</sup> ed.). New Delhi: Prentice Hall of India Private Limited.
- Freund, J. E., & Perles, B. M. (2007). *Modern Elementary Statistics*. (12<sup>th</sup> ed.). New Jersey: Prentice Hall.
- Gupta, S. C., & Kapoor, V. K. (2007). *Fundamentals of Applied Statistics*. (4<sup>th</sup> ed.). New Delhi: Sultan Chand & Sons.
- Larsen, R. J., & Marx, M. L. (2012). *An Introduction to Mathematical Statistics and its Applications*. (5<sup>th</sup> ed.). New Jersey: Prentice Hall.

## GENDER ECONOMICS (BSEH241A)

**Credits: 3**

**45 hours**

### Course Description

This course is intended as an introductory paper on the causes and implications of gender inequality on the economy. The course discusses the structural issues of whether or not women are persistently and systematically disadvantaged in terms of accounting their contributions to the economy. The course will examine some of the measures in gender analysis and provide an outline of basic issues in gender economics.

### Course Objectives

- To provide an understanding of basic concepts in gender economics such as invisibility of women's work.
- To introduce students to the debates on gender disparity and gender equity
- To help students examine the role of international development agencies in measuring and addressing gender disparity.

### Learning Outcomes

By the end of the course the students will have:

- Developed an understanding of the basic issues affecting women and their contribution towards the economy.
- Examined the various measures and policy debates with regard to gender gap.
- Considered various factors affecting women in specific sectors
- Understanding the role of various international organisations in reducing gender disparity.

**Level of Knowledge:** Basic, conceptual and analytical.

### UNIT 1: Gender and Development

**12 Hrs**

Gender division of work; Invisibility of women's work; Women and development (WAD); Conceptualizing and measuring women's contribution to national income and growth.

### UNIT 2: Sector Specific Gender Issues

**18 Hrs**

Significance of Women's education; Gender gaps in educational achievements; Policies and Programmes for promoting women's education; Women in agriculture; Women in industry; Women in services; Gender dimensions of International trade; housewifization, feminization of work.

### UNIT 3: Role of International Organization

**15Hrs**

Role of UNDP and WEF in developing countries in gender policy. Measuring Gender Gaps: Gender related development indices (Gender Development Index and Gender Empowerment Measure); HDI, GDI, GGI, GEE, Gender dimension of national health policies and programmes; National Rural Health Mission; Reproductive and Child Health Programme; Women's Rights.

### Evaluation Pattern

EvaluationPattern	CIA1	MSE* (CIA2)	CIA 3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Recommended Readings

- Arputhamurthy, S. (1990), Women Work and Discrimination, New Delhi: Ashish Publishing House.
- Bosarup, E. (1970), Women's Role in Economic Development, George Allen and Unwin, London.
- Devasia, L. (1994), Empowering Women for Sustainable Development, Ashish Publishing House, New Delhi.

- Eswaran, M. (2014), *Why Gender Matters in Economics*, Princeton University Press.
- Jacobsen, J. (2007), *The Economics of Gender*, Wiley-Blackwell.
- Neetha, N (2006), 'Invisibility continues? Social security and unpaid women workers' *Economic and Political Weekly*, 41(32), pp. 3497-3498
- Pal, M., P. Bharati, B. Ghosh, and T.S. Vasulu (eds.) (2011), *Gender and Discrimination Health, Nutritional Status, and Role of Women in India*, New Delhi: Oxford University Press.
- Sen, A. and J. Drèze (1995), *India: Economic Development and Social Opportunity*, Oxford University Press.

## **LABOUR ECONOMICS**

**(BSEH241B)**

**Credits: 3**

**45 Hrs**

### **Course Description**

The course aims at providing the students with the basic understanding of the microeconomic aspect of labour theories and labour market situations of the country. The students have to understand the labour market structure, wage determination, unemployment, the growth pattern and the changes that have taken place in labour regulations of the country. The course also aims to introduce the various data available in the field of labour and employment such as NSS data on employment and unemployment that will enable the students to associate real situation with theories.

### **Course Objectives**

- To apply microeconomic analysis to important labour market processes and outcomes.
- To expose the students to a wide range of empirical issues in the Indian labour market.
- To sensitize the students to the role of the government in the labour market.

### **Learning Outcomes**

- To understand the basic concept and theories used in labour economics.
- The students will have the knowledge of the microeconomic aspect of labour market and a broad picture of the labour market of the country.

**Level of Knowledge:** Basic and conceptual

### **UNIT 1: Introduction to Labour Economics**

**04 Hrs**

Unique features of the labour market; Participants in the labour market; Labour market terminologies; Labour in classical, neo-classical and Keynesian analysis; Evolution of labour economics as a discipline post 1945; Classification of labourmarkets; Positive and normative economics in the context of labour markets; Labourmarkets and Pareto efficiency; Causes of labour market failure.

### **UNIT 2: Labour Market Analysis**

**10 Hrs**

Demand for labour: Determinants of demand for labour, substitution and scale effect, short run vs. long run demand for labour; Firm, industry and market demand for labour; Elasticity of derived demand: The Hicks-Marshall rules, cross elasticity of demand for labour; Supply of labour: Static Labour-Leisure Choices-supply curve of labour; Indifference curves and budget constraints; Reservation wage; Labour market equilibrium: wage and employment determination in monopsony; perfectly competitive and monopoly labour markets; Monopoly union model and its impact on wage rate.

**Unit 3: Wage and Labour Market Discrimination** **10Hrs**

Wage concept and Definitions; minimum wage, living and fair wages; Methods of wage payment: time and piece wage; Wage policy; Objective and importance; Evolving wage structure and differentials in India, productivity-wage relationship in India; Labour market discrimination; Economic analysis of labour market discrimination; Employer and Employee discrimination, Statistical discrimination; measuring discrimination- the Blinder-Oaxaca model.

**Unit 4: Employment, Unemployment and Labour Mobility** **10 Hrs**

Determinants of employment and unemployment, Measurement issues; the human capital model, modified human capital model; the added worker and discouraged worker hypothesis; segmented labour market; job search and vacancy analysis; Gender and employment; Unemployment, causes and consequences – technology and employment – Recent trends of employment and unemployment in India; Determinants of labor mobility and migration, Offshoring-Onshoring trends and Visa policies in India.

**UNIT 5: Labour Regulations and Labour Market Policies in India** **10 Hrs**

Role of regulations in labour markets, Economic case for labour market regulations- Labour regulations in India-its impact and their enforcement-Trade unions in India-Factors affecting their growth and measures to help maintain union relevance- ILO Core Labour Standards and its impact on Indian Labour Policy- Recent trends in Working conditions- Social security and Insurance- Welfare Funds-Employment Exchanges-Vocational education and training.

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE (CIA2)	CIA3	ESE	Attendance
Weightage	20	25	20	30	05

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Borjas, G. J., (2005) *Labor Economics*. (3<sup>rd</sup> ed). Boston, MA: McGraw-Hill/Irwin.  
 Ehrenberg, R. G., & Smith, R.S. (2012). *Modern Labour Economics: Theory and public Policy*. (11<sup>th</sup> ed.). New York: Prentice Hall.  
 McConnell, C. R; Stanley, L.B & MacPherson., (2017). *Contemporary Labor Economics*, (11<sup>th</sup> ed), New York: McGraw-Hill.

Reynolds, Lloyd. G., & Masters, S. H. (1997). *Labour Economics and Labour Relations* (11<sup>th</sup> ed), New York: Pearson.

### **Recommended Readings**

Ashenfelter, O., & Card, R. (2011). *The Hand book in Labor Economics*. (Vol. 4A), New York: North-Holland.

Ashenfelter, O., & Layard. R. (1986). *The Hand book in Labor Economics*. (Vol.1) New York: North-Holland.

Ashenfelter, O., & Layard. R. (1999). *The Hand book in Labor Economics*. (Vol.3A, 3B, & 3C). New York: North-Holland.

Becker, G. S., (1992). *Human Capital: Theoretical and Empirical Analysis with Special Reference to Education* (3<sup>rd</sup> ed.). Chicago: University of Chicago Press.

Cahuc, P. & Zilberberg, A. (2004). *Labour Economics*, MIT: MIT Press.

Helfgott, R. B. (1974). *Labour Economics*, New York: Random House.

Khasnobis, G. B., Kanbur. R., & Ostrom, E. (2006). *Linking the Formal and Informal Economy*. Oxford University Press.

Prasad, B. (2015). *Labour Economics*, New Delhi: Anmol Publications Pvt Ltd.

Ramaswamy, K. V. (2015). *Labour, Employment and Economic Growth in India*, New Delhi: Cambridge University Press.

Schneider, F., & Enste., D. H., (2004). *The Shadow Economy: An International Survey*. Cambridge University Press.

Smith, S. (1994). *Labour Economics*, Routledge, London.

## **ENGLISH LANGUAGE AND COMPOSITION II (BENG221)**

**Credits: 3**

**45 Hrs**

### **Course Description**

**English Language and Composition** is an intensive program for two semesters for all the students of the BA/BSc programmes (ENGH, EPH, BSEH, JOUH, PSYH, MEP) that introduces students to a wide range of expository works in order to develop their knowledge of rhetoric and make them aware of the power of language. The course is designed to meet the rigorous requirements of a graduate level courses and therefore includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. It would provide students with the opportunity to work with the rhetorical situation, examining the authors' purposes as well as the audiences and the subjects in texts.

The purpose of the course is to enable students to read analytically, formulate arguments based on the readings, and respond by composing articulate essays that utilise advanced elements of sentence structure, syntax, style, purpose, and tone. Thus, by the use of rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to thoroughly research relevant topics, synthesise information from a variety of sources, and document their knowledge in a cogent

well written report. Also, as the course is designed to engage students with rhetoric in multiple mediums, including visual media such as photographs, films, advertisements, comic strips, music videos, and TED talks; students would develop a sense to comprehend how resource of language operates in any given text.

While the first semester focusses on understanding principles of rhetoric through multiple texts, the second semester is more thematic in nature familiarising students with texts from multiple disciplines, especially in the context of India. The skills acquired in the first semester would help students to critically engage with rhetoric within the context of contemporary India and critically respond to the same.

As part of the course students are expected to maintain a writing journal to monitor their progress in writing.

### **Course Objectives**

- To critically engage with a variety of text on multiple themes from different disciplines.
- Familiarise students with different kinds of rhetoric produced in Indian context.
- Apply the Rhetoric techniques learned in the first semester while engage with thematic texts.
- Demonstrate understanding and mastery of English Language as well as stylistic maturity in their own writings
- Engage in critical writing on variety of socio-political issues.
- To enable students to be aware of the politics behind knowledge production.
- Write on multiple themes for various purpose

### **Learning Outcomes**

- At the end of the course, students would be able to:
- Analyse and interpret samples of good writing by identifying and explaining an author's use of rhetorical strategies and techniques
- Analyze both visual and written texts.
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on reading, research, and/or personal experience, especially in the Indian contexts;
- Demonstrate understanding and mastery of English Language as well as stylistic maturity in their own writings
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions;
- Move effectively through the stages of the writing process with careful attention to inquiry and research, drafting, revising, editing, and review;
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Communicate effectively in different medium by developing their LSRW skills.
- Can effortlessly use English language for graduate course and for career.

## Unit-1

5Hrs

### The Question of Knowledge: The Education System

1. Rethinking Education: Why Education System is Ripe for Disruption by Naveen Jain.  
<https://www.forbes.com/sites/naveenjain/2013/03/24/disrupting-education/#3721fe4523ef>
2. Sherman Alexe's Superman and Me  
<http://www.umsl.edu/~alexanderjm/SupermanandMebyAlexie.pdf>
3. For the Record: Dear Minister.  
<http://indianexpress.com/article/opinion/columns/satyapal-singh-darwin-evolution-theory-scientists-pm-modi-dear-minister-5035204/>

## Unit-2

5Hrs

### Individual and Society

1. "Go Kiss the World" by Subrotobagchi <http://subrotobagchi.mindtree.com/iim-bangalore-speech/>
2. Sky Baba Vegetarians Only. <http://www.anveshi.org.in/vegetarians-only-a-short-story-by-sky-baba/>

## Unit-3

5Hrs

### Economy and Materialism

1. Shashi Tharoor's speech in Oxford. <http://www.ibtimes.co.in/shashi-tharoor-garners-appreciation-his-spirited-argument-oxford-union-debate-full-text-640299>
2. On Anti- National Economics by Jayanthi Gosh.  
[http://www.frontline.in/columns/Jayati\\_Ghosh/antinational-economics/article8356541.ece](http://www.frontline.in/columns/Jayati_Ghosh/antinational-economics/article8356541.ece)

## Unit-4

5Hrs

### Society and Social Issues (Gender/ environment/ class/ caste)

1. Gandhian In Gerwhal
2. Ramachandra Guha. When eleven women of Bengal Took on Gaandhi  
<http://ramachandraguha.in/archives/when-eleven-women-of-bengal-took-on-gandhi-the-telegraph.html>

3. Caste Culture at IIT Madras by Anjatha Subrmaninan.  
<http://www.openthemagazine.com/article/open-essay/an-anatomy-of-the-caste-culture-at-iit-madras>.
4. Politics of Intimate  
<https://medium.com/@pallavirao84/politics-of-the-intimate-pt-3-the-brahmin-mistress-and-the-bahujan-maid-6becf6e2fbc6>
5. Hagwoman by K. R Meera.
6. Swara Bhaskar's letter.  
<https://thewire.in/218456/end-magnum-opus-i-felt-reduced-vagina/>
7. Is brown man a Racist by Chandra Bhan Prasad  
<http://www.india-seminar.com/2006/558/558%20chandra%20bhan%20prasad.html>

**Unit-5** **10**  
**Hrs**

### **Sports and the World**

1. Vadivaasal Novella
2. Sports women or victim of sexual assault: Dreams Die fast in Haryana.  
<http://indianexpress.com/article/opinion/haryana-rapes-sportswoman-police-ml-khattar-sexual-assault-5034854/>

**Unit-6** **10**  
**Hrs**

### **Politics and Propaganda**

1. Who is Afraid of Caricature by S. Prassanna Rajan  
<http://www.openthemagazine.com/article/locomotif/who-s-afraid-of-a-caricature>
2. Politics as Costume Drama by Sunanda K Datta Ray.  
<http://www.openthemagazine.com/article/open-essay/politics-as-costume-drama>
3. Net Neutrality and Freedom of expressions by Karan Lihari and Chtanyabalkrishnan  
<http://www.openthemagazine.com/article/open-essay/net-neutrality-the-net-worth-of-freedom>
4. The State and The Selfie. By Suchitra Vijayan  
<http://www.suchitravijayan.com/archives/396>

**Unit-7** **5**  
**Hrs**

### **The politics of Language**

1. How a Bihari Lost his mother Tongue to Hindi by Roshan Kishore  
<http://www.livemint.com/Leisure/NI73WC1JA8d6KVybBycNIM/How-a-Bihari->

- [lost-his-mother-tongue-to-Hindi.html](#)
- Hail English, The Dalit Goddess by Chandra Bhan Prasad  
<http://www.anveshi.org.in/hail-english-the-dalit-goddess/>

### Evaluation Pattern

*Note:*

- Teachers would take to class some of the selected texts from each unit for discussion. Few texts can be used to test students for CIA 1 and 3. This is to be decided at the meetings beginning in the semester.
- In order to access the prescribed texts for the course an online repository would be shared with the students.

### CIA - Evaluation Pattern

Individual Assignment	Group Assessment	Mid Semester
20	20	25

### Mid Semester Examination

Section A	Section B	Section C	Total
2X10=20	1X15=15	1X15=15	50

### End Semester Examination

Section A	Section B	Section C	Total
2X10=20	1X15=15	1X15=15	50

### Text Books And Reference Books:

The course is based on the work Language of Composition: Reading, Writing and Rhetoric by Renee H. Shea, Lawrence Sanclon and Robin Dissin Aufses.

### Essential Reading / Recommended Reading

Compilation

## SEMESTER 3

### INTERMEDIATE MICROECONOMICS (BSEH331)

**Credits: 5**

**75 Hrs**

#### **Course Description**

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and covers the behaviour of a competitive firm, general equilibrium, imperfect markets and topics under information economics.

#### **Course Objectives**

- To develop the ability to distinguish between the strengths and limitations of practical based study of measuring economic units.
- To impart skills to work independently, to plan and carryout a small-scale research project.
- It provides the student a strong foundation in applications macroeconomics and helps in understanding the policy implications in emerging economies.
- It helps in understanding the contribution of various Micro-Economic concepts and in evaluating their policy prescriptions.

#### **Learning Outcomes**

- It provides the student a strong foundation in applications of microeconomic theory and to understand the dynamic relationship of microeconomic variables/aspects.
- It helps in understanding the implication of microeconomic foundations on the macroeconomic policies.
- It enables the student to evaluate the pros and cons of different microeconomic relations in real situations.

**Level of Knowledge:** Basic, conceptual and analytical.

#### **UNIT 1: Consumer Theory**

**22 Hrs**

Preferences: Consumer Preferences, assumptions about preferences; Indifference Curves: Well-behaved preferences; The Marginal Rate of Substitution, other interpretations of the MRS, behaviour of the MRS; Utility: Cardinal Utility, constructing an utility function, indifference curves from utility; Marginal utility (MU): Marginal utility and MRS, The n-good case; Indirect utility function, expenditure minimization; Budget constraint: Properties of the budget set; Slutsky equation: Substitution effect, income Effect; Change in demand, rates of change, law of demand; Compensated demand curves; Choice under risk: Contingent consumption, functions and probabilities, expected utility function; The Von Neumann-Morgenstern theorem, risk aversion, risk spreading.

#### **UNIT 2: Production, Costs and Perfect Competition**

**16 Hrs**

Production Functions: Inputs and Outputs, Describing Technological Constraints, Properties of Technology, The Marginal Product, Variations in One Input, Isoquant Maps and the Rate of Technical Substitution, Returns to Scale, The Elasticity of Substitution, Some Common Production Functions, Technical Progress; Cost: Cost-Minimizing Input Choices, Cost

Functions, Changes in Input Prices, Change in the Price of One Input, Short-Run, Long-Run Distinction;

**UNIT 3: Market Structure and Game Theory**

**22 Hrs**

Perfect competition: Profit Maximization, Marginal Revenue, Short-Run Supply by a Price-Taking Firm, Profit Maximization and Input Demand, Revenue Maximization, Managers and the Principal-Agent Problem.

Imperfect Competition: (a) *Monopoly*: Barriers to Entry, Profit Maximization and Output Choice, Monopoly and Resource Allocation, Monopoly and Product Quality, Peak-load pricing; Two-part tariff; Price Discrimination, Regulation of Monopolies; (b) *Monopolistic Competition*: Model of Product Differentiation; (c) *Oligopoly*: Pricing under Homogeneous Oligopoly.

**UNIT 4: General Equilibrium and Efficiency**

**15Hrs**

General Equilibrium: General Equilibrium Models, Perfectly Competitive Price System, The Necessity of General Equilibrium; Efficiency: Pareto Efficiency, Efficiency in Production, Efficiency in Product Mix, Competitive Prices and Efficiency; Departures from the Competitive Assumptions, Market Adjustment and Information, Disequilibrium Pricing and Expectations. Externalities – Positive and Negative externalities, Externalities of imperfect competition.

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA 3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Snyder, C. & Nicholson, W. (2011). *Fundamentals of Microeconomics* (11<sup>th</sup> ed.). New Delhi: Cengage Learning India.

Varian, H. R. (2014). *Intermediate Microeconomics: a Modern Approach* (9<sup>th</sup> ed.). New Delhi: W.W. Norton and Company/Affiliated East-West Press India.

Bernheim, D & B. Michael, W. D. (2009). *Microeconomics*. New Delhi: Tata McGraw-Hill India.

**Recommended Readings**

Henderson, J. M. & Quandt R. E. (2003). *Microeconomic Theory: A Mathematical Approach*, New Delhi: McGraw Hill.

Koutsoyiannis, A. (1979). *Modern Microeconomics*. London: Macmillan Press.

Kreps, David M., (1990). *A Course in Microeconomic Theory*. Princeton: Princeton University Press.

Lipsey, R.G. & K.A. Chrystal. (1999). *Principles of Economics*. (9<sup>th</sup> ed.). Oxford. Oxford University Press.

Mas-Colell, A., Whinston, M. D., & Green, J. R. (1995). *Microeconomic theory*. (Vol. 1). New York: Oxford University Press.

Pindyck, R & Rubinfeld, D. (2013). *Micro Economics*. (8<sup>th</sup> ed.). New York: Pearson Education.

- Samuelson, P. A., & Nordhaus, W. D. (2010). *Economics*, (19<sup>th</sup> ed.). New Delhi: McGraw-Hill Companies.
- Sen, A. (2007). *Microeconomics: Theory and Applications*. New Delhi: Oxford University Press.

## **INTERMEDIATE MACROECONOMICS (BSEH332)**

**Credits: 5**

**75 Hrs**

### **Course Description**

This course aims at systematically introducing the students to formal modeling of a macro-economy and thereby introduces them to the dynamics that exists in the relationships of various important macroeconomic variables. The course begins with an in depth discussion of the IS-Lm framework which forms the fountain of the Keynesian approach. Then it proceeds to the derivation of aggregate demand and supply, discussions on unemployment and Inflation, exchange rate determination in an open economy and major macroeconomic policies for economic stabilisation. The course has also included in its discussion recent debates in the field of macroeconomics such as the critiques of IS-LM framework, Backward bending Phillips curve, Discretion versus Policy debate etc. It also introduces students to the latest development in the field of macroeconomic policy such as inflation targeting approach.

### **Course Objectives**

- To enhance the understanding of closed and open macro-economy modeling.
- To critically reflect on the dynamics of macroeconomic policies in the present economic conditions.
- To understand and critically evaluate the current developments in the field of macroeconomic policy.

### **Learning Outcomes**

- It provides the student a strong foundation in applications of macroeconomic theory and to understand the dynamic relationship of macroeconomic variables.
- It helps in understanding the current discussions in the field of macroeconomics and to critically evaluate their policy prescriptions.
- It enables the student to evaluate the pros and cons of different macroeconomic policies in real situations.

**Level of Knowledge:** Conceptual, advanced and analytical.

### **UNIT 1: The Closed Economy in the Short Run**

**20 Hrs**

The goods market and derivation of IS curve; real influences and Shift in IS schedule; the money market and derivation of LM curve; monetary influences and the shift in LM curve; determination of equilibrium income and interest rates;; the relative efficacy of fiscal and monetary policy under IS-LM framework; Critiques of IS-LM.

### **UNIT 2: The Aggregate Demand and Supply**

**10 Hrs**

The derivation of aggregate demand and supply curves; The Keynesian aggregate demand with vertical aggregate supply curve; sources of wage rigidity and unemployment; the

flexible price with fixed money wage model; labour supply and money wage; the shift in aggregate supply; Keynes vs. Classics.

**UNIT 3: Output, Inflation and Unemployment** **20 Hrs**

Links between output and unemployment: Okun’s law; Estimates of potential GDP and their limitations; Natural rate of unemployment; Factors affecting natural rate of unemployment; Links between inflation and unemployment: Phillips curve; Friedman-Phelps expectations augmented Phillips curve; Output-inflation tradeoff: Keynesian vs. Monetarists view; Backward bending Phillips Curve and threshold inflation; Disinflation and sacrifice ratio.

**UNIT 4: Open Economy Models** **15 Hrs**

The Mundell-Fleming model: Key Assumption; determining equilibrium output and exchange rate in a small open economy; the monetary and fiscal policy under floating and fixed exchange rates regimes; the Mundell-Fleming model with changing price level.

**UNIT 5: Macroeconomic Policy** **10 Hrs**

Active or Passive Policy Debate; Fiscal Policy: Public-Choice and Partisan Theories, Automatic Fiscal Stabilisers, Pros and Cons of Balanced Budget Rules, Traditional and Ricardian View of Public debt, crowding in and crowding out effect, Ricardian equivalence; Monetary Policy: Goals of Monetary Policy and Intermediate Targets, Choosing Intermediate Targets in the case of Supply and Demand Shocks, Targeting Monetary Aggregates and its Implications, Targeting Interest Rates and its Implications; Recent International Experience: Discretion versus Policy Rules Debate, Taylor’s Rule and Monetary Policy – Inflation Targeting – Issues Relating to Inflation Targeting – Country Experiences with Inflation Targeting.

**Evaluation Pattern**

<b>EvaluationPattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

D’Souza, E. (2012). *Macroeconomics* (2<sup>nd</sup> ed.). New Delhi: Pearson Education.  
 Dornbusch, R., Fischer, S., & Startz, R. (2015). *Macroeconomics* (11<sup>th</sup> ed.). New Delhi: Tata McGraw.  
 Froyen, R. (2014). *Macroeconomics: Theories and Policies* (10<sup>th</sup> ed.). New Delhi: Pearson Education.  
 Mankiw, N. G. (2015). *Macroeconomics* (9<sup>th</sup> ed.). London: Worth Publishers.

**Recommended Readings**

Abel, A. B. & Bernanke, B. S. (2011). *Macroeconomics* (7<sup>th</sup> ed.) New Delhi: Pearson Education.  
 Blanchard, O. (2009). *Macroeconomics* (5<sup>th</sup> ed.). New Delhi: Pearson Education.  
 Krugman, P. R., Obstfeld, M. & Melitz, M. (2012). *International Economics* (9<sup>th</sup> ed.). New Delhi: Pearson Education.  
 Mishkin, F. S. (2016). *Macroeconomics: Policy & Practice* (2<sup>nd</sup> ed.). New Delhi: Pearson Education.

Moorthy, V. (2017). *Applied Macroeconomics*. New Delhi: I. K. International Publishing House.  
Sheffrin, S. M. (1996). *Rational Expectations* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.

## **STATISTICS FOR ECONOMICS- II (BSEH333)**

**Credits: 5**

**75 Hrs**

### **Course Description**

This is a course on Statistical Methods for Economics II. It begins with some basic concepts of probability, followed by probability distributions of discrete and continuous random variables and joint distributions. A detailed focus is given for inferential statistics (testing of hypothesis), and the course ends with parametric and non-parametric test for better statistical inference.

### **Course Objectives**

This course has been designed to help students;

- To develop advance skills in applied statistics;
- To enhance the understanding in the field of economic analysis and reasoning;
- To develop skills in the presentation of data and to do empirical research in the field of interest.

### **Learning Outcomes**

- To provide an understanding of the concepts and methods of Statistics, for application in data analysis
- To get statistical skill required for the analysis of socio-economic data
- To provide hands-on training in data analysis (along with computer applications)

**Level of Knowledge:** Advanced and analytical.

### **UNIT 1: Elementary Probability Theory and Distribution**

**15 Hrs**

Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes' rule; independence.

### **UNIT 2: Random Variables and Probability Distributions**

**15 Hrs**

Defining random variables; Probability distributions; Expected values of random variables and functions of random variables; Properties of commonly used discrete and continuous distributions (Uniform, Binomial, Normal, Poisson and Exponential random variables).

### **UNIT 3: Testing of Hypothesis: Basic Concepts**

**15 Hrs**

Meaning of hypothesis; Types and steps in testing of hypothesis; Flow diagram for hypothesis testing; Type I and Type II error; Two-tailed and One-tailed tests (basics); Importance of parametric and non-parametric tools.

### **UNIT 4: Testing of Hypothesis: Parametric Tests**

**15 Hrs**

't' Test: One sample 't' test; Independent sample 't' test; Paired sample 't' test; Analysis of variance (ANOVA).

### **UNIT 5: Testing of Hypothesis: Non-Parametric Tests**

**15 Hrs**

Chi-square test; Phi co-efficient; Mann-Whitney test; Wilcoxon signed rank test; Kruskal-Wallis test; Friedman's ANOVA.

### Evaluation Pattern

EvaluationPattern	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 Marks

### Essential Readings

- Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2014). *Essentials of Statistics for Business and Economics*. Boston: Cengage Learning.
- Douglas, A. L., Lind, W. G. M., & Samuel, A. W. (2006). *Basic Statistics for Business and Economics*. New York: McGraw-Hill Education
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
- Sharma, J. K. (2010). *Fundamentals of Business Statistics*. New Delhi: Vikas Publishing House.

### Recommended Readings

- Croxton, F. E. F. E., & Cowden, D. J. (1955). *Applied General Statistics*. New Jersey: Prentice Hall. Inc.
- Freund, J. E., & Perles, B. M. (2007). *Modern Elementary Statistics*. New Jersey: Prentice Hall.
- Gupta, S. C., & Kapoor, V. K. (2007). *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand & Sons.
- Larsen, R. J., & Marx, M. L. (2012). *An Introduction to Mathematical Statistics and its Applications*. (5<sup>th</sup> ed.). New Jersey: Prentice Hall.

## ENTREPRENEURSHIP (BSEH341A)

**Credits: 4**

**60 Hours**

### Course Description

A common believe for entrepreneurs is that “Entrepreneurs are born and not made”. The course is devised in a way to equip individuals in a formally to generate employment, working on innovations, and developing the underprivileged areas.

### Course Objectives

To familiarize the students with entrepreneurship development, process of establishing and enterprise and the type of support available from various government and non-government institutions.

### **Learning Outcome**

The student will be able to understand the process of entrepreneurship, recognising opportunities and evaluating it and shall be able to work for sustainable working culture.

**Level of Knowledge:** Basic, conceptual and experiential learning.

### **UNIT 1: Foundation of Entrepreneurship**

**08 Hrs**

Concept and need of entrepreneurship, Characteristics and types of entrepreneurship, Charm of becoming an entrepreneur, Entrepreneurial decision process, Entrepreneurship as career, Entrepreneurship Vs management Vs intrapreneurship, Changing role of the entrepreneur, Entrepreneurship traits, Factors affecting entrepreneurship.

### **UNIT 2: Theories of Entrepreneurship**

**10**

#### **Hrs**

Influences on entrepreneurship development, External influences on entrepreneurship development: Socio cultural, Political and economical, Personal entrepreneurship success and failure, Reasons and remedies, Women entrepreneurs, Challenges and achievement of women entrepreneurs.

### **UNIT 3: Entrepreneurial Motivation and Competencies**

**12 Hrs**

Meaning of entrepreneurial motivation, Motivation cycle or process, Theories of entrepreneurial motivation, Entrepreneurial motivating factors, Changes in entrepreneurial motivation, Entrepreneurial motivation behavior, Meaning of entrepreneurial competencies, Major entrepreneurial competencies, Developing entrepreneurial competencies.

### **UNIT 4: Opportunities Identification and Selection**

**10**

#### **Hrs**

Need for opportunities identification and selection, Environmental dynamics and changes, Business opportunities in various sectors, Identification of business opportunities, Opportunity selection.

### **UNIT 5: Business Planning Process**

**10**

#### **Hrs**

The business plan as an entrepreneurial tool, Elements of business planning, Objectives, Market analysis, Development of product/idea, Marketing, Finance, Organization and management, Ownership, Critical risk contingencies of the proposal, SWOT Analysis, Strategy Formulation.

### **UNIT 6: Entrepreneurship Development and Government**

**10**

#### **Hrs**

Role of central and state government in promoting entrepreneurship and challenges, Government initiatives and inclusive entrepreneurial growth. MSME- definitions, Profile of activities. Role of MSMEs in Indian economy (national and state-level).

### **Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA 2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Essential Readings

Desai, V.; *Dynamics of Entrepreneurship: New Venture Creation*; Pearson Education.  
 Dollinger, M. J.; *Entrepreneurship: New Venture Creation*; Pearson Education.  
 Kuraktko, F.D., Richard, M.H.; *Entrepreneurship Theory, Process Practices*; Thomson Learning.

### Recommended Readings

Zimmerer, W.T. and Norman, M.S.; *Essentials of Entrepreneurship and Small Business Management*; Pearson Education.  
 Hisrich, R. D., Peters, M. P. and Shepherd, D. A.; *Entrepreneurship*, McGraw Hill.  
 Holt, H. D.; *Entrepreneurship: New Venture Creation*; Pearson Education.

## PRINCIPLES AND PRACTICES OF TAXATION (BSEH341B)

**Credits: 4**

**60 Hrs**

### Course Description

Taxation laws-I is offered to students as a core paper in the fifth semester. It primarily deals with direct taxes. It helps the students to understand the Income Tax Act, Scheme of Taxation, computation of Income under different heads of income & Gross Total Income. It provides thorough knowledge of various concepts and their application relating to direct tax laws with a view to integrate the relevance of these laws with tax planning and decisions. As a prerequisite, the students should be having basic knowledge about Taxation system and Tax provisions prevailing in India.

### Course Objectives:

- To have an understanding of the concept of income tax.
- To gain knowledge of the various provisions under Income-tax laws.

### Course Learning Outcomes

- To make student understand difference between Income tax bill and Act.
- To enable students to apply the knowledge of Provisions relating various heads on Income.
- To enable students analysis the taxability of various heads of income.

## **Level of Knowledge: Basic, Conceptual and Analytical**

### **Unit 1: Introduction and Basis of charge**

**10 Hrs**

Concept of Income Tax-Finance Bill & Act; Definitions: Assessee, Person, Assessment year, Previous year, Income, Total Income and Agricultural Income – Concept of Capital & Revenue (a) Receipts (b) Payments (Expenditure) and (c) Loss – Meaning & brief explanation of Return of Income (Sec.139 /140), PAN (Sec.139 A) Charge of Income - Tax Residence Status of Individuals - Scope of Total Income - Income deemed to be received - Income Deemed to accrue or arise in India – Computation of total income based on Residential Status.

### **Unit 2: Exempted Income**

**02 Hrs**

Income not included in Total Income u/s 10: Fully exempted and partly exempted incomes.

### **Unit 3: Income from Salary**

**15 Hrs**

Brief introduction – Income from Salary – Definition; Characteristics of Salary Income; Computation of Salary Income – Basic Salary – Allowances – Perquisites - Leave Encashment - Commutation of Pension - Death-cum-Retirement Benefits – Gratuity - Compensation Received on Termination of the Service, Deduction from Gross Salary u/s 16 – Computation of income from salary

### **Unit 4: Income from House Property**

**12 Hrs**

Meaning – Types of House Properties - Annual Value Determination in different situations: House Property Let out but remained Vacant – Unrealized rent - Deductions for let out House properties – Annual Value of Self Occupied House Property –Deduction for Self Occupied Property – House Property Income Exempted from Tax – Computation of Income From Let Out House Property, Income From Self Occupied House Property.

### **Unit 5: Profits and Gains from Business and Profession**

**14 Hrs**

Computation of Income under this head - Allowable Expenses - Expenses expressly disallowed - Problems relating to business (sole trader only) and Problems on profession relating to Chartered Accountant, Advocate and Doctor.

### **Unit 6: Incomes from Other Sources**

**07 Hrs**

Meaning and Explanation – Various Incomes which are falling under this head – Deductions allowed – Expenses Not Deductible – Computation of Income.

### **Essential Reading:**

Mehrotra.H.C.(2018). *Income Tax Law and Accounts Including Tax Planning*. SahityaBhawan Publication.

### **Recommended Readings:**

Harshad.C.Chowdhry. (2018). Central Excise & Customs. Ashoda Publications.  
Jain, J. & Jain. A (2020). Law of Central Sales Tax in India. Jaipur: Anand Prakashan.  
Narang. & Gaur. (2020). Income Tax. Himalaya Publication House.  
T.N.Manoharan. (2020). Students Handbook on Income Tax Law. Snow White Publication.  
V.Balachandran. (2020). Indirect Taxes. New Delhi: Sultan Chand Sons.  
Vinod.K.Singhania. (2020). Direct Taxes-Law && Practice. Taxman Publication.

### **Skill Development**

- Filling Form No. 49A (PAN) and 49B.
- Preparation of Form 16
- Filling of Income Tax Returns.
- Computation of Income Tax and the Slab Rates with Imaginary figures.
- Computation of various heads of Income with Imaginary figures.
- Compute problems on Excel.

## **ACCOUNTING FOR DECISION MAKING I (BSEH322)**

**Credits: 4  
Hrs**

**60**

### **Course Description:**

Students will learn how accounting supports economic decision-making and provides value to entities and society. As a prerequisite, students should have basic knowledge of Accountancy.

### **Course Objectives:**

1. Prepare accounts for the businesses with different branches and different types of organisation and
2. Create books as per double entry system, when information based on single entry system is provided

### **Learning Outcomes:**

1. To understand the concept of accounting according to national and International standard.
2. To have a basic and conceptual understanding of company accounts and also be able to prepare final accounts of a company.
3. To have a basic understanding of shareholder's equity and liabilities and its accounts.

**Level of Knowledge:** conceptual and analytical

### **UNIT 1: Introduction to Accounting system: (Basic and Conceptual)      8 Hrs**

Nature and Purpose of Accounting; Financial Accounting Framework – Accounting as a language, Users of Accounting Information; Generally Accepted Accounting Principles; Basis of Accounting; Cash basis and Accrual basis. The nature of Financial Accounting Principles – Basic Concepts and Conventions: Entity, Money Measurement, Going Concern, Cost, Realization, Accruals, Periodicity, Consistency, Prudence (Conservatism), Materiality and Full Disclosures. Financial Accounting Standards: concept, benefits, procedure for issuing Accounting Standards in India. Salient features of Accounting Standard (AS): 1 (ICAI). Introduction to international financial reporting standards (IFRS).

**Unit 2: Double entry Book Keeping (Conceptual and Analytical)****15 Hrs****Capital and Revenue**

Capital and revenue expenditures, Capital and revenue receipts, Contingent assets and contingent liabilities.

**Inventories**

Basis of inventory valuation and record keeping.

**Depreciation accounting**

Methods, computation and accounting treatment of depreciation, Change in depreciation methods

**Final Accounts of Sole Proprietor**

Data Entry in the primary and secondary books of accounts - Preparation of Trial Balance. Fundamental errors including rectifications thereof. Preparation of Final Accounts (Sole Trader); Trading and Profit and Loss account, Balance Sheet.

**Unit 3: Introduction to Company Accounts (Conceptual and Analytical) 10 Hrs**

Issue of shares and debentures, forfeiture of shares, re-issue of forfeited shares(Simple problems) redemption of preference shares(Theory only)

**Unit 4: Shareholders' Equity and Liabilities: (Conceptual)****8 Hrs**

Components of Shareholders' Equity; Accounting for Share Capital; Reserves & Surplus; Bonus; Dividends; Statement of Changes in Equity; Earnings Per Share. Liabilities-meaning, Classification of Liabilities - Current, Long-Term Liabilities, Contingent Liabilities, Off balance sheet financing, Deferred taxes, Main provisions of relevant Indian Accounting Standard.

**Unit 5: Preparation of Final Accounts of Company (Analytical)****17 Hrs**

Legal position regarding final accounts of companies – Compliance with Accounting standards- Form and contents of Statement of Profit or Loss and Balance Sheet as per SCHEDULE III – General Instructions for preparation of Statement of Profit and Loss and Balance Sheet – Disposal of company profits –dividend tax deducted at Source-Declaration of dividends out of Reserves-Transfer to Reserves etc., excluding calculation of managerial remuneration.

**Evaluation Pattern**

<b>EvaluationPattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Text Books and Reference Books:**

Jain &Narang, (2016). Financial Accounting. Mumbai: Kalyani.

Gupta, R.L., &Radhaswamy, M., (2016) Financial Accounting (18ed.). New Delhi: Sultan Chand & Sons.

### **Essential Reading / Recommended Reading**

Maheswari S. N. &Maheswari S. K. (2017). Advanced accountancy. New Delhi: Vikas

Shukla M. C. & Grewall T. S. (2017). Advanced accountancy (15 Ed.). New Delhi: S. Chand

## **COMPUTER APPLICATIONS FOR ECONOMIC ANALYSIS – I (BSEH323)**

**Credits: 4**

**60 Hrs**

### **Course Description**

This course is an introduction to the various three important softwares highly used in economic analysis especially Quantitative/Qualitative data analysis. The course begins with an introduction to MS Excel, managing data in MS Excel and doing basic statistical analysis using MS Excel. Then the course will introduce students to more widely used statistical package for social sciences (SPSS) and provide hands on training on how to deal with cross sectional data base. A separate module has also been included for Qualitative data analysis using Nvivo data editor to make students get exposure to deal with qualitative data base.

### **Course Objectives**

The major objectives of this course are

- To provide hands on training to students on basic quantitative/qualitative data analysis
- To enhance the technological skills of the students by introducing them to popular data analysis software such as SPSS and Nvivo.
- To ensure that students have sufficient skills to carry out independent data analysis

### **Learning Outcomes**

Through the completion of this course, students will be able to

- get hands-on experience in quantitative/qualitative data analysis
- carry out independent research using qualitative data
- get opportunities to practice the theories learnt in Statistics and Econometrics, there by enhance and concrete their understanding of the subject.

**Level of Knowledge:** Basic, analytical and application.

### **UNIT 1: Basics of Excel**

**07 Hrs**

Introduction to MS Excel: Excel Worksheet, the Ribbon, Tool Bar, Creating file, Formatting Cells, Basic Maths; Introduction to formula: formula anatomy, Math functions, Basic Statistics, Logical functions; Data tabulation: sorting, filtering; Graphical representation of data: column, bar, pie, line, area charts.

**UNIT 2: Statistical Analysis using Excel****07 Hrs**

Pivot tables; Descriptive Statistics; Histogram; Data Analysis: ANOVA; F-test; t-test; z-test; Correlation; Covariance and Regression.

**UNIT 3: Data Analysis using SPSS - I****13 Hrs**

Introduction to SPSS: Theoretical background of statistics; creating a new file; opening a file; data setup; reverse coding; selecting cases; splitting a file; graphical representation of data; creating graphs and charts using chart builder. **Parametric tests:** 't' test: One sample t test; independent t test; paired sample t test. Analysis of variance (ANOVA). **Non-parametric tests:** Introduction to non-parametric tests; Chi-square test; Mann-Whitney test; Wilcoxon test; Kruskal-Wallis test; Friedman's ANOVA.

**UNIT 4: Data Analysis using SPSS - II****10 Hrs**

**Correlation:** Simple correlation; Multiple correlation; Partial correlation. **Regression:** Simple linear and multiple linear regression model; Binary logistic model; Multinomial logistic model; Probit model.

**UNIT 5: NVivo – I****08 Hrs**

NVivo and qualitative research; What methodologies does NVivo support? Create a new project; Open a project; Importing various types of data; Source classifications, Literature reviews in NVivo, Creating externals for the things you cannot import

**UNIT 6: NVivo – II****15 Hrs**

Coding and making nodes; Memos, annotations and links; Summarize your data in framework matrices; Use queries for text analysis; Use queries to explore your coding; Visualize your project: Display your data in charts; Create models and graphs to visualize connections; Work with tree maps and cluster analysis diagrams

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

<b>Examination</b>	<b>Method of assessment</b>
CIA 1, MSE and CIA3	Practical exam
ESE	Submission paper <b>Note:</b> An analytical research article is expected from students using the computer applications taught in the class.

**Essential Readings**

Bazeley, P., & Jackson, K. (Eds.). (2013). *Qualitative Data Analysis with NVivo*. London: Sage Publications Limited.

Field, A. (2009). *Discovering Statistics using SPSS*. London: Sage publications.

Gibbs, G. R. (2002). *Qualitative Data Analysis: Explorations with NVivo*. Buckingham: Open University Press.  
Hall.

Levine, D. M. (2005). *Statistics for Managers Using Microsoft Excel* (5<sup>th</sup> ed.). New York: Prentice

### **Recommended Readings**

Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2014). *Essentials of Statistics for Business and Economics*. Boston: Cengage Learning.

Di Gregorio, S. (2000, September). Using Nvivo for your literature review. In strategies in qualitative research: issues and results from analysis using QSR NVIVO and NUD\* 1<sup>st</sup> conference, Institute of Education, London.

## **SEMESTER 4**

### **FUNDAMENTALS OF ECONOMIC GROWTH AND DEVELOPMENT (BSEH431)**

**Credits: 5**

**75**

**Hrs**

#### **Course Description**

The course introduces the fundamental concepts, approaches and theories in development economics to provide a solid foundation to explore the diverse patterns in the path of achieving economic development as well as varied levels of economic development across nations.

In addition the course throws light on the contemporary issues and hindrances to economic development.

#### **Course Objectives**

The course is intended:

- To give an understanding of the theoretical perceptions of economic growth and development together with the forces bringing about them.
- To broaden the awareness of the challenges in the developmental process and thus motivate the students towards the thinking of alternative solutions.

#### **Learning Outcomes**

Students will be able to:

- Recognize and examine role of theories of economics of development in number of existing development issues.
- Reflect on the inter links between various development economic theories and approaches.
- Explore the prospects of the course to improve the quality of life in developing countries.

**Level of Knowledge:** Basic, conceptual and critical.

**UNIT 1: Introduction and Relevant Concepts**

**15 Hrs**

Concept of Economic growth and development; Measurement: Traditional Measures, the new economic view of development, Sen's Capabilities Approach; Development and Happiness and other recent measures; Core values and objectives of development; the central role of women; Environmental sustainability and sustainable development: Concept and recent strategies; Common characteristics of developing nations and difference between low income countries today and developed countries in earlier stages.

**UNIT 2: Four Classic Approaches to Growth and Development 15 Hrs**

Development as growth and linear stage theories: Rostow's stages theory, Harrod-Domar Model and Romer's model; Structural change models: Lewis model and Chenery's patterns of growth; International dependence revolution: False-paradigm model; Neo-classical growth model: Solow's growth model; Neo-classical counter revolution: market fundamentalism; classic theories of development: reconciling the differences.

**UNIT 3: Contemporary Models of Development and Underdevelopment 10 Hrs**

Underdevelopment as Coordination failure; Multiple Equilibria: A Diagrammatic Approach; the Big Push theory; Problems in multiple equilibria.

**UNIT 4: Poverty, Inequality and Development 15 Hrs**

Concept of Poverty- absolute, relative and Poverty Line; Absolute poverty: Measurement, popular and recent measures, extent and magnitude; Concept of inequality and measurement, size distributions, Lorenz curves, Gini co-efficient and recent measures; Poverty inequality and social welfare: Economic growth and income inequality; Kuznets' inverted Hypothesis; Impact of inequality on development.

**UNIT 5: Urbanization and Informal Sector 10Hrs**

Causes and effects of urbanization; Migration and development: Harris-Todaro model of rural-urban migration; Policies for the urban informal sector; Women in the informal sector: the Microfinance revolution.

**UNIT 6: Planning for Development 10 Hrs**

Development planning: concepts and rationale; basics of development planning process; role of State versus market in planning for development; development roles of NGOs.

**Evaluation Pattern**

<b>EvaluationPattern</b>	CIA1	MSE*(CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Todaro, M. P., & Smith, S. C. (2012). *Economic Development* (11<sup>th</sup> ed.). Washington, DC: George Washington University.

### **Recommended Readings**

- Acemoglu, D. & Robinson, J. (2006). *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press.
- Basu, K. (1997). *Analytical Development Economics: The Less Developed Economy Revisited*. Cambridge: MIT Press.
- Dasgupta, P. (2007). *Economics: A Very Short Introduction*. New York: Oxford University Press.
- Putnam, R. (1994). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press.
- Ray, D. (2011). *Development Economics*. Princeton: Princeton University Press.
- Schultz, T. P., & Strauss, J. (2008). *Handbook of Development Economics* (eds.). (Vol. 4). Oxford: Elsevier.
- Sen, A. (2000). *Development as Freedom*. New York: Oxford University Press.
- Thirlwall, A. (2006). *Growth & Development*. London: Palgrave Macmillan.

## **RESEARCH METHODOLOGY (BSEH432)**

**Credits: 5**

**75 Hrs**

### **Course Description**

This course is intended to enable students to develop/refresh their skills in conducting research that is rigorous and ethical. A thorough understanding of the principles, theory and methods of research will guide them to design and conduct a small-scale research project. The section on data analysis methods will help them arrive at sound inferences and analytical conclusions.

### **Course Objectives**

To train students:

- To understand the importance of research in creating and extending the knowledge base in their area of research interest;
- To develop their ability to distinguish between the strengths and limitations of different research approaches in general and in their research area specifically;
- To gain skills required to work independently, so that they can plan and carry out a small-scale research project.

### **Learning Outcomes**

Students will be able:

- To analyse and evaluate the concepts critically underpinning different research methodologies suitable for use within the economics and social sciences.
- To demonstrate in-depth knowledge of a range of research methods applicable to economics discipline and decide how to choose a method guided by their research question.
- To gain a clear understanding of the ethical considerations and the need for rigour in conducting research in social sciences.
- To propose, justify and undertake a small-scale research project.

- To read, analyse critically, compare and evaluate peer-reviewed journal articles from social science discipline in their area of interest.

**Level of Knowledge:** Basic, conceptual and analytical.

**UNIT 1: Meaning and Definition of Research** **08 Hrs**

Meaning and definition of research; criteria for good research; objectives of research; difficulties in social research; utility of research.

**UNIT 2: Philosophy and Methods of Social Research** **08 Hrs**

Research Philosophy: Positivism, Interpretivism and Realism; Deductive and inductive methods; classification of research.

**UNIT 3: Selection of Research Problem** **09 Hrs**

Steps involved in selection of research problem; evaluation of the problem; literature review, sources of literatures.

**UNIT 4: Research Design and Ethics** **09 Hrs**

Research design: Meaning, types and evaluation of research design; Research Ethics in designing, data collection and analysis.

**UNIT 5: Sampling and Sample Design** **09 Hrs**

Meaning of sampling; Sampling process; Methods of sampling; Sampling errors; Calculating sample size.

**UNIT 6: Methods of Data Collection** **15 Hrs**

Types of data: Primary and secondary data; Methods for primary data collection: observation; interview; questionnaire; schedule; Sources of secondary data; Case study; Survey methods.

**UNIT 7: Data Processing, Analysis and Interpretation** **09 Hrs**

Steps in data processing: Editing; Coding; Classification; Transcription; Analysis of data and interpretation.

**UNIT 8: Report Writing** **08 Hrs**

Types of report; Planning of report writing; Format of research report; Reference styles.

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE*(CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\*Mid Semester Exam      \*\*End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
3 x 5 = 15 Marks	2 x 10 = 20 Marks	1 x 15 = 10 Marks

### **Essential Readings**

- Cargan, L. (2007). *Doing Social Research*. Lanham, MD: Rowman & Littlefield Publishers.
- Kothari, C. R. (2014). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> ed.). New Delhi: New Age International Publishers.
- Walliman, N. (2016). *Social Research Method: The Essentials*. London: SAGE Publications.
- Wellington, J. & Szczerbiński, M. (2007). *Research Methods for the Social Sciences*. New York: Continuum International Publishing Group.

### **Recommended Readings**

- Andres, L. (2012). *Designing & Doing Survey Research*. London: SAGE Publications.
- Buchanan, D. A., & Bryman, A. (2009). *The SAGE Handbook of Organizational Research Methods*. London: SAGE Publications.
- Gillham, B. (2000). *Case Study Research Methods*. London: Continuum International Pub. Group.
- Gillham, B. (2008). *Small-scale Social Survey Methods: Real World Research*. London: Continuum International Publishing Group.
- Hammersley, M., & Traianou, A. (2012). *Ethics in Qualitative Research: Controversies and Contexts*. London: SAGE Publications.
- Mustafa, A. (2008). *Case Study Method: Theory and Practice: Research and Management Approaches*. New Delhi: Atlantic Publishers & Distributors.
- Ornstein, M. D. (2013). *A Companion to Survey Research*. London: SAGE Publications.
- Saldaña, J. (2012). *The Coding Manual for Qualitative Researchers*. London: SAGE Publications.
- Saunders, M., Lewis, P., & Thornhill, A. (2011). *Research Methods for Business Students* (5<sup>th</sup> ed.). New Delhi: Pearson Education Ltd.
- Yang, K. (2010). *Making Sense of Statistical Methods in Social Research*. London: SAGE Publications.

## **INTRODUCTION TO ECONOMETRICS (BSEH433)**

**Credits: 5**

**75 Hrs**

### **Course Description**

This course provides a comprehensive introduction to basic econometric concepts and techniques. The course adopts a step-by-step approach of introducing students to the concepts and techniques of econometric analysis. The course begins with an introduction to the definitions and scope of econometrics. Then students will be introduced to simple and multiple regression models and the issues involved in Classical Linear Regression Modelling. There is a separate unit to discuss the use of dummy variables in econometric analysis. The course also covers the consequences of and tests for misspecification of regression models.

## Course Objectives

The course aims at providing students with:

- A comprehensive introduction to basic econometric concepts and techniques.
- The ability to apply econometric techniques in the investigation of economic relationships and processes.
- An introduction to data analysis and to the specific econometric problems associated with economic statistics.

## Learning Outcomes

Undergoing the course, the students will have the knowledge and skills required:

- For the construction and estimation of simple and multiple regression models.
- To perform econometric analysis and estimation, by understanding their application in economics.
- To analyse each economic problem in depth.
- To do not only the estimation of the model and testing of the hypotheses, but also perform post-estimation diagnostics and see how well the model performs.

**Level of Knowledge:** Basic, analytical and application.

### UNIT 1: Introduction

05

#### Hrs

Definition and scope of econometrics; Methodology of econometric research; Historical origin of the term regression and its modern interpretation; Statistical vs. deterministic relationship; regression vs. causation, regression vs. correlation; Terminology and notation; The nature and sources of data for econometric analysis.

### UNIT 2: Simple Linear Regression Model

15

#### Hrs

Two Variable Case Estimation of model by OLS method: Assumptions; Properties of Least Square Estimators: Gauss-Markov Theorem; Testing of regression coefficient; Test for regression as a whole: Coefficient of determination.

### UNIT 3: Multiple Linear Regression Model

15

#### Hrs

Multiple Regression Analysis: The problem of estimation, notation and assumptions; meaning of partial regression coefficients; the multiple coefficient of determination:  $R^2$  and the multiple coefficient of correlation;  $R^2$  and adjusted  $R^2$ ; partial correlation coefficients; interpretation of multiple regression equation.

### UNIT 4: Relaxing the Assumptions of CLRM

15

#### Hrs

Introduction to Multicollinearity, Heteroscedasticity & Autocorrelation: the nature of the problem; its detection and corrective measures.

**UNIT 5: Model Specification Errors****10****Hrs**

Omitted Variables and test; Irrelevant Variables; Misspecification of the functional form; Alternative functional forms; Errors of Measurement: Outliers; Leverage and Influence data.

**UNIT 6: Dummy Variable Regression Models****15****Hrs**

Dummy Variable technique: The Nature of Dummy Variables; Dummy Variable Trap; ANOVA; Use of Dummy variables: Structural Break; Seasonal Adjustment; and Interaction effects; Nature of Qualitative response models: Linear Probability Model; Logit Model; Probit Model.

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE*(CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 marks

**Essential Readings**

Gujarati, D. N. (2016). *Econometrics by Example* (2<sup>nd</sup> ed.). New Delhi: Palgrave.

Gujarati, D. N., Porter, D.C., & Gunasekar, S. (2017). *Basic Econometrics*. (5<sup>th</sup> ed.). New Delhi: McGrawHill.

Studenmund, A. H. (2016). *Using Econometrics: A Practical Guide*. (7<sup>th</sup> ed.). New Delhi: Pearson.

**Recommended Readings**

Dougherty, C. (2016). *Introduction to Econometrics* (5<sup>th</sup> ed.). New York: Oxford University Press.

Koutsoyiannis, A. (1973). *Theory of Econometrics*. New York: Harper & Row.

Wooldridge, J. M. (2014). *Introductory Econometrics: A Modern Approach* (4<sup>th</sup> ed.). New Delhi: Cengage Learning.

**MONEY AND BANKING  
(BECH441A)**

**Credits: 4****60 Hrs****Course Description**

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It also discusses interest rates and monetary management. An introduction to international financial institutions are also covered.

**Course Objectives**

- To introduce theoretical concepts related to money and banking.
- To introduces the board structure and functioning of banking and financial institutions.
- To introduce the concept of interest rate and its various theories.
- To expose to various important international financial institutions.

### Learning Outcomes

- The students will have better understanding of banking structure and functions after completing this course.
- They will have better understanding of role and working of International financial institutions.
- They will be able to think like economists.

**Level of Knowledge:** Basic and conceptual.

### UNIT 1: Exploring the concept of money

**15 Hrs**

Money: Introduction, definitions, types, nature and functions; money and near money. Demand for money: Fisher, Cambridge, Keynesian and Friedman theories. Supply of money: mechanics of money supply creation; measures of money supply in India.

### UNIT 2: Rate of Interest

**15 Hrs**

Rate of Interest: Meaning and Classification of Interest, Determination; Factors affecting the level and structure of interest rates. Theories of interest: Classical theory of interest, Neo classical theory of interest and Keynesian theory of interest. Interest rates in India.

### UNIT 3: Commercial and Central Banking System

**15 Hrs**

Commercial Banks: Meaning, types, functions and credit creations; Commercial banks in India: Structure, growth and Nationalization-objective and performance; Regional Rural Banks and Co-operative Banks: Evolution, structure, features and growth. Central Banking: Meaning and functions, techniques of credit control with special reference to India, credit policy in India.

### UNIT 4: International Banking Institutions

**15 Hrs**

International Monetary System: Problem of International liquidity. IMF: Its working and role in international financial system. World bank: Evolution, structure, functions and role. Asian Development Banks: Structure, role and functions.

### Evaluation Pattern

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam

\*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### **Essential Readings**

L. M. Bhole and J. Mahukud. Financial Institutions and Markets. Tata McGraw Hill. 2011.  
 Misra, S. Puri. Indian Economy. Himalaya Publishing House. 2015.  
 Paul, R.R. Monetary Economics. Kalyani Publishers. 2005.

### **Recommended Readings**

L. M. Bhole and J. Mahukud. Financial Institutions and Markets. Tata McGraw Hill. 2011.  
 Misra, S. Puri. Indian Economy. Himalaya Publishing House. 2015.  
 Pathak, Bharati V. The Indian Financial System, Market, Institutions & Services. Pearson. 2008.  
 4.  
 Sundram, K.P.M. Money, Banking, Trade and Finance. Sultan Chand & Sons. New Delhi. 2014.  
 F. S. Mishkin and S. G. Eakins, Financial Markets and Institutions, Pearson Education, 6th edition, 2009.  
 F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition, 2009.  
 M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011.

## **ECONOMICS OF EDUCATION (BSEH441B)**

**Credits: 4**

**60 Hrs**

### **Course Description**

Economics of education is one of the branches of economics, though, it is the study of how educational managers make official or approved choices from scarce available resources which is meant for the realization of the best possible educational outcomes. It deals with the economic issues relating to education, including the demand for education, the financing and provision of education, and the comparative efficiency of various educational programs and policies. This course is designed for the undergraduate students to have a basic concept and relevance of the subject so as they would learn to appreciate the significance and value of education in the process of the Economic growth and development of the country.

### **Course Objectives**

To enable the students to:

- Develop an understanding of benefits, costs and financing of education.
- Develop and understanding of the link between the educational system and economic development.
- Develop an understanding of educational problems in the context of economic concepts.

## **Learning Outcomes**

After completion of this course, the students will be in a position to:

- appreciate the significance and value of education in economic growth;
- develop an appreciation of the capital value of education and the limitations of treating education as a form of capital;
- identify the factors that are involved in studying demand/supply aspects of education;
- distinguish between the cost and benefit aspects of education.
- explain the underlying considerations of Educational Finance (EF) relating to resource mobilization, allocation and its efficient usage;

**Level of Knowledge:** Basic, analytical and policy evaluation.

### **UNIT 1: Conceptual Issues in economics of Education** **15**

#### **Hrs**

a. Meaning, definition, scope and importance of Economics of Education. b. The relationship between education and the economic system. The role of the economic system in (i) financing of education, and (ii) absorbing the educated manpower. c. Education as an industry d. Education as consumption and Education as individual, social and national investment. e. Spill-over and inter-generational effects of education.

### **UNIT 2: Demand and Supply of Education** **15**

#### **Hrs**

Demand and Supply of Education. Determinants of Demand for Education. Cost of Education: Concept of Cost of Education; Types of Educational costs- Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost. Benefits of Education: Direct and Indirect Benefits, Private and Social Benefits, Returns from Education, Private Returns Vs Social Returns. Meaning of cost-benefit analysis. Its purpose and problems.

### **UNIT 3: Education and Economic Development** **15**

#### **Hrs**

Key concepts: Economic growth, Development, Education. Significance of Education to Economic Development: The interrelationship between education and economic development. Education as a prerequisite as an accelerator and a major determinant of economic development.

Measuring the Economic Value of Education: Alternative Approaches. Distinction Between Human Capital, Manpower and Human Resources. Education and economic development in urban and rural areas.

**Hrs**

Linkage of Education with Poverty and Income Distribution; Sources of Educational Finance; Expenditure on Education; Policy Orientation for Private Sector Investment; Cost Sharing in Higher Education; Policies of Educational Financing in Other Countries.

**Evaluation Pattern**

<b>EvaluationPattern</b>	CIA1	MSE*(CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>
6 x 5 = 30 Marks	2 x 10 = 20 Marks

**Essential Readings**

Babalola, J.B. (2003). “Fundamentals of Economics of Education”, in J.B. Babalola (Ed). Basic Text in Educational Planning, EPPU. Ibadan: Department of Educational Management, University of Ibadan.

Natarajan S. (1990) Introduction to Economics of Education New Delhi. Sterling

Goel S. C. (1975) Education and Economics Growth in India Delhi. Macmillan

Vaisey, J. (1958) The Costs of Education London: George and Allen & Unwin Ltd.

Vaisey, J. (1972) Economics of Education London: G Duck Worth and Co.

Heggade, O. D. (1992) Economics of Education. Bombay: Himalaya Publishing House

Balsara, M. (1996) New Education policy and Development Challenge, New Delhi. Kanishka Publishers.

Enaohwo J. O (1990) Economics of Education and the planning Challenge. New Delhi. Anmol Publications.

Muzammil, M. (1989) Financing of Education. New Delhi House.

Shriprakash, Cost of Education (1996) New Delhi: Anamika Publishers and distributors.

Shriprakash and Chowdhury S. Expenditure on Education, Theory, Models and Growth, New Delhi: NIEPA

**Recommended Readings**

Garg V. P. (1985) The Cost Analysis in higher Education New Delhi, Metropolitan Book Co. Pvt Ltd.

Hallak J. (1990) Investing in the Future UNESCO: Pergamon press

Tilak J. B. G. (1994) Education for Development in Asia New Delhi Sage publications.

Veena, D. R. (1987) Education of Economic Growth New Delhi: Ashish publishing House.

Wykstra R. A. (ed) (1971) Education and the Economics of Human Capital New York: The Free press.

Psacheropoulos and Hinchcliff (1985), Returns to Education , Elsevier Publications, New York.

- Schultz, T.W. (1961), "Investment in Human Capital", American Economic Review, Vol. 60, 1961.
- Seetharamu, A. S. (1985), Rural In-Migrants in Higher Education, CISRS, Madras.
- Varghese, N. V., (2006), "Reforming Education Financing", Seminar, <http://www.india-seminar.com/2000/494>.
- Tilak Jandhyala B G, (2006), "On Allocating 6 per cent of GDP to Education", Economic and Political Weekly, February 18.
- .....(2005), "Higher Education in 'Trishanku': Hanging Between State and Market", Economic and Political Weekly, September 10, 2005.
- .....(2004), "Public Subsidies in Education in India", Economic and Political Weekly, January 24.
- Mehrotra Santosh (2004), "Reforming Public Spending on Education and Mobilising Resources: Lessons from International Experience", Economic and Political Weekly, February 28.
- Chakrabarti, A and Joglekar R (2006), "Determinants of Expenditure on Education: An Empirical Analysis Using State Level Data", Economic and Political Weekly, April 15.
- Johnstone, D. B. (2003), "Cost Sharing in Higher Education: Tuition, Financial Assistance, and Accessibility in a Comparative Perspective", Institute of Sociology, Academy of Sciences of the Czech Republic, Prague. Manpower Profile India Yearbook 2004, Institute of Applied Manpower Research, New Delhi

## ACCOUNTING FOR DECISION MAKING - II (BSEH421)

**Credits: 4**

**60 Hrs**

### **Course Description**

This subject will enable students to understand the importance of analysis and interpretation of financial statements, calculation of ratios and their analysis. Preparation of funds flow and cash flow statement to know the changes in financial position, Also preparation of marginal cost sheet with a view to prepare management reports for decision making. As a prerequisite, students should have basic knowledge about the concepts relating to accounts, and managing business.

### **Course Learning Objectives**

1. Understand the tools and techniques used in management accounting.
2. Evaluate the financial performance of an organization using Ratio analysis.
3. Make use of cost, volume and profit analyses to take managerial decisions.
4. Assess the change in and movement of funds and cash in business through preparation of fund flow and cash flow statements.

### **Learning Outcomes:**

After completion of this course, students will be able to:

- Understand the tools and techniques used in management accounting.

- Analyze and interpret the performance of the firm through preparation of comparative and common size statements and trend analyses.
- Evaluate the financial performance of an organization using Ratio analysis.
- Assess the change in and movement of funds and cash in business through preparation of fund flow and cash flow statements.
- Make use of cost, volume and profit analyses to take managerial decision

**Unit 1: Cost and Management Accounting** **07 Hrs**  
**Level of Knowledge: Conceptual and working Knowledge**

Basics of cost and management accounting. Elements of cost and cost determination. Cost Classification by Business Function. Cost Classification for Planning, Control and Decision Making. Cost Control. Cost Reduction. Cost Management. Cost Sheet. Cost Behaviour-- Variable cost, Fixed cost and Mixed cost Behaviour. Importance of analyzing Cost Behaviour and Cost Segregation. Cost Behavior and Income Determination. Absorption Costing. Variable Costing. Comparison of Absorption Costing and Variable Costing. Reconciling Absorption Costing Profit and Variable Costing Profit. Benefits and Shortcomings of Variable Costing.

**Unit 2: Financial Analysis** **08 Hrs**  
**Level of Knowledge: Working Knowledge**

Concept and types of Financial Statements, significance and importance of Financial Statements, methods of analysis of financial statements, techniques of analysis and interpretation – Comparative Income Statements, Comparative Balance Sheets, Common Size Income Statements, Common Size Balance Sheets, Trend Analysis (problems on the above topics).

**Unit 3: Ratio Analysis** **10 Hrs**  
**Level of Knowledge: Working Knowledge**

Meaning of Ratio, objectives of Ratio Analysis, Significance of Ratio Analysis, Limitations of Ratio Analysis, Classification of Ratios, calculation and interpretation of profitability ratios, liquidity ratios, solvency ratios, advanced problems on the above (including preparation of Income statement and Balance sheet).

**Unit 4: Funds Flow Statement and Cash Flow Statement** **15 Hrs**  
**Level of Knowledge: Working Knowledge**

Introduction & Meaning of Funds Flow Statement, Concept of Fund, Concept of Flow of Fund, Uses and Limitations of Funds Flow Statement, Schedule of Changes in Working Capital, Calculation of Funds From Operations, Statement of Sources and Application of Funds – basic problems on the above. Introduction & meaning of CFS, differences between FFS and CFS, utility and limitations of CFS, Preparation of CFS – advanced problems (**only indirect method**) according to accounting standard 3.

**Unit 5: Planning and Control** **10 Hrs**  
**Level of Knowledge: Working Knowledge**

Budget and Budgetary control — basic concepts. Classification of Budgets. Master budget. Fixed and Flexible Budgeting. Revision of Budgets. Zero Base Budgeting. Performance Report. (Problems on Flexible Budget only)

Cost Volume Profit Analysis-- Concepts and Techniques. Contribution Margin Analysis. Break even Analysis. Margin of safety. Angle of incidence. Applications of CVP Analysis. Limitations of CVP Analysis.

**Unit 6: Marginal Costing and Decision making**

**10 Hrs**

**Level of Knowledge: Working Knowledge**

Introduction, meaning of marginal cost and marginal costing, distinction between Absorption costing and Marginal costing, Contribution, Profit Volume Ratio, break Even Point, Margin of Safety, and Sales to earn a desired profit. Application of Marginal costing in pricing, accepting special order or Foreign Market Order, Profit Planning, Decision to Make or Buy, Problem of Limiting or Key factor and Choice of Profitable Mix.

**Reference Books**

S.N Maheshwari, "Accounting for Management", Vikas Publishing House

I.M.Pandey, "Management Accounting", VikasPublishing House

R.S.N.Pillai and Bagavathi, "Management Accounting", S.Chand Publishing

Jain, S.P. and K.L. Narang. *Corporate Accounting(2017)*. New Delhi: Kalyani Publishers.

**Essential Reading / Recommended Reading**

Anil Kumar, Rajesh Kumar (2017).*Corporate Accounting*. Mumbai: Himalayan Publishing House /Student Edition,

M.C. Shukla, T.S. Grewal & S.C. Gupta (2017).*Advanced Accountancy*. New Delhi:S. Chand & Company Ltd.

R.L. Gupta & M. Radhaswamy(2017). *Advanced Accountancy*. New Delhi:Sultan Chand & Sons.

Dr. Maheshwari S.N & Dr. Maheshwari S.K (2017). *Advanced Accountancy Vol.1, Vol.-2*. New Delhi: Vikas Publishing House Pvt. Ltd

Mukerjee&Hanif, *Modern Accountancy* (2017).New Delhi: Tata McGraw Hill.

S.K. Paul, *Accountancy*, (2017). New Delhi: New Central Book Agency (P) Ltd.

**COMPUTER APPLICATIONS FOR ECONOMIC ANALYSIS – II**

**(BSEH462)**

**Credits: 4**

**60 Hrs**

**Course Description**

This course is an introduction to the various three important software highly used in economic analysis especially quantitative data analysis. The course begins with an introduction to MS Excel, managing data in MS Excel and doing basic statistical analysis using MS Excel. Then the course will introduce students to popular econometric software Eviews and provide hands on training on econometric analysis and forecasting of time series

data using Eviews. The course also has dedicated sessions to provide hands on training to students on cross-sectional and panel data analysis using popular econometric analysis software STATA.

### **Course Objectives**

The major objectives of this course are

- To provide hands on training to students on quantitative data analysis;
- To enhance the technological skills of the students by introducing them to popular data analysis softwares such as Eviews and STATA; and
- To ensure that students have sufficient skills to carry out independent data analysis.

### **Learning Outcomes**

Through the completion of this course, students will be able to

- get hands-on experience in quantitative data analysis.
- carry out independent research using quantitative data.
- get opportunities to practice the theories learnt in Statistics and Econometrics, thereby enhance and concrete their understanding of the subject.

**Level of Knowledge:** Advanced, analytical and application.

#### **UNIT 1: Basics of Excel**

**08 Hrs**

Introduction to MS Excel: Excel worksheet, the ribbon, tool bar, creating file, formatting cells, basic maths; Introduction to formula: formula anatomy, math functions, basic statistics, logical functions; Data tabulation: Sorting, filtering; Graphical representation of data: Column, bar, pie, line, area charts.

#### **UNIT 2: Statistical Analysis Using Excel**

**08 Hrs**

Pivot tables; Descriptive statistics; Histogram; Data analysis: ANOVA: F-test; t-test; z-test; Correlation; Covariance and regression.

#### **UNIT 3: Introduction to Time Series Analysis Using Eviews**

**12 Hrs**

Introduction to time series data: RBI, CSO, OECD, World bank, BSE databases; Introduction to Eviews: Creating workfile, Importing data, Editing data, Saving workfile; Time series analysis: Graphical plot, seasonal adjustment, trend filtering, unit root tests, least square regression; testing for heteroscedasticity, autocorrelation, multicollinearity; causality test; testing for cointegration.

#### **UNIT 4: Economic Forecasting Techniques Using Eviews**

**10**

**Hrs**

Estimating ARMA model: Specification, Selection of Best Model, Forecasting; Estimating a VAR system: Specification, Selection of Lag Length, VAR stability check, graphing Impulse Response Functions, Variance Decomposition, and Vector Error Correction Mechanism.

**UNIT 5: Cross-sectional Data Analysis using STATA****12 Hrs**

Introduction to Cross section data: NSS, NFHS, IHSN, IHDS; Introduction to Stata: the variable view, command view, review and data edit, do file creation, log file creation, importing and exporting data, generating variable, combing data files, modifying data and rename, replace, labeling, recode, user written files, describe, summerise, tabulate, and bysort; Use of Dummy variables in Stata; Linear Probability Model, Logit Model and Probit Model; Hypothesis and specification test.

**UNIT 6: Panel Data Analysis using STATA****10 Hrs**

Introduction to panel data; Panel data organisation, description, within and between variation, time series plot, scatter plot, Fixed effect, Random effects and pooled OLS model.

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

Examination	Method of assessment
CIA 1, MSE and CIA3	Practical exam
ESE	Submission paper <b>Note:</b> An analytical research article is expected from students using the computer applications taught in the class.

**Essential Readings**

- Agung, I. G. N. (2011). *Time Series Data Analysis Using Eviews*. New York: John Wiley & Sons.
- Baum, C. F. (2006). *An Introduction to Modern Econometrics Using STATA*. Texas: Stata Press Publication.
- Cameron, C. A. & Trivedi, P. K. (2009). *Microeconometrics Using STATA*. Texas: Stata Press Publication.
- Gujarati, D. N. (2016). *Econometrics by Example* (2nd ed.). New Delhi: Palgrave.
- Levine, D. M. (2005). *Statistics for Managers Using Microsoft Excel* (5<sup>th</sup> ed.). New York: Prentice Hall.
- Long, J. S. & Freese, J. (2001). *Regression Models for Categorical Dependent Variables using STATA*. Texas: Stata Press Publication.
- Longest, K. C. (2014). *Using STATA for Qualitative Analysis* (2<sup>nd</sup> ed.). London: Sage Publications.

**Recommended Readings**

- Dougherty, C. (2016). *Introduction to Econometrics* (5<sup>th</sup> ed.). New York: Oxford University Press.
- Gujarati, D. N., Porter, D.C., & Gunasekar, S. (2017). *Basic Econometrics* (5<sup>th</sup> ed.). New Delhi: McGraw-Hill.
- Koutsoyiannis, A. (1973). *Theory of Econometrics*. New York: Harper & Row.

- Long, J. S. (1997). *Regression Models for Categorical and Limited Dependent Variables*. London: Sage Publications.
- Patterson, K. (2000). *An Introduction to Applied Econometrics: A Time Series Approach*. London: Palgrave.
- Pindyck, R. S., &Rubinfeld, D. L. (1990). *Econometric Models and Econometric Forecasts* (4<sup>th</sup> ed.). New York: McGraw-Hill.
- Wooldridge, J. M. (2002). *Econometric Analysis of Cross Section and Panel Data*. Massachusetts: MIT Press.
- Wooldridge, J. M. (2014). *Introductory Econometrics: A Modern Approach* (4<sup>th</sup> ed.). New Delhi: Cengage Learning.

## **SEMESTER 5**

### **INDIAN ECONOMY (BSEH531)**

**Credits: 5**

**75 Hrs**

#### **Course Description**

This paper aims at initiating among the students discussion on some of the key issues of Indian economy. It also aims at making the students understand the macroeconomic challenges and policy management in India with special reference to Karnataka. This paper exposes the students to the quantitative data on various economic aspects and policies in India and Karnataka as well.

#### **Course Objectives**

- To give an overall understanding of major challenges faced by Indian economy.
- To facilitate students to understand state wise key economic issues related with economic growth and development.

#### **Learning Outcomes**

- The student is able to understand the features and structural changes of Indian economy and compare with the growth pattern and challenges of other economies.
- The course enables the student to apply the theoretical knowledge in the actual working of Indian economy.

**Level of Knowledge:** Basic, analytical and policy evaluation.

#### **UNIT 1: Economic Development since Independence**

**15 Hrs**

Major features of the economy at independence; Growth and development under different policy regimes, goals, constraints, institutions and policy framework; an assessment of performance, sustainability and regional contrasts; structural change, savings and investments

#### **UNIT 2: Population and Human Development**

**15 Hrs**

Demographic trends: Population growth and size of population, aspects related to birth rate and death rate, composition and density of population, demographic transition and issues;

Education: Literacy rates, enrollment rates; Primary, secondary and higher education; Technical education and skill gaps; Health and malnutrition: Trends, issues and programs.

**UNIT 3: Growth and Distribution** **15 Hrs**

Trends and policies in poverty: Debate on poverty line; Inequality and unemployment trends; Employment generation programs and issues.

**UNIT 4: International Comparisons** **15 Hrs**

GDP; Unemployment; Poverty and Human Development Index (HDI): India's position in International level; India and global economy.

**UNIT 5: Balanced Regional Development** **15 Hrs**

Indicators of Regional Imbalances; Causes of Economic Backwardness and Regional Imbalances, changing scenarios in backward states since Economic reforms; Policy Measures to remove Regional Disparities; State Human Development Reports; End of the five-year plan, Three Year Action Agenda and Regional development.

**Evaluation Pattern**

EvaluationPattern	CIA1	MSE*(CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

Section A	Section B
6 x 5 = 30 Marks	2 x 10 = 20 Marks

**Essential Readings**

Datt, G., & Mahajan, A. (2016). *Indian economy*. (72<sup>nd</sup> ed.). New Delhi: S.Chand & Company Pvt. Ltd.

Kapila, U. (2016). *Indian Economy – Performance and Policies* (17<sup>th</sup> ed.). New Delhi: Academic Foundation.

Misra, S. K., & Puri, V. K. (2011). *Indian economy* (34<sup>th</sup> ed.). Delhi: Himalaya Publishing House.

**Recommended Readings**

Aiyar, S. S., & Mody, A. (2011). The demographic dividend: Evidence from the Indian states. IMF Working Paper WP/11/38, International Monetary Fund.

Balakrishnan, P. (2007). The recovery of India: Economic growth in the Nehru Era. *Economic and Political Weekly*, 42 (45-46), 52-66.

Baru, R., Acharya, A., Acharya, S., Kumar, A. S., & Nagaraj, K. (2010). Inequities in access to health services in India: caste, class and region. *Economic and Political Weekly*, 45 (38), 49-58.

- Basu, K. (2009). China and India: idiosyncratic paths to high growth. *Economic and Political Weekly*, 44 (38), 43-56.
- Deaton, A., & Drèze, J. (2009). Food and Nutrition in India: Facts and Interpretations. *Economic and political weekly*, 44 (07), 42-65.
- Drèze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. NJ: Princeton University Press.
- Dyson, T. (2013). *Population and Development: The Demographic Transition*. New York: Zed Books Ltd.
- Himanshu, R., & Sen, A. (2010). Towards New Poverty Lines for India. *Economic & Political Weekly*, 45 (1), 2-8.
- Himanshu. (2011). Employment Trends in India: A Re-examination. *Economic and Political Weekly*, 46 (37), 43-59.
- James, K. S. (2008). Glorifying Malthus: Current debate on demographic dividend in India. *Economic and Political Weekly*, 43 (25), 63-69.
- Kapila, U. (Ed.). (2009). *Indian Economy since Independence*. New Delhi: Academic Foundation.
- Mohan, R. (2008). Growth record of the Indian economy, 1950-2008: A story of sustained savings and investment. *Economic and Political Weekly*, 43 (19), 61-71.
- Shetty, S. L. (2007). India's Savings Performance since the Advent of Planning. *Institutions and Markets in India's Development: Essays for K. N Raj*, New Delhi: Oxford University Press.
- Vaidyanathan, A., & Krishna, K. L. (Eds.). (2007). *Institutions and Markets in India's Development: Essays for KN Raj*. Oxford. New Delhi: Oxford University Press.

## **INTERNATIONAL ECONOMICS (BSEH532)**

**Credits: 5**

**75 Hrs**

### **Course Description**

The aim of this paper is to provide students with a strong foundation in the principles of international economics which will help them to understand the trade theories and associated policies adopted in various countries. The paper will enable students to understand the impact of the globalization on income, employment and social standards in the current international scenario. The paper covers the pure theory of trade and extensions thereof, commercial policy, economic integration, balance of payments, foreign exchange rate determination, international monetary system and economic crises in recent times.

### **Course Objectives**

- To introduce the basic principles and theories pertaining to international trade.
- To enhance the understanding of trade policies and practices as well as their inter-linkages globally.

### **Learning Outcomes**

- Gain a strong foundation in the principles of international economics

- Be able to comprehend the trade policies and the impact of the same on income, employment and social standards in the current globalised scenario.
- Secure insights on the causes, consequences and solutions to economic crises that have occurred in recent times.

**Level of knowledge:** Basic, conceptual and critical.

**UNIT 1: Introduction and Essentials** **06 Hrs**

The Subject Matter of International Economics; Trade Based on Absolute Advantage; Trade Based on Comparative Advantage; Misconceptions about comparative advantage; Comparative advantage in practice.

**UNIT 2: The Standard Theory of International Trade and Terms of Trade** **12 Hrs**

The Basis for and the Gains from Trade with Increasing Costs; Trade Based on Differences in Tastes; The Equilibrium Relative Commodity Price with Trade; Partial Equilibrium Analysis & General Equilibrium Analysis; Terms of trade.

**UNIT 3: The Heckscher - Ohlin Theory, Economies of Scale, Imperfect Competition and International Trade** **10 Hrs**

Heckscher-Ohlin Theory; Factor-Price Equalization, Effect of Trade on Income Distribution; The Leontief Paradox; Empirical relevance of the H-O theory in the current period; Economies of Scale and International Trade; Imperfect Competition and International Trade- Intra industry trade; Technological gap and Product Cycle models.

**UNIT 4: Trade Restrictions: Tariffs and Nontariff Trade Barriers** **06 Hrs**

Partial Equilibrium Analysis of a Tariff; General Equilibrium Analysis of a Tariff in a Small Country; Import Quotas; Other Non-tariff Barriers; Neo- Protectionism

**UNIT 5: Economic Integration** **10 Hrs**

Meaning of Economic Integration, Trade-Creating Customs Unions; Trade-Diverting Customs Unions; The Theory of the Second Best and Other Static Welfare Effects of Customs Unions; ASEAN, SAARC; Multilateralism; WTO; New outlook towards a global trading system.

**UNIT 6: The Balance of Payments, Foreign Exchange Rates** **15 Hrs**

Balance of Payments: Principles; Disequilibrium in BOP, BOP Crisis in India in 1991 Functions of the Foreign Exchange Markets; Foreign Exchange Rates; Purchasing Power Parity Theory; Stable and Unstable Foreign Exchange Markets. Rupee Convertibility

**UNIT 7: The International Monetary System and Macroeconomic Policy Coordination** **08 Hrs**

The Evolution of the Bretton Woods System; The IMF; Policy Coordination with Floating Exchange Rates; The Single Currency and Economic Integration; The European Monetary Union.

**Unit 8: International Economic Issues** **08 Hrs**

Financial liberalisation, capital movements and economic crises. Sustainable trade; Issues in emerging markets, international trade and ethics.

### Evaluation Pattern

Evaluation Pattern	CIA1	MSE*(CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

### Question Paper Pattern: \*MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Essential Reading

Salvatore, D. (2016). *International Economics: Trade and Finance*. (12<sup>th</sup> ed.). Oxford: John Wiley International Student Edition.

### Recommended Readings

Alder, J., & Wilkinson, D. (1999). International Trade and the Environment: Ethical Issues. In *Environmental Law and Ethics*(pp. 325-353). Palgrave, London.

Bowen, H., Hollander A. & Viaene J. (2012). *Applied International Trade Analysis*. London: Macmillan Publication.

Dornbusch , R. (1980). *Open Economy Macroeconomics* ( International Students Edition). New York: Basic Books.

<https://www.pwc.com.br/pt/publicacoes/servicos/assets/consultoria-negocios/emerging-markets-tsp-13.pdf>

Kapila, U. (2018). *Indian Economy: Performance and Policies*. (17<sup>th</sup> ed.). New Delhi: Academic Foundation.

Krugman, P., Obstfeld, M. & Melitz, M. (2012). *International Economics: Theory and Policy*. (9<sup>th</sup> ed.). New Delhi: Pearson Education.

Lobo, R. (2003). *Southeast Asian Crisis: An Economic Analysis*. New Delhi: Serials Publication.

Mankiw, G. N. (2012). *Principles of Macroeconomics*. (6<sup>th</sup> ed.). New Delhi: Cengage Learning India.

Marrewijk, C.V. (2007). *International Economics: Theory, Application and Policy*. Oxford: Oxford University Press.

McGee, R. (2016). Ethics in International Trade.

Mihalcea, A. D., & Anghel, I. C. Romanian Capital Market: On the Road Toward an Emergent Market Status. *Challenging the Status Quo in Management and Economics*, 168.

Reddy, Y.V. (2011). *Global Crisis, Recession and Uneven Recovery*. Hyderabad: Orient BlackSwan.

Stiglitz, J. (2016). *The Euro and its Threat to the Future of Europe*. London: Penguin.

World Summit on Sustainable Development: (2002). *Globalization and the Importance of Trade*.

## **BEHAVIOURAL ECONOMICS (BECH533)**

**Credits: 5**

**75 Hrs**

### **Course Objective/Description**

The course aims to elaborate the principles and methods of behavioral economics, economic decision-making process and role of behavioural science in it and to elaborate the deviation in reality and standard economic theoretical predictions in the framework of behavioral economics. It highlights the importance of cognitive ability, social interaction, moral incentives and emotional responses in explaining human behaviour and economic outcomes.

### **Learning Outcomes**

- Students should become familiar with the most important contributions to behavioural economics
- Critically assess the importance of such findings in explanation of economic behaviour and outcomes.
- Understand the framework of choice under risk and uncertainty.
- Learn the role of behavioural economics in public policy

**Level of Knowledge:** Basic and conceptual.

### **UNIT 1: Behavioural economics: An introduction**

**12 Hrs**

Introduction to Behavioral Economics Origins of Behavioral Economics, Decision-making under Neo-classical economic framework- rationality, optimization Role of Intuition, Emotions, Beliefs in decision making Bounded Rationality

### **UNIT 2: Cognitive process in decision making**

**17 Hrs**

Values; Preferences and Choices; the standard model; Axioms, assumptions and definitions; The neuro scientific basis of utility. Beliefs; Heuristics and Biases; The standard model; Probability estimation; Self-evaluation bias- Projection bias- Causes of irrationality Judgment under Risk & Uncertainty: Heuristics & Biases Heuristics : Representativeness, Substitution, Availability, Affect, Anchoring, framing Biases: Cognitive and emotional biases

### **UNIT 3: Risk and Uncertainty**

**16 Hrs**

Choice Under Risk & Uncertainty Expected Utility Prospect Theory – Reference Points – Risk Concept and Understanding – Loss Aversion – Shape of Utility Function – Decision Weighting– Probabilistic Judgment. Mental Accounting Framing Mental Accounts Fungibility & Labels Hedonic Editing.

### **UNIT 4: Theory of intertemporal choice**

**15**

**Hrs**

Intertemporal Choice, Temporal Choice, Construal Level Theory, Valuation of Delayed Consumption Preferences for Sequences of Outcomes, Hyperbolic Discounting, Preference Reversal

### **UNIT 5: Behavioral economics in the context of public policy**

**12**

**Hrs**

Behavioral Game Theory Social preferences: Fairness, trust, cooperation, reciprocity, Norms Limited Strategic Thinking Choice architecture: Nudge, Nudge vs. boost, Behavioral public policy.

### Evaluation Pattern

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	5

\* Mid Semester Exam      \*\* End Semester Exam

### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Essential Readings

Sanjit Dhama, "The Foundations of Behavioral Economic Analysis", Oxford University Press

(2016)

Behavioral Economics: Toward a New Economics by Integration with Traditional Economics by

Ogaki, Masao, Tanaka, Saori C. Published by Springer, ISBN 978-981-10-6439-5

Nick Wilkinson; Matthias Klaes(2012), An Introduction to Behavioral Economics, 2nd Edition,

Palgrave Macmillan.

World Development Report 2015: Mind, Society, and Behavior

### Recommended Readings

Erik Angner, "A Course in Behavioral Economics", Palgrave Macmillan

M. Altman, Handbook of Contemporary Behavioural Economics: Foundation and Developments

(2007), Prentice Hall India

E. Cartwright, Behavioural Economics (2011), Routledge

D. Kahneman, Thinking Fast and Slow (2011), Allen Lane, Penguin Books

G. Loewenstein, Exotic Preferences: Behavioural Economics and Human Motivation (2007),

Oxford University Press

## **FOUNDATIONS OF AGRICULTURAL ECONOMICS (BSEH541A)**

**Credits: 4**

**60 Hrs**

### **Course Description**

Introductory course on the basic principles of agricultural economics. Production economics, principles of supply and demand, resource economics, world food situation, marketing of agricultural products, and agricultural public policy.

### **Course Objective**

- The objective of this course is to familiarise students with policy issues that are relevant to Indian agricultural economics and enable them to analyse the issues, using economic concepts.

### **Learning Outcome**

- The students will attain the capability to explore the economic foundations for public policy analysis related to agricultural issues.

**Level of Knowledge:** Basic, conceptual and policy evaluation.

### **UNIT 1: Introduction**

**12 Hrs**

Nature and Scope of Agricultural Economics; Traditional agriculture and its modernisation; Role of agriculture in economic development; Interdependence between agriculture and industry- empirical evidence; Principles of land utilization; Land distribution- structure and trends; Land values and rent; Land tenures and farming systems- Peasant, capitalist, collective, state and co-operative farming; Tenancy and crop sharing- Forms, incidence and effects; Land reform measures and performance; Problems of marginal and small farmers.

### **UNIT 2: Agricultural Growth and Practices in India**

**12 Hrs**

Agricultural situation during five year plan periods; Role of Public Investment and Capital Formation in Indian Agriculture; Recent trends in agricultural growth in India; Inter regional variations in growth of output and productivity; Cropping pattern shifts; Strategy of agricultural development : Supply of inputs- Irrigation, power, seed and fertilizers and role of technology – Green Revolution; Sustainable agriculture: concepts and constraints, indigenous practices; Bio-technological practices; Organic Farming – Case Study; Role of allied activities in Agriculture: Livestock management-Dairy farming.

### **UNIT 3: Consumer and Producer Theory in Agricultural Economics**

**10 Hrs**

Production function analysis in agriculture – factor combination and resource substitution, cost and supply curves; Size of farm and laws of returns – theoretical and empirical findings; Characteristics of demand for farm products – Concept and measurement of own-price, cross-price and income elasticities of demand and their interrelationship in agricultural sector; Issues relating to specification of supply response function (distributed lags, acreage vs.

production response etc.); Quantity and quality components of demand for food; Characteristics of supply of farm products;

**UNIT 4: Agricultural Prices and Rural Labor Market** **16 Hrs**

Marketing and state policy; Agricultural markets and marketing efficiency- marketing functions and costs; Market structure and imperfection; Regulated markets; Marketed and marketable surplus; Need for state intervention: State policy with respect to agricultural marketing, Warehousing, Prices, Taxation and crop insurance; Behaviour of agricultural prices: Cobweb model, Price and income stability, Objectives of agricultural price policy- Instruments and evaluation; Food security in India and public distribution system; Interlocking of factor markets; Mobility of labour and segmentation in labour markets; Agricultural employment- Trends and determinants

**UNIT 5: WTO and Indian Agriculture** **10 Hrs**

Terms of trade between agricultural and non-agricultural sectors; WTO and Indian agriculture-Advantages and disadvantages in relation to Indian Agriculture; Agricultural Subsidies in India: importance, issues and challenges; patents.

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>
6 x 5 = 30 Marks	2 x 10 = 20 Marks

**Essential Readings**

Barkley, A., & Barkley, P. (2013). *Principles of Agricultural Economics*. London: Routledge, Taylor and Francis.

Colman, D., & Young, T. (1989). *Principles of Agricultural Economics: Markets and Prices in Less Developed Countries*. Cambridge: Cambridge University Press.

Government of India. (2017). *State of Indian Agriculture 2015-16*. New Delhi. Retrieved from [http://eands.dacnet.nic.in/PDF/State\\_of\\_Indian\\_Agriculture,2015-16.pdf](http://eands.dacnet.nic.in/PDF/State_of_Indian_Agriculture,2015-16.pdf)

Lekhi, R. K., and Singh. J. (2016). *Agricultural Economics – An Indian Perspective* (11<sup>th</sup> ed.). New Delhi: Kalyani Publishers

**Recommended Readings**

Ashok, R. (1982). *Indian Agricultural Economics: Myths and Realities*. New Delhi: Allied Publishers Pvt. Ltd.

Chatterjee, S., & Kapur, D. (2016). *Understanding Price Variation in Agricultural Commodities in India: MSP, Government Procurement and Agriculture Markets*. India Policy Forum 2016. NCAER: National Council of Applied Economic Research.

- Datt, G., & Mahajan, A. (2016). *Indian Economy* (72<sup>nd</sup> ed.). New Delhi: S. Chand & Company Pvt. Ltd.
- Desai, G. M., & Vaidyanathan, A. (1995). *Strategic Issues in Future Growth of Fertiliser Use in India*. New Delhi: Macmillan India.
- Kapila, U. (2016). *Indian Economy – Performance and Policies* (17<sup>th</sup> ed.). New Delhi: Academic Foundation.
- Misra, S. K., & Puri, V. K. (2011). *Indian Economy* (34<sup>th</sup> ed.). Delhi : Himalaya Publishing House.
- Rao, V. M. (2001). *The Making of Agricultural Price Policy: A Review of CACP Reports*. Journal of Indian School of Political Economy. 8 (1).
- Robert, E., Pray, C. E., & Rosegrant, M. W. E. (1999). *Agricultural Research and Productivity Growth in India*. International Food Policy Research Institute (IFPRI) Research Reports.
- Singh, A., Sadhu A. N. & Singh, J. (2000), *Fundamentals of Agricultural Economics* (11<sup>th</sup> ed.). Mumbai: Himalaya Publishing House.
- Tripathi, A. K. (2013). *Agricultural Price Policy, Output, and Farm Profitability—Examining Linkages during Post-Reform Period in India*. Asian Journal of Agriculture and Development, 10(1), 91-111.
- Vaidyanathan, A. (2010). *Agricultural Growth in India: Role of Technology, Incentives and Institutions*. New Delhi: Oxford University Press India.

## **ADVANCED ECONOMETRICS (BSEH541B)**

**Credits: 4**

**60 Hrs**

### **Course Description**

This course provides a comprehensive introduction to some of the advanced econometric concepts and techniques. The course begins with an introduction to lag modelling and covers distributed as well as dynamic models. Then the students will be introduced to the world of Simultaneous Equation Models and deals in depth with the issue of simultaneity and its solutions. The students will then be introduced to the analysis of two major types of data used in econometric analysis viz. time series and panel data. The course also covers different approaches to econometric forecasting. Some of the important testing procedures such as Granger Causality, Unit root tests, Seasonality tests, Structural break test, Cointegration test and Model stability tests will be introduced to the students during this course.

### **Course Objectives**

The course aims at providing students with:

- A comprehensive introduction to some of the advanced econometric concepts and techniques.
- The ability to apply advanced econometric techniques in the investigation of complex economic relationships using time series and panel data.
- The skills to make economic forecasting.

### **Learning Outcomes**

Undergoing the course, the students will have the knowledge and skills required:

- For the construction and estimation of lag models and simultaneous equation models.
- To apply econometric techniques for the analysis of time series and panel data.
- To analyse each economic problem in depth
- To do not only the estimation of the model and testing of the hypotheses, but also perform post-estimation diagnostics and see how well the model performs.

**Level of Knowledge:** Advanced, analytical and application.

### **UNIT 1: Dynamic Econometric Models**

**16 Hrs**

Lags in econometric models; Distributed lag model; Autoregressive lag model; Reasons for lags; Estimation of distributed-lag model, The Koyck Approach to distributed-lag model; Rationalisation of koyck model: The adaptive expectations model, partial adjustment model; Estimation of autoregressive models; The method of instrument variable (IV); Causality in economics: The granger causality test.

**UNIT 2: Simultaneous-Equation Models****12 Hrs**

Nature of simultaneous equations models; Simultaneous equation bias; Structural models; Reduced form models; Identification problem; Rules of identification; Tests for simultaneity and exogeneity; Method of indirect least squares (ILS); Method of two-stage least squares.

**UNIT 3: Time Series Econometrics: Basic Concepts****08 Hrs**

Introduction to time series; Stationary and nonstationary time series; Spurious regression; Unit root tests: Dickey fuller and Augmented dickey fuller tests; Transforming nonstationary time series; Cointegration: Testing for cointegration, error correction mechanism.

**UNIT 4: Time Series Econometrics: Forecasting****12 Hrs**

Approaches to economic forecasting; ARIMA models; The Box-Jenkins methodology; Vector autoregression; Forecasting with VAR; Testing causality using VAR.

**UNIT 5: Panel Data Regression Model****12 Hrs**

Introduction to panel data; Constant coefficient model; Fixed effect LSDV model; Fixed effect WG model; Random effects model, Properties of estimators.

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 marks

**Essential Readings**

Gujarati, D. N. (2016). *Econometrics by Example* (2<sup>nd</sup> ed.). New Delhi: Palgrave.

Gujarati, D. N., Porter, D.C., & Gunasekar, S. (2017). *Basic Econometrics*. (5<sup>th</sup> ed.). New Delhi: McGraw Hill.

Studenmund, A. H. (2016). *Using Econometrics: A Practical Guide*. (7<sup>th</sup> ed.). New Delhi: Pearson.

**Recommended Readings**

Enders, W. (2013). *Applied Econometric Time Series* (3<sup>rd</sup> ed.). New York: John Wiley & Sons.

Greene, W. H. (2003). *Econometric Analysis* (5<sup>th</sup> ed.). New Delhi: Pearson Education.

Hamilton, J. D. (1994). *Time Series Analysis*. Princeton: Princeton University Press.

Koutsoyiannis, A. (1973). *Theory of Econometrics*. New York: Harper & Row.

Pindyck, R. S., & Rubinfeld, D. L. (1990). *Econometric Models and Econometric Forecasts* (4<sup>th</sup> ed.). New York: McGraw-Hill.

Wooldridge, J. M. (2002). *Econometric Analysis of Cross Section and Panel Data*. Massachusetts: MIT Press.

## **HEALTH ECONOMICS: THEORY & APPLICATION (BSEH521)**

**Credits: 4**

**60 Hrs**

### **Course Description**

Health economics is at interface of economics and health science. Economic theory is applied for decision making in the health sector. The course aims at providing the students with the basic knowledge on the definition and scope of health and measuring the quality of health using appropriate methods and to relate the supply and demand concept with respect to health, understanding different health costs concepts and functioning of economics of health insurance. The course also aims to introduce economic evaluation techniques to measure the health outcomes and its implication which will enable the students to practically use the evaluation technique for predicting outcomes.

### **Course Objectives**

- To provide students an introduction to the various concepts regarding health care, cost , insurance and health care management
- To enable students to apply Cost Benefit analysis, Cost Effectiveness analysis and Cost Utility analysis on the various issues concerning health in India

### **Learning Outcomes**

- The students will gain knowledge about the basics of health economics, distinguish between the demand for and supply of health and will be able to measure the quality of health.
- Also, the students will be able to apply the cost-benefit/cost-effective/cost-utility methods to measure health outcomes.
- Students will be able to compare different cost concepts and interpret the functioning of economics of health insurance. Students will be able to interpret the manpower planning.

**Level of Knowledge:** Basic, conceptual and analytical.

### **UNIT 1: Introduction**

**10 Hrs**

What is Health Economics?; the four basic questions: Production and Allocative efficiency and the production possibility curve, the distribution question, implications of the four basic questions; Concept of Health; Health as a good and utility analysis; Concept of medical care; Production of good health, Determinants of good health; Measurement of health status and quality of life: Mortality, morbidity and HALY, QALY family of summary measures.

### **UNIT 2: Demand for Medical Care**

**10 Hrs**

Demand for medical care and law of demand: Utility maximizing rule, the law of demand, other economic demand-side factors, supplier induced demand hypothesis; Non-economic determinants of demand for medical care, market demand for medical care, fuzzy demand curves and elasticities.

### **UNIT 3: Health Cost Concepts and Economic Evaluation**

**15 Hrs**

Opportunity cost; fixed and variable costs; incremental and marginal cost; direct and indirect medical costs time costs and travel cost; cost benefit analysis; cost effectiveness analysis; cost utility analysis: methodologies and issues.

**UNIT 4: Economics of Health Insurance**

**10 Hrs**

The relationship between health insurance and demand for medical care; Information asymmetry, adverse selection; Risk aversion; Moral hazard; Health insurance-challenges; Insurance concepts; Co-payments; Co-insurance rates, deductibles, group insurance

**UNIT 5: Manpower Planning in Health Sector**

**15 Hrs**

Concept of manpower planning in health; Steps in Manpower planning - models; the health workforce; medical education; physician supply, physician incentives; Indian Medicine; the pharmaceutical industry. Indian health system delivery and policy: issues and way forward.

**Evaluation Pattern**

<b>EvaluationPattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam

\*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Phelps, C. E. (2012). *Health Economics*. (5<sup>th</sup> ed.). London: Routledge.

Satterre, R. E, &Neun S P. (2007). *Health Economics: Theories, Insights and Industry Studies*. (5<sup>th</sup> ed.). New Delhi: Cengage Learning India Private Limited.

**Recommended Readings**

Clewer, A. &Perkins, D. (1998). *Economics for Healthcare Management*. (1<sup>st</sup> ed.). United States: Prentice Hall.

Olsen, J A. (2009). *Principles in Health Economics and Policy*. (1<sup>st</sup> ed.). New Delhi: Oxford University Press.

Shanmugasundaram, Y. (1994). *Theory and Practice of Health Economics in India*. Chennai: Institute of Advanced Studies and Research.

## **INTERNSHIP (BSEH581)**

**Credit: 2**

**Duration: Min 4 Weeks**

### **Course Description**

One of the requirements of B.A. Economics (Honours) students at CHRIST (Deemed to be University) is the ability to apply theoretical knowledge acquired in their course in practical applications. Hence, the students are expected to complete a short summer internship during the summer break after the fourth semester as part of the course curriculum. Having undergone extensive understanding/training in Economic theories, Mathematical Methods, Statistics, Research Methodology, Basic and Applied Econometrics, this course enables students to demonstrate an understanding of how to apply theoretical knowledge to practice in different organizations/institutions of their choice. The minimum duration of the internship is stipulated as four weeks. It is evaluated on the basis of set criteria out of 50 marks and has maximum of two (2) credits.

### **Course Objectives**

- To inculcate in students the rigour of empirical studies.
- To imbibe in students the spirit of inquiry.
- To encourage students to demonstrate the ability to apply theoretical knowledge in practical real-life problems.
- To exercise the acquired skills in practical application(s), and
- To gain industry experience

### **Course Outcomes**

The students will be able to:

- identify potential research area(s) and career options;
- formulate a research problem statement;
- identify the necessary types and sources of data;
- identify tools for analyzing the data;
- interpret the findings;
- gain industry experience in applying theories/approaches
- gain skill sets required to conduct independent research (Dissertation work)

**Level of Knowledge:** Applied.

### **Methodology**

The students are expected to identify and communicate to the organization/institution where they want to pursue their internship, and the same should be communicated to the Economics cluster and get it approved prior to the commencement of the internship. As a requirement, the students have to submit a letter of confirmation of their internship from the interning organization/institution. After successful completion of the internship, the students should submit a final Internship Report and Blue book (internship diary) for evaluation (includes viva-voce examination).

**Evaluation at the beginning of the 5<sup>th</sup> Semester is based on the following categories:**

<b>Particulars</b>	<b>Marks</b>	
<b>BLUE-BOOK (50 % Weightage)</b>		
Nature of work	10 marks	
Effective usage of Blue Book (Internship Diary)	05 marks	
Effective usage of time / Mentor's Evaluation	05 marks	
Internship Certificate (Completion Certificate)	05 marks	
<b>Sub Total</b>		<b>25 Marks</b>
<b>VIVA-VOCE EXAM (50 % Weightage)</b>		
Presentation	10 marks	
Learning outcome(s) / Skill set(s) acquired	05 marks	
Final report	05 marks	
Q&A	05 marks	
<b>Sub Total</b>		<b>25 Marks</b>
<b>Grand Total</b>		<b>50 Marks</b>

## **SEMESTER 6**

### **PUBLIC ECONOMICS (BSEH631)**

**Credits: 5**

**75 Hrs**

#### **Course Description**

The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. This paper combines a thorough understanding of fiscal institutions with a careful analysis of the issues which underline budgetary policies in general and Indian experience in particular.

#### **Course Objectives**

- To provide the students with in-depth understanding of public debt, government taxation and expenditures.
- To provide students with a thorough understanding of the theories governing public finance.

#### **Learning Outcome**

- The students will be able to understand the various theories governing public finance and shall gain a thorough understanding about government policies on taxation, debt and expenditure.

**Level of Knowledge:** Basic and conceptual.

#### **UNIT 1: Role of Government in Organised Society**

**12 Hrs**

The nature, scope and significance of public economics; Public vs Private Finance; Principle of Maximum Social advantage: Approaches and Limitations- Functions of Government; Economic functions; allocation, distribution and stabilization; Regulatory functions of the Government and its economic significance.

**UNIT 2: Public Goods and Public Sector****14 Hrs**

Concept of public goods-characteristics of public goods, national vs. local public goods; determination of provision of public good; Externality: concept of social versus private costs and benefits, merit goods, club goods; Provision versus production of public goods; Market failure and public Provision.

**UNIT 3: Taxation****15 Hrs**

Concept of tax; types; canons of taxation; Incidence of taxes; Taxable capacity; Approaches to the principle of Equity in taxation; Ability to Pay principle; Benefit Approach; Sources of Public Revenue; VAT; Goods and Services Tax.

**UNIT 4: Public Expenditure and Public Debt****17 Hrs**

Structure and growth of public expenditure; Wagner's Law of increasing state activities; Wiseman-Peacock hypothesis; Pure theory of public expenditure; Trends of Public expenditure; Subsidies in India; Concepts of public debt; Sources and effects of public debt; Methods of debt redemption - Growth of India's public debt.

**UNIT 5: Government Budget and Policy****17 Hrs**

Government budget and its structure – Receipts and expenditure - concepts of current and capital account; balanced, surplus, and deficit budgets; concept of budget deficit vs. fiscal deficit; functional classification of budget; Budget, government policy and its impact; Budget multipliers; Principle of federal finance: Different layers of the government; Inter governmental Transfer; horizontal vs. vertical equity; Theory of Grants; Finance Commission.

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE (CIA2)	CIA3	ESE	Attendance
Weightage	20	25	20	30	05

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 Marks

**Essential Readings**

- Bagchi, A. (2005). *Readings in Public Finance*. Oxford: Oxford University Press.  
 Jha, R. (2010). *Modern Public Economics* (2<sup>nd</sup> ed.). London: Routledge.  
 Musgrave, R. A., & Musgrave, P. B. (2004). *Public Finance in Theory and Practice* (5<sup>th</sup> ed.). New Delhi: Tata McGraw-Hill.

**Recommended Readings**

- Atkinson, A., & Stiglitz, J. E. (2015). *Lectures on Public Economics*. Princeton: Princeton University Press.  
 Basu, K. (2016). *An Economist in the Real World: The Art of Policymaking in India*. New Delhi: Viking books.  
 Cullis, J., & Jones, P. (2009). *Public Finance & Public Choice* (3<sup>rd</sup> ed.). New York: Oxford University Press.  
 Hyman, D. N. (2011). *Public Finance: A Contemporary Application of Theory to Policy* (10<sup>th</sup>ed.). Boston: Cengage Learning.

- Jalan, J., Marjit. S., & Santra, S. (2016). *India Public Finance and Policy Report 2016: Fiscal Issues and Macro Economy*. New Delhi: Oxford University Press.
- Rao, M. G. (2010). *Public Economics: Theory and Policy – Essays in Honor of Amaresh Bagchi*. New Delhi: Sage India.
- Stiglitz. J. E., & Rosengard, J. K. (2015), *Economics of the Public Sector* (4<sup>th</sup> ed.). New Delhi: W. W. Norton & Co Inc.
- Ulbrich, H. H. (2003). *Public Finance: In Theory and Practice*. London: Thomson Learning.

## **OPERATIONS RESEARCH**

**(BSEH632)**

**Credits: 4**

**60 Hrs**

### **Course Description**

This course is designed to familiarize students with the basic concepts, theories and models of economics, which are relevant to business.

### **Course Objectives**

1. Solve Linear Programming Problems
2. Solve Transportation and Assignment Problems
3. Understand the mathematical tools that are needed to solve optimisation problems.
4. Understand the usage of game theory and Simulation for Solving Business Problems

### **Learning Outcomes**

- The students will be acquainted with the basic concepts of operation research.
- They will be able to enhance the efficiency in terms of operation aspect of organisation.

### **UNIT – I**

**Teaching Hours: 10**

#### **Introduction to Operation Research**

Meaning and scope – Characteristics – models in OR. Linear Programming (LP) - Formulation of Models Diverse Problems – Graphical Explanation of Solution -Maximisation / Minimisation – Simplex method- Big M Method application in Business – merits and Demerits.

### **UNIT – II**

**Teaching Hours:**

**10**

#### **Transportation model**

Basic feasible solution – formulation, solving a TP. Assignment Problem (AP) - Concepts, Formulation of Model, Hungarian Method of Solution, Maximisation / Minimisation, Balanced / Unbalanced, Prohibited Assignments - Problems.

**UNIT – III**  
**15**

**Teaching Hours:**

**Network analysis**

Work break down analysis – construction – numbering of event. Time Calculation – critical path, slack, float – application.

**UNIT – IV**  
**15**

**Teaching Hours:**

**Queuing models**

Elements of queuing system – characteristics of queuing model. Queues in Series and Parallel. Problems based on the results of Single Channel Queue with Poisson Arrival Rate.

**UNIT – V**  
**10**

**Teaching Hours:**

**Decision theory**

Statement of Bayes’ theorem application. Probability – decision trees. Game theory meaning and characteristics – saddle point – Dominance property.

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Hillier, Frederick S. & Lieberman, “*Introduction to Operations Research Concepts and Cases*”, 2010, 8th Ed. TMH

N.D. Vohra, “*Quantitative Techniques in Management*”, 2010, 4thEd.TMH.

J.K. Sharma, “*Operations Research Theory and Applications 2009*”, 4th Ed. McMillan.

**Recommended Readings**

Kasana, HS & Kumar, KD, “*Introductory Operations Research theory and Applications*”, 2008, Springer.

Chakravarty, P, “*Quantitative Methods for Management and Economics*”, 2009, 1st Ed. HPH.

## **DISSERTATION (BSEH633)**

### **Course Description**

One of the requirements of Economics Honours students at CHRIST is the ability to conduct independent research under the guidance of a faculty. Having undergone extensive training in research methodology, statistics and econometrics, this course enables students to demonstrate an understanding of how to apply theoretical knowledge to practice by investigating and careful evaluation of real-life problems.

The dissertation should be a minimum of 10,000 words in length (or approximately 35 pages). The word count includes the text, table, quotations, footnotes, title, table of content, and appendices. Abstract is excluded from the word count.

### **Course Objectives**

- To inculcate in students the rigour of research work.
- To imbibe in students the spirit of inquiry.
- To encourage students to do academic reading of journal articles
- To be informed about new developments in the field of economics research.

### **Course Outcomes**

The students will be able to:

- identify research topics/areas
- formulate a research problem statement
- identify the sources and types of reference materials
- carry out effective review of literature
- formulate research questions, objectives and hypotheses
- identify the necessary types and sources of data
- identify tools for analyzing the data
- interpret the findings
- suggest recommendations and policies for solving the problems studied

**Level of Knowledge:** Advanced and applied.

### **Methodology of Dissertation**

The dissertation work is carried out under the guidance of a faculty with scheduled meetings for discussion of the progress of the work and timely interim presentations before a panel of faculty to assess the quality of the work. The final submission of the dissertation is followed by a viva voce on the topic of the research.

**Evaluation at the end of the semester is based on the following categories:**

- Research proposal - 15 percent Weightage

- Regularity of meeting with guide for discussions - 25 percent Weightage
- Thesis evaluation - 35 percent Weightage
- Thesis defense - 25 percent Weightage.

<b>Particulars</b>	<b>Marks</b>
Proposal	15 marks
Interaction with the guide	15 marks
Dissertation Diary	10 marks
Interim Presentation	10 marks
Thesis	25 marks
Defense	25 marks
<b>Total</b>	<b>100 marks</b>

### **Essential Readings**

The essential readings will include the necessary references for the preparation of the literature review.

### **Recommended Readings**

The additional readings will include the materials suggested by the guide for broad learning of concepts, theories and methodologies.

## **ECONOMICS OF LAW**

**(BSEH641A)**

**Credits: 4**

**60 Hrs**

### **Course Description**

The emphasis of this course is on concepts related to Economics and law. The course introduces the various legal issues which have scope to be looked in through the lens of economics.

In particular, the course aims to deepen students' understanding of how economic theory can be applied to analyze mundane problems in law.

### **Course Objectives**

The objectives of the course are:

- Create the understanding of the importance of economic analysis of law.
- Introduce basic legal traditions and comprehend the nature of legal dispute.
- Apply basic economic concepts to develop economic conceptualization of law in specific areas

### **Learning outcomes**

On completing this course the student will be able to:

- Identify the economic angle to a legal problem or issue.
- Use the basic tools of economics analyze a legal problem or issue.

- Critically analyze the efficiency effects of legal rules and policies.

**Level of Knowledge:** Basic and theoretical.

**UNIT 1: Introduction to Law and Economics** **05 Hrs**

Meaning of Economic Analysis of Law: Examples, Primacy of efficiency over distribution in analyzing Private Law; Importance of studying Law for Economists and Economics for Lawyers.

**UNIT 2: An Introduction to Law and Legal Traditions** **06 Hrs**

The Legal Traditions: The Civil and Common; evolution, differences; Nature of Legal dispute; Evolution of Legal Rules; The Institutions of the federal and the State Court systems in the United States and Structure of Court System in India.

**UNIT 3: Theory of Property** **07 Hrs**

The Legal Concept of Property; Bargaining theory; The Origins of Institution of Property: a thought experiment, An Economic theory of Property, Ownership and Protection of Property.

**UNIT 4: Theory of Contract** **12 Hrs**

An Introduction to Contracts: The Bargain Theory of Contract; Economic Theory of Contract; Economics of Contract Law.

**UNIT 5: An Introduction to Economic Theory of Tort Law** **08 Hrs**

Basics of Law of Tort: Defining Tort Law; Economic Essence of Tort Law; Traditional theory of Tort Liability: An Economic Theory of Tort Liability; Economics of Damage Remedy: Extending the Economic model.

**UNIT 6: An Economic theory of Crime and Punishment** **09 Hrs**

The Legal theory of Crime and Punishment; Economic Theory of Crime and Punishment.

**UNIT 7: Legislations in India** **06 Hrs**

The Competition Act 2002 and Recent Amendments and Intellectual Property Rights in India: Issues, Challenges and Comparison.

**UNIT 8: Recent Developments in Economic Analysis of Law** **07 Hrs**

The Future of Law and Economics: Essays by Ten Law School Scholars.

**Evaluation Pattern**

<b>EvaluationPattern</b>	<b>CIA1</b>	<b>MSE* (CIA2)</b>	<b>CIA3</b>	<b>ESE**</b>	<b>Attendance</b>
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 5 = 25 Marks	1 x 10 = 10 Marks	1 x 15 = 15 Marks

### Essential Readings

Calabresi, G. (2017). *Future of Law and Economics*. New Haven: Yale University Press.  
Cooter, R., & Ulen, T. (2014). *Law and economics* (6<sup>th</sup> ed.). Harlow: Pearson Education Limited.

### Recommended Readings

Friedman, D. (2008). *Law's order*. Princeton, New Jersey: Princeton University Press.  
Landes, W., & Posner, R. (1987). *The economic structure of tort law*. Cambridge, Massachusetts: Harvard University Press.  
Mercuro, N., & Medema, S. (2006). *Economics and the law*. Princeton, New Jersey: Princeton University Press.  
Polinsky, M., & Shavell, S. (2007). *Handbook of law and economics*. Amsterdam: North Holland.  
Posner, R. (1983). *Economics of Justice*. Massachusetts: Harvard University Press.  
Posner, R. (2014). *Economic analysis of law*. New York: Wolters Kluwer Law & Business.  
Rachlinski, J. (2009). *Behavioral law and economics*. Cheltenham: Elgar.  
Veljanovski, C. (2007). *Economic Principles of Law*. Cambridge: Cambridge University Press.  
Wahl, J. (1998). *Overview and Economic Analysis of Property and Criminal Law*. New York: Garland Publishing inc.  
Wittman, D. (2008). *Economic Analysis of the Law* (ed.). New York: John Wiley & Sons.

## Urban and Regional Economics (BSEH641B)

**Credits: 4**

**60 Hours**

### Course Description

The students will be learning economics of cities and its impact on individual and firms. Introducing students to the basic concepts of urban and regional economics and development.

### Course Objectives

To familiarize the students with the concept of urbanization in India. The student will get acclimatized with the theories of regional and interregional economic growth concept.

### Learning Outcome

The student will be able to acquire analytical skills required to measure economic parameters involved in economic growth.

**Level of Knowledge:** Basic, conceptual and theory based.

**UNIT 1: Introduction to Urban and Regional Economics** **10**

**Hrs**

Nature and scope of urban and regional economics; Emergence and Growth of Cities; Sources of Urban Growth – Demographic sources: Natural Increase, Net migration, International migration, Trends in growth of urban population in the world- Geographical sources: Urban reclassification and physical expansion of urban boundaries – Economic sources: Cluster of people and activities -Urbanization and agglomeration economies, industrialization, services sector growth – 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 2: Economics of Urbanization** **10**

**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 3: Theories of Urban Growth** **08**

**Hrs**

Christaller's Central Place Theory - Urban Economic Base and Urban Growth - The Human Ecological Approach to Urban Growth - City Size and Urban Growth – Linear and Circular cities - Urban Size: Ratchet-Rank Size Rule - The Cost and Benefits of City Size - Optimum City Size – Migration and urban economic growth: Harris-Todoro Model – Urban externalities and growth.

**UNIT 4: Urban and regional economic growth in India** **08**

**Hrs**

Estimation of urban GDP- Urbanization and urban economic growth – Urbanization and globalization. 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 5: Theories of regional economic growth** **10 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 6: Problems and planning** **14 Hrs**

Urban: Over Population and congestion; Urban housing problem and increase in slums; Urban transport and peak load pricing; Urban environment: Air, Water and Noise Pollution; Urban poverty and inequality; Urban Infrastructure: Water Supply, Sanitation and Solid waste management. Emerging Planning Process - Strategies and Issues

Regional: Importance of social and economic infrastructure as a determinant of regional economic growth and development. Inter-state disparity in energy, transport and telecommunication infrastructure – Composite Index of regional economic development –

Statistical techniques for construction of the composite index – Applications composite index for measurement inter-regional disparities in India

Emerging Planning Process - Strategies and Issues; NITI Aayog.

### Evaluation Pattern

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA 2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

### Essential Readings

- V. Henderson J.F. Thisse. (2004). Handbook on Regional and Urban Economics, Volume 4: Cities and Geography. North-Holland (Amsterdam).
- O' Sullivan (2012), Urban Economics, McGraw Hill Higher Education (Boston).
- Shukla, V. (1996) Urbanization and Economic Growth, Himalaya Publishers Pvt. Ltd (New Delhi).
- Michael P. Todaro and Stephen C. Smith. (2015). Economic Development. Pearson (New Delhi). Chapter 7: Urbanisation and Rural-Urban Migration.
- Capello Roberta. (2016). Regional Economics. Routledge (New York).
- Edgar M. Hoover and Frank Giarratani. (2016). An Introduction to Regional Economics. Web-book of Regional Science, Regional Research Institute, West Virginia University. Freely downloadable at: <http://www.rri.wvu.edu/WebBook/Giarratani/contents.htm>
- Phillips McCann. (2013). Modern Urban and Regional Economics. Oxford University Press (New York).

### Recommended Readings

- B. B. Bhattacharya and S. Sakthivel (2004): Regional Growth and Disparity in India: Comparison of Pre- and Post-Reform Decades, Economic and Political Weekly, 39(10), pp. 1071-1077.*
- Hudson, R. (2007): Regions and Regional Uneven Development Forever? Some reflective Comments upon Theory and Practice, Regional Studies, 41(9), pp. 1149-1160.*
- Keshab Das (2004): Uneven Development and Regionalism: A Critique of Received Theories, Economic and Political Weekly, 39(45), pp. 4917-4925.*
- Briance A and Ravinder Singh, (edited) (1995) Housing the Urban Poor, Policy and Practice in Developing Countries, Sage Publications (New Delhi).*
- Bidyut Mohanty (1993) Urbanization in Developing Countries Basic Services and Community Participation, Institute of Social Science, Concept Publishing House*  
*News paper articles and published economic papers.*

## ENVIRONMENTAL ECONOMICS: THEORY AND APPLICATIONS (BSEH642A)

**Credits: 4**

**60 Hrs**

### **Course Description**

This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity, for instance, carbon emissions, over-harvesting of renewable resources and air and water pollution as a by-product of industrial activity, this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental policies through practical applications of methods for valuation of environmental goods and services and quantification of environmental damages. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course.

### **Course Objectives**

- To introduce the students to concepts, methods and policy options in managing the environment using tools of economic analysis.
- To enable the students to understand the economic implications of environmental policies and environmental issues

### **Learning Outcomes**

- The course will provide the students a comprehensive understanding about the various pertinent environmental policies and the impact of environmental issues on the economy.
- This will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organizations.

**Level of Knowledge:** Basic, conceptual, analytical and critical.

### **UNIT 1: Introduction**

**15 Hrs**

Introduction to environmental economics; Definition, Nature and Scope; Nexus between environment and economy; Key environmental issues and problems, Material balance principle, Renewable and non-renewable energy sources, Tragedy of commons, common pooled resources, Hotelling's rule; Pareto optimality and market failure in the presence of externalities.

### **UNIT 2: The Design and Implementation of Environmental Policy**

**15 Hrs**

Overview, Pigouvian taxes and effluent fees, tradable permits; Liability Rules; Pollution Control Boards; Legislative measures of environmental protection in India; Implementation of environmental policies in India and international experience; Transboundary environmental problems; Economics of climate change.

**UNIT 3: Environmental Valuation Methods and Applications** **20 Hrs**

Concepts of environmental value; Total economic value; Valuation of non-market goods and services-theory and practice; measurement methods; Revealed preference methods – travel cost, hedonic pricing; Stated preference methods – Contingent valuation, choice experiment; Cost-benefit analysis of environmental policies and regulations.

**UNIT 4: Sustainable Development** **10 Hrs**

Concepts; Measurement; Rules for sustainable development, Indicators of sustainable development; Perspectives from Indian experience; Ecosystem services and human well-being; Trade-off between environmental protection and economic growth; Environmental Kuznets' curve.

**Evaluation Pattern**

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

**Question Paper Pattern: MSE and ESE (Max. Marks = 50)**

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 = 10 Marks

**Essential Readings**

Hanley, N., Shogren, J., Ben, W. (2002). *Environmental Economics – In Theory and Practice*. London: Palgrave Macmillan.

Kolstad, C D (2012). *Environmental Economics*. (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

Kolstad, C D, (2010). *Intermediate Environmental Economics*. (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

Perman, R., Yue, M., Common, M., Maddison, D. &McGilvray, J. (2011). *Natural Resource and Environmental Economics*. (4<sup>th</sup> ed.). Boston: Pearson Education/Addison Wesley.

**Recommended Readings**

Bhattacharya, R. N. (2001). *Environmental Economics*. (1<sup>st</sup> ed.). New Delhi: Oxford India Paperbacks.

IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (2014).

Kenneth Arrow et al., (2004). Are We Consuming Too Much. *Journal of Economic Perspectives*, 18(3), 147-172.

Millennium Ecosystem Assessment Report. (2005). *Ecosystem Services and Human Well-being: Synthesis*. Washington DC: Island Press.

Robert Solow, (1992). *An Almost Practical Step toward Sustainability*, Resources for the Future 40<sup>th</sup> anniversary lecture.

Robert, N. S., (2012). *Economics of the Environment: Selected Readings*. (6<sup>th</sup> ed). New York: W.W. Norton.

## **INDUSTRIAL ECONOMICS (BSEH642B)**

**Credits: 4**

**60 Hrs**

### **Course Description**

This course envisages expanding the knowledge of the students in modern Economics and certain applied aspect of the theoretical analysis. This course provides an introduction into the fundamental concepts, nature and scope of industrial economics followed by market concentration analysis. This course also provides a separate module for productivity studies with reference to in the Indian industries and in addition to that an attempt has been made to discuss the impact of government policies on the Indian industries since independence.

### **Course Objective**

- To develop the students' comprehension of both industrial models and their links in practice, with a special accent on government policy.

### **Learning Outcomes**

- The students will have a vivid idea about the issues and policies pertaining to the industries environment.
- The students will gain familiarity in productivity concepts and measurements.

**Level of Knowledge:** Basic, conceptual and critical.

### **UNIT 1: Industrial Organisation and Ownership Structure**

**15 Hrs**

Nature and scope of Industrial Economics; Concepts in industrial Economics; industry, market, market structure, market conduct and Market Power; Organisational Structure of a Firm; Objectives of firms; Theories of the firm: Behavioural theory; The transaction cost theory; Resources based theory of the firm.

### **UNIT 2: Market Structure and Market Concentration**

**10 Hrs**

An overview of standard forms of market structure: Concept of Workable Competition; Definition of market concentration; Concentration indices; Market power measures; Concentration and market performance; Vertical integration: Types of vertical integration ; Incentives to vertical integration; Effects of vertical integration for the economy; Merger: types; Motives for merger and implication for public policies

### **UNIT 3: Industrial Finance and Location Analysis**

**15 Hrs**

Need of finance; Types of finance; sources of finance; Choice of funding; Development Banking: IDBI, IFCI and SFCs; Factors Influencing Location of Industries; Theories of Industrial Location: Weber, Sargent Florence; Industrial location trends in India.

### **UNIT 4: Industrial Productivity**

**10 Hrs**

Concept and measurement of productivity; Empirical evidence of productivity in Indian industries; Industrial sickness; Under-utilization of capacity; factors accounting for it and consequences.

### **UNIT 5: Industrial Development in India and Government Regulation**

**10 Hrs**

Industrial structure at the time of Independence; Globalization and its impacts on industries; Recent trends in Industrial growth and diversification; International competitiveness of Indian industry; Privatization and issues relating to disinvestment policy; Need for or government intervention in industry; Industrial regulations in India.

### Evaluation Pattern

Evaluation Pattern	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
Weightage	20	25	20	30	05

\* Mid Semester Exam      \*\* End Semester Exam

### Question Paper Pattern: MSE and ESE (Max. Marks = 50)

Section A	Section B	Section C
5 x 2 = 10 Marks	6 x 5 = 30 Marks	1 x 10 Marks

### Essential Reading

Barthwal, R. R. (2010). *Industrial Economics: an introductory text book*. New Delhi: New Age

International.

### Recommended Readings

Ahluwalia, I. J. (1985). *Industrial Growth in India: Stagnation since the Mid-Sixties*. , New Delhi: Oxford University Press.

Cable, J. R. (1994). *Current Issues in Industrial Economics*. London: Macmillan.

Ferguson, P. R., & Ferguson, G. (1994). *Industrial Economics: Issues and Perspectives*. New York: NYU Press.

Hay, D. A., & Morris, D. J. (1991). *Industrial Economics and Organization: Theory and Evidence*. Oxford: Oxford University Press.

Howe, W. S. (1978). *Industrial Economics: An Applied Approach*. London: Macmillan.

Martin, S. (1994). *Industrial Economics: Economic Analysis and Public Policy*. New Jersey: Prentice Hall.

Narayan, B. N. (1997). *Industrial Economics: A Special Study for Students of MBA, M. Com., and MA*. Bengaluru: Anmol Publications.

Phlips, L. (Ed.). (1998). *Applied Industrial Economics*. Cambridge: Cambridge University Press.

## COMMON CORE COURSES (IDE)

### SEMESTER 1

#### INSTITUTIONS AND INFORMAL ECONOMY (BSEH191A)

**Credits: 3**

**45 Hours**

#### Course Description

The primary aim of this course is to introduce students to the concept of institutions and the informal economy in a global context. The discourse examines the informal economy through

the lens of institutional economics. The aim is to acquaint students to significant discourses and issues in policy design and intervention.

### Course Objectives

This course will:

- introduce students to the institutions and institutional change through major concepts in institutional economics;
- discuss the informal economy through concepts, theory and measurement;
- examine the linkages of formal and informal economy;
- train students to hone their writing and presentation skills to effectively discuss these complex ideas.

### Learning Outcomes

By the end of the course, students will be able to:

- understand the concepts and some of the theoretical discourses in the study of institutional change and informal economy;
- examine how the formal and informal economies are no longer separate watertight compartments but function together as an interactive system;
- effectively communicate these complex ideas through written and oral presentation.

#### UNIT 1: Institutions and Institutional Change

10 Hrs

Institutions, Economic Theory and Economic Performance; Informal Constraints; Formal Constraints; The Path of Institutional Change

#### UNIT 2: Elements of Institutional Economics

12 Hrs

Contracts and Property Rights: the Concepts of Exchange and Property, Critique of the Utilitarian Calculus; Transaction Costs, Bargaining Power; Markets as Institutions; Firms and Markets

#### UNIT 3: Informality: Concepts, Theory and Measurement

10 Hrs

Bureaucratic Form and the Informal Economy; Formal and Informal Enterprises: Concepts, Definition, and Measurement Issues; Linking the Formal and Informal Economy.

#### UNIT 4: Empirical Studies in Institutional Change and Informality

13 Hrs

CASE STUDIES: The Impact of Regulation on Growth and Informality: Cross-Country Evidence; Blocking Human Potential: How Formal Policies Block the Economy in the Maputo Corridor; Enforcement and Compliance in Lima's Street Markets: The Origins and Consequences of Policy Incoherence towards Informal Traders

CIA I (Weight)	CIA II (Weight)	CIA III * (Weight)	Attendance	Participation
30%	30%	30%	5 %	5 %

\*Written Examination of 50 Marks

### Evaluation Pattern

Course title	MSE (Weight)	ESE (Weight)	Attendance
Institutions and Informal Economy	45%	50%	5%

### Mid Semester Examination

Group/Individual Assignment
45 Marks

### End Semester Examination

Group/Individual Assignment
50 Marks

### Essential Readings

- Alston, L. J., Eggertsson, T., & North, D. C. (Eds.). (1996). *Empirical Studies in Institutional Change*. Cambridge: Cambridge University Press.
- Guha-Khasnobis, B., Kanbur, R., & Ostrom, E. (Eds.). (2006). *Linking the Formal and Informal Economy: Concepts and Policies*. Oxford: Oxford University Press.
- Misztal, B. (2002). *Informality: Social theory and Contemporary Practice*. Routledge.
- North, D. (1990). Institutions, Economic Theory and Economic Performance. *Institutions, Institutional Change and Economic performance*. New York: Cambridge University Press.

### Recommended Readings

- Arias, O., Fajnzylber, P., Maloney, W., Mason, A., Perry, G., & Saavedra-Chanduvi, J. (2007). *Informality: Exit and Exclusion*. Washington: The World Bank.
- Harriss, J. (2006). *Power Matters: Essays on Institutions, Politics, and Society in India*. New York: Oxford University Press.
- Mehta, P. B., & Kapur, D. (2005). *Public Institutions in India: Performance and Design*. New Delhi: Oxford University Press.
- Nayyar, D. (Ed.). (2002). *Governing Globalization: Issues and Institutions*. Oxford University Press.
- Oviedo, A. M. (2009). *Economic Informality: Causes, Costs, and Policies: A Literature Survey of International Experience*. Country Economic Memorandum (CEM).

## ECONOMICS OF CORRUPTION (BSEH191B)

**Credits: 3**

**45 Hours**

### Course Description

This course is aimed at undergraduate students to introduce to them the prominent debates in the economics of corruption. The course discusses how corruption acts as a constraint on economic growth using the theoretical constructs in Political Economy. It allows students to

delve into the causes and consequences of corruption. In particular, the course will examine how corruption affects the emerging economies.

### Course Objectives

This course will:

- consider some of the seminal papers on the economics of corruption
- acquaint students to significant debates about transparency, competition and privatization and its relevance to corruption
- analyse corruption in emerging economies through various case studies
- discuss issues from various perspectives, such as, viewing corruption as erosion of trust and abuse of power
- train students to hone their writing and presentation skills to effectively discuss complex ideas.

### Learning Outcomes

By the end of the course, students will be able to:

- appreciate that nuances in the way corruption is defined and understood in different economies
- analyse the cause and consequences of corruption;
- examine some of the policies reforms aimed at tackling corruption
- investigate some impacts of corruption on emerging economies
- effectively communicate complex ideas through written and oral presentation.

### UNIT 1: Corruption, Poor Governance and Institutional Structure 15 Hrs

Causes and Consequences of Corruption: What do we know from a cross-section of countries, Democratic Institutions and Corruption: Incentives and Constraints in Politics, Bargaining for Bribes: The Role of Institutions

### UNIT 2: Corruption and the Private Sector 15 Hrs

The Privatization of Rent-Generating Industries and Corruption; Corruption in Private Sector, Why the private sector is likely to lead the next stage in the global fight against corruption.

### UNIT 3: Tackling Corruption 15 Hrs

Corruption and Policy Reform; Anti-Corruption Authorities: An Effective Tool to Curb Corruption? Corruption and Competition: Fair Markets as an Anticorruption Device

### Evaluation Pattern

Course title	MSE (Weight)	ESE (Weight)	Attendance
The Economics of Corruption	45%	50%	5%
<b>Mid Semester Examination</b>			
<b>Group/Individual Assignment</b>			
<b>45 Marks</b>			
<b>End Semester Examination</b>			
<b>Group/Individual Assignment</b>			

**Essential Readings**

Auriol, E., & Straub, S. (2011). Privatization of Rent-generating Industries and Corruption. In S. Rose-Ackerman & T. Søreide, (Eds.). *International Handbook on the Economics of Corruption*, (Vol. 2). Cheltenham: Edward Elgar Pub.

Burger, E. S., & Holland, M. S. (2006). *Why the private sector is likely to lead the next stage in the global fight against corruption*. *Fordham International Law Journal*, 30, 45.

Cartier-Bresson, J. (2000). *Economics of corruption. Organisation for Economic Cooperation and Development*. The OECD Observer, (220), 25.

Jain, A. K. (2001). Corruption: A Review. *Journal of Economic Surveys*, 15(1), 71-121.

Jain, A. K. (Ed.). (2012). *Economics of Corruption (Vol. 65)*. Springer Science & Business Media.

Meschi, P. X. (2009). Government Corruption and Foreign Stakes in International Joint Ventures in Emerging Economies. *Asia Pacific Journal of Management*, 26(2), 241-261.

Meyer, K. E., Estrin, S., Bhaumik, S. K., & Peng, M. W. (2009). Institutions, Resources, and Entry Strategies in Emerging Economies. *Strategic Management Journal*, 30(1), 61-80.

Nowakowski, K. (2010). Corruption in Private Sector. *Economics and Law*, 6(1), 345-360.

Rose-Ackerman, S. (1975). The Economics of Corruption. *Journal of Public Economics*, 4(2), 187-203.

Uhlenbruck, K., Rodriguez, P., Doh, J., & Eden, L. (2006). The Impact of Corruption on Entry Strategy: Evidence from Telecommunication Projects in Emerging Economies. *Organization Science*, 17(3), 402-414.

**Teaching Methodology of Common Core Courses**

Activities	Quizzes, Classroom Group Discussions, Group Presentations, Peer and Self-Evaluation Sessions followed by Reflection	
Teaching Strategies	Interactive Lectures	Discussions during interactive lectures
	Adapting to diverse learning styles	Will use visual tools, such as graphic organisers, mind maps and documentary/ted-talks and other informational videos.
	Research	Written Assignments to be original work following academic writing styles (APA 6 <sup>th</sup> ed. citation style)
	Group Presentations	Group Presentations on certain topics
	Inquiry-based learning	As part of their CIA-I and CIA-III, the students will be working on a topic of their choice.
	Effective Questioning	Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
	Summarising	Students will be asked to summarise the discussions by the end of the lecture to encourage synthesising information
	Cooperative Learning	Group work on certain topics for peer-teaching and collaboration

## SEMESTER 2

### ECONOMICS AND LITERATURE (BSEH291A)

**Credits: 3**

**45 Hours**

#### **Course Description**

This course is aimed at undergraduate students to introduce to them the idea literature and economics are closely intertwined. The course discusses how literature is not just a reflection of the society; it is also a powerful tool for furthering the public debate on socio-economic issues. In that, literature is both influenced by economics and influences economics. The course will examine selected works of literature to analyse the characters and plots from the point of view of economics.

#### **Course Objectives**

This course will:

- acquaint students to significant discourses in literature that deal with the portrayal of *economic* issues
- help them understand how ideology, interests and power influence economic narratives in society
- through class discussions help students analyse fictional events and themes such as the Arbitristas' campaign against idleness, the idle and those unproductively employed, or the debate on individual versus regulatory ethics
- train students to hone their writing and presentation skills to effectively discuss complex ideas.

#### **Learning Outcomes**

By the end of the course, students will be able to:

- appreciate that fictional literature captures and discusses some of the most pressing socio-economic issues in our society.
- understand the interplay between economics and literature and how that has in the past influenced the decisions of the state/monarchy;
- read and discuss selected works in literature from an economics perspective;
- effectively communicate complex ideas through written and oral presentation.

#### **UNIT 1: Shelley's Radicalism: The Poet as Economist**

**15 Hrs**

Reading works such as 'The Mask of Anarchy' and 'The Revolt of Islam', where the poet Percy Bysshe Shelley explicitly satirises the government and calls for a radical transformation of society. In 'An Address to the Irish People', which opposed the huge divide between rich and poor in society. His writings have had a huge impact on the society then inspiring working class to organise mass movements against the oppression and hypocrisy of the ruling order.

#### **UNIT 2: The Invisible Man and the Invisible Hand: H.G. Wells' Critique of Capitalism**

**15**

#### **Hrs**

First published in 1897, H.G. Wells' *The Invisible Man* has given birth to innumerable literary imitations, film adaptations, and even a couple of television series, thus becoming a kind of modern myth. But as often happens in Wells' work, the science-fiction situation in *The Invisible Man* provides a vehicle for exploring a larger set of economic and political problems

that preoccupied him throughout his career. In particular, although Griffin's invisibility has scientific causes, it largely has economic effects, above all, on the movement and transfer of money.

**UNIT 3: The Capitalist Road: The Riddle of the Market from Karl Marx to Ben Okri**  
**15 Hrs**

In spite of the refutation of Marxism in practice (and Marxism, remember, claimed to be above all a practical philosophy), and its repudiation by all who had any experience of the consequences of its grip on material life, it continues to exercise a significant influence among the denizens of one corner of the academy: in literary criticism. To be sure, not all are unreconstructed Marxists (indeed, some have been deconstructed and then constructed anew); and not all are Marxists of the same stripe. Yet they remain Marxists nonetheless.

**Evaluation Pattern**

Course title	MSE (Weight)	ESE (Weight)	Attendance
Economics and Literature	45%	50%	5%

**Mid Semester Examination**

<b>Group/Individual Assignment</b>
<b>45 Marks</b>

**End Semester Examination**

<b>Group/Individual Assignment</b>
<b>50 Marks</b>

**Essential Reading**

Cantor, P., & Cox, S. (2009). *Literature and the Economics of Liberty: Spontaneous Order in Culture*. Ludwig von Mises Institute.

**Teaching Methodology of Common Core Courses**

Activities	Quizzes, Classroom Group Discussions, Group Presentations, Peer and Self-Evaluation Sessions followed by Reflection	
Teaching Strategies	Interactive Lectures	Discussions during interactive lectures
	Adapting to diverse learning styles	Will use visual tools, such as graphic organisers, mind maps and documentary/ted-talks and other informational videos.
	Research	Written Assignments to be original work following academic writing styles (APA 6 <sup>th</sup> ed. citation style)
	Group Presentations	Group Presentations on certain topics
	Inquiry-based learning	As part of their CIA-I and CIA-III, the students will be working on a topic of their choice.
	Effective Questioning	Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?

	Summarising	Students will be asked to summarise the discussions by the end of the lecture to encourage synthesising information
	Cooperative Learning	Group work on certain topics for peer-teaching and collaboration

## **DESIGNING POLICIES FOR SUSTAINABLE DEVELOPMENT (BSEH291B)**

**Credits: 3**

**45 Hours**

### **Course Description**

This course is aimed at undergraduate students to introduce to them the idea of sustainable development and social/public policies within that context. The course discusses the challenges of sustainable development, and of designing policies for it, in a global setting. It examines the interplay of politics and economics, with emphasis on modes and instruments of producing public policy.

### **Course Objectives**

This course will:

- acquaint students to significant discourses and issues in policy design and intervention with regards to sustainable development
- help them understand how political ideology, interests and power influence economic actions, processes and planning at the macro level.
- through class discussions acquaint students to ideas agenda setting and policy dynamics in the context of sustainable development goals (SDGs).
- train students to hone their writing and presentation skills to effectively discuss complex ideas.

### **Learning Outcomes**

By the end of the course, students will be able to:

- appreciate the concept of development goals and the emergence of SDGs.
- understand the interplay between politics and economics and how that influences the decisions at state level;
- identify and examine some the major themes in public policy intervention and measurement of SDGs;
- effectively communicate complex ideas through written and oral presentation.

### **UNIT 1: Institutional and Historical Background**

**12 Hrs**

The Historical Roots of the Field; Emergence of Schools of Public Policy; Sustainable Development Goals – the Concept

### **UNIT 2: Modes of Policy Analysis**

**15 Hrs**

Policy Analysis as Puzzle Solving; Policy Analysis as Critique; The Tools of Government in the Information Age;

**UNIT 3: Producing Public Policy: Process, Challenges and Constrains**

**18**

**Hrs**

Agenda Setting; Arguing, Bargaining and Getting Agreement; Reframing Problematic Policies; Challenges of achieving the SDGs in the context of: Economic Constraints on Public Policy; Political Feasibility: Interests and Power; and Institutional Constraints on Policy

**Evaluation Pattern**

Course title	MSE (Weight)	ESE (Weight)	Attendance
Designing Policies for Sustainable Development	45%	50%	5%

**Mid Semester Examination**

<b>Group/Individual Assignment</b>
<b>45 Marks</b>

**End Semester Examination**

<b>Group/Individual Assignment</b>
<b>50 Marks</b>

**Essential Reading**

Moran, M., Rein, M., & Goodin, R. E. (2006). *The Oxford Handbook of Public Policy*. Oxford: Oxford University Press.

**Recommended Readings**

Addison, T., Harper, C., Prowse, M., Shepherd, A., Armando Barrientos, with, Brauholtz-Speight, T., ... Zohir, S. (2009). *The Chronic Poverty Report 2008–09*. Retrieved from <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2566.pdf>

Bellinger, W. K. (2007). *The Economic Analysis of Public Policy*. Routledge.

Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., ... & Noble, I. (2013). Policy: Sustainable Development Goals for People and Planet. *Nature*, 495(7441), 305-307.

Hausman, D. M., & McPherson, M. S. (2006). *Economic Analysis, Moral Philosophy, and Public Policy*. Cambridge: Cambridge University Press.

Kates, R. W., Parris, T. M., & Leiserowitz, A. A. (2005). What is Sustainable Development? Goals, Indicators, Values, and Practice. *Environment* (Washington DC), 47(3), 8-21.

Mehta, A. K. (2002). Chronic Poverty in India: Overview Study. *CPRC Working Paper 7*. Retrieved from [http://www.chronicpoverty.org/uploads/publication\\_files/CRPC-IIPA\\_2.pdf](http://www.chronicpoverty.org/uploads/publication_files/CRPC-IIPA_2.pdf)

Sachs, J. D. (2012). From Millennium Development Goals to Sustainable Development Goals. *The Lancet*, 379(9832), 2206-2211.

## Teaching Methodology of Common Core Courses

Activities	Quizzes, Classroom Group Discussions, Group Presentations, Peer and Self-Evaluation Sessions followed by Reflection	
Teaching Strategies	Interactive Lectures	Discussions during interactive lectures
	Adapting to diverse learning styles	Will use visual tools, such as graphic organisers, mind maps and documentary/ted-talks and other informational videos.
	Research	Written Assignments to be original work following academic writing styles (APA 6 <sup>th</sup> ed. citation style)
	Group Presentations	Group Presentations on certain topics
	Inquiry-based learning	As part of their CIA-I and CIA-III, the students will be working on a topic of their choice.
	Effective Questioning	Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
	Summarising	Students will be asked to summarise the discussions by the end of the lecture to encourage synthesising information
	Cooperative Learning	Group work on certain topics for peer-teaching and collaboration

## OPEN ELECTIVES

### UNDERSTANDING GLOBALIZATION AND INTERNATIONAL TRADE THROUGH WRITING AND FILMS

**Credits: 2**

**45**

**Hrs**

#### Course Description

This course is designed to help students comprehend and understand globalization and international trade by reading current economic literature and viewing and analyzing films/documentaries/videos based on global economic events

#### Course Objective

- To have a clear and concise understanding of globalisation and trade
- To comprehend the inter-linkages and contagion effects in a global setup
- To introduce the available current economic literature
- To reflect and critically evaluate various global economic events by viewing films based on the same.

#### Course Outcome

- Students will better understand economics and business events.
- Students will be able to improve their analytical ability and reading habit.
- Students opting for careers in research and analysis will benefit immensely.

**Unit 1: Introduction to Globalisation and International Trade** **15**  
**Hrs**

Meaning of globalisation- Commercial policy, free trade and protectionism- Economic integration- Foreign exchange markets and their working -Economic Crises, Asian Financial Crisis, Global financial crisis and Euro crisis.

**Unit 2:Book Review** **15**  
**Hrs**

I Do What I Do by Raghuram Rajan; Russia After the Global Economic Crisis by Anders Aslund; ParBSEH- Life after Capitalism by Michael Albert; Free trade, Myth, Reality and Alternatives by Graham Dunkley, The Tragedy of the Euro Crisis by Philipp Bagus

**Unit 3:Film Review** **15**  
**Hrs**

Various films, documentaries and videos

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE*(CIA2)	CIA3	ESE**
<b>Weightage</b>	10	30	10	50

\*Mid-Semester Exam      \*\*End Semester Exam

**Question Paper Pattern**

<b>Section A</b>	<b>Section B</b>
3 x 10 = 30 Marks	1 x 20 = 20 Marks

**Essential Readings**

Goldstein, J.S. (2007). International Relations. New Delhi: Pearson.  
 Palmer, N.D. & Perkins, H.C. (2007), International Relations. New Delhi: AITBS.  
 Malhotra, V.K. (2001). International Relations. New Delhi: Anmol.  
 Charles Van Marrewijk., (2007). International Economics: Theory, Application and Policy, Oxford University Press.  
 Gregory N Mankiw., (2012).Principles of Macroeconomics, 6 th Edition, Cengage Learning India.

**REFLECTIVE WRITING IN ECONOMICS AND BUSINESS**

**Credits: 2** **45**  
**Hrs**

**Course Description**

This course is designed to help students comprehend and reflect on the economic and business policies and events and translate them into a written format using a theoretical framework and analytical approach.

### Course Objective

- To revisit economics and business issues for a clear and concise understanding of the same
- To develop ideas through critical thinking
- To enable reflective writing by justifying and criticizing actions, policies and events
- To write business and economic stories, based on informed opinions  
To publish selected articles in the economics news letter

### Course Outcome

- Students will be acquainted with the ability to understand economics and business events
- Students will be able to improve their analytical and writing skills  
Select articles will be published

**Skills to be Developed:** Analytical, Critical, Reasoning, Writing, Creativity

### UNIT 1: Economics 15 Hrs

Economic Growth- National income aggregates, the importance of different sectors of the 15economy; the historical connections between growth and the rise and fall of the Great Powers; the pattern of economic growth in the emerging economies, U.S. and worldwide; policy options to enhance economic growth

### UNIT 2: Business 15 Hrs

Forms of Business

Cooperative sectors, public sector, joint sector, Services sector, Sole Proprietorship, Partnership firms, Joint stock companies -their features, relative merits, demerits & suitability. Networking, Franchising, BPOs & KPOs, E-commerce online trading, patents, trademarks & copyright.

Mergers and Acquisitions Cases of Major M&As in India, rest of Asia, USA and Europe

Social Responsibility of Business – Nature of CSR in India, other emerging economies and developed nations,

Analysing and writing about current aspects and issues relating to business forms, M&A and CSR

### UNIT 3: Finance 15 Hrs

Public finance; Saving and investment, financial inclusion

### Evaluation Pattern

Evaluation Pattern	CIA1	MSE*(CIA2)	CIA3	ESE**
Weightage	10	30	10	50

\*Mid-Semester Exam      \*\*End Semester Exam

### Question Paper Pattern

Section A	Section B
3 x 10 = 30 Marks	1 x 20 = 20 Marks

#### Essential Readings

- Bailey, R. E. (2005). The Economics of Financial Markets. Cambridge University Press
- Bodie, Z., Kane, A., Marcus, A. J., Perrakis, S., Ryan, P. J. (2015). Investments, 8th Ed., McGraw-Hill.
- Thomas E Copeland, J Fred Weston, K Shastri. 2005. Financial Theory and Corporate Policy. (4th Ed)., Pearson.
- Machiraju, H. R. (2010). Indian Financial System. (4th Ed)., Vikas Publishing House.
- Bhole, L. M. Mahakud, J. (2009). Financial Institutions and Markets. (5th Ed)., McGraw-Hill.
- Kapila, U. (2008). Indian Economy since Independence (Ed), 19th Edition. Academic Foundation.

## SKILL DEVELOPMENT COURSE

### SEMESTER I

#### SOCIAL, LEGAL AND ENVIRONMENTAL ADAPTABILITY

##### Course description

**30 Hrs**

This course intends to facilitate coexistence in a rapidly changing world characterised by diversity and exponential new development in social structure. The course aims to create the ability to practice harmonious living and develop necessary skills to enrich each other in society. The skills covered will be: Social adaptability, Environmental adaptability, Legal adaptability.

### SEMESTER II

#### ACADEMIC AND PROFESSIONAL SKILLS

##### Course description

**30 Hrs**

The course aims to impart effective academic writing and communication skills. Under this training shall be provided on building personal brand, personal statement writing, public speaking skills, mind mapping, decision making skills and deductive reasoning, visual presentation skills, quality control, note taking skills, critical analysis writing, SOP, article analysis, writing argumentative essays, resume writing, cover letters, job finding through online portal, group discussion skills and panel discussion.

Along with these, professional skills will also be imparted such as paper presentation for conferences, delivering formal presentation, professional communication, professional code of conduct, professional letter writing, professional email writing and appearing for job interviews.

All the courses are provided in collaboration with Centre for Academic and Professional Support, CHRIST (Deemed to be University).

Psychometric Assessment and Socio- Psychological Education for Students.

The programme will help students in assessing sleep quality, eating habits, Academic stress and procrastination, learning Styles, emotional intelligence behaviour addiction, comprehensive interest styles personality types.  
CAPS-CAW.