ANNEXURE 1

Parvatibai Chowgule College of Arts and Science

Autonomous

Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale in 3rd cycle)

Best affiliated College-Goa University Silver Jubilee Year Award

# LEARNING OUTCOME-BASED EDUCATION (LOBE)

**For**

**UNDERGRADUATE PROGRAMME**

**BA ECONOMICS**

**LEARNING OUTCOME BASED CURRICULAR FRAMEWORK(LOCF)**

**2020-21**

## INTRODUCTION:

The Department of Economics of Parvatibai Chowgule College Autonomous Programmes under the Choice Based Credit System offers BA Economics. At the undergraduate level, the Department offers courses under Single Major, Double Major and Major -Minor Choices. It offers core compulsory and a large number of elective courses. The teaching-learning methodologies of the Department includes interactive lectures-cum-discussions, workshops, seminars, research paper reviews, case studies, problem-based learning method, field trips, research projects and dissertations and participation in national and international seminars. It uses technology extensively. The course materials are made available to students through the course management software. It also uses internet and online resources provided by institutions such as CSO (Central Statistical Organization), RBI, World Bank, IMF (International Monetary Funds), ITC (International Trade Centre) and other Databases. It also uses resources made available through INFLIBNET, besides the regular library of the College.

## OBJECTIVE/AIM:

The Department has very holistic mission:

The mission is to provide its students with strong theoretical and analytical foundations in economics and to develop their employability and research skills with focus on applicative areas of economics.

## OVERVIEW OF THE DEPARTMENT:

To further the mission, various courses are designed. The core courses are designed to provide and strengthen the theoretical and the analytical foundations in Economics. Range of elective courses are offered in applied areas to enable the students to develop their employability and research skills. The skill enhancing courses help students to acquire the required skill in order to enhance the employability. The programme in general is useful for those aspiring to build their careers in financial services, insurance, travel and tourism, human resources, international business, environment management, behavioural economics and research.

The theoretical knowledge and the applications imparted through the teaching-learning-evaluation methods to the student are: marketing, venturing, financial analysis, research and analytics, econometric model-building, entrepreneurship, behavioural economics, law, policy making. Students are expected to use these skills in their professional endeavours.

The courses are often conducted using interactive lectures-cum-discussions, flipped classrooms, workshops, seminars, research-paper reviews, case studies, experiential learning through field surveys, problem-based learning, research assignments and dissertations. The Department expects that the research

contributions of its students are worthy of publication in peer-reviewed journals. Students are also encouraged to present their findings in national and international seminars.

To keep students updated with technology, the department organises certificate courses in GRETL (computational software). R programming and Excel are integrated in courses to train students for internships. Accounting software tally is also taught to increase the student's employability skills.

The resource material is uploaded on "CLAAP". Department's teaching faculty is always available to students for academic counseling. Career guidance in Economics is organised by the department. "The Economics Forum", a student association, provides the students with a platform for organizing various types of competitions and creative activities by giving them exposure to event management. Quiz and seminar is organised for students to increase their learnings and applicative skills in Economics

The internship work, which is compulsory, is critical to both the undergraduate curricula and is designed to expose students to work-environments and sensitize them on employability skills. Students have worked as interns in accounts dept, hospitality industry and event management, banks etc.

Our students have sought admission to London School of economics; Queen Mary,UK; National college Australia; Goa Institute of Management, Department of Economics, Mumbai;XIME; Azim Premji University. Students have also cleared GUART exam of Goa University and also CAT, ZAT, GMAT

## GRADUATE ATTRIBUTES:

Upon completion of this program we expect our students to have thorough subject knowledge and understanding of core courses and applied courses. Effective communication is a very important attribute of the course. This is achieved via a series of academic activities (seminars and presentations) and Non-academic activities. Quantitative reasoning skills are extremely crucial for students of Economics. Allied economic skills like knowledge of Actuarial, Accounting, Law, Environment adds to the attributes further. Computer skills are integral to our course and students learn the use of Excel, R programming, GRETL and Tally. Specialised knowledge and application skills which are imparted through a series of elective courses is an important feature of this graduate program.Critical thinking skills by integrating theoretical knowledge with applications to provide solutions to the real life problems is also what we train our graduates for.

## QUALIFICATION DESCRIPTORS:

The department of economics offers 8 core courses across six semesters with very vast and all-encompassing objectives. The courses are designed to take care of the knowledge level of students and its development after every semester. All core courses are aligned to elective courses in respective semesters.

The core course Principles of Economics aims to provide the foundations of economic analysis by creating an interest for students in the subject of economics. Further it sensitizes students on the usefulness of economics in decision-making.

Core course Mathematical Techniques for Economic Analysis aims to raise the level and approach to teaching and learning economics by adequately emphasizing on concepts. It provides students with an international dimension to academic studies by developing analytical and evaluative skills.

Economics of Growth and Development is designed to give students a global perspective of economic growth using traditional and contemporary theories of economic growth and development. The course also provides an insight into India's growth and development since the era of planned economic development.

The course Empirical Techniques for Economic Analysis enables students to have a good understanding of the empirical methods and its application in economics. Further it empowers students to process the raw data by using soft techniques/tools to analyse economic phenomenon conclusively. It also provides them with competency not only in their professional arena but in academics also.

Microeconomics course tries to familiarize students in pure theories. It offers a strong base for studying applied economic theories and principles. It also enables students to understand the process and dynamics of market based decision making.

Macroeconomics course tries to familiarize the students in various key macroeconomic variables, principles & tools. Further it enables the students to make use of macroeconomic concepts to develop an understanding of the working of the economy

Core Course Public Economics aims to let students' study economic theories of distribution, general equilibrium, and welfare and market failure. It provides analytical tools so that students can apply them to analyse key issues relating to public revenue and public spending.

International Trade and Policy provides theoretical foundations for analysing international trade. It sensitizes students on trade related issues and mechanisms.

The department also offers electives from semester three to semester six aligned with core courses.

Elective course Indian Economy tries to familiarize students with emerging issues and aspects of Indian economy. Further it empowers students to understand macroeconomic issues, policy framework, and challenges of the Indian economy. It also provides a post-liberalization perspective of the Indian Economy.

Elective Course Economics of Foreign Exchange tries to familiarize the students with the theories and empirical evidence relating to exchange rates and international resource movements. It aims to develop strong foundations to deal with foreign exchange and international movement of resources.

Emerging Market Economies is designed to make students understand the historical development of the emerging markets. Further the course aims to provide the basic understanding of the basis of their growth and its implications

for the rest of the world. It also sensitizes students to understand the role of the emerging markets in shaping the world economy

Regional Economics familiarizes students with distribution of economic activities across space. It further helps students to understand the market structures and migration patterns.

Economics and Governance provide the students an understanding of the role and interplay of democratic institutions in economic development. It also helps to develop critical mind set in assessing the role of non-economic factors contributing to economic development

Skill enhancement course Accounting for non-accountants gives the students an exposure to the accounting discipline and helps them to understand the language of accounting via accounting software.

Economics and Law facilitates students to understand the inter-relationship between the two disciplines law and economics.

The elective course introduction to econometrics tries to familiarize the students with the tools of econometrics. It also helps to make estimates about the dependent variable, to test the hypothesis, etc.

Introduction to Operations Research for Economists equip students with mathematical tools and techniques frequently applied in different branches of economics.

Course Actuarial Economics aims to provide tools for analysing insurance and insurance risks. It also develops expertise in students that is relevant for research and training in insurance companies and helps them to acquire a wide range of decision-making processes used for financial planning and management.

Microeconomic Analysis aims to study economic theories of distribution, general equilibrium, and welfare and market failure. It enables students to analyse major microeconomic issues clearly and critically.

Course Environmental Economics helps to use an economic approach to study environmental issues. It also aims to assess environmental policy instruments.

Introduction to Industrial Economics helps students to know the concept of industrial economics and its significance. It highlights the role of globalization in industrial development and also understands the impact of industrial reforms and competition.

Financial Economics familiarizes students with the different types of financial instruments and techniques of asset management. It also provides an understanding about different aspects of corporate finance.

Macroeconomic Analysis aims to understand macroeconomic performance and aggregate economic activity. It also helps to evaluate the determinants of economic progress and economic decisions made by policymakers and to use the intuitive analysis of economic processes which helps to solve macroeconomic problems, interpretation and analysis of the economic facts.

Behavioural Economics aims to understand the linkages between economics & psychology. It enables the student to apply psychological principles to economic decision making.

Research methodology in Economics aims to impart sound knowledge to students of economics about research methodology. It enables students to write research proposals.

Labour Economics aims to understand the importance of labour economics in enhancing labour productivity. It enables to understand the functioning of labour markets and dynamics of labour markets in the context of globalization.

The department also offers two generic courses at first year and 2 skill based courses for non economics students at Second year.

Gandhian economic thought is a generic elective course which tries to understand the basic principles in Gandhian economic thought. This course also evaluates the sources which influenced Gandhi to formulate his economics ideas.

The Generic course Entrepreneurship provides the required skills to the students interested in pursuing entrepreneurship.

The skill enhancing course financial investment for all enables to analyse the fundamental operations of financial markets, instruments and derivatives. It applies theoretical concepts to the actual working of the financial markets.

Another skill enhancing courseTaxation for all analyses direct and indirect tax structures and assesses different types of taxes. It also formulates tax returns for individuals and corporations.

## PROGRAMME LEARNING OUTCOME (PLOS).

Upon completion of the program students will have subject based knowledge and Consistent & coherent command of the language of economics with ability to clearly define the basic concepts which are mandatory in learning Economics.

The students will have effective communication skills wherein they will be able to communicate effectively the economic arguments both to those with disciplinary knowledge. They will be able to work cooperatively & demonstrate awareness that economic problems may be amenable to more than one analytical approach.

The students will be able to apply the knowledge of law, history, statistics, Governance, actuarial, foreign exchange, financial, entrepreneurship, data analysis across the discipline of Economics.

Courses like accounting for non-accountants, econometrics, actuarial economics, operational research, empirical techniques etc. will help the students to develop quantitative reasoning skills.

The use of electronic databases: like standard software: statistical & Accounting computational packages, gretl, R software will help in to develop computer skills in students.

Few courses will help the students to develop an understanding of the theoretical, analytical and methodological approaches used within the discipline

Upon successful completion of the program students will have critical thinking skills which will help them to apply economic analysis to provide solutions effectively to real world economic situations.

Students will also learn current economic situations and economic policies such as monetary and fiscal policy.

## COURSE STRUCTURE:

### B.A. COURSE STRUCTURE

**Revised 14/9/2019, effective from academic year 2020-21 onwards**

| SEMESTER | CORE COMPULSORY | | CORE ELECTIVE | | | | | |
|---|---|---|---|---|---|---|---|---|
| I | ECO-I.C-1 Principles of Economics | ECO-I.C-2 Mathematical Techniques for Economic Analysis | | | | | | |
| | | | | | | | | |
| II | ECO-II.C-3 Economics of Growth and | ECO-II.C-4 Empirical Techniques | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Development | for Economic Analysis | | | | | | |
| | | | | | | | | |
| III | ECO-III.C-5 Micro-economics | | ECO-E-14 Environmental Economics | ECO-E-4 Regional Economics | ECO-E-19 Behavioral economic | ECO-E-8 Economics and Law | | |
| | | | | | | | | |
| IV | ECO-IV.C- 6 Macro-economics | | Eco-E-20 Research Methodology | ECO-E-3 Emerging Market Economies | ECO- E-15 Introduction to Industrial Economics | ECO-E-7 Accounting for Non-accountants | | |
| | | | | | | | | |
| V | ECO-V.C-7 Public Economics | ECO-V/VI.C-9 Project | ECO-E-9 Introduction to Econometrics | ECO-E-1 Indian Economy | ECO-E-11 Actuarial Economics | ECO-E-12 Micro-economic Analysis | *ECO-E-5 Economic and Governance | |
| | | | | | | | | |
| VI | ECO-VI.C-8 International Trade and Policy | ECO-V/VI.C-9 Project | ECO-E-10 Introduction to Operations Research for Economists | ECO-E-2 Economics of Foreign Exchange | ECO- E-16 Financial Economics | ECO-E-17 Macroeconomic Analysis | *ECO-E-3Labour Economics | |
| | | | | | | | | |
| **SEMESTER** | **#GE and *SEC** | | | | | | | |
| V/VI | #ECO-INT-1 Entrepreneurship | #ECO-INT-2 Gandhian Economic Thought | *ECO-INT-3 Financial Investments for All All | *ECO-INT-4 Taxation for All | | | | |

## COURSE LEARNING OBJECTIVES (CLOS):

Principles of Economics is a core course offered for semester I. This course intends to study the basic concepts in used Economics. It also states the economic problems that require decision making. Students will be able to create hypothetical market demand & supply schedules & curves. Students will be able to arrange different market structures on the basis of degree of competition.

Mathematical Techniques for Economic Analysis is a core course offered for semester I which familiarizes the students to identify and use the rules of calculus, interpret graphs and tables. The students will be able to apply mathematical techniques in economics and analyse economic reality in a structured manner.

The core course Economics of Growth and Development enables students to distinguish between the concept of economic growth & development. Students will be able to mind-map the theories of growth and development on a timeline. The students can compare & contrast various growth & development models as applicable to India since 1947 till date.

Empirical Techniques for Economic Analysis is core course for semester II intends to relate empirical methodology to economic enquiry. Students will be able to summarize, interpret and graph data appropriately. This course will help the students to apply discrete and continuous probability distributions to various business problems and analyse statistical data using MS Excel. The students will develop basic statistical inference using correlation, regression, indices, hypothesis testing, and ANOVA

The core course Microeconomics is offered for semester III which enables students to distinguish concepts related to consumer & producer behaviour theories. They will be able to Construct Indifference curve and Budget lines under different scenarios compute total, average & marginal concepts related to production, cost & revenue. They will be able to relate to consumer and producer behaviour in the given situation

Macroeconomics is a core course offered for semester IV which will enable the students to make use of macroeconomic concepts to develop an understanding of the working of the economy. This course will help the students to analyse Keynesian and Monetarist macroeconomic framework and justify the policy measures undertaken in a Keynesian system; especially those influencing consumption and expenditure decisions. Students will be able to estimate, imagine and elaborate the impact of macroeconomic policies on the state of the economy.

Public Economics is a core course offered for semester V. This course aims to understand the difference between public finance and Public economics. After completion of the course students will be able to discuss the nature of public economy, the functioning of markets and determinants of market failure. This course helps the students to demonstrate the theory of public goods in reality and identify the major areas and roles for government activity.

The core course International Trade and Policy is offered for semester VI. This course helps to define the conditions under which trade is beneficial for both individual nations and the international community and identify gainers and losers from trade. Students will be able to apply partial equilibrium and general

equilibrium models in analysing trade theories & the economic effects of trade policies.

Indian Economy is an elective course aimed to state the structural changes in Indian economy from Independence till globalization. This course helps to identify & explain the key issues & challenges faced by Indian economy. This course will help the students to critically evaluate the policies with regard to Indian economy and examine the structure of Goa's economy & compare the same with Indian economy.

Labour Economics aims to recognize the characteristics of Indian labour market, review efficiency of Indian labour market and choose appropriate labour welfare policy for Indian labour. This course helps to examine issue of labour in India with special reference to female & child labour force.

Microeconomics Analysis course aims to map the theories of distribution from classical to neoclassical. This course will help the student to classify theories of distribution in competitive and non -competitive market structures. And also, to distinguish between general equilibrium & welfare economics. The students will be able to construct Edgeworth boxes.

The course Evolution of Methods in Economic Analysis aims to describe the evolution of economic thought and state Philosophical orientation of economics. This course will help to list out the contribution of all classical economists. This course will help to analyse the contribution of Keynes and post Keynesian to economic thought.

The course Environmental Economics will help the students to define basic concepts in environmental economics. Students will be able to list out the

differences between national income accounting & green accounting procedures. This course will help them to apply the law of equi-marginal principle to environmental pollution reduction.

Introduction to Industrial Economics will help the students to define the scope of industrial economics, discuss the theories of firms and to identify various market structures, their conduct and performance. Students will analyse labour regulatory mechanisms and competition framework with respect to India. Choose the right industrial structure for Indian economy in the globalized world.

Regional Economics aims to identify the distribution of economic activities across space especially in India. This course tries to understand the market structures and assess the migration patterns.

The elective course Economics of Foreign Exchangeaims to identify the factors that influence the price of currency derivatives. The students will apply the theories and models covered to the various issues of international banking and analyse the impact of fiscal and monetary policies on exchange rates and international resource movements. Students will be able to formulate strategies to manage foreign exchange risks and use the theories of international finance and monetary issues to real world situations.

The course Introduction to Econometrics intends to Understand the concepts used in sampling in particular and in Econometrics at large. Students will be familiarized with the use of OLS, construct point and interval estimate, Formulate and test hypothesis, use R programming to run multiple regression models.

The course Financial Economics will help the students to state the different types of financial instruments and techniques of asset management. Students will be able to interpret various ratios used in the course. The students will develop insights into the role played by time, uncertainty, information and inflation in evaluating financial instruments and propose solutions to specific financial issues or problems of corporate financial decisions

Macroeconomic Analysis will help the students to describe consumption, investment, business behaviours; & concepts of inflation, monetary policy, unemployment, interest rate determination. The students will be able to explain and summarize the various macroeconomic theories included in the course. This course will enable to solve macroeconomic problems with the insights gained from the course

The course Economics and Governance tries to outline the concept and dimensions of governance. The students will be able to identify the principles and measures of governance and apply the concept of good governance to address governance issues in public provisioning.

The skill enhancement course Economics and Law enables to understand the discipline and relationship between the law and economics. The students will be able to assess the behavioral consequences of introduction of or changes in legal rules/amendments. The students will be able to review how legal arrangements enable or impede functioning of the market.

Entrepreneurship is a generic elective course which enables the students **to i**dentify and evaluate business opportunities, evaluate risks, pursue innovations. The students will be familiarized with the production and marketing of goods to

understand the economics of entrepreneurship. They will be able to prepare/create a business plan.

Actuarial Economics enables the student to understand the concepts in actuarial economics. The students will be able to identify the changes in the financial sector due to globalization. Students will learn to calculate annuity and types of annuity, interpret life tables for the purpose of calculation of premium.

The course Introduction to Industrial Economics tries todefine industrial economics, Classify market structure and identify product differentiation. The student will be able to evaluate India's industrial policy pre & post globalization.

Skill enhancement course accounting for non-accountantsaims to identify best techniques to solve a specific problem. The students will understand the mathematical tools that are needed to solve optimization problems. The students will be able to explain a real-world problem, given in words, into a mathematical formulation and analyse the best choice using a decision tree.

Behavioral Economics aims to understand the basic concepts in behavioral economics. Students will be able to distinguish between heuristics & biases with the help of examples of their own and evaluate the importance of behavioral economics for policy making. The students will be able to design applications of behavioral economics to a given economics problem.

Research methodology in Economics will familiarize the students to write null & alternative hypotheses. The students will be able to apply the research methods to any given problem in social research and recognize the use of primary & secondary data. The students will be able to design Questionnaire,

interview schedule and write a proposal for social research project in Economics

The generic elective course Gandhian Economic Thought aims to define Gandhian economics. The students will be able to explain basic principles of Gandhian economy and apply Gandhi's theory of Agriculture and industrialization to Indian situation. It will enable the students to propose alternative solutions based on Gandhian economic thought to any economic problem.

Taxation for All aims to explain the importance of different types of taxes in India. The students will be able to interpret provisions of direct and indirect tax legislations and apply the tax laws to derive solutions.

The course financial investment for all aims to state the different types of financial markets and financial instruments. It tries to explain the organization and institutional details of financial markets and banks. The student will be able to apply the theoretical concepts to the actual working of the financial markets. The students will be able to analyse the fundamental operations of financial markets, instruments and derivatives.

## TEACHING-LEARNING-EVALUATION PEDAGOGIES:

### Teaching learning:

Teaching Economics can be really challenging since students are of different aptitude levels. This issue is first sorted with the help of Comeptency test which is conducted at the beginning of the semester. Competency test gives the faculty an idea about students who are good at the subject and those who need

hand holding. students who score less than 50% are helped with e resources and academic counselling. The process is continuous. Post intervention competency test to compare the scores.

Along with classroom interactive teaching, methods like outdoor experiment, quizzes in the class, games based on the subject are organised regularly. Students are encouraged to participate in students' seminars for presenting the topics on the theme. Last year the theme was SDG 2030, this year the theme was advanced empirical techniques.

We at the department of economics strongly believe in holistic development of young minds and along with regular teaching, extra knowledge is imparted vai certificate course of 2 credits. So far the department has conducted certificate courses in GRETL, Advanced empirical techniques in collaboration with the University of La reunion.

Further students are given exposure to lectures by experts. So far we had experts from NIO, Pdt Deendayal petroleum university, Dept of economics , Goa university, Directorate of women and Child, Govt of Goa, Institute of public Health, Gandhinagar, Institute of rural management, Anand, Entrepreneurship development institute , Ahmedabad, Ahmedabad Management Association, JNU, Jamia Milia Islamia, University of LA Reunion, Understanding Different economies of Japan, Afghanistan, Kingdom of Lesotho by international students from the department etc. These lectures help students to bridge the gap between classroom learning and industry applications and current developments in the subject.

Regular interaction with alumni also helps students in achieving excellence in academics since it serves as a motivation.

**Continuous Assessments** - The department also holds continuous assessment to evaluate students' understanding and knowledge through various modes of examinations such as written exams, MCQ etc.

1. **Case study**: - Electives like Economics & Law and environmental Economics, GE courses like entrepreneurship are best studied using Case studies. Students are given case studies with questions. Students prepare reports. And also, students are asked to search for similar case studies for comparative studies.it's an intensive description and analysis of a single individual or (sometimes) group. Case study gives a good source of ideas about behavior, Good opportunity for innovation, Good method to study rare phenomena, Good method to challenge theoretical assumptions.

**2. Inclass exercise**- On the recommendations of BOS 20181-19, the department introduced In class exercises on the grounds of practical work to be given to students. Of 60 lectures 15 lectures were practicals sometimes extended to 20 depending on the need. These are the continuous activities which take place in class. Students are given application-based exercises which involve use of statistical analysis, computational skills and use of a laptop. Exercises are designed based on the theory. This was implemented in the academic year 2019-20 in courses of principles of Economics, Economics of Growth and Development and Empirical techniques for economic analysis.

Department also conducts bridge courses to help students to learn advanced or sometimes even basic form the given course. Since the department did not have any course in research methodology, a bridge course of ten days was conducted. This course helped TY students to write their project proposal.

Department also conducts need based 2 credit certificate courses. Course in GRETL to provide training in computational software GRETL and Advanced empirical techniques in collaboration with the University of LA reunion was conducted. Since FYBA students study a course in empirical techniques in economics, this certificate course helped to provide advanced knowledge to students.

**3. Field trips -** In courses like Indian economy a field led trip arranged to visist Small scale industry or self help groups immensely helps students to bring the knowledge of classroom to real life. The course of environmental economics is incomplete without a visit to sustainable environmental friendly farming methods( strawberry farminNetravali, SVD Seminary, Rai). Field work is divided into three components: Pre-field work activity, Field work and post field work. Field work is important in both the social sciences. Through Field work we allow students to collect data about the dynamic places, people, and species around them. Field work enables students to examine the way theories interact with real life.

**4. Presentation**- Students are also allowed to do presentations as a part of their assessment. Presentation topics are either given for group or individual. The topics are application based and it tests the knowledge of students' understanding in the given topic. Questions are asked by faculty and fellow students.

5. **Movie review**: students are given movie reviews related to the course as a part of the assessment. Concerned topics in the syllabus is discussed first with

the students and then faculty explains to them the issues that are addressed in the movie. Students prepare a report for evaluation based on the movie in three parts: Movie review, students understanding of the issue, and solution to the same. The movie review is also preceded by reading material about specific economic thoughts of Gandhi.

7. **Review of article:** students are given related articles to the main topics. The article is discussed by the faculty in the class. And students submit the same in the given format.

8. **Skill Building activity**: Students in order to understand the business skills, marketing skills and pricing skills are given a skill building activity of preparing a product and selling it in the campus, advertising the same via social media. Students are given constraints like use of only environment friendly raw materials. Pricing is done by students and the score is based on anything earned over and above breakeven cost.

9. **Business plan:** in order to promote entrepreneurial and business interest among the students, Business plan is prepared by them which is evaluated by industry expert and entrepreneur. This gives first hand exposure to students to business proposals.

10. **Crosswords:** learning is made fun through occasional cross words that students have to solve in any topic.

11**. Semester end examination:** comprises one such question which is based on all modules that encourages students to study all the modules and also apply the knowledge gained in these models to the given situation.

12. **Book Review-** Students can choose subject related books of their choice and critic or support the content of the book and the perspective of the author. They can merge their opinions and suggestions with that of the author and it can be an amazing exercise and an evaluation component. This gives freedom to students to write what they feel about the content of the book, language and the way content of the book has been presented, different chapters of the book. They can give their own examples and connect the content of the book to their real life experience as well and write the review. They can apply what they have seen in their field and connects the dots to what the author has to say and deliver and what is their own perspective. They can agree or disagree with the authors points and give an explanation as why do they agree or disagree. They can connect other papers on the same topic and connect the contents of the book to that paper and link the book to different other papers, articles, videos, documentaries, live interviews etc and they can cite and link to references. They can choose books of Indian and foreign authors which gives a wide choice and opportunity.

13. Response Paper : Response papers are interesting where students can choose a paper written by an author of their choice related to the subject and they can criticize and support the author's perspective. Students respond to the article/Piece. Students can pick papers from their reading list itself. They can pick up papers written by 2 authors on the same topic and compare the perspectives of the two authors and support or criticize their points. This will give them an opportunity to pick up and read Indian and foreign authors. They can even pick up 2 -3 papers on the same subject topic and try to connect linking dots which links the papers. And construct their argument/statements based on their take on the author’s perspectives. This will allow them to use a lot creativity, thinking and will help enhance student's writing/language as

well. They can back up their argument with a constructive explanation using references, videos, documentaries or real life incidents, field visit stories etc.

## ACTIVITIES OF THE DEPARTMENT.

### A. Departmental activities

1. **ECO VISION**- This is an activity organised for all the higher secondary students all over Goa. This activity is divided into many sub activities like quiz, stand up comedy, debate etc. Through these activities, we give an exposure to students to showcase their knowledge and talent. We also try to make them aware about the various courses offered and the whole curriculum is introduced to them so that they can be awaresabour diversified courses. Quizzes can help students practise existing knowledge while stimulating interest in learning about new subject matter. So far the department has conducted two such quizzes with highlights on the contribution of nobel laureates.

2. **ECO FEUD-** This is inter-class activity wherein students from first year, second year and third year participate in debate forming a team. There is an elimination round to qualify for the final round. Debates can help students practice and demonstrate their critical thinking skills. Debates can help to learn to discuss complicated topics calmly, clearly, and competently etc.

3. **ECOSPHERE-** This an inter class quiz competition among first year, second year and third year students. participation is compulsory for all the students. There is an elimination round and the finals. Quiz is an

interactive platform where students gain knowledge, seek opportunities to excel beyond academics and secure their future.

4. **REVELATIONS-** It is an inter collegiate Mega event organised at state level. Around 12 sub events are organised under that.
    a. **Eco Parody (street play)**- students Showcase their Acting skills, wide open thoughts and be the representative of the common man. Through this they try to display economic problems common man undergoes. Objective: To create awareness about the reasons, impact and consequences of economic decisions on the common man.

    b. **Critics of economics** - It's a stand-up comedy involving information about the problems in a manner that gives information as well as can make us laugh.

    c. **Entrepreneur** - Objective of the event is to help students set up new business and to give experience on how to venture for partners and funds. This event requires the participant to formulate a business plan. Participants should present a unique service/product of their choice.

    d. **E-poster**- an event wherein students showcase art digitally

    **e.** **Teach Eco-** 'Teaching economics is not an easy job'. So, this time it's you who have to teach us something very interesting regarding economics. Objective of the event is to give an exposure to the students from the teacher's point of view.

f. **Eco Stalking-**Objective of this event is to capture the best moments through images.

g. **Economics Unveil-** Objective of the event is to help students to learn to be economically fashionable and to bring out the best from the waste. Students had Reused Biodegradable or Non biodegradable products, Gave a name to the brand, Mentioned the items used, Informed how the dress will be disposed or reused again and Priced the outfit by calculating the resale value of the products used.

h. **EcoWiz-** The Objective of this event was to create awareness, economic understanding and information on the current affairs of the economy.

i. **Mr./Miss Finance Minister of Goa-**With great power comes great responsibility, especially when it comes to spending the taxpayer's money. students sneak peek into the previous year's budget and plan and present their very own new budget for the upcoming financial year.

j. **Eco-quarrel-** its a debate on some major questions arising in India. Objective of the event is to discuss general topics from an economic perspective and to develop a clear communicating ability and argumentative skills

k. **ECO DAY-** Purpose/objective of the Event was t o apply classroom learning to real life situations. The following were the sub events held

1. **Ecopreneur** activity will instil the entrepreneurial skills in students. Students also learn the process of setting up new business and gain experience on how to venture for partners and funds. It also gives an exposure to the students to be economically.
2. **Ecosphere** includes many events which will help to implement the various concepts learnt in class. It broadens the perspective economically about various events and develops a clear communicating ability and argumentative skills.

**5. ENTREPRENEURIAL SKILL BUILDING ACTIVITY-**

The entrepreneurial skill building activity (bazaar day) is held for the students of GEC and ID –Entrepreneurship. The purpose of conducting is to fulfil the learning outcomes of the course. It will help the students to pursue innovations and also in understanding the economics of entrepreneurship. This is considered as one of their Continuous Assessments annually . The students put up the stalls and sell handmade products or services. This will provide them the knowledge of how to run the business. Students get practical insight about marketing strategies and costing strategies to be used, learnt during the course. Students will also learn about pricing strategy to make profits and also to increase their sales simultaneously. This makes them understand how to manage the inventory as well. Lastly, this activity will also teach the students life lessons about team building, ability to take risk and strategies to overcome them, bargaining skill, and how to deal with competition.

**6. BUSINESS PLAN COMPETITION-**

Business plan competition was organized in order to give an exposure of the business plan presentation and also about the realistic approach to the business plan. The students are made to present their business plan in front of panel of two real life entrepreneurs.

1. The business plan prepared by the students were also presented in group
2. A panel of two entrepreneurs were invited as judge
3. After each group presentation for 5 mins, question and answer session began

B. **Participation by our students in the activities organised by other institutes:**

1. **Quiz competitions organised by Fr. Agnel College, Goa State Aids Control Program, Dempo College and Rosary College-** Our students participated in the quiz. It is very important to understand the benefit of participating in quizzes and what it has stored for them. It improves the knowledge base of students, ability to think and ability to give accurate answers in less time. Students tend to take quick decisions and understand the pattern of quizzes effectively, their guesswork and ability to crack questions through hints improves. Through these competitions, students also get a chance to interact and meet new people from different

colleges, with similar interests and get a chance to form new long-lasting friendships.

2. **News supplement and Newsletter making competitions organised by Fr. Agnel College-** Students also get an opportunity to participate in Newsletters are the best way of communication with your audience. students grow and improve engagement. Students get good practice by participating in these competitions and receiving feedback from professionals. It also provides a scope for students to be express their ideas creatively.

3. **Poster making Competition organised by DMS college-** Students also participated in poster making competition. This also provides a scope to students to bring out their creativity artistically, without much usage of words. Posters often advertise an event, giving a name, time, and venue in a typeface. It is designed to have impact, to be able to be seen at a distance and then bring people closer. So, these competitions are a good source of training for students.

4. **'Wealth out of waste' competitions as well, organised by DMS college-** Our students also excelled in this important activity. Creating something meaningful and useful out of meaningless waste materials is the best skill one can have. Economics completely supports this phenomenon as well – Efficient utilisation of the available resources. It involves very less investment as waste materials are utilised. Students who excel in these competitions usually have a very creative and

imaginative mind, and are observed to invent new useful products in the future.

5. **Paper Presentation competitions organised by MES college**- Students from our department presented a variety of papers at different levels. The main advantage of presenting a paper is to bring students out of stage fear and also improve their communication skills. It also provides them an opportunity to learn in detail about a core subject which is a part of curriculum and develop effective presentation skills.

6. **Panel Discussion in Carmel College**- Students also got themselves involved in , headed by some well known scholars. It helps to develop critical thinking among students and fosters logical thinking. They also got a chance to communicate and clarify their doubts with well known experienced personalities.

7. **State level seminars, organised by Goa College, Quepem-** Students attended a seminar have numerous benefits, including improving communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence.

8. **Workshops organised by Government College, Khandola-** also proved to be extremely informative to students and provided a wide exposure to students.

9. **'Trends' organised by Goa College; Quepem**-A group of students also collectively participated in the Inter-Collegiate Event. This event

involved a lot of competitions like fashion show, stand up comedy, note painting, dance competition, selfie contest. All these competitions involved a topic from the syllabus of economics. The students had to present their ideas on the given topic in the form of art like dancing, comedy, and painting. The students even got closer to each other and learnt group work. They learnt to be more cooperative towards each other and support each other.

## COURSE SYLLABUS:

### CORE COURSES

**Course Title: Principles of Economics**

**Course Code: ECO-I.C-1**

**Marks: 100**

**Credits: 04**

**Duration: 60Hours**

### COURSE OBJECTIVES:

1. To provide the foundations of economic analysis.
2. To create an interest for students in the subject of economics.
3. To sensitize on the usefulness of economics in decision-making.

**COURSE LEARNING OUTCOMES**: Upon completion of the course student will be able to

CO1: Define basic concepts in Economics.

CO2: Recognize economic problems that require decision making.

CO3: Distinguish between concepts related to national income

CO4: Create hypothetical market demand & supply schedules & curves.

CO5. Differentiate & calculate different types, degrees of elasticity of demand & supply.

CO6: Arrange different market structures on the basis of degree of competition.

**SYLLABUS**

Unit 1: Thinking like an economist and ten principles of Economics (15 Hours)

Decision making; Functioning of an economy; Normative and positive economics; Circular flow diagram;
production possibility frontier.

Unit 2: Demand and Supply and Market Equilibrium (15 Hours)

Factors affecting demand and supply; Market equilibrium; Elasticity of demand and elasticity of supply; Consumers‟ surplus and producers‟ surplus.

Unit 3: Market Structure (15 Hours)

Firms and markets; perfect competition, monopoly, Monopolistic competition, oligopoly.

Unit 4: Macroeconomic Concepts and Policies (15 Hours)

GDP; Unemployment and inflation; Growth and stabilization objectives; Introduction to fiscal and monetary
policy measures.

**REFERENCES:**

Mandatory:

1.Mankiw, N. Gregory, (2013)Principles of Economics, Thomson / South-Western, Seventh Edition.

2.Salvatore, Dominick,(2012)Principles of Microeconomics, Oxford International student edition, Eighth Edition.

Supplementary:

1.Tucker,I.(2013)Economics for Today,, Cengage learning, Inc.

2..Pindyck, Robert S and Rubinfeld, Daniel L. (2012) Microeconomics, Pearson, Delhi

Web Based:

1. https://s.docworkspace.com/d/AHKfZ6DYjI4uwfvQ_JOdFA

2.https://www.google.cm/url?sa=t&source=web&rct=j&url=https://mpra.ub.unimuenchen.de/390/1/MPRA_paper_390.pdf&ved=2ahUKEwjFzsWugcHkAhUfTY8KHUQaABYQFjAPegQIBxAB&usg=AOvVaw2GV4rf2L5axBFyI3HuAu3J

3.https://www.researchgate.net/publication/26492427_Learning_Not_to_Think_Like_an_Economist/link/57aa9 aba08ae0932c96ec072/download

4. https://mpra.ub.uni-muenchen.de/390/1/MPRA_paper_390.pdf

5. https://econpapers.repec.org/bookchap/eeelabchp/5-11.htm

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**Course Title: Mathematical Techniques for Economic Analysis**

**Course code: ECO-I.C-2**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES**:

1. To raise the level and approach to teaching and learning economics by adequately emphasizing on

concepts. This will help the students to understand economic reality in a structured manner. Further students who would like to specialize in applied branches will be better equipped. It will provide them with international dimension to academic studies by developing analytical and evaluative

skill.

**COURSE LEARNING OUTCOMES**:Upon completion of the course student will be able to

CO1: Identify and use the rules of calculus

CO2: Interpret graphs and tables

CO3: Apply mathematical techniques in economics

CO4: Analyze economic reality in a structured manner

CO5: Assess economic questions as mathematical problems

CO6: Design optimal solutions to simple economic problems

**SYLLABUS**

Unit1:Introduction to Basic Concepts (15 Hours)

Importance of Mathematical and Statistical Methods in Economic Analysis Review of some Concepts;Algebraic Expressions; Equations; Exponents; Graphs of Lines and Nonlinear Equations; System of Simultaneous Equations; properties of sets, number systems; Coordinate geometry: straight line, rectangular hyperbolas, concave & convex, tangency.

Unit 2: Concept of Function and Types (20 Hours)

Limit, Continuity and Derivatives; Rules of Differentiation; Marginal Concept; Marginal Cost; Revenue; Utility; Elasticities and Types; Partial and Total Differentiation and Applications;Some Simple Rules of Integration.

Unit 3: Optimization (15 Hours)

Problems of Maxima and Minima in Single and Multivariable Functions; Constrained Optimization in SimpleEconomic Problems.

Unit 4: Matrix Algebra (10 Hours)

Determinants & input-output analysis

**REFERENCES:**

Mandatory:

1. Knut Sydsaeter and Peter J Hammond (2012), Mathematics for Economic Analysis; Pearson Educational Asia:4th Indian reprint.

2. Chiang, A.C. & Kevin Wainwright (2017), Fundamental Methods of Mathematical Economics; Fourth Edition, McGraw-Hill.

3. Dowling, Edward T. (2011), Schaum's Outline of Theory and Problems of Introduction to Mathematics; 3rd Edition, McGraw-Hill

Supplementary:

4. Zumruddin and Khanna,(2009)Business Mathematics, S Chand and sons Delhi.

5. Mehta – Madnani (2012), Mathematics for Economist, S Chand and Sons Delhi.

Web Based:

1.https://www.semanticscholar.org/paper/The-use-of-Mathematics-in-Economics-and-its-Eect-a-EspinosaRond%C3%B3n/3f7f08695495e297dcc2ee31e8c3d2ee67a15cbe

2.https://pdfs.semanticscholar.org/3f7f/08695495e297dcc2ee31e8c3d2ee67a15cbe.pdf

3.https://www.google.com/search?safe=strict&ei=hJeJXZLxCp3Vz7sPwumS4Ag&q=Mathematical+Modelling+and+Ideology+in+the+Economics+Academy%3A+competing+explanations+of+the+failings+of+the+modern+discipline%3F&oq=Mathematical+Modelling+and+Ideology+in+the+Economics+Academy%3A+competing+explanations+of+the+failings+of+the+modern+discipline%3F&gs_l=psyab.12..0i362i308i154i357l6.27692.32493..36100...0.0..0.533.533.5-1.....1....1j2..gwswiz.....6.Od4MgZUFbQo&ved=0ahUKEwiSw9LhyjkAhWd6nMBHcK0BIwQ4dUDCAs

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**Course Title: Economics of Growth and Development**

**Course Code: ECO-II.C-3**

**Marks: 100**

**Credits: 4**

**Duration: 60Hours**

**COURSE OBJECTIVES:**

The two basic objectives of this course are:

1. To give to students a global perspective of economic growth using traditional and contemporary theories on economic growth and development.

2. To provide an insight into India's growth and development since the era of planned economic development.

**COURSE LEARNING OUTCOMES**: Upon completion of the syllabus students will be able to:

CO1: Distinguish between the concept of economic growth & development

CO2: Calculation of Human development index

CO3: Mind-map the theories of growth and development on a timeline

CO4: State the patterns of growth based on classical & neoclassical theories of growth and development

CO5: Give examples of economies which have experienced the growth & development in line with any

given theory.

CO6: Compare & contrast various growth & development models as applicable to India since 1947 till date.

CO7: Categorize intra and inter regional growth patterns in India

**SYLLABUS**

Unit 1: Growth and Development (15 Hours)

Growth and development,Components, Indicators, Approaches to development: Traditional and Modern; Sen‟s capabilities approach, Human development Index.

Unit 2: Patterns of Growth and Development (15 Hours)

Growth and development in different countries, Critique of classical theories of development: Rostow‟smodel, Lewis model; international dependence revolution: neoclassical dependence model, fake paradigm

model: dualistic development models.

Unit 3: New Growth Theories (15 Hours)

Exogenous growth theories: Solow model, Harrod-Domar model; Endogenous growth theories: Romer and Lucas endogenous model, Robinson model.

Unit 4: India's Development Experience (15 Hours)

India‟s development journey from planning commission to NITI Aayog. India on the eve of planning, Nehru Mahalanobis growth and development model, Liberalization, Privatization and Globalization; Inclusive growth; Interstate

variations in development, Case studies: Economic models of few Indian States including Goa.

**REFERENCES:**


Mandatory:

1. TodaroM , Smith S.( 2013), Economic development, Pearson, Noida, India .
2. Thirlwall A.,(2013), Growth and development: with special reference to developing economies, Palgrave,

Macmillan, USA .

Supplementary:

1. Hayami Y, (2005), Development economics: from the poverty to the wealth of nation, Oxford India, Paperback,India
2. Ray Debraj, (2007), Development economics, Oxford India paperback, Noida, India

Web Based:

1.https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.fao.org/docs/up/easypol/882/defining_development_paradigms_102en.pdf&ved=2ahUKEwiE

2.LqDhMHkAhWBL48KHUAKD0AQFjABegQIARAB&usg=AOvVaw3vGwR2K6i4nyzrnoyqPW5G

3.https://www.google.com/url?sa=t&source=web&rct=j&url=https://koppa.jyu.fi/en/courses/134525/spring2014/Sen-Concept-of

4.Development.pdf&ved=2ahUKEwims67Xg8HkAhUHH48KHdc0BU8QFjALegQIAxAB&usg=AOvVaw3Wnr1_tPE8-bKvmZcHfFhc

5. http://hdr.undp.org/en/content/human-development-index-hdi

6. https://www.indiabudget.gov.in/economicsurvey/

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**Course Title: Empirical Techniques for Economic Analysis.**

**Course Code: ECO-II.C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To enable students to have a good understanding of the empirical methods and its application in
economics.
2. To enable students to process the raw data by using soft techniques/tools to analyze economic
phenomenon conclusively.
3. To provide them with competency not only in their professional arena but in academics also.

**COURSE LEARNING OUTCOMES:** Upon completion of the course students will be able to:

CO 1: Relate empirical methodology to economic enquiry

CO 2: Summarize, interpret and graph data appropriately

CO 3: Apply discrete and continuous probability distributions to various business problems

CO 4: Analyze statistical data using MS Excel

CO 5: Validate sampling measures

CO 6: Develop basic statistical inference using correlation, regression, indices, hypothesis testing andANOVA

**SYLLABUS**

Unit 1: Population and Sampling (15 Hours)

Hypothesis, population and sampling; Need for sampling, concept of „Good Sample"; Methods of sampling: probability and non-probability sampling; sampling techniques; Optimum sampling; Nyman"sampling:problems to be solved based on sampling methods.

Unit 2: Correlation and Regression (20 Hours)

Karl Pearson"s coefficient of correlation and Spearman"s Rank coefficient of correlation; properties of Pearson"s coefficient of correlation; Linear regression: meaning, regression equations and lines;*Use of MS EXCEL/Other spreadsheet.

Unit 3: Time Series & Index Numbers (10 Hours)

Components of time series; fitting a trend; methods: semi-averages, moving average, method of least squares; weighted aggregative index numbers.

Unit 4: Hypothesis Testing (15 Hours)

Level of significance, critical area; Type I and Type II errors, Z, t, F and $\chi$ distribution; ANOVA (one way and two ways).

*Existing or Extra lectures on use of Excel (Mandatory)

**REFERENCES:**

Mandatory:

1. Arora, P.N. et.al. (2010), Comprehensive Statistical Methods, S. Chand, New Delhi.

Supplementary:

1. Anderson, David R. et.al.(2014)Statistics for Business and Economics, Cengage Learning ,India Edition.

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**Course Title: Microeconomics**

**Course Code: ECO-III.C-5**

**Marks: 100**

**Credits: 4**

**Duration: 60Hours**

**COURSE OBJECTIVES:**

1. To familiarize students in pure theories.
2. To offer a strong base for studying applied economic theories and principles.
3. To familiarize students with market based decision making

**COURSE LEARNING OUTCOMES**: Upon completion of the course students will be able to:

CO1: Distinguish concepts related to consumer & producer behaviour theories

CO2: Construct Indifference curve and Budget lines under different scenarios

CO3: Distinguish between price effect, substitution effect and income effect using Slustky&Hick‟s method for different types of goods.

CO4: Compute total, average & marginal concepts related to production, cost &revenue.

CO5: Compare & contrast competitive &non competitive market structures.

CO6: Categorize normal profit, supernormal profit,loss and shutdown point across different Market
structures.

**SYLLABUS**

Unit 1: Consumer Behavior and Demand (15 Hours)

Distinction between Cardinal and Ordinal Utility, Law of Utility, Indifference Curves, Budget Line, Substitution Effect and Income Effect; Hicksian and Slutsky‟s Analysis; Derivation of demand curve and
Engel‟s Curve, Revealed preference theory.

Unit 2: Production (15 Hours)

Production function – AP and MP, Non- linear production function,Production with one variable input, Production with two variable inputs, Isoquants – MRTS-elasticity of factor substitution, so-cost line - Ridge Line, Returns to Scale.

Unit 3: Cost and Revenue (15 Hours)

Cost of Production, Behavior of cost, Short run and Long run Costs, Derivation of Average and marginal cost curves, Least cost input Combination, , Introduction to Modern Cost Curves: L shaped and inverted J shaped cost curves , Concepts of revenue: AR, MR, TR, Break-even analysis.

Unit 4: Perfect Market& imperfect market structures (15 Hours)

Perfect markets, Behavior of profit maximizing firms and the production process; Price and output decisions; costs and output in short and long run; Nature and types of imperfect market structures, Assumptions, Conditions of imperfections, Imperfect markets: price & output under Monopoly, monopolistic competition and Oligopoly.

**REFERENCES:**

Mandatory:

1.Salvatore, Dominick, (2012) Principles of Microeconomics, Oxford International student edition,

2. Pindyck, Robert S and Rubinfeld, Daniel L. (2012) Microeconomics, Pearson, Delhi

3.Tucker ,I.(2013)Economics for Today ,Cengage learning , Inc

4.Pindyck, Robert S and Rubinfeld, Daniel L. (2012) Microeconomics, Pearson, Delhi

Supplementary:

1.Hubbard, R. G. and O‟Bren, A. P. (2012), Microeconomics, Pearson, Delhi.

2.O‟Sullivan, A., Sheffrin S. M. and Perez S. J. (2012). Microeconomics, Principal, Application and tools,
Pearson, Delhi.

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1.https://www.researchgate.net/publication/276345195_Indifference_Curve_Analysis_The_Correct_and_the_Incorrect/link/584de00008ae4bc8993312cd/download
2.https://economics.ucsc.edu/research/downloads/Friedman-Sakovics-MU23.pdf
3.https://www.researchgate.net/publication/239924134_Production_Theory_An_Introduction/link/0046353286c1d450b5000000/download
4. http://etheses.lse.ac.uk/3053/1/U616008.pdf
5.https://www.researchgate.net/publication/4732392_Perfect_Competition_and_the_Creativity_of_the_Market/link/53ecdf840cf2981ada10f7fb/downloadhttps://www.researchgate.net/publication/4732392_Perfect_Competition_and_the_Creativity_of_the_Market/link/53ecdf840cf2981ada10f7fb/downloadhttps://www.researchgate.net/publication/4732392_Perfect_Competition_and_the_Creativity_of_the_Market/link/53ecdf840cf2981ada10f7fb/download
6. http://www.oecd.org/daf/competition/1920526.pdf

**Course Title: Macroeconomics**

**Course Code: ECO-IV.C- 6**

**Marks: 100**

**Credit: 4**

**Hours: 60**

**COURSE OBJECTIVES:**

1. To understand macroeconomic performance and aggregate economic activity.

2. To evaluate determinants of economic progress and economic decisions made by policymakers and to use
the intuitive analysis of economic processes.

3. To introduce to the principles of solving macroeconomic problems, interpretation and analysis of the
economic facts.

**COURSE LEARNING OUTCOME**: Upon completion of the course students will be able to

CO1: Define various key macroeconomic variables; principles & tools; and national income concepts.

CO2: Contrast between the long run & short run macroeconomic behavior; and various macroeconomic
frameworks

CO3: Make use of macroeconomic concepts to develop an understanding of the working of the economy

CO4: Examine and analyze Keynesian and Monetarist macroeconomic framework

CO5: Justify the policy measures undertaken in a Keynesian system; especially those influencing
consumption and expenditure decisions

CO 6: Estimate, imagine and elaborate the impact of macroeconomic policies on the state of the economy

**SYLLABUS**

Unit 1: Introduction to Macroeconomics (10 Hours)

Major Macroeconomic Issues: Business Cycle, Unemployment, Inflation, Long-run Economic Growth;Principles and Tools of Macroeconomic Analysis; Macroeconomic Variables; Long run and Short runAnalysis in Macroeconomics.

Unit 2: National Accounts: Measuring Output and Income (10 Hours)

National income: concept and measurement: GDP, GNP, NDP, NNP; Methods of measurement: Value Addedand Expenditure Approach; Price Indices and Deflator.

Unit 3: Keynesian Macroeconomic Framework (20 Hours)

Keynesian analysis: Aggregate Demand- concepts, components and determinant‟s, Consumption Demand and its Determinants, Consumption Function and Consumption Line, Autonomous Consumption Demand,

Marginal and Average Propensity to Consume, Saving Function and Saving Line, Marginal and AveragePropensity to Save, Consumption Puzzle, Theories of Consumption, Investment Demand and itsDeterminants, Investment Function and Investment Demand Curve, Theories of Investment, Aggregate Expenditures in the Closed Private Economy, Planned Expenditures and Actual Expenditures, The 45°line andEquilibrium Output in the Two-sector Model in the Short run ("Keynesian Cross Model"), Non-equilibrium Situations, Multiplier Effect of Autonomous Spending on Output.

Unit 4: Monetarists Framework (10 Hours)

Origin of monetarist views: Milton Freidman; Origin of quantity theory of money.

Unit 5: The IS-LM Model (10 Hours)

IS-LM equations, Dynamics in the IS-LM model, Fiscal policy-effectiveness and LM curve, Fiscal policy effectiveness and IS curve, Monetary policy-effectiveness and IS curve, monetary policy- effectiveness of LM curve, paradox of thrift, Policy objectives.

REFERENCES:

Mandatory:

1. Begg, D., Dornbusch, R., Fischer, S. (2014) Economics, McGraw-Hill Book Co., London.

Supplementary:

1. Mankiw, N.G. (2010) Macroeconomics, Worth Publishers, New York.
2. Lipsey, R.G.; Chrystal, K. A. (2007) Economics, Oxford University Press, Oxford.
3. Samuelson, P.; Nordhaus, William (2010) Economics, McGraw Hill Education. Delhi

**Course Title: Public Economics**

**Course Code: ECO-V.C-7**

**Marks: 100**

**Credits: 04**

**Hours: 60**

**COURSE OBJECTIVE:**

1. To study economic theories of distribution, general equilibrium, welfare and market failure.
2. To provide analytical tools and apply them to analyse key issues relating to public revenue and public spending.

**COURSE LEARNING OUTCOME**: Upon completion of the course students will be able to:

CO1: Understand the difference between public finance and Public economics.

CO2: Appreciate public economics & its rationale.

CO3: Discuss the nature of public economy, the functioning of markets and determinants of market failure.

CO4: Evaluate the welfare effect of taxes

CO5: Demonstrate the theory of public goods in reality.

CO6: Identify the major areas and roles for government activity

CO7: Describe the major items of government revenue and expenditure

CO8: Familiarize the students with concepts of welfare economics

SYLLABUS

Unit 1: Issues in Public Economics (15 Hours)

Nature of the Public Economy; Public economy and markets: Pareto optimality and Market failure, fundamental theorem of welfare, Cases of violation of Pareto optimality; Asymmetric information and market failure: the problem of externality and their internalization; Pigouvian tax; Federal state v/s unitary.

Unit 2: Theory of Public goods (15 Hours)

Public Choice theory: Public goods, Samuelson model, Lindahl model; Empirical theories of public goods: Wagner hypothesis, Wiseman-peacock hypothesis; Preference revelation mechanism for public goods.

Unit 3: Public Revenue (15 Hours)

Principles of Taxation and classification of taxes: Impact and incidence of taxes, Benefit and ability to pay principle, deadweight loss, optimal taxation, partial and general equilibrium, examples; Excess burden of tax; tax evasion & tax avoidance.

Unit 4: Public Expenditure and Public debt (15 Hours)

Principles of expenditure and classification of expenditure; Cost –Benefit analysis; Causes and Consequences of public debt; Debt sustainability analysis; Modigliani‟s burden thesis; Burden of internal & external debt; debt trap.

REFERENCES:

Mandatory:

1. Cullis J. and Jones P.(2009) Public Finance & Public Choice: Analytical Perspectives, Oxford

2. Auerbach, A. & M. Feldstein (eds) (2013) Handbook of Public Economics, Vol.I&II, Elsevier, New York

3. Baumol, W. J. (Ed.) (2001), Welfare Economics, Edward Elgar Publishing Ltd. U.K

4. Herber, B.P.(1983) Modern Public Finance, , Richard D. Irwin, Inc.

5. Atkinson, A.B and. Stiglitz J.E (2015), Lectures on Public Economics, McGraw–Hill, New York

Supplementary:

1. Musgrave, R. A. (2014), The Theory of Public Finance, McGraw Hill, New York.

2. Musgrave, R. and Musgrave P. (2004), Public Finance in Theory and Practice, McGraw–Hill.

3. Cornes, R. & T. Sandler (2013) The Theory of Externalities, Public Goods and Club Goods, Cambridge University

Press, Cambridge

Web Based

1. https://tradingeconomics.com › India

2.https://ocw.mit.edu/courses/economics/14-471-public-economics-i-fall-2012/lecture-notes/

3. https://epgp.inflibnet.ac.in/ahl.php?csrno=11

**Course Title: International Trade and Policy**

**Course Code: ECO-VI.C-8**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES**:

1. To provide theoretical foundations for analysing international trade.
2. To sensitize students on trade related issues and mechanisms.

**COURSE LEARNING OUTCOME**: Upon completion of the course students will be able to

CO1: Define the conditions under which trade is beneficial for both individual nations and international community and identify gainers and losers from trade

CO2:Compare and evaluate alternative theories of international trade

CO3:Apply partial equilibrium and general equilibrium models in analyzing trade theories &the economic effects of trade policies

CO4: Analyze key issues raised under WTO & through regional trading arrangements

CO5:Evaluate the implications of trade on growth and income distribution under various circumstances

CO6: Adapt the theory to address the issues on globalization, economic integration, and trade Policy

CO7: Highlight the concept of Portfolio and direct investment

**SYLLABUS**

Unit 1: Classical Trade Theories (15 Hours)

Introduction & importance of international trade, Introduction to international trade theories, Absolute Advantage;Comparative Advantage Theory and its refinements; Reciprocal demand and the international equilibrium model;

Gains from Trade and Terms of Trade.

Unit 2: Modern Trade Theories and Extensions (15 Hours)

Factor-Endowments (Heckscher-Ohlin) Theory; Factor-price Equalisation Theorem; Leontief Paradox; Factor Intensity Reversal; Intra-industry Trade: Trade based on Economies of Scale; Differentiated Products; Technological Gaps; Product Cycles; Differences in Tastes; Trade in Goods and Services.

Unit 3: Trade Barriers (15 Hours)

Tariffs: Types and Effects; Non-tariff Barriers: Quotas, Exchange Controls, Dual Exchange Rates, Discriminatory

Procurement, Local content requirement, Other Human-rights, Health and Hygiene Safeguards; Dumping; Voluntary Export Restraints; Export Subsidies; Counter trade; International Cartels.

Unit 4: Trade Issues of Developing Countries and Emerging Markets (15 Hours)

Trade as an engine of Growth; Factors influencing Terms of Trade of Developing Countries; Prebisch Singer Thesis; Immiserising growth; Trade Disputes and WTO; Strategic trade policies; Regional Economic Integration andGlobalization; Emerging Markets and Global Resource Movements; foreign direct investments and Foreign Portfolio ;Multinational enterprises and world trade.

REFERENCES:

Mandatory:

1.Carbaugh, Robert J. (2014), International Economics, South-Western (Thomson Publishing), Bangalore, 8th edition (Latest available 15th edition)

2.Paul R. Krugman & Maurice Obstfeld (2015), International Economics Theory and Policy, Pearson EducationPublication New Delhi.

3.Salvatore, Dominic(2014), International Economics: Trade and Finance, John Wiley & Sons, Delhi

4. Gandolfo, G (2014), International Trade: Theory and Policy, Springer (India) private limited.

5. Krugman, Paul R.; Obstfeld, Maurice (2011), International Economics: Theory and Policy,Pearson, New Delhi.

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1. Husted Steven and Michel Melvin(2014), International Economics, Addison-Wesley, New York.

2. Jones, K.A.(2015), Reconstructing the World Trade Organization forthe 21st Century:An Institutional Approach, Oxford University Press, New York.

3. Thompson, Henry (2010),International Economics, Cambridge University Press India, New Delhi.

4. Bhagwati, J. (Ed.) (2014), International Trade, Selected Readings, Cambridge University Press, Mass

Web based:

1.http://www.makeinindia.com/policy/foreign-direct-investment

2.https://study.com/academy/lesson/modern-approach-to-international-trade-theory.html

3.https://ocw.mit.edu/courses/economics/14-54-international-trade-fall-2016/lectureslides/MIT14_54F16_Lecture_8.pdf

4.https://epgp.inflibnet.ac.in/ahl.php?csrno=11

**ELECTIVE COURSES**

**Course Title: Indian Economy**

**Course Code: ECO- E-1**

**Marks: 100**

**Credits: 04**

**Duration: 60Hours**

**COURSE OBJECTIVES:**

1. To familiarize students with emerging issues and aspects of Indian economy.
2. To understand macroeconomic issues, policy framework, and challenges of the Indian economy.
3. To provide a post-liberalization perspective of the Indian Economy.

**COURSE LEARNING OUTCOMES**: upon completion of the course students will be able to

CO1: Describe structural changes in Indian economy from Independence till globalization.

CO2: Identify & explain key issues & challenges faced by Indian economy.

CO3: Critically evaluate the policies with regard to Indian economy.

CO4: Review India‟s position with regard to foreign trade FDI, FII, MNC‟s, WTO globally.

CO5: Compare and contrast between planning commission & NITI Ayog

CO6: Appraise the status of Indian economy with regard to current economic situation.

**SYLLABUS**

Unit 1: Structural Changes in the Indian Economy (15 Hours)

Pre reform period: India on the eve of independence, Need for planning, Structural adjustment programme:need, impact, Liberalization, Privatization, Globalization; Primary -Secondary -Tertiary sector Linkages –trends

Unit 2: Key Issues and Challenges of Indian Economy (15 Hours)

Key issues: Population, poverty, inequality, unemployment; Challenges: Inclusive growth: social; Parallel Economy; Rural development, urbanization, migration; Environment & sustainable development.

Unit 3: Policy Perspectives (15 Hours)

Shift from planning commission to NITI Ayog; Impact of policy shifts on decisions: finance, infrastructure,
investments; Flagship Missions of GOI.

Unit 4: India's Position in the World (15 Hours)

India‟s position in the world: Foreign Trade: Features and trends; Capital movements: FDI, FII, MNC‟s;WTO, India‟s position in the world economy.

REFERENCES:

Mandatory:

1. Government of India.(2017-18),Economic Survey, Government of India, New Delhi.

2. Chaudhary, C.M. (2012), Dynamics of Indian Economy, Oxford book company, New Delhi.

3. Datt, R.; Sundaram. K.P.M. (2018), Indian Economy, S. Chand & Company Ltd., New Delhi.

Supplementary:

1. Kapila, Uma. (2019), India's Economic development since 1947, Academic Foundation, New Delhi.

2. Rajan, K. (2006), Indian Economy Post Reform Scenario, Serials Publication, New Delhi.

Web based:

1. https://www.indiabudget.gov.in/economicsurvey/

2.https://www.adb.org/sites/default/files/publication/28930/understanding-poverty-india.pdf

3. http://www.iegindia.org/upload/publication/Workpap/wp349.pdf

4. https://dbie.rbi.org.in/DBIE/dbie.rbi?site=home

5. https://www.india.gov.in/website-niti-aayog

6.https://www.researchgate.net/publication/262126139_Economic_Growth_and_Human_Development_in_Indian_States

**Course Title: Economics of Foreign Exchange**

**Course Code: ECO- E-2**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES**:

1. To familiarize the students with the theories and empirical evidence relating to exchange rates and international resource movements.

2. To develop strong foundations to deal with foreign exchange and international movement of resources.

**COURSE LEARNING OUTCOMES:** Upon completion of the course students will be able to:

CO1: Identify the factors that influence the price of currency derivatives

CO2: Explain the organization and institutional details of foreign exchange and international moneymarkets.

CO3: Apply the theories and models covered to the various issues of international banking

CO4: Analyze the impact of fiscal and monetary policies on exchange rates and international resource movements.

CO5: Show the structure of the balance of payments and the role of international financial institutions and multinational enterprises on the movement of financial & non-financial resources.

CO6: Formulate strategies to manage foreign exchange risks and use the theories of international finance and monetary issues to real world situations.

**SYLLABUS**

Unit 1: Foreign Exchange and Exchange Rate Determination (15 Hours)

Foreign exchange market: types & participants; foreign exchange quotations*; Derivative markets: Forward*, Futures*and Options*; Exchange rate determination: Demand and supply of foreign exchange; Appreciation and depreciation of currency; effective exchange rates*; arbitrage*; forward rates*; interest arbitrage*; Role of speculation and foreign exchange rates*.

Unit 2: Exchange Rates and Balance of Payments (15 Hours)

Effects of exchange rate changes on costs, prices; Effects of currency appreciation, depreciation and balance of payments; Devaluation and Revaluation: Requirements for a successful devaluation; Elasticity approach to

exchange rate adjustment; Absorption approach to exchange rate adjustment; Monetary approach to exchange rate adjustment.

Unit 3: Exchange Rate Systems and International Banking. (15 Hours)

Exchange rate practices; Fixed exchange rate systems; Floating exchange rates; Managed floating rates( Ex. RBI mechanism); Exchange controls; Nature of international reserves; International Monetary Fund and facilities for borrowing reserves; Basel Norms(emphasis on latest).

Unit 4: Exchange rate and International Resource Movement (15 Hours)

Role of exchange rate and Movement of capital: International lending and borrowing; Foreign direct investment, Foreign institutional investment; International movement of labour; Transfer of technology; Multinational enterprises;Role of commercial banks & financial institutions.

*Students have to solve numerical problems on these subtopics.

REFERENCES:

Mandatory:

1. Salvatore, Dominic (2014), International Economics: Trade and Finance, John Wiley & Sons, Delhi

2. Krugman, P.R. and M. Obstgeld (2011), International Economics: Theory and Policy, Glenview,Foresman.

Supplementary:

1. Carbaugh, Robert J. (2012), International Economics, South-Western (Thomson Publishing), Bangalore.

2. Pilbeam, Keith (2013), International Finance, Palgrave Macmillan, London

Web based:

1.https://epgp.inflibnet.ac.in/ahl.php?csrno=11

2.https://www.insightsonindia.com/2019/07/10/basel-norms/

3.https://www.kotaksecurities.com/ksweb/Research/Investment-Knowledge-Bank/what-is-derivative-trading

**Course Title: Emerging Market Economies**

**Course Code: ECO-E-3**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

This course is designed:

1. To understand the historical development of the emerging markets.

2. To understand the basis of their growth and its implications for the rest of the world.

3. To understand the role of the emerging markets in shaping the world economy.

**COURSE LEARNING OUTCOMES**: Upon completion of the course students will be able to

CO1: Identify the emerging market economies in the world.

CO2: Understanding the progress of the emerging markets over time..

CO3: Critically evaluate different institutions functions in these economies

CO4: reviewing the Emerging market economies implications on the world economy

CO5: Evaluate

the overall growth process of the two major emerging markets India and China.

**SYLLABUS**

Unit 1: Emerging Market Economies: An overview (15 Hours)

Concept and definition of the emerging markets, the historical background, emerging market indices; Developed vs.emerging markets: the political economy of development, globalization, competitiveness and emerging markets.

Unit 2: Policies & systems in Emerging Markets (15 Hours)

Processes: Governance, Fiscal, Monetary and regulatory mechanisms to gain global competitive edge; Cases of Emerging markets (Other than India & China): Importance, Growth, And Evaluation.

Unit 3: Financialisation and Emerging Markets: (15 Hours)

The process of financial liberalization and innovation in emerging markets, Forms & functions of finance in emerging markets, Global financial crisis and the emerging markets: Involvement, impact and recovery.

Unit 4: The emerging markets of India and China: (15 Hours)

Neo-liberalism and emergence of India as a market economy, Analysis of India‟s post reform growth, performance of Indian economy post 1997; Rise of China as a market economy: recent Economic policies,Emergence of China as a world leader in export: Evaluating the impact of technological and institutional factors.

REFERENCES:

Mandatory:

1. Hoen, Herman W. (2014), Globalization and institutional change: are emerging market economies in Europe and Asia converging? Academic Publishers, Adleton.

2. Kohli, Harinder S, (2008), Growth and Development in Emerging Market Economies: International Private Capital Flows, Financial Markets and Globalization, Sage Publication India Pvt Ltd, Los Angles.

Supplementary:

1.Zhu, Xiaodong, (2012), Understanding China's growth: Past, Present and Future. Journal of Economic

Perspectives Vol 7, No.4, Pp 103-124.

2.Li, Hongbin, Li, Lei, Wu, Binzhen and Xiong, Yanyan. (2012), The journal of Economic PerspectivesVol

26, No.4, Pp 57-74.

Web based:

1.https://media.economist.com/sites/default/files/pdfs/Emerging_Markets_3e.pdf

2. https://www.ibef.org/economy/indian-economy-overview

3. https://www.worldbank.org/en/publication/global-economic-prospects

4.https://www.bis.org/review/r170811d.pdf

5.https://fnce.wharton.upenn.edu/wp-content/uploads/2018/10/Quadrini_GrowthPaper-LowerCredit-msb11377.pdf

**Course Title: Regional Economics**

**Course Code: ECO- E-4**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To familiarize students with distribution of economic activities across space.

2. To familiarize students with market structures and migration patterns.

3. To sensitize students with the problems involved in regional growth.

4. To understand the impact of migration on regional development.

**COURSE LEARNING OUTCOMES**: Upon completion of the course students will be able to:

CO1: Identify the distribution of economic activities across space especially in India.

CO2: Understand the market structures

CO3: Assess the migration patterns.

CO4: Explain the problems involved in regional growth.

CO5: Examine the impact of migration on regional development.

**SYLLABUS**

Unit 1: Introduction to regional economics, Clustering & Agglomeration (15 Hours)

Regional economics: Meaning, Scope and Relevance; Types of regions: Homogeneous, heterogeneous; Regionalization: Development, planning & policies. Industrial clustering and returns to scale, Agglomeration economies: source, types, clustering &nature of transactions, urban consumption, limited information, uncertainty and evolution of clusters.

Unit 2: Location Theory and Economic Activity (15 Hours)

Weber's theory of industrial location, Moses' location production model, Thunen‟s theory of location of agricultural activities, Christaller and Losch‟s central place theory, General equilibrium &Hotelling principle, Land competition (bid rent model).

Unit 3: Problems of Regional Economic Growth (15 Hours)

Mono centricity, land supply and landownership, labour markets, wage flexibility & Interregional labour migration, Balance of payments and regional growth.

Unit 4: Regional flows and economic growth (15 Hours)

Commodity and Service v/s Monetary & Capital flows; Migration: Types, Causes, Ramifications, Measures; Regional Growth theory; Migration and Regional policy in India.

REFERENCES:

Mandatory:

1. McCann, Philip. (2013), Modern Urban and Regional Economics, Oxford University press.

2. Shrivastava, O.S. (2009), Regional Economics and Regional Planning, Anmol Publications Pvt Ltd.

3. Hoover, Edgar M. (1968), Spatial Economics: Partial Equilibrium Approach, in Encyclopaedia of the Social
Sciences, Macmillan, New York.

4. Isard, Walter. (1972), Location and Space-Economy, The MIT Press, Cambridge.

Supplementary:

1. Martin, Beckmann. (2004), Location Theory, Random House, New York.

2. Moses, Leon (2011), Spatial Economics: General Equilibrium Approach, in Encyclopaedia of the Social
Sciences, Macmillan, New York.

3. Nijkamp, Peter, Mill, S Edwin. (2007), Handbook of Regional and Urban Economics: Regional economics,

North- Holland publishers.

4. Nourse, Hugh O (1968), Regional Economics, McGraw-Hill, New York.

5. Richardson, W Harry (1978), The State of Regional Economics, International Regional Science Review, Fall.

6. Webber, J Michael. (1972), Impact of Uncertainty on Location, MIT Press, Cambridge.

7. Woglom, W. H. (2001), The Economics of Location, Yale University Press, New Haven.

Web based:

1.https://www.researchgate.net/publication/266457660_Application_of_the_Von_Thunen_Model_in_Determining_Optimal_Locations_to_Transport_Compost_for_Crop_Production_Outside_of_Yaounde_Cameroon

2. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2260059

3.https://planningtank.com/settlement-geography/central-place-theory-walter-christaller

4. https://www.maa.org/sites/default/files/pdf/ebooks/GTE_sample.pdf

5.https://www.researchgate.net/publication/249871420_Agricultural_location_theory_Von_Thunen's_contribution_to_economic_geography

6.https://spinlab.vu.nl/wp-content/uploads/2016/09/ExerciseVonThunen.pdf

**Course Title: Economics and Governance**

**Course Code: ECO- E-5**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To provide an understanding of the role and interplay of democratic institutions in economic development.
2. To provide useful insight into the governance challenges and strategies.
3. To develop critical mindset in assessing the role of non-economic factors contributing to economic development.

**COURSE LEARNING OUTCOME**: Upon completion of the course student will be able to

CO1: Outline the concept and dimensions of governance.

CO2: Identify the principles and measures of governance.

CO3: Apply the concept of good governance to address governance issues in public provisioning.

CO4: Examine experience of developed and developing countries based on broad based governance criteria.

CO5: Justify the need for governance through participatory development and practice good governance in India.

**SYLLABUS**

Unit 1:Governance and Growth Interface (15 Hours)

The concept of governance and growth: Policies that make up economic environment for development of good governance; Role of social infrastructure to facilitate action-oriented and participatory development; state failure versus market failure.

Unit 2: The Issues of Governance (15 Hours)

The issues of governance: Role of the State and other institutions; Strategies to address governance issues: provisions, effectiveness, challenge.

Unit 3: Experiences of Developed and Developing Countries (15 Hours)

Experiences of developed and developing countries based on broad governance criteria; Lessons for broadbased growth.

Unit 4: Governance in Contemporary India (15 Hours)

Need for good governance in India; Important issues and challenges related to growth and governance.

REFERENCES:

Mandatory:

1. North Douglas, AcemogluDaron ,Fukuyama Francis, Rodrick Dani.(2012), Governance, Growth and Development Decision Making World Bank Reflections

2. Dixit, Avinash K. Lawlessness and Economics: Alternative Modes of Governance, Princeton University Press.

3. William K. Tabb, Economic Governance in the Age of Globalization, University Press, Columbia.

Supplemnetary:

4. The Inclusive Growth and Development Report January 2017, World Economic Forum.

5. PardeepSahani& Uma Medury (2011), Governance for Development: Issues and Strategies, Prentice – Hall
India Private Lmt.

Web Based:

1- https://weforum.org>agenda>2015/117

2- http://tandfonline.com>doi>pdf

Course Title: Accounting for Non-accountants

Course Code: ECO- E-7

Marks: 100

Credits: 4

Duration: 60 Hours

COURSE OBJECTIVES:

1. The key objective of this course is to provide the students an exposure to the accounting discipline

and help them to understand the language of accounting.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able to

CO1: Identify the concept of Financial, Cost and Managementaccounting

CO2: Develop the understanding and skills to prepare Accounts of corporate and banking sector.

CO3: Understand company‟s final accounts.

CO4: Record transactions and prepare financial statements for a business entity.

CO5: Prepare cost sheets.

CO6: Examine the meaning of material control with pricing methods

CO7:Understand the know-how and concept of marginal costing with practical problems

SYLLABUS

Unit 1: The Accounting Process (15 Hours)

Theoretical Framework of Accounting; Generally Accepted Accounting Principles, Concepts and Conventions; Capital and Revenue transactions: capital and revenue expenditures, capital and revenue receipts; Measurement, Valuation and Accounting estimates; Double entry system, Books of prime entry, Subsidiary Books; Recording of Cash and Bank transactions; Preparation of Ledger Accounts; Preparation of Trial Balance: interpretation and usefulness; Rectification of Errors; Opening entries, Transfer entries, Adjustment entries, Closing entries.

Unit 2: *Issues in Accounting (15 Hours)

Creating new ledgers/Company; Reconciliation Statements and Accounting for Depreciation: definition and causes of depreciation ,need for depreciation , methods of calculating the amount of depreciation, straight line method, diminishing balance method; Bank Reconciliation Statement; Receivables / Payables Reconciliation Statement; Stock Reconciliation Statement.

Unit 3:* Preparation of Final Accounts (15 Hours)

Profit making concern: (for sole proprietorship concern and partnership firm only): Preparation of Trading Account, Profit & Loss Account and Balance Sheet; Accounting treatment of bad debts; reserve for bad and doubtful debts; provision for discount on debtors and provision for discount on creditors; Not-for-Profit making concern: Preparation of Receipts and Payments Account; Preparation of Income and Expenditure Account; Preparation of Balance Sheet.

Unit 4: Fundamentals of Cost and Management Accounting (15 Hours)

Cost and Management Accounting: Generally Accepted Cost Accounting Principles; Accounting for Material cost (including Accounting of Inventory: LIFO, FIFO, Weighted, Average Cost Methods); Accounting for Labour costs, Direct Expenses and Overheads; Preparation of Cost Statements: Cost Data collection, Cost Sheet formats; Preparation of Cost Sheets (historical cost

sheets and estimated cost sheets). Marginal Costing and Break- even analysis; basic knowledge; Application of Marginal Costing for decision-making.

*Practical component to be taught using accounting software

REFERENCES:

Mandatory:

1. Kansal, Amit (2014),NCERT solutions Accountancy, Arihant, Meerut

2.T.S. Reddy & A. Murthy (2011), Financial Accounting,MarghamPublications,Sixth Revision Edition

3. P.C. Tulsian (2014), Financial Accounting, Tata MC Graw Hill Ltd

4. ManoshDutta (2010),Cost Accounting, Dorling Kindersley (India) Pvt. Ltd

5. T.S. Reddy & Y. Hari Prasad Reddy,(2014),Cost Accounting, Margham Publications

Supplementary:

1. Gibson, Charles H. (2013), Financial Statement Analysis, Cengage Learning, Delhi.

2. Singal, Santosh (2012), Accounting and Financial Analysis, International Book House, New Delhi.

3. M.C. Shukla, T.S. Grewal, Dr.M.P.Gupta (2010)CostAccounting,S.Chand& Company Ltd.

Web based:

1. https://epgp.inflibnet.ac.in/ahl.php?csrno=6

2.https://corporatefinanceinstitute.com/resources/knowledge/accounting/types-depreciation-methods/

3https://quickbooks.intuit.com/in/resources/finance-and-accounting/depreciation-methods/

4.https://www.google.com/url?sa=t&source=web&rct=j&url=http://download.nos.org/srsec320newE/320EL28a.pdf&ved=2ahUKEwiDiJuG45bkAhUGbisKHb8MA_YQFjAMegQIARAB&usg=AOvVaw28Anp7XnANzjweoiTFmRC

5. https://cleartax.in/s/cost-accounting

6.https://www.toppr.com/guides/principles-and-practice-of-accounting/accounting-concepts/

7.https://corporatefinanceinstitute.com/resources/knowledge/accounting/bank-reconciliation/

Course Title: Economics and Law

Course Code: ECO-E-8

Marks: 100

Credits: 04

Duration: 60 Hours

COURSE OBJECTIVES:

1. The discipline of law and economics uses economic ideas to understand behavioral consequences of
introduction of or changes in legal rules.

2. To understand how legal arrangements enable or impede functioning of market.

3. To facilitate students to understand the inter-relationship between the two disciplines law andeconomics.

4. To critically evaluate the implications of the existing legal provision on the overall economicperformance.

COURSE LEARNING OUTCOMES: Upon completion of the paper students will be able to

CO1: Understand relationship between of law and economics

CO2: Assess the behavioural consequences of introduction of or changes in legal rules/amendments.

CO3: Review the legal arrangements of functioning of market.

CO4: Recreate a plan for of e governance in law.

CO5:Evaluate the implications of the existing legal provision on the overall economic performance.

SYLLABUS

Unit 1: An Introduction to Law and Economics (15 Hours)

Economic analysis of law: Interrelationship between economics and law; The civil law and the common law tradition, Legal structure in India; Disputes and settlements; A brief introduction to different types of law: Property law, Contract law, Criminal law and Law of Torts.

Unit 2: Economic Theory of Property Rights (15 Hours)

Origin of the institution of property; Legal concept of property, Bargaining theory; Economic theory of property; Establishment and verification of property rights, Conflicting property rights, Public and private property, the public use of private property. The tragedy of the common property resources, Taking Property: Eminent domain.

Unit 3: Evaluation of the Existing Property Laws (15 Hours)

Intellectual Property Rights: Importance; Intellectual Property Rights and World Trade Organization. Copyrights Act, 1957: Purpose; Ownership of Copyrights; Rights of Owners and Rights of Others; Registration of Copyrights and its Infringement; Remedies under Copyrights Act, Patents Act, 1970:

background; Concept of Patent; Procedural aspects of filing of patents; Procedure after filing of Patents; Other provisions of the Act.

Unit 4: Economic Laws in India (15 Hours)

Consumer Protection Act, 1986: Purpose, Salient Features, Organizational set-up; Grievance Redressal Mechanism. Competition Act, 2002 Purpose; Salient Features; Complaint; Procedures for redressal, Essential Commodities Act, 1955: Purpose; Scope; Penalties and Prosecution; Repeals and Savings; FEMA, Geographical indications of Goods Act. SEBI- (Acts); RBI as a regulatory body,Laws related to internet transactions; Negotiable Instruments Act;Prevention of Money Laundering Act, 2002

REFERENCES:

Mandatory:

1. Cooter, Robert and Ulen, Thomas. (2011), An Introduction to Law and Economics, 6thedPearson Series inEconomics.

2. Gopalakrishnan, K.C. (2005), Legal Economics (Interactional Dimensions-Economics and Law), Eastern Book Company, Lucknow.

3. Granstrand, Ove. (2008), Law and Intellectual Property: Seeking Strategies for Research and Teaching in a Developing Field, Kluwer Academic Publishers, Boston.

4. Medema, Steven G., Mercuro, Nicholas. (2006), Economics and the Law: From Posner to PostModernism, Princeton University Press, Princeton, New Jersey.

5. Reddy, G. B. (2002), Law of Consumer Protection in India,Gogia Law Agency, Hyderabad.

Supplementary:

1. Wadehra, B. L. (2003), Intellectual Property Law Handbook: Law Relating to Patents, Trade Marks, Copyrights, Design & Geographical Indications, Universal Law Publishing Co, Delhi.

Web based:

1. http://copyright.gov.in/
2. http://www.wipo.int/patents/en/
3. http://www.ipindia.nic.in/patents.htm
4. https://www.india.gov.in/consumer-protection-act
5. http://www.mca.gov.in/MinistryV2/competitionact.html
6. https://indiacode.nic.in/handle/123456789/1781?view_type=search
7.http://dipp.nic.in/foreign-direct-investment/foreign-exchange-management-act
8. http://legislative.gov.in/sites/default/files/A1999-48.pdf

Course Title: Introduction to Econometrics

Course Code: ECO- E-9

Marks: 100

Credits: 4

Duration: 60Hours

COURSE OBJECTIVES:

1. To acquaint the students with the tools of econometrics.
2. To help students to make estimates about the dependent variable, to test the hypothesis about the dependent variables and to forecast changes in the dependent variables.

COURSE LEARNING OUTCOMES: Upon completion of the syllabus students will be able to:

CO1: Understand the concepts used in sampling in particular and in Econometrics at large

CO2:Use OLS for calculating parameters in regression.

CO3:Construction of point and confidence interval estimate.

CO4: Formulate, test and draw inferences from hypothesis.

CO5: Use R programming to run multiple regression models.

CO6:Interpret the results obtained for linear & multiple regression model

SYLLABUS

Unit 1: Basic Ideas of Linear Regression: The Two-Variable Model (15 Hours)

Population Regression Function; Classical Linear Regression Model. Linear Regression Method: SampleRegression Function, Meaning of "Linear" Regression. Method of Ordinary Least Squares for Two-variable regression; Least Squares Residuals, Variances and Standard Errors of Ordinary Least Squares [OLS] Estimators; BLUE Properties of OLS Estimators: The Gauss-Markov Theorem.

Unit 2: The Two-Variable Model: Hypothesis Testing. (15 Hours)

Hypothesis Testing: Test of Significance Approach; Confidence Interval Approach; Analysis of Variance and Correlation: Sum of Squares; Use of F-ratio to Test the Regression Equation; Use of r2to obtain the Goodness of Fit.

Unit 3: Multiple Regressions: Estimation and Hypothesis Testing (15 Hours)

Three-variable Regression Model; Meaning of Partial Regression Coefficients; Assumptions of the Classical Linear (Multiple) Regression Model, Multiple Regression Equation; Estimation of Parameters of Multiple Regression, (OLS Estimators); Variances and Standard errors of OLS Estimators. Properties of OLS Estimators of Multiple Regression, Testing the slope of an individual

estimator; Testing the Regression Equation.F test, R Square, Adjusted R Square, Comparing two $R^2$ Values,Partial Correlation.

Unit 4: Multiple Regression Problems and Forecasting (15 Hours)

Multicollinearity: Perfect and Imperfect Multicollinearity; Consequences of Multicollinearity, Detection of Multicollinearity*, Corrections for Multicollinearity. Heteroscedasticity*; Nature of Heteroscedasticity, Consequences of Heteroscedasticity, Detection of Heteroscedasticity*, Corrections for Heteroscedasticity*.Serial Correlation; Nature of Serial Correlation, Consequences of Serial Correlation, Detection of Serial Correlation*, Corrections for Serial Correlation*,Regression on Dummy Explanatory Variables*,Forecasting with a Single-Equation Regression Model.

* In class exercise using software packages.

REFERENCES:

Mandatory:

1. Gujarati, Damodar N. (2017), Basic Econometrics, McGraw Hill, Singapore.

2. Ramanathan, Ramu (2001), Introductory Econometrics with Applications, Thomson Asia Pte Ltd., Singapore.

3. Koutsyannis, A.(2001 ), Theory of Econometrics, Palgrave Macmilan.

4. Journal of Econometrics

Supplementary:

1. .Gujarati, Damodar N. (2017), Essentials of Econometrics, Irwin/McGraw Hill, Singapore.

2. Studenmund, A. H. (2017), Using Econometrics: A Practical Guide, Adisson-Wesley, Reading, Mass.

Web References:

1.https://instruction.bus.wisc.edu/jfrees/jfreesbooks/Longitudinal%20and%20Panel%20Data/Book/Chapters/FreesFinal.pdf

2.https://www.researchgate.net/publication/7222561_Study_Design_III_crossectional_studies/link/00463530cc57333de4000000/download

3. https://www.reed.edu/economics/parker/312/tschapters/S13_Ch_1.pdf

Course Title: Introduction to Operations Research for Economists

Course Code: ECO-E-10

Marks: 100

Credits: 04

Duration: 60 Hours

COURSE OBJECTIVES:

1. To equip students with mathematical tools and techniques frequently applied in different branches of economics.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able

CO1: To identify best techniques to solve a specific problem

CO2: To understand the mathematical tools that are needed to solve optimization problems.

CO3: To explain a real-world problem, given in words, into a mathematical formulation

CO4: To analyze the best choice using decision tree

CO5: To evaluate linear programming, transportation and assignment problems

CO6: To interpret and discuss the results of solutions to the problems

SYLLABUS

Unit 1: Linear Algebra (15 Hours)

Systems of equations; Matrices and determinants; Matrix inversion method and its uses.

Unit 2: Linear Programming (15 Hours)

Elements of Linear Programming; Solution to LPP: Graphical, Simplex and the Big M methods.

Unit 3: Transportation and Assignment Problems (15 Hours)

Initial allocation methods; Optimization methods.

Unit 4: Statistical Decision-Making (15 Hours)

Probability analysis; Decision Trees; Expected Value; Economic and commercial applications.

REFERENCES:

Mandatory:

1. Kantisawrup et al, (2005),Operations Research , S Chand & sons, New Delhi

2. TulsianP.C.,Pandey V., (2006), Quantitative Techniques, Pearson India.

Supplementary:

1. Taha H., (2006), Operation Research: An Introduction, Pearson , 7th Edition

Web based:

1. https://arxiv.org/ftp/arxiv/papers/1410/1410.4774.pdf

2. https://www.researchgate.net/journal/0377-2217_European_Journal_of_Operational_Research

3. https://www.sciencedirect.com/science/article/abs/pii/S0377221705005047

Course Title: Actuarial Economics

Course Code: ECO-E-11

Marks: 100

Credit: 4

Duration: 60 Hours

COURSE OBJECTIVES:

1. To provide tools for analysing insurance and insurance risks.

2. To develop expertise in students that is relevant for research and training in insurance companies.

3. To acquaint students to a wide range of decision making processes used for financial planning and

management.

COURSE LEARNING OUTCOMES: upon completion of the course students will be able to:

CO1: Understand concepts in actuarial economics

CO2: Identify the changes in financial sector due to globalization;

CO3: Calculate annuity and types of annuity.

CO4: Interpret life table for the purpose of calculation of premium.

CO5: Apply probability theory to insurance

CO6: Outline the role of regulatory bodies like IRDA

SYLLABUS

Unit 1: Introduction to Actuarial Economics (15 Hours)

a.Origin, nature and scope of Actuarial Economics:Its importance; Link between financial planning and risk

management; Utility and risk preference.

b. Annuity and its Calculations

Annuity: ordinary annuity, annuity due, deferred annuity; Perpetuity: present value of immediate perpetuity,

present value of perpetuity due, deferred perpetuity; annuity with frequency different from that with which

interest is convertible; varying rates of interest; redemption of loan; average interest yield on the life fund.

Unit 2: Pricing (15 Hours)

Basic elements in computation of life insurance premium; premium calculation; formulae for calculation of net premium.

Unit 3: Mortality Tables (15 Hours)

Probability theory in insurance; mortality table; types: select and ultimate tables; stages involved in construction of mortality table.

Unit 4: Product Design and Actuarial Profession (15Hours)

Basic methodology and setting assumptions; product design; actuarial standards and regulations, role of IRDA.

REFERENCES:

Mandatory:

1. Mishra K.C. & Kumar C.S., (2009),Elements of Actuarial Science, Cengage Learning, Delhi

2. Booth, P.M. et al., (2004),Modern Actuarial Theory and Practice, Chapmen and Hall, London

3. Newton Bowers et al., (1997), Actuarial Mathematics, Society of Actuaries, (second edition), Illinois.

Supplementary

1. Sherris, Michael, (2001), Principles of Actuarial Science, PDF

2.MarcoCorazzaet. al. (2016), Mathematical and Statistical Methods for Actuarial Science and Finance, Springer

International Publisher.

Web-based:

1.https://www.researchgate.net/publication/306082366_Knowledge_and_Perceptions_of_Actuarial_Science_Among_
Students_and_Academics_Evidence_from_JABU

2. https://www.casact.org/library/astin/vol36no1/1.pdf

3.https://faculty.wharton.upenn.edu/wp-content/uploads/2013/05/Lemaire_2005_Actuarial_1.pdf

Course Title: Microeconomic Analysis

Course Code: ECO-E-12

Marks: 100

Credits: 4

Duration: 60 Hours

COURSE OBJECTIVES:

1. To study economic theories of distribution, general equilibrium, welfare and market failure.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able to:

CO1: Map the theories of distribution from classical to neo classical.

CO2: Classify theories of distribution in competitive and non -competitive market structures.

CO3: Distinguish between general equilibrium & welfare economics.

CO4: Compare & contrast partial equilibrium with general equilibrium.

CO5: Examine market failure and causes of it.

CO6: Construct Edgeworth box.

SYLLABUS

Unit 1: Oligopoly (15 Hours)

Cournot& kinked demand curve models, Collusion: cartel & price leadership model; long run adjustments & efficiency implications of oligopoly; other oligopolistic pricing practices; Prisoners‟ dilemma; Price & non price competition & cartel cheating.

Unit 2: Pricing & employment of inputs (15 Hours)

Perfect competition: Demand & supply curve for input, pricing & employment of input; analysis of labour market; Imperfect competition: Demand curve of firm for an input, monopsony pricing & employment of one variable input; analysis of imperfect input markets.

Unit 3: Equilibrium Analysis (15 Hours)

Partial equilibrium; Walrasian general equilibrium of exchange & production; Pareto optimality; perfect competition; economic efficiency & equity; Rawls theory of justice.

Unit 4: Welfare Economics (15 Hours)

Pigouvian welfare economics; Utility possibility frontier, Pareto optimal conditions; Value judgment; Social welfare, Social policy criteria: Compensation principle, Arrow‟s impossibility theorem; Inability to obtain optimum welfare: Imperfections, market failure, decreasing costs, uncertainty and non-existent and incomplete markets.

REFERENCES:

Mandatory:

1. Salvatore, Dominick,(2012)Principles of Microeconomics, Oxford International studentedition, Eighth Edition.

2. Cowell A Frank (2006) Microeconomics: Principles and Analysis, Oxford University Press, New York.

3. Gravelle Hugh and Ray Rees (2008), Microeconomics, Pearson Education Inc.and Dorling Kindersely Publishing
Inc., New Delhi.
4. Hal R Varian, (2010), Microeconomic Analysis, W W Norton & Company, New York.
5. Baumol W.J (2015), Economic Theory and Operations Analysis, Prentice Hall of India, New Delhi.
Supplementary:
1. Gravelle, H and Ray Rees, (2015), Microeconomics, Pearson Education Limited, England.
2. Maddala G.S and Ellen Muller(2005), Microeconomics: Theory and Applications, McGraw Hill, Singapore.
3. Mas-colell, A, Michael D.Wiston and Jerry G. Green (2009), Microeconomics, 3rd edition,rentice Hall Longman,
London.
4. Sen, A.(2004), Microeconomic Theory, OUP, New York.
5. Stigler, G., (2011), Microeconomics: Theory and Applications, Oxford University Press, NewDelhi.
6. Varian, H., (2014), Theory of Price, (4th Edition), Prentice Hall of India, New Delhi.

Web based:

1.https://epgp.inflibnet.ac.in/ahl.php?csrno=11

2.https://www.kotaksecurities.com/ksweb/Research/Investment-Knowledge-Bank/what-is-derivative-trading

Course Title: Labour Economics

Course Code: ECO-E-13

Marks: 100

Credits: 04

Duration: 60 Hours

COURSE OBJECTIVES:

1. To understand the importance of labour economics in enhancing labourproductivity.

2. To understand the functioning of labour markets.

3. To understand the dynamics of labour markets in the context of globalization.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able to:

CO1: Identify the characteristics of Indian labour market.

CO2: Review efficiency of Indian labour market.

CO3: Choose appropriate labour welfare policy for Indian labour.

CO4: Examine issue of labour in India with special reference to female & child labour force.

CO5: Analyze the data on Indian labour market & draw suitable findings.

CO6: Understand the factors that determine the outcomes observed in labour markets in today globalized
world.

CO7: Critically evaluate government policies affecting work and jobs

CO8: Understand how workers, firms, unions and the government interact in the labour market

SYLLABUS

Unit 1: An Introduction to Labour Economics (15 Hours)

Labour - Concept, significance and peculiarities. Nature, scope and importance of Labour Economics, Labour Markets: positive and normative aspects – Characteristics of Indian labour markets.

Unit 2: Efficiency of Labour (15 Hours)

Determinants of Labour efficiency: Wages, education and training, other factors; Determination of wages – minimum wage and fair wage, alternative pay schemes, incentives; Investing in Education and Human Capital Formation; school inputs, school quality, student and teacher incentives, Human capital policy; training program; Competition and regulation.

Unit 3: Labour Welfare and Labour Market Policies in India (15 Hours)

Social security; need, statutory and non-statutory welfare measures, un-employment insurance, labour welfare funds – Health and insurance scheme;Exit Policy; Child Labour Policy in India; Problems and Policy of Female Workers in India, Contract Labour.

Unit 4: Trade, globalization and labour markets (15 Hours)

Global dimension of human resource, Perspectives and emerging issues in employer-employee relations in India consequent to economic liberalization and globalization. Brain drain and brain gain.

REFERENCE:

Mandatory

1. Ronald G. Ehrenberg and Robert S. Smith (2012), Modern Labour Economics: Theory and Public Policy,
Pearson Publication, Prentice Hall Boston.(mandatory economics)

2. Puneker S.D, Deodhar S.D. and SankaranSaraswathi (2011), Labour welfare, trade unionism and industrial

relations ,Himalaya Publishing House, Mumbai.
3. Datt, G (2007), Bargaining Power, Wages and Employment : An Analysis of Agricultural, Labour : Markets in
India, Sage Publications, New Delhi
4. Hajela, P.D. (1998), LabourRestrucing in India: A Critique of the New Economic Policies, Commonwealth
Publishers, New Delhi.
5. Jhabvala, R.and R.K. Subrahmanya (Eds) (2009), TheUnorganised Sector: Work Security and Social
Protection, Sage Publications, New Delhi.

Supplementary:

1. McConnell, C.R. And S.L. Brue (2009), Contemporary Labour Economics, McGraw-Hill, New York.

Web based:

1. https://www.bls.gov/data/
3.https://labour.gov.in/wages-and-statistics

Course Title: Environmental Economics

Course Code: ECO- E-14

Marks: 100

Credits: 4

Duration: 60Hours

COURSE OBJECTIVES:

1. To use economic approach to study environmental issues.
2. To assess environmental policy instruments.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able to

CO1: Define basic concepts in environmental economics

CO2: List out the differences between national income accounting & green accounting procedures

CO3: Identify different environmental damage functions.

CO4: Apply law of equi-marginal principle to environmental pollution reduction

CO5: Choose an appropriate environment evaluation technique to a given environmental problem.

CO6: Select appropriate tools of Micro Economics for providing solutions to Environmental problems.

SYLLABUS

Unit 1: Economics and the Environment (15 Hours)

Economic Perspectives on the Environment; National Income and Environmental Accounting; Economic activity and problem of residuals, Issues of Environmental economics; Externality and Market Failure.

Unit 2: Economics of Environmental Quality (15 Hours)

Pollution Damage and Abatement Costs; damage and ambient functions; Efficient Level of Emissions;

Application of Equi-marginal Principle to Emission Reductions; Enforcement Cost; Pollution control models.

Unit 3: Environmental Evaluation (15 Hours)

Use and non-use value of environmental resources; Market and non-market evaluation techniques; Impact analysis, Cost-effectiveness analysis, Benefits and Costs analysis.

Unit 4: Environmental Policy (15 Hours)

Criteria for Evaluating Environmental Policies, Decentralized Policies: Liability Laws, Property Rights, Moral Suasion, Command-and-Control Strategies: The Case of Standards; Incentive-Based Strategies: Emission Charges and Subsidies, Transferable Discharge Permits.

REFERENCES:

Mandatory:

1. Field, Berry and Field, Martha (2016), Environmental Economics, McGraw-Hill/Irwin

2. Hanely, Nick, Shorgen, Jason F. and White, Ben (2011), Environmental Economics: In Theory and Practise,
MacMillian.

3. Kolstad, C, D. (2003), Environmental Economics, Oxford University Press.

4. Titenberg Tom and Lynne, Lewis (2012), Environmental and Natural resource economics, 9th edition, Pearson

Supplementary:

1. Wallace Oates (Editor) (2006), The RFF Reader in Environmental and Resource Policy, 2nd edition, RFF
Press

Web based:

1.http://eepseapartners.org/pdfs/pdfs/12628447961Luangmany_et_al_-_Valuing_Environmental_Services.pdf

2.https://www.cbd.int/financial/finplanning/g-costestimate-worldbank.pdf

3. http://www.eemj.icpm.tuiasi.ro/pdfs/vol7/no6/39_Petru%20%20Condrea.pdf

4.https://pdfs.semanticscholar.org/27ab/f13c63e7ac46fc324b2566c83ba83a11a646.pdf
5.https://www.researchgate.net/publication/261874311_Environmental_costbenefit_analysis_of_decentralised_wastewater_treatment_and_re-use_A_case_study_of_rural_Jordan
6.http://www.ase.tufts.edu/gdae/pubs/te/enre/3/ch8_national_accounting.pdf
7. https://ideas.repec.org/a/ags/joaaec/155413.html

Course Title: Introduction to Industrial Economics
Course Code: ECO- E-15
Marks: 100
Credits: 04
Duration: 60 Hours

COURSE OBJECTIVES:
1. To introducestudents to the concept of industrial economicsand its significance.
2. To highlight the role of globalization in industrial development.
3. To understand the impact of industrial reforms and competition.
COURSE LEARNING OUTCOMES: Upon completion of the course students will be able to
CO1: Define the scope of industrial economics.
CO2: Discuss the theories of firms.
CO3: Identify various market structures, their conduct and performance
CO4: Examine the industrial policies in India post globalization and their relevance

CO5:Analyzelabour regulatory mechanism and competition framework with respect to India.

CO6: Choose the right industrial structure for Indian economy in the globalised world.

SYLLABUS

Unit 1: Introduction to Industrial economics and Theory of the Firm (15 Hours)

Meaning, scope, need and significance of industrial economics; Size and Structure of firms: technological view of the firm; investment size; vertical integration; transaction cost. Separation of ownership and control – implications.

Unit 2: Structure, Conduct and Performance (15 Hours)

Determinants of market structure;Price and non-price competition; product differentiation.

Unit 3: Industrial Policy and Reforms (15 Hours)

Industrial policy in a global economy; Industrial policy for inclusive growth. India‟s industrial policy pre and post globalization.

Unit 4: Regulatory Mechanism and Competition Framework (15 Hours)

Need for reforms in regulatory mechanisms; Competition Law and Policy; role of Competition Commission in India, Introduction to labour reforms.

REFERENCES:

Mandatory:

1. Addison J.T Schnabei C., (2003), International Handbook Of Trade Unions, Edward Edgar.

2. Bhatia S.K, (2006)Industrial relations and collective bargaining, Theory and practice, deep and Deep

Publications, New Delhi,

3. Mamoria C.B &Mamoria S, (2005),Dynamics of Industrial Relation,Himalaya Publishing House, Mumbai.

4. SenRatna,(2003), Industrial Relations In India, Macdonald and Evans, G. Britain.

5. VenkataRatnam, C.S., (2001), Globalization and Labour- Management Relations: Dynamics of Changes,
Sage Publications/Response Books, New Delhi.

Supplementary

1. R.R. Barthwal (2000), Industrial Economics: An Introductory Text Book, New age,Internaltional (P)
Limited, Publishers, New Delhi

Web based:

1.https://www.researchgate.net/publication/309033203_India's_Industrial_Policy_and_Performance_since_Independence

2.http://shodhganga.inflibnet.ac.in/jspui/bitstream/10603/126797/8/08_chapter%201.pdf

3.http://isid.org.in/pdf/WP1302.pdf

Course Title: Financial Economics

Course Code: ECO- E-16

Marks: 100

Credits: 04

Duration: 60 Hours

COURSE OBJECTIVES:

1. To familiarize students with the different types of financial instruments and techniques of asset management.

2. To provide understanding about different aspects of corporate finance.

Course Learning Outcomes: Upon completion of the course students will be able to

CO1: State the different types of financial instruments and techniques of asset management

CO2: Interpret various ratios used in the course

CO3: Develop insights into the role played by time, uncertainty, information and inflation in evaluating financial instruments

CO4: Classify various instruments and inspect the feasible

CO5: Measure risks, returns, value of investments & assets,

CO6: Propose solutions to specific financial issues or problems of corporate financial decisions

SYLLABUS

Unit 1: Types of Financial Securities (15 Hours)

Introduction to financial economics; types of financial markets their features; Types of money market securities; Capital market securities: common and preferred stock; Rights and Warrants; Bonds: corporate, government and public sector bonds; Mutual funds.

Unit 2: Valuation of Financial Securities (15 Hours)

Discount rates and the time value of money: Present value (PV) and net present value(NPV); Mechanics of NPV calculations; Compound interest, annuity and perpetuity formulas; Real vs. nominal cash flows, Fixed income markets, Bond Valuation; Discount bond and Coupon bond.

Unit 3: Return and Risk Analysis (15 Hours)

Investment and returns: Interest rates, dividends, capital gains; Time value of money; Inflation and returns; Measuring investment returns; Risk and Risk factors; Measuring investment risks; Diversification; Systematic and idiosyncratic risk; Portfolio mean and variance; Covariance and correlation of returns; feasible combinations of mean and variance; Portfolio optimization; Efficient risk/return trade-offs.

Unit 4: Financial Statement Analysis (15 Hours)

Introduction to Financial Statements; Importance of Financial ratios; Calculations and Interpretation of Liquidity ratios, Leverage ratios, Turnover ratios, Profitability ratios, Capital Gearing ratios: Limitations.

REFERENCES:

Mandatory:

1. Francis J C & R.W Taylor (2000), Theory and Problems of Investments, McGraw Hill, Schaum's Outline Series,
Singapore.

2. Bodie, Zvi Kane, Alex Marcus Alan (2012), Essentials of Investments, 9th Edition, McGrawHill Higher Eduction.

3. Eichberger J and Ian.R. Harper,(2007), Financial Economics, Oxford University Press,Oxford.

4. Avadhani V. A 2012, Financial Economics, Theory and Practice, Himalaya Publications

5. PilbeamKeith(2011), Finance and Financial Markets, Palgrave , New Delhi.

Supplementary:

1.D.E. Fisher and R.J. Jordan –(2001) Security Analysis and Portfolio Management, Prentice-Hall/Pearson Edu., 6th

Edition,

2. Reilly Frank K and Keith C. Brown,(2007) Investment Analysis and Portfolio Management, 8th edition, Thomson

Learning

3.Kohn, Meir (1994), Financial Institutions and Markets, McGraw Hill, New York.

4.Richard A. Brealey and Stewart C. Myers (2002), Principles of Corporate Finance, McGrawHill, 7th edition.

5.Thomas E. Copeland, J. Fred Weston and KuldeepShastri (2003), Financial Theory and Corporate Policy, Prentice

Hall, 4th edition.

Web based:

1. https://www.bseindia.com/

2. https://beta.nseindia.com/

3. https://www.sebi.gov.in/

4. https://economictimes.indiatimes.com

Course Title: Macroeconomic Analysis

Course Code: ECO- E-17

Marks: 100

Credit: 4

Duration: 60 Hours

COURSE OBJECTIVES:

1. To understand macroeconomic performance and aggregate economic activity.

2. To evaluate determinants of economic progress and economic decisions made by policymakers and
to use the intuitive analysis of economic process.
3. To introduce to the principles of solving macroeconomic problems, interpretation and analysis of
the economic facts.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able to:
CO1: Describe consumption, investment, business behaviours; & concepts of inflation, monetarypolicy,
unemployment, interest rate determination.
CO2:Explain and summarize the various macroeconomic theories included in the course.
CO3: Utilize the macroeconomic frameworks to develop insights into the dynamics of theEconomy.
CO4: Examine the working of banking sector, the inflation-unemployment trade off and theliquidity trap.
CO5: Evaluate the merits and limitations of monetary and fiscal policy
CO6: Solve macroeconomic problems with the insights gained from the course

SYLLABUS
Unit 1: Theories of Consumption and Investment (15 Hours)
General theories of spending behavior, Absolute, Relative Permanent Income Hypothesis, Life cycle hypothesis;
Motivation for Investment: Marginal Efficiency of capital, supply price; expected income streams; MEC and rate of

interest; Principle of Acceleration

Unit 2: Frameworks for Interest Rate Determination (15 Hours)

Keynesian theory of interest; determination of rate of interest; Changes in levels of income, speculative demand and money supply and their effect on equilibrium rate of interest; liquidity trap and policy implications; IS-LM approach to the determination of equilibrium rate of interest; elasticity of LM schedule and shift in LM curve; interest elasticity of IS schedule and equilibrium.

Unit 3: Theory of Inflation and Business Cycle (15 Hours)

Theories of Inflation: demand pull, cost push, wage push, profit push; the Phillips curve, trade-off between inflation and unemployment, stagnation; concept and phases of trade cycle; Innovation theory; Hicks‟ theory.

Unit 4: Banking System (15 Hours)

Role of Central Bank: functions, Money measures, credit control methods; monetary policy; Commercial banking: functions, credit creation, social banking; banking sector reforms in India.

REFERENCES:

Mandatory:

1. Begg D., Dornbusch R., Fischer S(2018).Macro Economics, McGraw-Hill, 9th edition.

2. Harris, C.L. (2011), Money and Banking, Allyn and Bacon, London.

3. Laliwala, J.I. (2009), The Theory of Inflation, Vani Educational Book, New Delhi.

4. Mishra, S.S. (2014), Money, Inflation and Economic Growth, Oxford & IBH Publishing Company, New Delhi.

5. Ackey, G (2001),Macro Economics Theory and Policy, Macmillan Publishing Company, New York.

Supplementary:

1. Mankiw N. G. (2010), Macroeconomics, 7th edition, Worth Publishers, NY
2. Bhole L.M. (1999), Financial Institutions and Markets, Tata Mcgraw Hill
3. Lipsey R.G., Chrystal K. An Introduction to Positive Economics, Oxford University Press.
4. Reddy Y.V. (2000), Monetary and Financial Sector Reforms in India, UBSPD, New Delhi

Web based:

1. https://epgp.inflibnet.ac.in/ahl.php?csrno=6

Course Title: Behavioral Economics

Course Code: ECO- E-19

Marks: 100

Credits: 04

Duration: 60 Hours

COURSE OBJECTIVES:

1.To understand the linkages between economics & psychology

2. To apply psychological principles to economic decision making.

COURSE LEARNING OUTCOMES: Upon completion of this course students will be able to

CO1: Understand the basic concepts in behavioral economics.

CO2:Distinguish between heuristics & biases with the help of examples of their own

CO3: Evaluate the importance of behavioral economics for policy making

CO4:Design applications of behavioral economics to a given a Economics problem

CO5:Propose nudging to any given policy.

CO6: Analyze the effectiveness of flagships programs of GOI.

SYLLABUS:

Unit 1: Introduction to Behavioral economics (15 Hours)

Meaning, Evaluating behavioral economics, historical context, methodology: Experimental vs behavioral; basic concepts: probability judgment; Preferences: revealed, constructed, discovered or learned.

Unit 2: Some Principles of behavioral Economics for policy making (15 Hours)

Influence of behavior of others in decision making; Importance of habits; Motivation and decision making; influence of self expectations on behavior; Inclination towards loss aversion, computational blunders; involvement and effective changes in the policy.

Unit 3: Decision making under risk & uncertainty (15Hours)

Heuristics and Biases programme- Representativeness, Availability, Anchoring and adjustment, mental accounting Biases: Overconfidence, Confirmation bias, Framing, Status Quo Bias, Endowment Bias, Self-Control Bias Fallacies: conjunction and disjunction fallacies, gambler‟s fallacies.

Unit 4: Applications of Behavioral Economics (15Hours)

Choice architecture: The role of nudging ;Applications: Labour Economics, Finance, Taxation, Public Policies: Psychological and social perspectives on policy in the area of Poverty, Health, Climate Change

References:

Mandatory:

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

2. Erik Angner,(2012) “A Course in Behavioral Economics”, Palgrave Macmillan

3. SanjitDhami, (2016) “The Foundations of Behavioral Economic Analysis”, Oxford University Press

4. E. Cartwright, (2011), Behavioral Economics, Routledge

5. M. Altman (2007), Handbook of Contemporary Behavioral Economics: Foundation and Developments
Prentice Hall India

Supplementary:

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

2. G. Loewenstein(2007), Exotic Preferences: Behavioral Economics and Human Motivation Oxford University Press

3. Colin F. Camerer, George Loewenstein, Matthew Rabin (ed.)(2004), Advances in Behavioral Economics, Princeton
University Press.

4. Dan Ariely, (2009) Predictably Irrational: The Hidden Forces That Shape Our Decisions, Harper & Collins,

Reports:

World Development Report 2015: Mind, Society, and Behavior

Web based:

1. http://www.its.caltech.edu/~camerer/ribe239.pdf

2. https://b.3cdn.net/nefoundation/cd98c5923342487571_v8m6b3g15.pdf

3.https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/305377222_Behavioral_Economics&ved=2ahUKEwiJkPOyiMHkAhULPo8KHV77CvIQFjAGegQICBAB&usg=AOvVaw1H1HeBtjbyqdF7kq3w9sYo

Course Title: Research methodology in Economics

Course Code: ECO- E- 20

Marks: 100

Credits: 04

Duration: 60Hours

COURSE OBJECTIVES:

1. To impart sound knowledge to students of economics about research methodology.
2. To enable students to write research proposal.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able to

CO1: Write null & alternate hypothesis.

CO2: Apply research methods to any given problem in social research.

CO3: Recognize the use of primary & secondary data.

CO4: Distinguish between probability and non probability sampling techniques.

CO5: Design Questionnaire, interview schedule.

CO6:Write a proposal for social research project in Economics

SYLLABUS

Unit 1: Social Research: (15 Hours)

Social research: meaning, definition, Aims, importance, steps in social research; Characteristics of good social research; Problems. Hypothesis: Meaning, Importance, sources, forms & types; testing of hypothesis: concepts involved in testing of hypothesis, steps involved in formulation of hypothesis, difficulties.

Unit 2: Research methods (15 Hours)

Social survey, Case study; Experimental; Interdisciplinary methods; Statistical method:(Meaning, types, characteristics, merits &demerits)

Unit 3: Empirical investigations: (15 Hours)

Choice of data: Primary or secondary; sources of data; sample versus census survey; sample survey method: probability & non probability sampling methods, characteristics of good sample design; sampling & non sampling errors.Unit 4: Collection & data analysis (15Hours)

Selection of appropriate method of primary data collection: observation methods, interview method, questionnaire versus schedule; collection of secondary data; Data editing, tabulation and data analysis: use of parametric & non parametric tests.

References:

Mandatory

1. Kothari C.R (2013), Research Methodology: Methods and Techniques, New Age International Publishers.

New Delhi.

2. Goode, W.J and Hatte, P.K (1981), Methods in Social Research,McGraw-Hill, Singapore.

3. Young Pauline V. (1996), Scientific Social Surveys and Research, Prentice-Hall of India New Delhi.

4. Gerard, Gutherie (2010), Basic Research Methods An Entry into to Social Science Research, Sage Publications
India, New Delhi.

Supplementary:

1. Baronov, David (2004), Conceptual Foundations of Research Methods, Paradigm Publishers, Boulder, US.

2. Cooper, R. Donald and Pamela S. Schindler (2003), Business Research Methods, Tata McGraw- Hill.

3. Fink, A (2009), Conducting Research Literature Reviews: From the Internet to Paper, Sage Publications, New
Delhi.

4. Flick, U (2011), Introducing Research Methodology: A Beginner's Guide to doing a Research Project, Sage
Publications India, New Delhi.

5. Shipman, Keith F, (1996), Introduction to Social Research, Sage, London.

Web based:

1.https://www.unicef.org/easterncaribbean/ECAO_Barbados_Report_Social_Survey_on_Violence_against_Chil dren_and_Women.pdf

2. https://www.researchgate.net/publication/235953309_Case_Study

3.https://www.researchgate.net/publication/316532311_Research_design_the_methodology_for_interdisciplinary_research_framework

4.https://www.researchgate.net/publication/320010397_Primary_Sources_of_Data_and_Secondary_Sources_of _Data

5.https://www.researchgate.net/publication/314239004_Sampling_-_Probability_Vs_Non-Probability

INTERDISCIPLINARY COURSES

Course Title: Entrepreneurship

Course Code: ECO-INT -1

Marks: 100

Credits: 4

Duration: 60 Hours

Course Objective:

1.The key objective of this course is to provide the required skills to the students interested in pursuing

entrepreneurship.

COURSE LEARNING OUTCOME: Upon completion of the course students will be able to:

CO1:Understand basic concepts in entrepreneurship

CO2:Identify and evaluate business opportunities

CO3:Evaluate risks

CO4:Pursue innovations

CO5:Production and marketing of goods to understand the economics of entrepreneurship

CO6: Prepare/Create a business plan.

SYLLABUS

Unit I. Introduction to entrepreneurship (15 Hours)

Entrepreneurship: meaning, definition, Types, qualities, skills and functions;Risk and uncertainity;Analysis of Business Environment & Policies: Market, Resources & Competition. Use of SWOT and Porter‟s Five Forces Analysis; Difference between Entrepreneurship &start ups,

Unit 2:Risk& Innovations (15 Hours)

Importance and management of risk; market/commercial risk, technological risk, financial risk, social risk, political risk, personal risk; Innovations:Concept& theory, Types and forms of innovations; innovation & imitation; Branding, Patents and Copyrights, Support for startups: Purpose of Incubators& Accelerators.

Unit 3: Sources of funds and Costing, Pricing and Marketing (15 Hours

Financial Resources - Sources of funds; Uses of funds; Fixed and Working Capital; Material Resources: Supply and distribution chains; Government and local resources; Human Resources. Costing Strategies – Absorption and marginal costing; Costing for inventories; Pricing and pricing strategies (skimming price, penetration price, mark-up, marginal-cost price); Break- even analysis and break- even chart; Marketing techniques and strategies.

Unit 4: Business model canvas (15 Hours)

Components and Uses of the Business Plan; Creating a Business Plan; Sources of funds; Marketing Plan Expenditures and Revenues; Profitability; Growth Rate of the business and the Rate of Return.

*students will submit a business model canvas: (15 hours)

REFERENCES:

Mandatory:

1. Charantimath, Poornima M. (2014), Entrepreneurship Development and Small Business Enterprises, Pearson,Chennai.

2. Colombo Plan Staff College for Technical Education, Manila (2009), Entrepreneurship Development, Tata McGraw Hill, New Delhi.

3. Chandra, Prasana (2011), Projects: Planning, Analysis, Selection, Implementation & Review, Tata McGrawHill, New Delhi.

Supplementary:

1. Kuriloff, Arthur H; Hemphill, John M. (2014), Starting and Managing the Small Business, McGraw-Hill, New York.

2.MukherjeeAbhikKumar;RoyShaunak, (2019)Entrepreneurship Development and BusinessEthics,Oxford University Press,New Delhi

Web based:

1. https://up.startupindia.gov.in/content/sih/en/home-page.html
2. http://www.ciba.org.in/
3.https://www.goa.gov.in/wp-content/uploads/2017/09/Goa-IT-Start-up-Policy-2017.pdf
4.https://www.forbes.com/pictures/mgj45fgmd/100-best-websites-for-entrepreneurs-3/#1c3d2dd71e87
5. https://www.india.gov.in/people-groups/community/entrepreneur
6. https://www.entrepreneur.com/magazine

Course Title: Gandhian Economic Thought

Course Code: ECO-INT -2

Marks: 100

Credits: 4

Duration: 60Hours

COURSE OBJECTIVES:

1. To familiarize the student of Arts & Science with Gandhian Economic thought.
2. To familiarize the students with Gandhian methodology in the light of sustainable development.
3. To acquaint the students with the relevance of Gandhian economic thought to present day India.

COURSE LEARNING OUTCOMES: Upon completion of the course students will be able
to

CO1: Define Gandhian economics

CO2:Explain basic principles of Gandhian economy

CO3:ApplyGandhi‟s theory of Agriculture and industrialization to Indian situation

CO4:Analyse the principle of trusteeship

CO5: Recognize Gandhian ideas of sarvodaya

CO6: Propose alternative solution based on Gandhian economic thought to any economic problem.

CO7: Evaluate the sources which influenced Gandhi to formulate his economics ideas

CO8: Illustrate the Gandhian concepts of Economics

SYLLABUS

Unit 1: Basic Principles of Gandhian Economy (15 Hours)

Background of Gandhian Economic thought, Concept of bread Labour, Views on distribution of wealth, Principles of Trusteeship; Swadeshi and its present relevance to India; Principle of Sustainability: Economic, environmental and social; Policy of education, vocational training and status of women.

Unit 2: Decentralized Economy (15 Hours)

Decentralization of economic power; self-sufficient village economy, Role of agriculture; Solutions to issues of poverty and unemployment in India.

Unit 3: Industrial Economy (15 Hours)

Industrial economy: Efficiency, power, tractors, electricity, diffusion, work, development of personality. Agro and Village industries: Introduction, Purpose, Public Utilities; Importance of Village and Cottage Industries in National Economy, Comparative study of large and small scale industries, Economics of Khadi, Charkha, and its relevance to Indian economy.

Unit 4: Principle of Sarvodaya (15 Hours)

Sarvodaya Economics: Bhoodan, Gramdan, Contribution of VinobaBhave to Sarvodaya movement;Sarvodaya and Globalization: Relevance.

REFERENCES:

Mandatory:

1. Kumarappa, J.C.(2010), Gandhian economic thought, SarvaSevaSanghPrakasham, Rajghat, Varansi.

Supplementary:

1. Bose, N.K. (1994), Gandhi the man and his mission, BhartiyaVidyaBhawan, Bombay.

2. Datta, Amlan. (2010), The Gandhian Way, N.E. Hill University publications, Shillong.

3. Diwarkar, R.R. (2007), Gandhiji's basic Ideas and some modern problems, BharatiyaVidyaBhawan.
4. Iyer, Raghavan(2007), Moral and Political Thought of Gandhi, Oxford Univ. Press, New York.

Web based:
1. The Official Mahatma Gandhi e Archive & Reference Library, Mahatma GandhiFoundation - India. Available from:<www.mahatma.org.in/books >(for exhaustive list)

Course Title: Taxation for All
Course Code: ECO-INT-4
Marks: 100
Credits: 4
Duration: 60 Hours
Course Objectives:
1. To sensitise students on the various issues related to Taxation
2. To provide an overview of direct and indirect taxes in India
3. To help student with the calculation of tax liabilities.
Course Learning Outcomes: Upon completion of the course students will be able to
CO1:Explain the importance of different types of taxes in India
CO2: Interpret provisions of direct and indirect tax legislations
CO3: Apply the tax laws to derive solutions
CO4: Analyze direct and indirect tax structures
CO5: Assess different types of taxes
CO6: Formulate tax returns for individuals and corporations

SYLLABUS

Unit 1. Introduction to Taxation (15 Hours)

Importance of taxation; Principles of taxation; Impact and incidence of a tax; equity and ability-to-pay; tax rates and structure of tax rates; direct and indirect taxes, advantages and disadvantages; efficient and inefficient taxes; Shifting and Evasion, Legal basis for the introduction of a Tax.

Unit 2. Income Tax (15 Hours)

Importance of Income Tax; Legislation supporting the Imposition of Income Tax: Features and Important Provisions; Income tax Rate structure; Taxable Incomes; Avoidance and Evasion of Taxes; *Calculation of Income Tax and Corporate Tax and Filing Tax Returns.

Unit 3. Goods and Service Tax (15 Hours)

Evolution of Indirect Taxation in India; Types of Indirect Taxes in India; Importance of Goods and Service Tax; Legislation supporting the Imposition of Goods and Service Tax: Features and Important Provisions; GST Tax Structure; *Calculations of Taxes under GST and Filing of Tax Returns.

Unit 4. Customs Duties (15 Hours)

Importance of Customs Duties; Legislation supporting the Imposition of Custom Duties: Features and Important Provisions; Treatment of Exports and Imports; Custom Valuation Procedures; Structure of Customs Duties; *Calculations and Clearance of Custom Duties. Auctions and Customs.

*practical component

REFERENCES:

Mandatory:

1. JainR K. (2017),Customs Tariff of India 2017-18, Vol. 1 and Vol. 2, CENTAX

2. Rosen S.H.,(2007) „Public Finance', Irwin /McGraw- Hill.

Supplementary:

1.Saraogi CA Vishal (2017) Goods and Services Tax Laws Practice & Procedure with Commentary, Lawpoint

Publications

2. Singhania, Monica; SinghaniaVinod K (2017) Student's Guide to Income Tax (University Edition), Taxman

3. SreekantaradhyaB.S.(2002), „Structure and reforms of taxation in India", Deep & Deep, New Delhi.

Web based:

1.https://www.incometaxindia.gov.in/Pages/acts/income-tax-act.aspx

2.https://gst.taxmann.com/

3.https://cleartax.in/s/gst-law-goods-and-services-tax

4.http://www.gstindia.com/about/

5.https://www.taxmann.com/blogpost/2000001834/gst-rates-2019-gst-council-meeting-updates-latest-gst-taxslabs.aspx

6. https://cleartax.in/s/customs-duty-india

**Learning Outcome Matrix : CLO/PLO only for first year.**

**MATRIX -1**

**MAPPING COURSES/ACTIVITIES TO PROGRAMME LEARNING OUTCOM**

**PROGRAMME: Economics**

*(use ☑ if linked, ☒ if not linked )*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **PLOS**<br><br>**Course /Activity** | | **PLO-1: Use of Technology,Problem Analysis and Solutions** | **PLO-2 : Environment Sustainability & Ethics** | **PLO -3: Individual and Team work, Communica& Life Skills** | **PLO-4: Research Aptitude & Social responsibility** | **PLO-5: Quantitative reasoning skills** | **P**<br><br>**A E s** |
| | ECO-I.C-1 | ☑ | ☒ | ☑ | ☒ | ☒ | ☒ |
| | ECO-I.C-2 | ☑ | ☒ | ☒ | ☒ | ☑ | ☒ |

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|---|---|---|---|---|---|---|---|
| **Courses Component A** | ECO-II.C-3 | ☒ | ☑ | ☑ | ☑ | ☑ | |
| | ECO-II.C-4 | ☑ | ☒ | ☑ | ☑ | ☑ | |
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| **Courses Component B** | **Language** | | | | | | |
| | **Academic Writing** | | | | | | |
| | **Research Writing** | | | | | | |
| | **Statistical methods** | | | | | | |
| | **EVS** Economics component | ☑ | ☑ | ☑ | ☑ | ☑ | |
| **Component C** | **Sports/ NSS /NCC/SE/OP** | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Component D** | **Internship** | ☑ | ☑ | ☑ | ☑ | ☑ | |
| **Activities of the department** | ***Revelations*** | ☑ | ☑ | ☑ | ☒ | ☒ | |
| | ***Eco vision*** | ☑ | ☑ | ☑ | ☒ | ☒ | |
| | ***Field Trip*** | ☑ | ☑ | ☑ | ☑ | ☑ | |
| | ***Student seminar*** | ☑ | ☑ | ☑ | ☑ | ☑ | |
| | ***Eco day*** | ☑ | ☑ | ☑ | ☑ | ☑ | |
| | ***Eco feud*** | ☑ | ☒ | ☒ | ☒ | ☒ | |
| | ***Bridge course*** | ☑ | ☑ | ☑ | ☑ | ☑ | |
| | ***Certificate course*** | ☑ | ☑ | ☑ | ☑ | ☑ | |
| | ***Community outreac*** | ☑ | ☑ | ☑ | ☑ | ☑ | |

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**MATRIX -2** *(Course-wise)*

**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNING OUTC**

**Programme: BA Economics**

**Type of Course:** *(Core)*

**Course Code:**

**Course Title: Principles of Economics**

*(use ☑ if linked, ☒ if not linked )*

| **PLOs**<br><br>**CLOs** | **PLO-1: Use of Technology, Problem Analysis and Solutions** | **PLO-2 : Environment Sustainability & Ethics** | **PLO -3: Individual and Team work, Communicationa & Life [=Skills** | **PLO-4: Research Aptitude & Social responsibility** | **PLO-5: Quantitative reasoning skills** | **PLO-6**<br><br>**Allied Economics skills** |
|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|
| **1** Define basic concepts in Economics | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ |
| **2** Recognize economic problems that require decision making | ☑ | ☒ | ☑ | ☒ | ☑ | ☑ |
| **3** Distinguish between concepts related to national income | ☒ | ☒ | ☑ | ☒ | ☑ | ☑ |
| **4** Create hypothetical market demand & supply schedules & curves | ☑ | ☒ | ☑ | ☑ | ☑ | ☑ |
| **5** Differentiate & calculate different types, degrees of elasticity of | ☑ | ☒ | ☑ | ☒ | ☑ | ☑ |

| | | | | | | |
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| demand & supply. | | | | | | |
| 6.Arrange different market structure on the basis of degree of competition | ☑ | ☒ | ☑ | ☒ | ☑ | ☑ |

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**MATRIX -2** *(Course-wise)*

**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNIN**

**Programme: BA Economics**

**Type of Course:** *(Core)*

**Course Code:**

**Course Title: Mathematical Technique for Economics analysis**

*(use ☑ if linked, ☒ if not linked )*

| **PLOs** | **PLO-1: Use of Technology, Problem** | **PLO-2: Environme** | **PLO -3: Individual and Team** | **PLO-4: Research Aptitude & Social** | **PLO-5: Quantitative reasoning** | **PLO-6 Allied Economics** | **PL Sp kn ap** |
|---|---|---|---|---|---|---|---|

| CLOs | Analysis and Solutions | nt Sustainability & Ethics | work, Communication& Life Skills | responsibility | skills | skills | ski |
|---|---|---|---|---|---|---|---|
| 1 Identify and use the rules of calculus | ☑ | ☒ | ☒ | ☒ | ☑ | ☑ | ☑ |
| 2: Interpret graphs and tables | ☑ | ☒ | ☒ | ☒ | ☑ | ☑ | ☑ |

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|---|---|---|---|---|---|---|---|
| **3 Apply mathematical techniques in economics** | ☑ | ☒ | ☒ | ☒ | ☑ | ☑ | ☑ |
| **4Analyze economic reality in a structured manner** | ☑ | ☒ | ☒ | ☒ | ☑ | ☑ | ☑ |
| **5 Assess econo** | ☑ | ☒ | ☒ | ☒ | ☑ | ☑ | ☑ |

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| **mic questi ons as mathe matic al proble ms** | | | | | | | |
| **6 Desig n optim al solutio ns to simple econo mic proble ms** | ☑ | ☒ | ☒ | ☒ | ☑ | ☑ | ☑ |

**MATRIX -2** *(Course-wise)*

**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNIN**

**Programme: BA Economics**

**Type of Course:** *(Core)*

**Course Code:**

**Course Title: economics of Growth and development**

*(use ☑ if linked, ☒ if not linked )*

| **PLOs**<br><br>**CLOs** | **PLO-1: Use of Technology, Problem Analysis and Solutions** | **PLO-2 : Environment Sustainability & Ethics** | **PLO -3: Individual and Team work, Communication & Life Skills** | **PLO-4: Research Aptitude & Social responsibility** | **PLO-5: Quantitative reasoning skills** | **PLO -6 Allied Economics skills** | |
|---|---|---|---|---|---|---|---|
| **1 Distinguish between the concept of economic growth & development** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ | |

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| | | | | | | | |
| **2 Calculation of Human development index** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | |
| **3 Mind-map the theories of growth and development on a timeline** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ | |
| **4 State the patterns of growth based on classical & neoclassical theories of growth and development** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ | |
| **5 Give** | ☑ | ☑ | ☑ | ☑ | | ☑ | |

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| **examples of economies which have experienced the growth & development in line with any given theory.** | | | | | | | |
| **6.Compare & contrast various growth & development models as applicable to India since 1947 till date.** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ | |
| **7.Categorize intra and inter regional growth** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ | |

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| **patterns in India** | | | | | | | |
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**MATRIX -2** *(Course-wise)*

**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNIN**

**Programme: BA Economics**

**Type of Course:** *(Core)*

**Course Code:**

**Course Title: Empirical techniques for Economic analysis**

*(use ☑ if linked, ☒ if not linked )*

| **PLOs**<br><br>**CLOs** | **PLO-1: Use of Technology, Problem Analysis and Solutions** | **PLO-2: Environment Sustainability & Ethics** | **PLO - 3: Individual and Team work,** | **PLO-4: Research Aptitude & Social responsibility** | **PLO-5: Quantitative reasoning skills** | **PLO-6**<br><br>**Allied** | **PLO-7 Special knowle applica skills** |
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| | | | **Communicationa& Life Skills** | | | **Economics skills** | |
| **1Relate empirical methodology to economic enquiry** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **2 Summarize, interpret and graph data appropriately** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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|---|---|---|---|---|---|---|---|
| **3 Apply discrete and continuous probability distributions to various business problems** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **4Analyze statistical data using MS Excel** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **5 Develop basic statistical inference using correlation, regression, indices, hypothesis testing and ANOVA** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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**MATRIX -2** *(Course-wise)*

**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNIN**

**Programme: BA Economics**

**Type of Course:** *(GEC)*

**Course Code:**

**Course Title: Gandhian Economic thought**

*(use ☑ if linked, ☒ if not linked )*

| **PLOs**<br><br>**CLOs** | **PLO-1: Use of Technology, Problem Analysis and Solutions** | **PLO-2 : Environment Sustainability & Ethics** | **PLO -3: Individual and Team work, Communicationa& Life Skills** | **PLO-4: Research Aptitude & Social responsibility** | **PLO-5: Quantitative reasoning skills** | **PLO-6**<br><br>**Allied Econon skills** |
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|---|---|---|---|---|---|---|
| **1 Define Gandhian economics** | ☒ | ☑ | ☒ | ☒ | ☒ | ☒ |
| **2 Explain basic principles of Gandhian economy** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ |
| **3 Apply Gandhi's theory of Agriculture and industrialization to Indian situation** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ |
| **4 Analyse the** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ |

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| **principle of trusteeship** | | | | | | |
| **5 Recognize Gandhian ideas of sarvodaya** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ |
| **6.Propose alternative solution based on Gandhian economic thought to any economic problem.** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ |
| **7.Evaluate the sources which influenced Gandhi to formulate** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ |

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|---|---|---|---|---|---|---|
| **his economics ideas** | | | | | | |
| **8.Illustrate the Gandhian concepts of Economics** | ☑ | ☑ | ☑ | ☑ | ☒ | ☑ |

**MATRIX -2** *(Course-wise)*

**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNIN**

**Programme: BA Economics**

**Type of Course:** *(GEC)*

**Course Code:**

**Course Title: Entrepreneurship**

*(use ☑ if linked, ☒ if not linked )*

| **PLOs**<br><br>**CLOs** | **PLO-1: Use of Technology, Probl** | **PLO-2: Environment Sustainabilit** | **PLO -3: Individual and Team work, Commu** | **PLO-4: Research Aptitude & Social** | **PLO-5: Quantitative reasoning skills** | **PLO-6**<br><br>**Allied Economics skills** | **PLO-7 Special applica** |
|---|---|---|---|---|---|---|---|

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| | **em Analysis and Solutions** | **y & Ethics** | **nication a& Life Skills** | **respons ibility** | | | |
| **1 Understand basic concepts in entrepreneurship** | ☑ | ☑ | ☑ | ☒ | ☒ | ☒ | ☒ |
| **2 Identify and evaluate business opportunities** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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|---|---|---|---|---|---|---|---|
| **3 Evaluate risks** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **4 Pursue innovations** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **5 Production and marketing of goods to understand the economics of entrepreneurship** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **6. Prepare/Create a business plan** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

**MATRIX 3** *(Course wise)*

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Principles of Economics**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| Le | T-L-E modes | C | C | CL | CL | C | CL | PL | PLO | PLO3 | PL |
|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **vel of Blooms Taxonomy (1-6)** | | **LO-1** | **LO 2** | **O 3** | **O 4** | **LO 5** | **O6** | **O1** | **2** | | |
| 1, 2, 3, 4 | Traditional Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 1, 2, 3, 4, | Interactive Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | In class exercises | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 5 | Group Discussion | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Debate | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Experiential Learning | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Out-door Experiments | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Flipped Classroom | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Field Based studies | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Problem Based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Project based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | | | | | | | | | | | |
| | ***Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 6-Creating*** | | | | | | | | | | |

**MATRIX 3** *(Course wise)*

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Mathematical technique for economic ananlysis**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| Level of Blooms Taxonomy (1-6) | T-L-E modes | CLO-1 | CLO2 | CLO3 | CLO4 | CLO5 | PLO1 | PLO2 | PLO3 | PLO4 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1234 | Traditional Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Interactive Lecture Method | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | In class exercises | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Group Discussion | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Debate | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Experiential Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Out-door Experiments | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Flipped Classroom | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Field Based studies | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Problem Based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Project based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | | | | | | | | | | |

***Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-A***
***Creating***

**MATRIX 3** *(Course wise)*

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Economics of growth and development**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| **Level of Blooms** | **T-L-E modes** | **CLO-1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** |
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| **Taxonomy (1-6)** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Traditional Lecture Method | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1234 | Interactive Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | In class exercises | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 5 | Group Discussion | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Debate | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Experiential Learning | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Out-door Experiments | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Flipped Classroom | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Field Based studies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Problem Based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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| | Project based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
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***Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating***

**MATRIX 3** *(Course wise)*

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Empirical techniques for economic analysis**

*(use ☑ if linked, ☒ if not linked and ☐ if mode not used)*

| **Level of Blooms Taxonomy (1-6)** | **T-L-E modes** | **CLO-1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** |
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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1234 | Traditional Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 1234 | Interactive Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | In class exercises | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Group Discussion | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Debate | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Experiential Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Out-door Experiments | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Flipped Classroom | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Field Based studies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Problem Based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Project based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
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***Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating***

**MATRIX 3** *(Course wise)*

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course:**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| **Level of Blooms Taxonomy (1-6)** | **T-L-E modes** | **CLO-1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1234 | Traditional Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 12345 | Interactive Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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| | In class exercises | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | Group Discussion | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Debate | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Experiential Learning | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Out-door Experiments | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Flipped Classroom | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Field Based studies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Problem Based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Project based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
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***Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating***

**MATRIX 3** *(Course wise)*

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Entrepreneurship**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| **Level of Blooms Taxonomy (1-6)** | **T-L-E modes** | **CLO-1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1234 | Traditional Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 12345 | Interactive Lecture Method | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | In class exercises | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| 5 | Group Discussion | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Debate | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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| 6 | Experiential Learning | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| 6 | Out-door Experiments | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Flipped Classroom | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| 6 | Field Based studies | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Problem Based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| 6 | Project based Learning | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
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***Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating***

**MATRIX 4** *(Course wise)*

**MAPPING ASSESSMENT MODES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Principles of Economics**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| **Level of Bloom s Taxonomy (1-6)** | **T-L-E modes** | **CLO-1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Problem Based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Project based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Student Seminars | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |

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| | Case Studies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Review of articles | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Movie review | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Student Presentation | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6 | In class exercises | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Assignments | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 456 | Open Book Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | SAQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 123456 | MCQ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Portfolio | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Concept Maps | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Research based Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Enacting /Roleplay | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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| 123456 | Summative term end Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Laboratory practical | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Research project | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| 3456 | Mid Sem examination | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

**MATRIX 4** *(Course wise)*

**MAPPING ASSESSMENT MODES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Mathematical techniques for Economics**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| **Level of Bloom s Taxonomy (1-6)** | **T-L-E modes** | **CLO-1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** |
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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Problem Based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Project based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Student Seminars | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Case Studies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Review of articles | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Movie review | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Student Presentation | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | In class exercises | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Assignments | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Open Book Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | SAQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | MCQ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Portfolio | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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| | Concept Maps | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Research based Analysis | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Enacting /Roleplay | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Summative term end Exam | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Laboratory practical | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Research project | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Written exam/ Mid sem | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

**MATRIX 4** *(Course wise)*

**MAPPING ASSESSMENT MODES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Economics of growth and development**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| Level of Bloom s Taxonomy (1-6) | T-L-E modes | CLO-1 | CLO2 | CLO3 | CLO4 | CLO5 | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Problem Based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Project based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Student Seminars | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Case Studies | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Review of articles | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Movie review | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Student Presentation | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | In class exercises | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Assignments | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Open Book Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | SAQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | MCQ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Portfolio | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Concept Maps | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Research based Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Enacting /Roleplay | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Summative term end Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Laboratory practical | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Research project | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Mid sem exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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**MATRIX 4** *(Course wise)*

**MAPPING ASSESSMENT MODES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Empirical techniques for economic analysis**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| Level of Bloom s Taxonomy (1-6) | T-L-E modes | CLO-1 | CLO2 | CLO3 | CLO4 | CLO5 | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Problem Based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Project based Learning | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Student Seminars | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Case Studies | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Review of articles | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |

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| | Movie review | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Student Presentation | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | In class exercises | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Assignments | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Open Book Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | SAQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | MCQ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Portfolio | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Concept Maps | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Research based Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Enacting /Roleplay | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Summative term end Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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| | Laboratory practical | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Research project | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Mid-Sem | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

**MATRIX 4** *(Course wise)*

**MAPPING ASSESSMENT MODES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Gandhian Economic thought**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| **Level of Bloom s Taxonomy (1-6)** | **T-L-E modes** | **CLO-1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Problem Based | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning | | | | | | | | | | | | | |
| | Project based Learning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Student Seminars | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Case Studies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Review of articles | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Movie review | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Student Presentation | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | In class exercises | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Assignments | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Open Book Exam | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | SAQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | MCQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Portfolio | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Concept Maps | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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| | Research based Analysis | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Enacting /Roleplay | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Summative term end Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Laboratory practical | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Research project | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |
| | Any other. | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ | ⊟ |

**MATRIX 4** *(Course wise)*

**MAPPING ASSESSMENT MODES TO CLOs AND PLOs**

**PROGRAMME: BA Economics**

**Course: Entrepreneurship**

*(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)*

| **Level** | **T-L-E modes** | **CL** | **C** | **C** | **C** | **C** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| **of Bloom s Taxonomy (1-6)** | | **O-1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO8** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Problem Based Learning | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Project based Learning | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Student Seminars | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Case Studies | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Review of articles | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ |
| | Movie review | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ |
| | Student Presentation | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | In class exercises | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ |
| | Assignments | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | Open Book Exam | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

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| | SAQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | MCQ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Portfolio | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Concept Maps | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Research based Analysis | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Enacting /Roleplay | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Summative term end Exam | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Laboratory practical | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Research project | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Any other. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |