K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF LIBERAL ARTS

(SOLA)

Programme Handbook

(Programme Study and Evaluation Scheme)

Bachelor of Arts (Honours / Honours with Research) In Economics

Programme Code: 214

FOUR YEAR UNDERGRADUATE PROGRAMME

As per National Education Policy 2020

(Multiple Entry and Exit in Academic Programmes)

(with effect from 2025-26 session)

Approved in the 38th Meeting of Academic Council Held on 28 June 2025

1. Preface

At K.R. Mangalam University, we believe in the transformative power of education to shape individuals into thoughtful, skilled, and responsible citizens. Our curriculum is designed to empower students with the knowledge, competencies, and values essential for success in their chosen fields while preparing them to navigate the complexities of a rapidly changing global environment. In alignment with the National Education Policy (NEP) 2020, our academic programmes emphasize a multidisciplinary, flexible, and holistic approach to learning that fosters intellectual curiosity, creativity, and lifelong learning. The curriculum seeks to cultivate critical thinking, effective communication, ethical reasoning, environmental consciousness, and digital fluency—skills imperative for personal development and national progress in the 21st century. The four-year undergraduate programme in Economics offered by the university represents our commitment to providing a comprehensive and forward-looking education. By extending beyond the traditional three-year format, this programme allows students to engage more deeply with the discipline, enhance their research and analytical skills, and access greater opportunities for career advancement and academic specialization. The curriculum is thoughtfully curated to reflect contemporary economic challenges and policy debates, integrating core theoretical knowledge with real-world applications and skill-based training. This programme not only equips students with a robust foundation in economic theory, quantitative techniques, and policy analysis, but also incorporates cross-cutting themes such as gender equity, financial literacy, sustainable development, and entrepreneurship. Through project-based learning, community engagement, and internships, students are encouraged to bridge classroom learning with societal impact. The university is committed to continuous curriculum enhancement by integrating feedback from students, faculty, alumni, industry experts, and academic leaders. This ensures that our graduates remain competitive and well-prepared for diverse career paths in academia, industry, civil services, international organizations, and beyond. This Programme Handbook is intended to serve as a comprehensive guide for students, providing detailed information on the programme structure, learning outcomes, course offerings, credit requirements, and assessment methods. We encourage students to make full use of this resource as they embark on their academic journey, and to take ownership of their learning with curiosity, confidence, and commitment.

Prepared by: Ms. Rohini Kumari, Assistant Professor, Economics

Verified By: Prof. (Dr.) Renu Verma, Acting Dean, School of Liberal Arts

2. NEP-2020

K.R. Mangalam University has adopted the National Education Policy NEP-2020 to establish a holistic and multidisciplinary undergraduate education environment, aiming to equip our students for the demands of the 21st century. Following the guidelines of NEP-2020 regarding curriculum structure and duration of the undergraduate programme, we now offer a Four-Year Undergraduate Programme with multiple entry and exit points, along with re-entry options, and relevant certifications.

• **UG Certificate** after completing 1 year (2 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the first year.
• **UG Diploma** after completing 2 years (4 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the second year.
• **Bachelor's Degree** after completing 3-year (6 semesters with the required number of credits) programme of study.
• 4-year **Bachelor's Degree (Honours)** with the required number of credits after eight semesters programme of study.
• Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. Upon completing a research project in their major area(s) of study in the 4th year, a student will be awarded **Bachelor's Degree (Honours with Research)**.

Advantage of pursuing 4-year Bachelor's degree programme with Honours/Honours with Research is that the Master's degree will be of one year duration. Also, a 4-year degree programme will facilitate admission to foreign universities.

S. No.	Broad Categories of Courses	Minimum Credit Requirement for Four Year UG Program
1	Major (Core)	80
2	Minor	32
3	Multidisciplinary	09

4	Ability Enhancement Course (AEC)	08
5	Skill Enhancement Course (SEC)	09
6	Value-Added Course (VAC)	06-08
7	Summer Internship	02-04
8	Research Project/Dissertation	12
9	Total	160

2.1 Categories of Courses

Major: The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline.

Minor: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study.

Students have multiple minor streams to choose from. They can select one minor stream from the available options, which will be pursued for the entire duration of the programme.

Multidisciplinary (Open Elective): These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. These introductory-level courses may be related to any of the broad disciplines given below:

- Natural and Physical Sciences
- Mathematics, Statistics, and Computer Applications
- Library, Information, and Media Sciences
- Commerce and Management
- Humanities and Social Sciences

A diverse array of Open Elective Courses, distributed across different semesters and aligned with the aforementioned categories, is offered to the students. These courses enable students to

expand their perspectives and gain a holistic understanding of various disciplines. Students can choose courses based on their areas of interest.

Ability Enhancement Course (AEC): Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.

Skills Enhancement Courses (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

Value-Added Course (VAC): The Value-Added Courses (VAC) are aimed at inculcating Humanistic, Ethical, Constitutional and Universal human values of truth, righteous conduct, peace, love, non-violence, scientific and technological advancements, global citizenship values and life-skills falling under below given categories:

- Understanding India
- Environmental Science/Education
- Digital and Technological Solutions
- Health & Wellness, Yoga education, Sports, and Fitness

Research Project / Dissertation: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

3. **University Vision and Mission**

3.1 Vision

K.R. Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research, and innovation, preparing socially responsible life-long learners contributing to nation building.

3.2 Mission

- Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology
- Instill notion of lifelong learning through stimulating research, Outcomes-based education, and innovative thinking
- Integrate global needs and expectations through collaborative programs with premier universities, research centres, industries, and professional bodies.
- Enhance leadership qualities among the youth having understanding of ethical values and environmental realities

4. About the School

The **School of Liberal Arts** at **K.R. Mangalam University** is dedicated to providing an interdisciplinary and intellectually enriching academic environment that encourages students to explore the complexities of human values, cultures, societies, and ideas. Rooted in the philosophy of liberal education, the school fosters critical thinking, creativity, ethical reasoning, and cultural literacy—skills essential for thriving in an increasingly interconnected and dynamic world.

The school offers a diverse range of undergraduate and postgraduate programmes in disciplines such as **Literature, Psychology, History, and Economics, Liberal Arts**. These programmes are thoughtfully designed to stimulate inquiry, reflection, and the development of critical perspectives among students. By encouraging engagement with both classical texts and contemporary issues, the curriculum nurtures an informed and analytical mindset.

At the core of our pedagogy lies an emphasis on **experiential learning, research-driven dialogue, interdisciplinary inquiry**, and exposure to **global perspectives**. Students are encouraged to question, critique, and contribute to discussions on pressing social, cultural, and economic matters through seminars, projects, community engagement, and fieldwork.

With access to **renowned faculty, modern academic resources, and a commitment to holistic student development**, the School of Liberal Arts seeks to nurture responsible, empathetic, and socially conscious individuals. Our graduates are not only equipped with academic excellence but are also empowered to become impactful contributors to society—whether in academia, public service, policy-making, journalism, international organizations, or creative industries. The school remains committed to the vision of **National Education Policy (NEP) 2020**, offering a multidisciplinary and flexible learning pathway that aligns personal growth with societal transformation.

5. School Vision and Mission

Vision

To attain international recognition as a high-quality multidisciplinary learning that nurtures ethical, reflective and socially engaged individuals capable of addressing complex global challenges.

Mission

- To foster a learner-centric and multidisciplinary environment that integrates humanities, social sciences and creative disciplines to develop well-rounded individuals.
- To instill innovative pedagogies and diverse course pathways that promote intellectual curiosity, civic engagement and lifelong learning.
- To advance ethical reasoning, cultural awareness and a global perspective through a dynamic and inclusive curriculum.
- To cultivate experiential and applied learning that empowers students to engage with real-world challenges through innovation, collaboration and sustained academic growth.
- To provide opportunities for holistic development through research engagement, creative practices, internships and community-based learning for impactful societal contribution.

6. About the Programme: The B.A. (Hons./Hons. with Research) in Economics is a four-year undergraduate programme that blends rigorous academic training with hands-on research experience. It offers a comprehensive exploration of economic theories, quantitative techniques, and research methodologies, enabling students to critically analyze real-world economic issues. Emphasizing independent thought and inquiry, the programme nurtures analytical reasoning and encourages students to question assumptions and engage deeply with contemporary debates. With a strong focus on student-centered learning, the faculty fosters an environment that promotes academic excellence, intellectual curiosity, and ethical reasoning. This programme not only builds a strong foundation in economics but also cultivates the skills necessary for policy research, higher education, public service, and careers in data analytics, consultancy, and finance. By integrating theory with practice, it prepares students to become thoughtful professionals and informed global citizens capable of making meaningful contributions to society.

6.1. Definitions

- **Programme Outcomes (POs)**

Programme Outcomes are statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme.

- **Programme Specific Outcomes (PSOs)**

  Programme Specific Outcomes are statements about the various levels of knowledge specific to the given program which the student would be acquiring during the program.

- **Programme Educational Objectives (PEOs)**

  Programme Educational Objectives of a degree Programme are the statements that describe the expected achievements of graduates in their career, and what the graduates are expected to perform and achieve during the first few years after graduation.

- **Credit**

  Credit refers to a unit of contact hours by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to 14-15 periods for theory/tutorials, or 28-30 periods for workshop/labs during a semester.

6.2 . Programme Educational Objectives (PEO)

PEO1: Pursuing a career as a successful professional in the field of economics and engaged in entrepreneurship.

PEO2: Professionally sound and working at leadership positions

PEO3: Using universal values and adhere to the highest level of professional ethics.

PEO4: Become a responsible citizen contributing to societal development and nation-building.

6.3. Programme Outcomes (PO)

PO1: Problem-Solving Skills: To equip the students with advanced problem-solving abilities.

PO2: Critical Thinking: Apply critical thinking ability to assess information from multiple perspectives.

PO3: Creativity: Able to generate the new ideas for a better life and novel solutions to the problems encountered in their professions.

PO4: Communication and Soft Skills: Communicate effectively with peers and society at large and able to comprehend complex information.

PO5: Environmental Sensitivity: Protection of environment and biodiversity through sustainable practices in their day-to-day life and profession.

PO6: Team Building and Leadership: Students will be transformed as effective team members and dynamic leaders aligned with culture and values in a multidisciplinary setting.

PO7: Entrepreneurship: Inculcate entrepreneurs' mindset to enhance the employability of youth for a better quality of life.

PO8: Technological advancement: Adapt to new technology and innovation for a universal view on social impact and professional growth.

PO9: Cross-cultural adaptability: Cultivate an understanding of the cultural and social dimensions of environmental issues, recognizing diverse perspectives and sensitivity towards the upliftment of the poor and vulnerable sections of society for inclusive growth.

6.4. Programme Specific Outcomes (PSO) (Details to be Provided by School)

PSO1: Understanding the basic concepts, theories, models, and functions of the economic system

PSO2: Applying economic concepts and theories in real-life scenarios related to specific areas of economics.

PSO3: Analysing historical and current events, scenarios, and policies from an economic perspective.

PSO4: Evaluating the validity of economic arguments and drawing conclusions for making optimum decisions.

PSO5: Creating sound research ideas and applying research designs effectively to real-world problems using various software for statistical computing

6.5. Career Avenues:

Graduates of the B.A. (Hons./Hons. with Research) in Economics are equipped with strong analytical, quantitative, and research skills, making them highly competitive in

a wide range of career paths. Their ability to understand economic systems, interpret data, and evaluate policy decisions opens opportunities across sectors.

Prominent career avenues include:

- **Policy Research and Public Sector:** Roles in think tanks, research institutions, and government agencies like NITI Aayog, Ministry of Finance, or RBI.
- **Corporate Sector and Consulting:** Economic analysts, business consultants, and research associates in firms such as EY, Deloitte, McKinsey, and KPMG.
- **Banking and Financial Services:** Careers in commercial banks, investment banking, insurance, credit rating, and fintech companies.
- **Academia and Research:** Pursue postgraduate studies (M.A., M.Sc., Ph.D.) or academic positions in universities and research centers.
- **International Organizations:** Opportunities in UN agencies, World Bank, IMF, and NGOs focusing on development economics.
- **Data Analytics and Market Research:** Roles involving econometric modeling, business intelligence, and data-driven decision-making.
- **Civil Services and Public Administration:** Preparation for UPSC, state civil services, and other competitive examinations.

Graduates can also well-prepared for entrepreneurial ventures, development sector work, and interdisciplinary careers in law, media, and education.

6.6. Duration of the Programme

Name of the Programme	Duration
Bachelor of Arts (Hons./ Hons. with Research) in Economics	4 YEARS

6.7. Criteria for award of certificates and degree:

Undergraduate Certificate in Economics	48 Credits
Undergraduate Diploma in Economics	98 Credits
Bachelor of Arts in Economics	142 Credits
Bachelor of Arts (Hons./Hons. with Research) in Economics	174 Credits

7. Student's Structured Learning Experience from Entry to Exit in the Programme

- **Education Philosophy and Purpose**:

  Learn to Earn a Living:

  At KRMU we believe in equipping students with the skills, knowledge, and qualifications necessary to succeed in the job market and achieve financial stability. All the programmes are tailored to meet industry demands, preparing students to enter specific careers and contributing to economic development.

  Learn to Live:

  The university believes in the holistic development of learners, fostering sensitivity towards society, and promoting a social and emotional understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience.

- **University Education Objective: Focus on Employability and Entrepreneurship through Holistic Education using Bloom's Taxonomy**

  By targeting all levels of Bloom's Taxonomy—remembering, understanding, applying, analysing, evaluating, and creating—students are equipped with the knowledge, skills, and attitudes necessary for the workforce and entrepreneurial success. At KRMU we emphasize on learners critical thinking, problem-solving, and innovation, ensuring application of theoretical knowledge in practical settings. This approach nurtures

adaptability, creativity, and ethical decision-making, enabling graduates to excel in diverse professional environments and to innovate in entrepreneurial endeavours, contributing to economic growth and societal well-being.

➢ Importance of Structured Learning Experiences

A structured learning experience (SLE) is crucial for effective education as it provides a clear and organized framework for acquiring knowledge and skills. By following a well-defined curriculum, teaching-learning methods and assessment strategies, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve their full potential. At K.R. Mangalam University SLE is designed as rigorous activities that are integrated into the curriculum and provide students with opportunities for learning in two parts:

- Inside classroom
- Outside classroom

➢ Educational Planning and Execution: what, when and how learning will happen

What:

Students enrolled in the FYUP in Economics will engage in a comprehensive curriculum that combines a major focus on Economics with a diverse selection of minor courses, including Data Science, Human Resource Management, Psychology, Education, Media Studies, and Foreign Trade. In addition, skill enhancement courses such as Microsoft Excel, Digital Marketing, and Entrepreneurship are offered to strengthen students' technical competencies. Furthermore, soft skills and life skills development will be supported through ability enhancement and value-added courses, ensuring a well-rounded educational experience.

When:

1. Course Planning: - Define the assessment types and schedule at the start of the semester, tailored to the course requirements.

2. Communication: - Transparently communicate the detailed assessment plan to students, including evaluation rubrics and submission guidelines.

3. Mid-Semester Examination: - Engage with students to receive feedback on the assessment methods and adjust strategies as needed based on their input.

4**. Continuous Assessment:** Students are evaluated through a variety of methods to ensure a holistic learning experience. Projects (individual or group) focus on research, analysis, and practical application of concepts. Quizzes offer regular checks on understanding, while assignments and essays assess critical thinking and problem-solving skills. Presentations evaluate communication and knowledge-sharing abilities, and participation gauges engagement in class activities. Lastly, case studies test the application of theoretical knowledge to real-world situations.

4. End-of-Course Evaluation: - Evaluate the effectiveness of the assessment methods using student feedback and performance data to refine future assessments.

How: Learning will occur both inside and outside the classroom, utilizing diverse teaching-learning methodologies to enhance engagement and understanding. In the classroom, lectures will be used to introduce theoretical concepts, while case studies will offer practical insights and applications. Hands-on projects and collaborative activities will encourage students to work in teams, fostering problem-solving and critical thinking skills.

Innovative approaches such as **blended learning** and **flipped classrooms** will be integrated. Blended learning combines online and in-person sessions, allowing flexibility and self-paced study, while flipped classrooms reverse the traditional model by having students review materials before class, using class time for discussion and practical exercises.

Experiential learning models, such as fieldwork, simulations, and community-based projects, will be employed to connect classroom theory with real-world experience, catering to diverse learning styles and deepening the understanding of the subject matter. This holistic approach ensures that students not only grasp theoretical

knowledge but also develop practical skills for their future professional and personal lives.

➢ Course Registration and Scheduling

- **Major and Minor Selection:** Students of B.A. (Hons./Hons. With Research) Economics will do major in Economics and can choose any minor stream from the pool of university minor pool.
- **Internships/Projects/Dissertations/Apprenticeships**: Students require to do summer internship after second and fourth semesters, which carries 2 credits, during the summer breaks. The same will be evaluated in the upcoming odd semester. The seventh and eighth semester or fourth year focus on research component and in the eighth semester students will do Dissertation of 12 credits.
- **Co-Curricular Activities Credit Choices:** Students must earn 2 credits for Club/Society activities and Community Service (1 credit each) through participation in co-curricular/ extracurricular activities that contribute to their personal development, leadership skills, and community engagement.

  Under the category of Club/Society

  1. 1 credit can be earned by registration in one of the 13 Club/Societies of university and active participation in the events organized by the club/society OR
  2. 15 hours of active engagement in any of the recreational/sports activities

  Under the category of Community Service

  1 Credit can be earned by 15 hours active engagement in community service through NGO/NSS/Redcross, or any other society approved/ empanelled by the university.

  2 At the end of the semester, students are required to submit a log of hours or a report summarizing their activities followed by a presentation.

➢ **Academic Support Services:** School of Liberal Arts provides academic support to ensure students achieve their academic and professional goals. This support system includes:

Mentoring and Guidance: Faculty members provide personalized academic mentorship to guide students in their coursework, project work, and career aspirations. Regular one-on-one meetings help students navigate academic challenges and plan their future pathways.

Tutorials and Workshops: Supplementary tutorials and skill-based workshops are conducted to reinforce conceptual understanding. These sessions focus on key areas such as quantitative techniques, econometrics, and economic theory, ensuring students grasp core concepts with clarity.

Peer Learning and Discussion Groups: Collaborative learning is encouraged through peer study groups and discussion forums, enabling students to engage in critical analysis and share insights on complex topics. These initiatives foster a deeper understanding of economic theories and their practical applications.

Access to Learning Resources: The program offers access to a rich repository of academic resources, including textbooks, research journals, and digital platforms. These are provided to support independent learning and research through LMS Moodle

Focus on Research Methodology and Data Analysis: Faculties also make the students involve in research methodology, data analysis, and the use of statistical tools help students develop essential research skills, preparing them for advanced academic work and industry roles.

Soft Skills and Career Development: To complement academic knowledge, students receive training in soft skills, communication, and professional development. Workshops on CV building, interview preparation, and entrepreneurship help bridge the gap between academics and industry readiness are provided in collaboration with career development centre (CDC).

Continuous Evaluation and Feedback: Regular assessments, feedback sessions, and mock exams are integrated into the curriculum to ensure students are continually progressing and improving in their academic journey.

- **Differential Learners: Identification, remedial strategy & reassessment:**

Identification: To cater to the diverse learning needs of its student body, K.R. Mangalam University employs a comprehensive assessment framework to identify both slow and advanced learners. Students' learning levels are continually assessed based on

their performance at various stages. If a student's performance in internal assessments falls below or equal to 55%, they are categorized as slow learners. Conversely, if a student's performance score in internal assessments is greater than or equal to 80%, they are identified as advanced learners. Such students are encouraged to participate in advanced learning activities. Through periodic evaluations and the utilization of modern management systems, the institution adeptly tracks students' performance across various courses, allowing for targeted interventions and support mechanisms.

Remedial Strategies: For slow learners, the university offers a range of remedial measures designed to provide tailored assistance and foster academic progress. From specialised tutorials and remedial classes to access to digital resources and peer-led support initiatives, faculty members leave no stone unturned in ensuring that every student receives the attention and resources they need to succeed.

Advanced learners, on the other hand, benefit from enriched learning experiences and opportunities for academic acceleration. Many advanced learners work alongside faculty members on joint projects and product and prototype design. They are also encouraged to participate in national and international conferences to present research papers.

- **On-line Learning Support System:** Faculties integrates LMS and digital collaboration tools to facilitate communication, content delivery, assessment, and feedback between students and instructors. faculty members to incorporate multimedia presentations, interactive simulations, online quizzes, and virtual labs into their teaching methods to enhance engagement and learning outcomes.

➢ Student Career & personal Support Services

- **Mentor-Mentee: Process, Scheduling & Recording Meetings & Observations**

Mentor-Mentee program serves as a vital bridge between faculty and students, offering crucial emotional and instrumental support, guidance, and encouragement. By facilitating mentorship relationships, the university aims to enhance students' academic success, personal development, and career exploration. Both mentors and mentees have

specific responsibilities within the program. Mentors are tasked with introducing the mentor-mentee system, holding regular group meetings, monitoring academic progress, advising on career development, maintaining contact even post-graduation, and ensuring adherence to university instructions. On the other hand, mentees are expected to define their goals, be proactive in initiating meetings, maintain open communication, practice active listening, seek advice, and remain open-minded to new perspectives. The implementation procedure of the Mentor-Mentee Program involves organizing students into groups, assigning each group a mentor, and mentors maintaining diaries containing essential student information. Mentor-mentee meetings are scheduled regularly to encourage activities fostering a comfortable relationship. Reports on these interactions are compiled and forwarded to respective deans for further consideration. By providing a structured framework for mentorship, we aim to empower students academically, professionally, and personally, thereby equipping them with the tools necessary for success both during their university years and beyond.

- **Counselling and Wellness Services**

Counseling and Mental Wellness Center, (WeDost) at KR Mangalam University in Sohna, Gurgaon, is committed to providing comprehensive mental health support to students, and staff. Our mission is to foster a nurturing and inclusive environment that promotes emotional well-being, personal growth, and academic success. The Counselling & Mental Wellbeing Centre aims to provide quality mental health care and support to students and staff, helping them address personal, educational, and psychological challenges. It focuses on enhancing coping skills, self-esteem, and awareness of individual potential while offering guidance for academic, vocational, and life choices.

Services Offered: The Counselling Cell will offer a range of services including, but not limited to:

1. **Individual Counselling:** Students and staff members can schedule private sessions with counsellors to discuss personal, academic, or emotional concerns.

2. **Group Counselling:** Small group sessions will provide students and staff members with a platform to connect with peers facing similar challenges, fostering a sense of community and shared support.

3. **Workshops and Seminars:** The Counselling Cell will organize workshops and seminars on topics such as stress management, time management, study skills, building resilience and etc.

4. **Crisis Intervention:** Trained counsellors will be available to address urgent and critical situations that may arise.

EMAIL ID: counseling@krmangalam.edu.in

VENUE: Counselling Cell, Ground Floor, A Block, K.R. Mangalam University.

- **Career Services and Training**

Career Development Centre at K.R. Mangalam University is a dedicated centre to provide students with placement assistance, career guidance and training. The CDC acts as a link between the students and the industry. We make sure that each student receives the proper exposure and training through interactive sessions, workshops, industrial visits, mock interviews, live projects, etc. with top practitioners that prepares them for the industry. The students can better align themselves with their chosen sector and the academic environment thanks to these interactions and the insights and lessons they learn from them.

Support Provided by CDC:

- Internship opportunities to the students
- Placement Opportunities to the students
- Career Counseling & Guidance
- Conducting Seminars and Workshops with top Companies
- Training and Development of the students
- Providing PBL (Project Based learnings)
- Corporate connects

Contact: enquiry.placement@krmangalam.edu.in

➢ Assessment and Evaluation

Evaluation Scheme for Theory Courses

Evaluation Component	Weightage
Internal Marks (Theory):- **I) Continuous Assessment** **(All the components to be evenly spaced)** Projects/ Quizzes/ Assignments and Essays/ Presentations/ Participation/ Case Studies/ Reflective Journals (minimum of five components to be covered)	30 Marks
Mid Term Exam	20 Marks
External Marks (Theory) : – End Term Examination	50 Marks

*** (It is compulsory for a student to secure 40% marks in Internal and End Term Examination separately to secure minimum passing grade).**

EVALUATION SCHEME FOR PRACTICAL COURSES

Particular	Weightage
Internal Marks (Practical)	
I) Conduct of Experiment	10 Marks
II) Lab Records	10 Marks
III) Lab Participation	10 Marks
IV) Lab Project	20 Marks
External Marks (Practical) :-	
End Term Practical and Viva Voce	50 Marks

*** (It is compulsory for a student to secure 40% marks in Internal and End Term Practical**

and Viva Voce separately to secure minimum passing grade).

Evaluation Scheme for Internship

Internship Performance Feedback & Certificate	(30%)
Internship Report	(50%)
Internship Presentation	(20%)

Grading System

Marks Range (%)	**Letter Grade**	**Grade Points**	**Description of the Grade**
%marks > 90%	O	10.0	Outstanding
80 < %marks ≤ 90	A+	9.0	Excellent
70 < %marks ≤ 80	A	8.0	Very Good
60 < %marks ≤ 70	B+	7.0	Good
55 < %marks ≤ 60	B	6.0	Above Average
50 < %marks ≤ 55	C	5.5	Average
40 ≤ %marks ≤ 50	P	5.0	Pass
%marks < 40	F	0	Fail
-	AB	0	Absent
%marks ≥ 50	S	-	Satisfactory
%marks < 50	U	-	Unsatisfactory
-	W	0	Withdrawal

- **Feedback and Continuous Improvement Mechanisms:** Teaching-learning is driven by outcomes. Assessment strategies and andragogy are aligned to course outcomes. Every CO is assessed using multiple components. The attainment of COs is calculated for every course to know the gaps between the desired and actual outcomes. These gaps are analysed to understand where does the student lags in terms of learning levels. Thereafter each student's learning levels are ascertained, if

found below desirable level, and intervention strategy is effected in the following semester to make necessary corrections.

- **Academic Integrity and Ethics**

  Academic integrity forms the cornerstone of ethical conduct in education. It involves being truthful and accountable for your academic work. This means refraining from plagiarism, accurately citing sources, avoiding cheating or any form of academic dishonesty, and submitting original work. Maintaining academic integrity is essential for preserving your credibility, respecting the contributions of others, and promoting fairness within the academic community.

Objectives:

- Raise awareness about responsible research practices, academic integrity, and preventing plagiarism among students, faculty, researchers, and staff.
- Implement institutional mechanisms through education and training to promote integrity and discourage plagiarism in academic writing.
- Develop systems to detect and prevent plagiarism, with penalties for violations.

Curbing Plagiarism:

- Implement technology-based plagiarism checks for theses, dissertations, and publications at submission.
- Require students to submit an undertaking stating their work is original and checked for plagiarism.
- Supervisors must certify that their students' work is plagiarism-free.
- Soft copies copies of dissertations will be submitted on INFLIBNET for hosting in the "Shodh Ganga" repository and establish an institutional repository on the university website for research publications.

Programme Study

Semester-I								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-I**	SLESMI101	Micro Economics-I	3	1	0	4	**Award:** **UG Certificate** [after completing 1 year of study (2 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks during the summer vacation of the first year]
2	**Major-II**	SLESMA102	Macro Economics-I	3	1	0	4	
3	**Major-III**	SLESME103	Mathematical Economics	3	1	0	4	
4	**Major -IV**	SLESIE104	Indian Economy	3	1	0	4	
5	**VAC-I**		Environmental Studies	2	0	0	2	
6	**SEC-I**		Essentials of Microsoft Excel	1	0	4	3	
Total							**21**	

Semester-II								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	
1	**Major-V**	SLESMI201	Micro Economics- II	3	1	0	4	
2	**Major-VI**	SLESMA202	Macro Economics- II	3	1	0	4	
3	**Minor -I**		Choose from Pool of University Minor Pool	3	1	0	4	
4	**Minor-II**		One course from Selected Minor	3	1	0	4	
5	**VAC-II**		AI and Digital Safety	2	0	0	2	
6	**SEC-II**		Introduction to Python for Economists	1	0	4	3	
7	**OE-I**		Choose One Course from University OE Pool	3	0	0	3	
8	**Club/Society**		Club/Society	0	0	0	1	
9	**Project-I**	SLESPR251	Macroeconomic Analysis Project				**2**	
Total							**27**	

Summer Internship-I								
Semester-III								
S. No.	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-VII**	SLESEG301	Economics of Growth & Development-I	3	1	0	4	**Award: UG Diploma** [after completing 2 years of study (4 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits during the summer vacation of the second year]
2	**Major-VIII**	SLESSM302	Statistical Methods for Economics	3	0	2	4	
3	**Minor-III**		One course from Selected Minor	3	1	0	4	
4	**OE-II**		Choose One Course from University OE Pool	3	0	0	3	
5	**VAC-III**		VAC-III (by MOOC)	2	0	0	2	
6	**AEC-I**		Self -Awareness	2	0	0	2	
7	**Summer Internship Evaluation**	SLESIN351	Summer Internship Assessment-I	0	0	0	2	
8	**SEC-III**		Financial Literacy	2	0	2	3	
9	**Community Service**		Community Service				1	
Total							**25**	
Semester-IV								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	**Re-Entry** The student who took exit after completion of the first year (UG Certificate) are allowed to re-enter the degree programme within three years and
1	**Major-IX**	SLESEG401	Economics of Growth & Development-II	3	1	0	4	
2	**Major-X**	SLESBE402	Basic Econometrics	3	1	0	4	
3	**Major-XI**		Major Elective from 4th Semester	3	1	0	4	
4	**Minor-IV**		One course from Selected Minor	3	1	0	4	

5	**AEC-II**		Communication Skills	2	0	0	2	complete the degree programme within the stipulated maximum period of seven years.
6	**OE-III**		Choose One Course from University OE Pool	3	0	0	3	
7	**VAC-IV**		VAC-IV (by MOOC)	1	0	3	2	
8	**Project-II**		Development Dynamics Project				2	
Total							**25**	
Summer Internship II								

Semester-V								
S. No.	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-XII**	SLESPE501	Public Economics	3	1	0	4	**Award: Bachelor's Degree** [after completing 3-year of study (6 semesters with credits as prescribed)] **Re-Entry** The student who took exit after completion of two years of study (UG Diploma) are allowed to re-enter the degree programme
2	**Major-XIII**	SLESHE502	History of Economic Thought	3	1	0	4	
3	**Major-XV**		Major Elective from 5th Semester	3	1	0	4	
4	**Minor-V**		One course from Selected Minor	3	1	0	4	
5	**AEC-III**		Managing People and Organisations	2	0	0	2	
6	**Summer Internship Evaluation**	SLESIN551	Summer Internship Assessment -II	0	0	0	2	
Total							**20**	

Semester-VI							
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**
1	**Major-XV**	SLESIE601	International Economics	3	1	0	4
2	**Major-XVI**	SLESRM602	Research Methodology	3	1	0	4
3	**Major-XVIII**	SLESPP603	Public Policy Analysis	3	1	0	4

4	**Major-XIX**		Major Elective from 6th Semester	3	1	0	4	within three years and complete the degree programme within the stipulated maximum period of seven years.
5	**Minor VI**		One Course from selected Minor	3	1	0	4	
6	**AEC-IV**		Professional Employability	2	0	0	2	
7	**Project**	SLESPR651	Public Policy Analysis Project				2	
Total							**24**	

Bachelor's Degree (Honours) Semester-VII								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	**Multiple Entry**
1	**Major-XIX**	SLESCE701	Contemporary Economic Issues	3	1	0	4	**Award: 4-year Bachelor's Degree (Honours)** [with credits as prescribed after eight semesters programme of study] **Re-Entry** The student who took exit after completion of three years of study (UG degree) is allowed to re-enter the degree programme maximum within three years and complete the degree programme within the stipulated maximum period of seven years.
2	**Major-XX**	SLESDA702	Data Analysis with Statistical Package	2	0	4	4	
3	**Minor-VII**		One course from Selected Minor	3	1	0	4	
4	**Minor-VIII**		One course from Selected Minor	3	1	0	4	
Total							**16**	
Bachelor's Degree (Honours) Semester-VIII								
1	**Major-XXI**	SLESEE801	Environmental Economics	3	1	0	4	
2	**Major-XXII**		Elective I	3	1	0	4	
3	**Major-XXIII**		Elective-II	3	1	0	4	
4	**Major-XXIV**		Elective-III	3	1	0	4	
Total							**16**	

*Bachelor's Degree (Honours with Research) Semester-VII							
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**
1	**Major-XIX**	SLESCE701	Contemporary Economic Issues	3	1	0	4
2	**Major-XX**	SLESDA702	Data Analysis with Statistical Package	2	0	4	4
3	**Minor-VII**		One course from Selected Minor	3	1	0	4
4	**Minor-VIII**		One course from Selected Minor	3	1	0	4
Total							**16**
***Bachelor's Degree (Honours with Research) Semester-VIII**							
1	**Major-XXIII**	SLESEE801	Environmental Economics	3	1	0	4
2	**Dissertation**	SLESDR802	Dissertation	0	0	0	12
Total							**16**
Grand Total = 174 Credits							

***Award: 4-year Bachelor's Degree (Honours with Research) ***

*Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. Upon completing a research project in their major area(s) of study in the 4th year, a student will be awarded Bachelor's Degree (Honours with Research).

Pool of Discipline Specific Electives

Semester Fourth							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-Elective**	SLESGE404	Gender Economics	3	1	0	4
2	**Major-Elective**	SLESIE405	Industrial Economics	3	1	0	4
3	**Major-Elective**	SLESHE406	Health Economics	3	1	0	4
Semester Fifth							
1	**Major-Elective**	SLESEH504	Economic History of India (1857-1947)	3	1	0	4
2	**Major-Elective**	SLESIF505	International Finance	3	1	0	4
3	**Major-Elective**	SLESRE506	Rural Economy	3	1	0	4
4	**Major-Elective**	SLESGT507	Game Theory	3	1	0	4
Semester Sixth							
1	**Major-Elective**	SLESPS604	Economics of Public Sector	3	1	0	4
2	**Major-Elective**	SLESSC605	Society, culture and social change	3	1	0	4
3	**Major-Elective**	SLESUE606	Urban Economy	3	1	0	4
4	**Major-Elective**	SLESBE607	Behavioural Economics	3	1	0	4

Semester Eighth							
1	**Major-Elective**	SLESAE803	Applied Econometrics	3	1	0	4
2	**Major-Elective**	SLESLE804	Labour Economics	3	1	0	4
3	**Major-Elective**	SLESME805	Monetary Economics	3	1	0	4
4	**Major-Elective**	SLESPI806	Economics of Poverty & Inequality	3	1	0	4
5	**Major-Elective**	SLESME807	Managerial Economics	3	1	0	4

SYLLABI

FIRST SEMESTER

FIRST SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-I**	SLESMI101	Micro Economics-I	3	1	0	4
2	**Major-II**	SLESMA102	Macro Economics-I	3	1	0	4
3	**Major-III**	SLESME103	Mathematical Economics	3	1	0	4
4	**Major -IV**	SLESIE104	Indian Economy	3	1	0	4
5	**VAC-I**		Environmental Studies	2	0	0	2
6	**SEC-I**		Essentials of Microsoft Excel	1	0	4	3
TOTAL				**21**			

Semester I					
SLESMI101	**Micro Economics-I**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-I**				
Total Contact Hours	**60**				
Pre-requisites/Co-requisites	Principles of Economics				

Course Perspectives:

This Microeconomics course provides a comprehensive introduction to the fundamental principles and concepts that govern economic behavior at the individual and firm level. The course covers topics such as demand and supply analysis, consumer behavior, production and cost theories, market structures, and the role of government in the economy. Students will learn to analyze economic decision-making processes and understand how these decisions influence market outcomes, resource allocation, and social welfare.

Course Outcomes

CO1: Understanding the basic principles of microeconomic theory, important terms and concepts used in microeconomics.

CO2: Applying the theories of micro economics in application to individual decision making.

CO3: Analysing the consumer and producer decision-making processes using microeconomic theories.

CO4: Evaluating the effects of government policies such as taxes, subsidies, and regulations on market efficiency and welfare.

Course Content:

Unit 1: 15 Hrs

Introduction – Definition, Meaning, Nature and Scope of Economics; What is Economics? Understanding scarcity, choices, and trade-offs; Microeconomics vs. Macroeconomics; Mankiw's Ten Principles of Economics; The role of assumptions and models in economics; Production Possibility Frontier (PPF) and opportunity cost; Circular Flow Model of a market economy; Positive vs Normative economics.

Demand and Supply Analysis: Introduction to demand and quantity demand, law of demand, individual v/s market demand, and factors affecting demand, movement along the demand curve and shifting of demand curve. Introduction to supply and quantity supply, law of supply, factors affecting supply, movement along the supply curve and shifting of supply curve. Elasticity of demand: concept, types, measurement and application, overview of elasticity of supply.

Unit 2: Market Equilibrium and Consumer Behaviour 15 Hrs

Equilibrium and disequilibrium in the market, price ceiling and price floor. Utility Analysis-Cardinal Approach; Law of Diminishing Marginal Utility, law of Equi-Marginal utility, Consumer's Equilibrium, Indifference Curve: Properties; Budget constraints, Consumer equilibrium, Hicks and Slutsky income and substitution effect; concept of consumer surplus;

Unit 3: Theory of Production 15 Hrs

Concept of production function: short and long run, Law of variable proportion, three stages of production, law of diminishing marginal product, Isoquants ; concepts, Characteristics of Isoquants, Isocost curve, Producer Equilibrium; Expansion Path, Ridge Lines; Returns to Scale: Constant, Increasing, and Decreasing.

Unit 4: Costs of Production **15 Hrs**

Short-Run cost curve: total and marginal approach; relationship between cost and production curves. The Long-Run Cost Curve: Traditional and Modern approach. Economies and diseconomies of scale and scope.

Textbooks:

1. N. Gregory Mankiw, (2022) Principles of Microeconomics ; 8th edition, Cengage Learning
2. Salvatore Dominick (2018) Microeconomics: Theory and Applications; 5th Edition, Oxford University Press

Reference Books

1. Bernheim, B., Whinston, M. (2009). Microeconomics. Tata McGraw-Hill.
2. Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
3. Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc.,New York, International Student Edition, 4th edition, 2007.

Open Educational Resources (OER):

- **https://asccc-oeri.org/open-educational-resources-and-economics/**
- **https://ocw.mit.edu/**
- **https://www.coursera.org/**
- **https://lumenlearning.com/**
- **https://oercommons.org/**
- **https://www.merlot.org/**

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience: The course will be conducted through a blend of interactive lectures, discussions, and hands-on activities that foster experiential learning. Students will engage in case studies and group projects to apply concepts such as demand and supply analysis, utility theory, and production functions. Technology will be utilized through online simulations and data analysis tools to visualize economic models. Assessments will include quizzes, group presentations, and reflective assignments to reinforce understanding. The course instructor will be available for additional support, while students will be encouraged to collaborate and provide peer feedback, enhancing their learning experience through shared insights and teamwork.

Macro Economics

Semester I					
SLESMA102	**Macro Economics-I**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-II**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	Adequate knowledge of micro economic concepts. Further the students must be abreast with the latest developments in domestic and international markets.				

Course Perspectives

Macroeconomics examines the economy as a whole, focusing on key indicators like national income, inflation, unemployment, and economic growth. This course helps students understand how economies function and how policies like taxation, government spending, and interest rates influence economic stability and development. By studying macroeconomics, students gain the analytical tools needed to interpret economic trends, evaluate policy decisions, and engage with real-world economic challenges at both national and global levels.

Course Outcomes: After undergoing this course, student will be:

CO1: Understanding general economic concepts and the working of the economy in the national and global context.
CO2: Applying the principle of Macroeconomics in explaining the behaviour of Macroeconomic variables.
CO3: Integrating knowledge and ideas in a coherent and meaningful manner.
CO4: Developing an analytical framework to understand the inter-linkages among the crucial macroeconomics variables and various segments of an economy.

Course Content

Unit 1 : Introduction to Macro Economics and National Income Aggregates 15 Hrs

Introduction to Economics: Introducing the Economic Way of Thinking. Macro Economics: Meaning, emergence and Macro Economic models. Circular Flow of Economic activities. Measuring the Value of Economic Activity: Gross Domestic Product . Components of GDP . Rules for Computing GDP . Approaches to the Measurement of GDP: Income, expenditure, product or Value-added Methods, Difficulties of Estimating National Income; Does GDP Measure what we want it to measure –Limitations of GDP. Real Vs Nominal GDP. GDP deflator. Concepts of Green GDP and Green Accounting. Other Measures of Income.

Unit 2: Determination of Income and Employment 15 Hrs

Classical Theory of Employment - Say's Law of Market - Wage - Price Flexibility (Pigou's Version) - Saving and Investment Equality - Evaluation of the Classical Theory of

Employment; Keynesian model of national income determination; Keynesian Theory of Employment;

Unit 3: Aggregate Spending **15 Hrs**

Theories of Consumption spending: Absolute, Relative, Permanent income and Lifecycle hypotheses; Investment Function and Theories of investment spending; Investment Multiplier-static & Dynamic

Unit 4: Monetary Approach: Demand & Supply of Money **15 Hrs**

What Is Money? The Functions of Money; How Do Credit Cards and Debit Cards Fit into the Monetary System; Theories of Demand for Money: Quantity Theory and Keynes approach-Equilibrium in Money Market. Baumol and Tobin Contributions and Friedman's restatement of quantity theory. Two Interest Rates: Real and Nominal. The Cost of Holding Money.

CASE STUDY: Nominal Interest Rates in the Nineteenth Century.

Recommended Textbooks

1. N.GREGORY MANKIW, " Macro Economics" Harvard University , Worth Publishers, Largest Edition.
2. R . Glen Hubbard and Anthony Patrick O' Brien , Macroeconomics , Pearson 5th Edition , Pearson Publication

Reference Books

1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
4. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
5. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
6. Errol D'Souza, Macroeconomics, Pearson Education, 2009.
7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics,

Pearson Education Asia, 9th edition, 2012.

Open Educational Resources:

- https://www.rbi.org.in/
- https://www.indiabudget.gov.in/
- https://www.weforum.org/
- https://www.worldbank.org/
- https://www.imf.org/
- https://www.mospi.gov.in/
- https://pib.gov.in/

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

This macroeconomics course will utilize a dynamic blend of teaching methods to promote active participation and deep understanding. Instruction will include engaging lectures paired with real-world case studies, such as the historical analysis of nominal interest rates. Students will collaborate in groups to explore concepts like GDP measurement and income determination theories, fostering peer learning. Technology will support learning through interactive simulations that illustrate macroeconomic models and data analysis tools for interpreting economic indicators. Assessments will consist of quizzes, group presentations, and reflective essays to consolidate learning. The course instructor will provide regular feedback and be available for one-on-one support, encouraging students to seek help as needed and work together to enhance their understanding of macroeconomic principles.

Mathematical Economics

Semester I					
SLESME103	**Mathematical Economics**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-III**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	Basic Algebra				

Course Perspectives

Mathematical Economics uses mathematical tools to represent, analyze, and solve economic problems by formalizing economic theories into models. This structured approach aids in precise communication, prediction of outcomes, and improved decision-making. The course covers a broad scope, applying mathematical methods to both microeconomic and macroeconomic topics, including consumer behavior, production, market equilibrium, and economic growth. Students will learn optimization, input-output analysis, game theory, and econometric modeling, allowing them to address complex issues like pricing, resource allocation, and policy analysis. It enhances forecasting accuracy, informs policy recommendations, and deepens insights into market behavior, making it essential for careers in research, academia, finance, and policymaking. Through this course, students are equipped with the skills to approach economic challenges with rigor and precision.

Course Outcomes

CO1: Understand fundamental mathematical concepts such as variables, equations, matrices, and calculus used in economic analysis.
CO2: Apply mathematical techniques like matrix operations, differentiation, and optimization to solve economic problems and model economic behaviour.
CO3: Analyse economic models and functions using calculus and matrices to determine relationships and dependencies among variables.
CO4: Evaluate the effectiveness of mathematical methods in solving optimization problems in economics, including cost, revenue, and production scenarios.

Course Content

Unit-1: Basic Concepts of Mathematical Economics **15 Hrs**

Variables and Parameters; Sets; Functions and their graphs; Limits; Equations – simple, quadratic and simultaneous and Identities; Equations of a straight line, concept of slope; Equation and interpretation of Rectangular Hyperbola.

Unit 2: Metrices & its Economic Application 15 Hrs

Matrices and Determinants : Types; Transpose, Trace, Adjoint and Inverse of matrices; Solution of a system of two and three equations by Matrix Inverse and Cramer's methods; Linear independence and Linear dependence of vectors; Rank of a matrix; Simple Application questions. Application in Input-Output analysis.

Unit 3: Calculus and Its Economics Application 15 Hrs

Differentiation: Simple Differentiation, partial and total derivative Economic Applications: Elasticity of Demand, Average and Marginal functions, partial elasticities, Homogeneous function, Euler's Theorem, Utility function, Production Function, cobb Douglas and CES, Cost function etc. Concept of integration, different rules and methods of integration, application to consumer's surplus and producer's surplus.

Unit 4: Optimization Problem 15 Hrs

Maxima and Minima of Functions of one and two variables; Constrained Optimization Problem (with maximum three variables). optimization problems in costs and revenue, constrained optimization; Langrangian Method.

Textbooks:

- Chiang, Alpha C : Fundamental Methods of Mathematical Economics (3rd Ed.)
- Weber, Jean E : Mathematical Analysis: Business and Economic Applications (4^{th} Ed.)
- Yamane, Taro: Mathematics for Economists

Reference Books:

- Allen, R G D (1983) : Mathematical Analysis for Economists Macmillan & Co. ltd., 1965
- Kooros, A (1965) : Elements of Mathematical Economics
- Monga, G S (2000) : Mathematics and Statistics for Economists Vikas Publishing House, N Delhi
- Arora, P N & Arora S (2000) : CA Foundation Course in Mathematics.
- Bose, D C (1996) : An Introduction to Mathematical Economics. Himalaya Publishing House, Bombay
- Dorfman, R et.el. (1968) : Linear Programming and Economic Analysis McGraw Hill, New York

- Baumol, W J (1978) : Linear Programming and Economic Analysis McGraw Hill, New York

Open Educational Resources (OER):

- **https://asccc-oeri.org/open-educational-resources-and-economics/**
- **https://ocw.mit.edu/**
- **https://www.coursera.org/**
- **https://lumenlearning.com/**
- **https://oercommons.org/**
- **https://www.merlot.org/**

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:
This Mathematical Economics course will be conducted through a combination of interactive lectures, and collaborative group studies. Each unit will start with foundational concepts, followed by hands-on exercises where students apply mathematical tools to economic problems, such as using matrices in input-output analysis or calculus in elasticity and utility functions. Technology will be integrated through software tools for graphing functions and solving optimization problems, enhancing understanding of complex concepts. Assessments will include problem sets, group projects, and presentations to encourage peer learning and critical thinking.

Indian Economy

Semester I					
SLESIE104	**Indian Economy**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-IV**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**NIL**				

Course Perspective

This course provides a comprehensive overview of the Indian economy, tracing its evolution from the post-independence period to contemporary times. It enables students to critically understand structural changes, sectoral developments, and key policy debates shaping the Indian economic landscape. With a focus on empirical evidence and policy frameworks, the course equips students to analyze development challenges such as poverty, inequality, employment, agricultural stagnation, industrial performance, and trade dynamics in a rapidly globalizing world.

Course Outcomes (COs)

- CO1: Understand the historical background and structural changes in the Indian economy since independence.
- CO2: Analyze key development issues related to population, employment, poverty, and inequality.
- CO3: Evaluate the performance and challenges of agriculture, industry, and the service sector in India.
- CO4: Examine India's fiscal and trade policies in the context of economic reforms and globalization**.**

Course Content

Unit I: Structure of the Indian Economy and National Income Trends (15 Hours)

Indian economy on the eve of independence; features and structural constraints; structural changes in the Indian economy since 1950: sectoral composition and growth; trends and estimates of national income and per capita income; informal sector and the parallel economy; demographic trends and development: population growth, demographic dividend; human development in India: HDI, GII, and recent initiatives in human capital development including NEP and Skill India.

Unit II: Poverty, Inequality, and Employment in India (15 Hours)

Concepts and measurement of poverty: absolute and relative poverty; trends and regional disparities in poverty levels; nature and types of unemployment in India: disguised, seasonal, educated; labour market trends: informalization, gig economy, gender dimensions; inequality in income and opportunities: recent data and causes; overview of major poverty and employment programmes.

Unit III: Agriculture and Industry in India (15 Hours)

Features and structural issues in Indian agriculture; land reforms, Green Revolution and its outcomes, technological advancement; agricultural credit and marketing reforms, minimum support price (MSP), and digital platforms such as e-NAM; recent trends in agricultural productivity, food security, and challenges of climate change; industrial development since independence: industrial policy overview; role and performance of MSMEs and Make in India initiative; recent labour reforms and challenges of jobless growth; role of services sector in India's growth story; trends and policy measures related to FDI in services.

Unit IV: Public Finance and External Sector (15 Hours)

Centre-state fiscal relations: cooperative and competitive federalism; role and recommendations of the 15th Finance Commission; Goods and Services Tax (GST): structure, implementation, and impact; FRBM Act and fiscal discipline; India's foreign trade: direction, composition, and recent trends; balance of payments and trade deficit; foreign capital flows: FDI, FII trends and policy environment; India's trade policy and reforms including WTO commitments, Export-Import policy, and digital trade.

Textbooks:

1. Datt, R. & Sundaram, K.P.M. *(Latest Edition) – Indian Economy*, S. Chand & Co.
2. Kapila, Uma (Ed.) *(Latest Edition) – Indian Economy Since Independence*, Academic Foundation

Reference Study Material:

- Economic Survey- Latest Edition
- Economic and Political Weekly
- Budget Document (Latest)
- Economic Survey
- Ministry of Statistics and Planning
- NITI Ayog

Learning Experience:

The **Indian Economy** course will provide a comprehensive overview of the structure, dynamics, and challenges of the Indian economic system. Through a mix of lectures, case studies, and interactive discussions, students will explore topics such as economic growth,

poverty, employment, and the role of agriculture, industry, and services in the economy. Emphasis will be placed on understanding the impact of government policies, globalization, and economic reforms on India's development trajectory. Evaluation will consist of assignments, presentations, and group projects that analyze current economic issues and propose solutions.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Essentials of Microsoft Excel

Semester I					
	Essentials of Microsoft Excel	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	**Skill Enhancement Course (SEC)-I**				
Total Contact Hours	**75 Hrs**				
Pre-requisites/Co-requisites	**Basic Knowledge of MS office**				

Course Perspective

In the digital age, Microsoft Excel has become an essential tool across disciplines — from business and social sciences to natural sciences and humanities. Excel enables users to store, organize, analyze, and visualize data efficiently. Mastering Excel is not only beneficial for academic success but also critical for workplace readiness. This course aims to develop

spreadsheet proficiency, equipping students with the ability to perform data analysis, create charts, automate tasks using formulas, and use Excel as a productivity tool.

Course Outcomes (COs)

By the end of the course, students will be able to:

- CO1: Understand the interface, structure, and functionalities of Microsoft Excel.
- CO2: Apply formulas, functions, and data validation to organize and process data.
- CO3: Analyze datasets using sorting, filtering, conditional formatting, and pivot tables.
- CO4: Create dynamic charts, dashboards, and structured reports for presentation and decision-making.

Course Content

Unit I: Introduction to Excel and Spreadsheet Basics

Hours: 15 (3 Theory + 12 Practical)

- Understanding Excel interface: Ribbons, Tabs, Worksheets, Cells
- Data types and cell references (absolute, relative, mixed)
- Data entry and formatting: fonts, alignment, number formats, borders, cell styles
- Basic editing: cut, copy, paste, undo, redo, find and replace
- Basic mathematical operations and order of precedence

Practical Component:

- Create a personal budget or expense tracker using basic functions
- Apply formatting and cell referencing in basic calculations

Unit II: Formulas, Functions, and Data Management

Hours: 20 (4 Theory + 16 Practical)

- Introduction to formulas and formula auditing
- Common functions: SUM, AVERAGE, COUNT, MAX, MIN, IF, VLOOKUP, HLOOKUP, TEXT, DATE, NOW, LEN
- Data validation, dropdown lists, removing duplicates
- Sorting and filtering data
- Working with multiple sheets and linking data

Practical Component:

- Prepare student records with functions and conditional logic
- Design a searchable mini-directory using VLOOKUP and data validation

Unit III: Data Analysis and Visualization

Hours: 20 (4 Theory + 16 Practical)

- Conditional formatting (highlight cells, data bars, icon sets)
- Chart types: Column, Line, Pie, Bar, Area, Combo
- Dynamic charts with slicers or drop-downs
- Introduction to PivotTables and PivotCharts
- Grouping and summarizing data

Practical Component:

- Analyze mock sales data using PivotTables
- Create charts to visualize monthly performance or attendance
- Apply conditional formatting to identify performance gaps or threshold values

Unit IV: Advanced Excel Tools and Productivity Techniques

Hours: 20 (4 Theory + 16 Practical)

- Working with large datasets and freezing panes
- Named ranges and Excel tables
- Introduction to basic macros and automation (recording macros only)
- Protecting worksheets and workbooks
- Printing setup and export (PDF, CSV)

Practical Component:

- Create a dashboard summary for an event schedule or inventory system
- Automate a repetitive task using a recorded macro
- Set print area and page breaks for formatted reports

Textbooks:

1. Walkenbach, J. (2015). *Excel 2016 Bible*. Wiley.
2. Alexander, M., & Kusleika, D. (2016). *Excel 2016 Formulas*. Wiley.
3. Reding, E. E. (2013). *Microsoft Excel 2013: Illustrated Introductory*. Cengage Learning.

Online Tutorials & E-Resources:

Resource	Link
Microsoft Excel Official Docs	https://support.microsoft.com/en-us/excel
Excel Easy	https://www.excel-easy.com/

GCFLearnFree Excel Lessons	https://edu.gcfglobal.org/en/excel/
ExcelJet (Functions & Shortcuts)	https://exceljet.net
YouTube: Microsoft Excel Training (by Microsoft 365)	https://www.youtube.com/@Microsoft365

Learning Experience: This MS Excel course will be structured to maximize hands-on learning and real-world application. Each unit will begin with an interactive introduction to key concepts, followed by practical exercises where students will explore features like worksheets, formatting options, and essential functions. Collaborative group activities will allow students to solve problems together, applying functions such as SUM, AVERAGE, and IF-ELSE to create dynamic spreadsheets. Technology will enhance the experience through guided tutorials and online resources. Assessments will include individual projects where students will create spreadsheets and graphs, showcasing their skills in data analysis and presentation.

Assessment Scheme

Component	Weightage
Lab Assignments (Min. 5)	30%
Mid-Term Practical Test	20%
Final Project (Excel-based Dashboard or Report)	50%

Sample Final Project Ideas

- Academic grade tracker with automated analysis
- Event planning calendar with budget estimates
- Sales dashboard for a fictional product
- Attendance analysis and visualization report
- Inventory management template with alerts

Environmental Studies and Disaster Management

Semester I					
VAC151	**Environmental Studies**	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**VAC-I**				
Total Contact Hours	**30 Hrs**				
Pre-requisites/Co-requisites					

Course Perspective

The Environmental Studies course provides a comprehensive understanding of the key concepts related to environmental sustainability and the management of natural and man-made disasters. The course explores the interrelationship between human activities and the environment, covering topics like biodiversity, pollution, climate change, and resource conservation. It also introduces disaster management principles, emphasizing the identification, assessment, and mitigation of risks associated with disasters such as floods, earthquakes, and industrial accidents. Through case studies and practical applications, students will gain the skills to design and implement sustainable practices and develop strategies for disaster preparedness, response, and recovery.

Course Outcomes

CO1: Demonstrate a clear understanding of key environmental concepts, including biodiversity, ecosystems, and the impact of human activities on the environment.

CO2: Apply disaster management strategies to assess risks, prepare for, and respond to natural and man-made disasters effectively.

CO3: Critically analyze the relationship between environmental degradation and disaster risks, identifying key factors that contribute to vulnerabilities in ecosystems and human settlements.

CO4: Evaluate environmental policies and disaster management frameworks to propose

sustainable solutions for disaster resilience and environmental conservation.

Course Content

Course Content

UNIT I **8 Lectures**

Environnement and Natural Ressources:

Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness. Land resources; land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Energy resources: Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

UNIT II **7 Lectures**

Ecosystems and Biodiversity:

Ecosystem: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

UNIT III **8 Lectures**

Environmental Pollution and Environmental Policies: Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Sustainability and sustainable development; Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

UNIT IV **7 Lectures**

Human Communities and the Environment and Field work: Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in evironmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems-pond, river, Delhi Ridge, etc.

Text Books

1. Content building programme (CBP) book on Disaster Management, Forum AS.
2. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

Reference Books/Materials

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.
3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S.Chand & Company Ltd, New Delhi.

4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.
1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SECOND SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-V**	SLESMI201	Micro Economics- II	3	1	0	4
2	**Major-VI**	SLESMA202	Macro Economics- II	3	1	0	4
3	**Minor -I**		Choose One Course from Minor Pool	3	1	0	4
4	**Minor-II**		One course from Selected Minor	3	1	0	4
5	**VAC-II**		AI and Digital Safety	2	0	0	2
6	**SEC-II**		Introduction to Python for Economists	1	0	4	3
7	**OE-I**		Choose One Course from University OE Pool	3	0	0	3
8	**Club/Society**		Club/Society	0	0	0	1
9	**Project**	SLESPR251	Macroeconomic Analysis Project				2
			TOTAL				**27**

Semester II					
SLESMI201	**Micro Economics-II**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-V**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Micro Economics-I**				

Course Perspective:

The goal of the course Introduction to Microeconomics is to give students an understanding of the rules that guide individual decision-making in an economic setting. The behavior of people and businesses in selecting how to distribute limited resources and how these entities interact in different kinds of markets are the main topics of this course.

Course Outcomes (COs)

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

CO1: Understand the various aspects of consumer behaviour and Economic Welfare.

CO2: Apply game theory in decision making.

CO3: Analyze the performance of firms under different market structures and their equilibrium.

CO4: Examine forms of market imperfections and market failures observed in real life situations.

Course Content:

Unit 1: Market Structure and Pricing:

Price and Output Under Perfect Competition- Price Determination in the Market Period, Short-Run Equilibrium of the Firm: Total Approach Short-Run Equilibrium of the Firm: Marginal Approach, Long-Run Equilibrium of the Firm.

Price and Output Under Pure Monopoly- Concepts, Types, The MR Curve and Elasticity, Short-Run Equilibrium: Total Approach, Marginal Approach, Long-Run Equilibrium Under Pure Monopoly, Price discrimination under monopoly.

Price and Output Under Monopolistic Competition -Meaning, Features, Short-Run and Long-Run Equilibrium, Selling Costs, Excess Capacity, Non-Price competition, Product differentiation.

Unit 2: Oligopoly and game theory:

Meaning, Features, Collusive v/s non-collusive oligopoly, The Cournot Model, The Kinked Demand Curve Model,

Collusive Model: The Price Leadership Model-Low-cost firm, dominant firm, barometric price leadership, Cartels: Market sharing, Joint profit maximization.

Game Theory: Definitions and Objectives, Types of games, Types of Strategy, The Prisoners' Dilemma, Nash Equilibrium.

Unit 3: Theories of Distribution

Marginal productivity theory of distribution and Theory of wage determination under competitive market, with monopolistic power in product market, monopsonist power in factor market, bilateral monopoly in factor market, monopoly in factor market. Product exhaustion problem. theory of rent: Classical & Modern approach, Quasi -rent, overview of theory of interest and profit.

Unit-3: Welfare Economics & Market Failure

Introduction to concept of Welfare, Pareto Optimality, Utility frontier, Partial and General equilibrium Conditions. Social welfare functions, A.K. Sen Views on Welfare
Concepts of Market Failure: Externalities; public goods, Markets with Asymmetric information: Adverse Selection and Moral Hazards,

Textbooks:

1. N. Gregory Mankiw, (2022) Principles of Microeconomics ; 8th edition, Cengage Learning
2. Salvatore Dominick (2018) Microeconomics: Theory and Applications; 5th Edition, Oxford University Press

Reference Books

1. Bernheim, B., Whinston, M. (2009). Microeconomics. Tata McGraw-Hill.
2 Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
3 Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc.,New York, International Student Edition, 4th edition, 2007.
4 C. Snyder and W. Nicholson, Fundamentals of Microeconomics, CengageLearning (India), 2010.
5 B. Douglas Bernheim and Michael D. Whinston, Microeconomics, Tata McGrawHill (India), 2009.

Open Educational Resources (OER):

- **https://asccc-oeri.org/open-educational-resources-and-economics/**

- **https://ocw.mit.edu/**
- **https://www.coursera.org/**
- **https://lumenlearning.com/**
- **https://oercommons.org/**
- **https://www.merlot.org/**

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience: The Microeconomics course will be conducted through a blend of lectures, interactive discussions, and experiential learning activities, ensuring a participatory learning environment. Instruction will incorporate real-world case studies, hands-on exercises, and group work, allowing students to apply theoretical concepts to practical economic scenarios. Technology will be utilized through simulation tools, online quizzes, and virtual economic models to enhance understanding. Assignments and assessments will include problem-solving tasks, presentations, and peer reviews to promote collaboration and critical thinking. The course instructor will provide regular feedback and be available for additional support, encouraging students to seek help as needed and engage actively in group activities to deepen their learning experience.

Semester II					
HUES104	**Macro Economics-II**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-VI**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Macro Economics-I**				

Course Perspective :

This course offers a comprehensive overview of macroeconomic concepts and models, focusing on monetary and fiscal policies, inflation, unemployment, business cycles, and exchange rates. It starts with an examination of monetary and fiscal policy processes and their impact through the IS-LM model. The course then covers the causes, impacts, and measurement of inflation and unemployment, along with their theoretical foundations. Students will explore various business cycle models and analyse historical economic crises, such as the USA stagflation and the 2008 financial crisis. The course concludes with an analysis of exchange rate determination and the balance of payments, featuring a case study on the trends of the Indian exchange rate in terms of the Dollar. Through lectures, discussions, and case studies, students will gain a solid understanding of macroeconomic principles and their real-world applications.

Course Outcomes:

After Completion of this course, Students will be able to:

CO1: Develop the understanding of the determination of key macroeconomic variables, macroeconomic models and theories.

CO2: Applying the principle of Macroeconomics in explaining the behaviour of Macroeconomic variables at national as well as global level.

CO3: Analysing the role of the Government in an economy and examine how it uses its fiscal and monetary policy to influence macroeconomic variables.

CO4: Evaluating the effectiveness of various macroeconomic variable, theories and policy and their short-term and long-term impacts on the economy.

Course Content:

Unit I: Monetary-Fiscal Policy and IS-LM Model (15 Hours)

Overview of Monetary & Fiscal Policy: The Monetary Policymaking Process, Meaning and Types of Monetary policy: Expansionary, contractionary; Transmission Mechanism of Monetary Policy; Fiscal Policy: Meaning, Types; instruments of Fiscal Policy: Taxation, Public Expenditure, Public Debt, Deficit Financing

Aggregate Demand & IS-LM Model: Building the IS-LM Model, The Goods Market and IS Curve; The Money Market and LM curve; How Fiscal and Monetary Policy Shifts IS-LM

curve; Applying the IS-LM Model- Explaining Fluctuation with the IS-LM curve; IS-LM as a theory of Aggregate Demand; The Relative Effectiveness of Monetary and Fiscal Policy- Policy Effectiveness and the Slope of the IS-LM.

Unit II: Inflation and Unemployment (15 Hours)

Meaning and Types of inflation, Causes and Impact of Inflation, Interest rate and inflation, Theories of Inflation: Demand side and supply side view, Measurement of Inflation: Consumer Price Index, Wholesale Price Index: Calculation and Basket

How unemployment measured, Types of Unemployment, Deriving the Phillips Curve from the Aggregate Supply Curve; The Short-Run Trade-off Between Inflation and Unemployment; Expected Inflation, Natural Rate of Unemployment, Adaptive Expectation and inflation: Long run Phillips curve; Stagflation: Origin, Meaning, Causes, Okun Law.

Unit III: Business Cycle Theories (15 Hours)

Business Cycle: Meaning and Phases, Keynesian view of business cycle. Business Cycle Models: Samuelson Multiplier-Accelerator Model, Kaldor-Hicks Business Cycle Model, Real Business Cycle Model.

Case Study: Case of Stagflation (USA), 2008 Financial Crises

Unit IV: Exchange Rates and Monetary System (15 Hours)

Balance of Payments Accounts: Current Account, Capital Account, Why BOP always balanced; Exchange Rates and the Market for Foreign Exchange: Demand and Supply in the Foreign Exchange Market, Exchange Rate Determination: Flexible Exchange Rates, Exchange Rate Determination: Fixed Exchange Rates; Advantages of Alternative Exchange Rate Regimes,

Case: Trends of Exchange rate of India in terms of Dollar

Textbooks:

1. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010
2. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 10th edition

Reference Books:

1. Edward Shapiro, Maroeconomics Analysis, Thomson Learning, 5th edition
2. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition
3. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition.
4. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition.
5. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc.,7th edition.
6. Errol D_Souza, Macroeconomics, Pearson Education.
7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics, Pearson Education Asia, 9th edition.

Open Educational Resources (OER):

- **https://asccc-oeri.org/open-educational-resources-and-economics/**
- **https://ocw.mit.edu/**
- **https://www.coursera.org/**
- **https://lumenlearning.com/**
- **https://oercommons.org/**
- **https://www.merlot.org/**

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience: The Macroeconomics course will utilize a combination of teaching methods, including lectures, case studies, group discussions, and hands-on data analysis, to create an engaging and participatory learning environment. Students will explore real-world macroeconomic issues through case studies and collaborative group projects, applying theoretical models like IS-LM and AD-AS to assess economic policies. Technology will play a key role, with interactive simulations and economic modeling tools to visualize concepts. Assessments will include problem-solving assignments, quizzes, presentations, and a final project that encourages practical application of macroeconomic principles. Regular feedback

will be provided, and students are encouraged to seek additional support from the instructor and collaborate through peer reviews to strengthen their understanding.

Semester II					
	AI and Digital Safety	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**Value-Added Course-II**				
Total Contact Hours	**30 Hrs**				
Pre-requisites/Co-requisites					

Course Perspectives:

As AI technologies increasingly influence our daily lives, workplaces, and societies, understanding the basics of AI and its safe usage becomes essential. This course introduces students to the fundamentals of Artificial Intelligence, explores real-life applications, and emphasizes the importance of digital safety, privacy, and ethical considerations. It prepares learners to responsibly engage with AI-powered tools and navigate the risks associated with data misuse, cyber threats, and algorithmic bias.

Course Outcomes:

- CO1: Understand the foundational concepts, types, and real-world applications of Artificial Intelligence.
- CO2: Identify potential risks and ethical concerns related to AI, including data privacy, bias, and misinformation.
- CO3: Apply digital safety practices for secure communication, data protection, and responsible use of AI tools.
- CO4: Evaluate emerging trends and safety protocols in AI-enabled digital environments.

Course Content

Unit I: Fundamentals of Artificial Intelligence (8 Hours)

Definition and scope of AI; evolution and types of AI (narrow, general, superintelligence); key AI technologies: machine learning, deep learning, natural language processing; common AI applications in daily life—voice assistants, recommendation systems, chatbots, autonomous vehicles; AI myths vs. reality.

Unit II: Ethical Dimensions and Responsible Use of AI (7 Hours)

Understanding ethical concerns in AI: algorithmic bias, surveillance, job displacement, misinformation; importance of transparency and accountability in AI systems; frameworks for ethical AI—UNESCO, NITI Aayog, and global initiatives; social implications of AI in education, healthcare, and governance.

Unit III: Digital Safety and Cybersecurity Awareness (8 Hours)

Types of digital threats: phishing, malware, identity theft, ransomware, cyberstalking; password hygiene, two-factor authentication, secure browsing; managing digital footprint and social media privacy; detecting fake news and deepfakes; importance of cybersecurity tools and habits.

Unit IV: Data Privacy, Law, and Future Scope (7 Hours)

Basics of data privacy and personal data protection; overview of key laws: IT Act, GDPR, and Digital India Act; user rights, informed consent, and data-sharing norms; emerging careers in AI, digital ethics, and cybersecurity; the role of youth in ensuring a safer digital future.

Textbooks

- **Melanie Mitchell (2019).** *Artificial Intelligence: A Guide for Thinking Humans*. Penguin Random House.
- **Brad Smith & Carol Ann Browne (2019).** *Tools and Weapons: The Promise and the Peril of the Digital Age*. Penguin Press.

Reference Books

- **Nick Bostrom (2014).** *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press.
- **Stuart Russell & Peter Norvig (2020).** *Artificial Intelligence: A Modern Approach* (4th Edition). Pearson.
- **Commonwealth of Learning.** *Cybersecurity Training Manual for Youth*.
- **UNESCO (2021).** *Recommendation on the Ethics of Artificial Intelligence*.

Platform	Description	Link
NITI Aayog – AI Strategy	India's national AI vision document	https://www.niti.gov.in
CERT-In	Cybersecurity best practices	https://www.cert-in.org.in
UNESCO	Global AI ethics guidelines	https://unesdoc.unesco.org
AI.gov India	Government AI portal	https://www.ai.gov.in
Digital Citizenship Curriculum	Digital responsibility resources	https://www.commonsense.org/education

Learning Experience:

The course will offer a blended learning environment through interactive lectures, real-life case studies, hands-on sessions, expert talks, and multimedia tools. Students will engage in:

- **Case-based discussions** on ethical dilemmas in AI and digital privacy.
- **Demonstrations** of AI applications and cyber threats.
- **Collaborative group activities** focused on responsible online behaviour and digital safety audits.
- **Guest lectures** from AI practitioners, policy experts, and cybersecurity professionals.
- **Project-based learning**, including digital safety campaigns or mock policy reviews.

This immersive experience aims to foster informed, ethical, and tech-savvy citizens who are capable of safely navigating and contributing to the digital future.

Semester II					
	Introduction to Python for Economists	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	**Skill Enhancement Course-II**				
Total Contact Hours	**75 Hrs**				
Pre-requisites/Co-requisites	**NIL**				

Course Perspective

The field of economics is becoming increasingly data-driven, requiring students to go beyond traditional theoretical understanding and adopt computational tools. Python, with its robust libraries and ease of use, has become a standard in economic research, data analysis, and policy evaluation. This course is designed to equip economics students with essential Python skills to handle datasets, perform descriptive analysis, and visualize economic trends. Whether working on NSSO data, Budget data, inflation trends, or unemployment statistics, this course empowers students to practically engage with real-world economic issues using Python.

Course Outcomes (COs)

By the end of this course, students will be able to:

- **CO1:** Understand the core concepts of Python programming and its significance in data science for economics.
- **CO2:** Apply Python programming for manipulating economic datasets and solving basic economic problems.
- **CO3:** Analyze large-scale economic data using libraries like NumPy and pandas.
- **CO4:** Create visual representations of economic indicators to evaluate trends and policy implications.

COURSE CONTENT

Unit 1: INTRODUCTION TO DATA SCIENCE AND PYTHON PROGRAMMING

Hours: 18 (3 Theory + 15 Practical)

- Introduction to Data Science: Role in Economics

- Why Python for Economists?
- Python Basics: Syntax, Data Types (String, List, Tuple, Dictionary, Set), Operators, Type Conversion
- Control Statements: Decision Making, Loops, Loop Control
- Math and Random Modules
- Functions: Defining and Calling Functions, Function Arguments

Practical Component:

1. Write basic Python programs for inflation calculator, currency conversion, and price index simulation.
2. Perform operations on economic lists (e.g., CPI, WPI data for multiple years).
3. Implement decision structures to classify inflation as high/moderate/low.
4. Use math functions to simulate compound interest or economic growth rates.
5. Write user-defined functions for GDP growth rate, per capita income calculations.

Unit 2: INTRODUCTION TO NUMPY

Hours: 18 (3 Theory + 15 Practical)

- NumPy Arrays and Vectorization
- Creating Arrays from Python Lists and Random Numbers
- Indexing, Slicing, Reshaping
- Arithmetic and Logical Operations
- Universal Functions (ufuncs), Sorting, Set Operations

Practical Component:

1. Create NumPy arrays for GDP, Inflation, and Unemployment rates.
2. Index, reshape, and manipulate quarterly economic indicators.
3. Use ufuncs to calculate growth rates, standard deviation in income distribution.
4. Perform arithmetic comparison on inflation and unemployment trends.
5. Use random number generation to simulate Monte Carlo methods in economics.

Unit 3: DATA MANIPULATION WITH PANDAS

Hours: 18 (3 Theory + 15 Practical)

- Data Structures: Series and DataFrame
- Data Importing and Cleaning

- Indexing, Selection, Filtering
- Sorting, Ranking, Grouping
- Summary Statistics and Descriptive Methods

Practical Component:

1. Create and explore pandas DataFrames using NSSO/World Bank economic indicators.
2. Import CSV of India's state-wise literacy rate and analyze data.
3. Delete/select rows based on thresholds (e.g., states with GDP < national average).
4. Compute mean/median per capita income across regions.
5. Count and rank sectors based on their GDP contribution.
6. Rename columns to align with economic terminology (e.g., per_capita_income, inflation_rate).

Unit IV: Data Cleaning, Descriptive Statistics, and Visualization

Total Hours: 20 (4 Theory + 16 Practical)

Theory Topics (4 Hours):

1. **Data Cleaning and Preparation**
    - Handling missing data (dropna, fillna)
    - Removing duplicates
    - Replacing values
    - Data transformation using apply(), map(), and replace()
    - Detecting and filtering outliers
2. **Descriptive Statistics in Pandas**
    - Summary statistics: mean(), median(), mode(), std(), var()
    - Categorical data: value_counts(), unique(), nunique()
    - GroupBy operations for aggregation
3. **Data Visualization**
    - Introduction to matplotlib and seaborn
    - Creating:
        - Line plots
        - Bar plots
        - Histograms and density plots
        - Scatter plots

- Plot customization (labels, titles, legends)

Practical Component (16 Hours):

Students will apply the above tools and techniques using real-world economic datasets (e.g., CPI, GDP, HDI, inflation, NFHS, NSSO, World Bank datasets).

1. **Data Cleaning and Transformation**
    - Import and clean economic datasets with missing values and inconsistencies.
    - Apply functions (apply, map) to transform columns such as inflation classification (low/moderate/high).
    - Filter outliers in per capita income or poverty ratios using statistical methods.
2. **Descriptive Statistical Analysis**
    - Calculate mean, median, mode, variance, and standard deviation for GDP growth rates and inflation data.
    - Use groupby to summarize GDP by sectors, regions, or years.
    - Generate frequency tables for categorical variables like literacy level, employment type, etc.
3. **Visualization of Economic Indicators**
    - **Histogram**: Visualize income distribution, inflation rates.
    - **Bar Plot**: Compare GDP contribution across sectors or states.
    - **Line Plot**: Track CPI/WPI/GDP over time.
    - **Scatter Plot**: Analyze relationships (e.g., HDI vs. Per Capita Income).
    - **Density Plot**: Visualize economic inequality trends.
4. **Bonus Task (Integrated Practice)**
    - End-to-end task: Import a dataset (e.g., India's state-wise development indicators), clean it, generate summary stats, and create 3 different types of plots to interpret key trends.

Textbooks

1. **McKinney, W. (2018).** *Python for Data Analysis*, O'Reilly Media.
2. **Downey, A. (2015).** *Think Python*, Green Tea Press.
3. **VanderPlas, J. (2016).** *Python Data Science Handbook*, O'Reilly Media.
4. **Grus, J. (2019).** *Data Science from Scratch: First Principles with Python*, O'Reilly.

E-Books and Online Tutorials

Resource	Link
Python Official Documentation	https://docs.python.org/3/
W3Schools Python Tutorial	https://www.w3schools.com/python/
DataCamp Python for Data Science	https://www.datacamp.com/courses/intro-to-python-for-data-science
Harvard CS50P Python Course	https://cs50.harvard.edu/python/
Pandas Documentation	https://pandas.pydata.org/docs/
NumPy Documentation	https://numpy.org/doc/stable/
GitHub - Python Economics Projects	https://github.com/search?q=python+economics+projects

Assessment Plan

Component	Marks	Description
Lab Exercises (min. 5)	30	Based on each unit's practical tasks
Midterm Practical Test	20	Based on NumPy and pandas applications
Final Practical Project and Viva Voce	50	Mini project on an economic dataset
		Evaluation of conceptual understanding and application

Semester II					
	Club/Society	L	T	P	C
Version 1.0		0	0	0	1
Category of Course	**Extra and Co-curricular**				
Total Contact Hours	**15 Hrs**				
Pre-requisites/Co-requisites	**NIL**				

Course Description: Credit gained through engagement and participation in co-curricular and extracurricular activities

Objective:

To encourage holistic development of students by engaging them in various co-curricular and extracurricular activities, fostering skills such as teamwork, leadership, creativity, and effective communication.

Course Structure & Guidelines:

1. **Activity Participation**
   - Students must participate in events organized by clubs within the university.
   - Participation in events conducted by a club other than the one a student is registered in will also be counted.
   - 15 hours of active engagement in any of the extra-curricular/sports activities
2. **Option of External Engagement**
   - Students may also earn this credit by participating in extracurricular activities outside the university.
   - In this case students must provide a signed letter from the organization's head, detailing the activities participated in.
3. **Attendance & Performance**
   - A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.
   - Attendance, participation, and performance will contribute to the evaluation.
   - Final evaluation will be done based on 15 hours of active engagement.
4. **Verification Process:**
   - Participation in university-organized events will be verified by the Club In-Charge and the Dean, Student Welfare (DSW).
   - For external activities, the student must submit an official letter from the external organization mentioning the number of hours of engagement.

5. **End-of-Semester Report:**

- Students must submit a detailed report at the end of the semester, highlighting:
  - Events/activities participated in.
  - Learning outcomes and skills gained.
  - Any awards or recognitions received.

6. **Evaluation Criteria:**

- Participation and Performance (as judged by club conveners): 5**0%**
- End-of-Semester Report and Presentation: 5**0%**

The end of semester report and presentation will be conducted by respective schools through a panel of Dean and faculty members.

Learning Outcomes:

By the end of this course, students will be able to:

- Demonstrate skills in leadership, collaboration, and creativity.
- Engage effectively in diverse teams.
- Reflect on personal growth and learning outcomes.
- Develop a portfolio showcasing extracurricular achievements.

Grading System:

This course will be graded as **Satisfactory/Unsatisfactory** based on the total score achieved through the evaluation criteria.

Semester II					
SLESPR251	**Macroeconomic Analysis Project**	L	T	P	C
Version 1.0					2
Category of Course	**Project-I**				
Total Contact Hours	**NA**				
Pre-requisites/Co-requisites	**NIL**				

Course Perspective

The Macroeconomic Analysis Project is designed to encourage students to apply theoretical concepts to real-world economic situations. It enables learners to explore macroeconomic phenomena through data-driven inquiry, analytical reasoning, and evidence-based policy evaluation. With a focus on hands-on learning, this course fosters the development of practical research skills, critical thinking, and economic communication. Students will investigate pressing macroeconomic issues like inflation, unemployment, fiscal policy, and trade imbalances by collecting and analyzing data, constructing macroeconomic arguments, and preparing actionable policy insights.

Course Outcomes (COs)

By the end of the course, students will be able to:

CO1: Understand key macroeconomic indicators and their interlinkages through data collection and interpretation.

CO2: Apply macroeconomic theories and models to analyze real-world policy challenges and economic outcomes.

CO3: Demonstrate research and analytical skills by working on a focused macroeconomic problem using secondary data.

CO4: Communicate research findings effectively through structured reports and presentations.

General Guidelines for the Project

1. **Project Duration:** 8–10 weeks

2. **Group Composition:** Individual or team of up to 3 students
3. **Mentorship:** Each group will be assigned a faculty mentor for guidance
4. **Topic Selection:** Students should select a topic relevant to Indian or global macroeconomic issues (approved by mentor)
5. **Data Sources:** Use authentic secondary data sources such as RBI, MOSPI, World Bank, IMF, NSSO, CMIE, etc.
6. **Format:** Each project must include a title, abstract, introduction, objectives, theoretical framework, data analysis, findings, conclusion, and references (APA format)
7. **Presentation:** Final submission must include both a written report (3,000–4,000 words) and an oral/visual presentation
8. **Plagiarism Policy:** Projects must be original; Turnitin/similar tools may be used for similarity check
9. **Submission Deadline:** To be notified by the department
10. **Ethics:** Proper citation, data transparency, and academic integrity are mandatory.

Suggested Project Topics (Indicative List)

1. Inflation Trends in India: A decade-wise comparative study using WPI and CPI
2. Unemployment in India: Analysis of trends, demographic patterns, and policy responses
3. Impact of Fiscal Deficit on Economic Growth in India
4. India's Balance of Payments Post-Liberalization: Challenges and Progress
5. Analysis of the Monetary Policy Framework and Repo Rate Trends in India
6. India's Trade Performance with ASEAN or EU: A Macro Perspective
7. Post-COVID Recovery in the Indian Economy: A Sectoral Macroeconomic Assessment
8. Inter-state Inequality in Per Capita Income and Human Development Indicators
9. The Role of Digital Public Infrastructure in Inclusive Macroeconomic Growth

10. Climate Change and the Indian Economy: A Macroeconomic Impact Analysis

Evaluation Criteria

Component	**Weightage (%)**
Problem Identification and Relevance	10%
Review of Literature and Theoretical Base	15%
Data Collection and Methodology	15%
Analysis and Interpretation	25%
Report Structure and Referencing	10%
Presentation and Communication Skills	15%
Innovation and Originality	10%

Learning Experience

Students will engage in experiential learning through:

- **Hands-on data handling** using real macroeconomic datasets
- **Collaborative discussions** with peers and mentors
- **Practical exposure to macro-policy evaluation**
- **Oral presentations** that build confidence and clarity in communication
- **Integration of theory with practice**, fostering decision-making and critical analysis skills

THIRD SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-VII**	SLESEG301	Economics of Growth & Development-I	3	1	0	4
2	**Major-VIII**	SLESSM302	Statistical Methods for Economics	3	0	2	4
3	**Minor-III**		One course from Selected Minor	3	1	0	4
4	**OE-II**		Choose One Course from University OE Pool	3	0	0	3
5	**VAC-III**		VAC-III (by MOOC)	2	0	0	2
6	**AEC-I**		Self-Awareness	2	0	0	2
7	**Summer Internship Evaluation**	SLESIN351	Summer Internship Assessment-I	0	0	0	2
8	**SEC-III**		Financial Literacy	2	0	2	3
9	**Community Service**		Community Service				1
			TOTAL				**25**

Semester III					
SLESEG301	**Economics of Growth & Development-I**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-VI**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Macro Economics**				

Course Perspective:

This course delves into the intricate dynamics of economic growth and development, offering a comprehensive examination of both traditional and contemporary measures. Students will explore Amartya Sen's capability approach alongside various indices such as the Human Development Index (HDI), Multidimensional Poverty Index, and other innovative metrics that assess inequality and well-being. The curriculum includes a detailed study of classical economic development theories, providing insights into historical and modern growth models. The course further investigates the profound impact of population growth on quality of life and economic progress, emphasizing the central roles of education and health as pivotal components of human capital. Through comparative case studies, students will critically analyse development trajectories and policies, enabling them to understand diverse strategies and outcomes in different national contexts. This holistic approach equips students with the analytical tools necessary to evaluate and influence economic development policies effectively.

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Course Outcomes:

After Completion of this course, Students would be able to:

CO1: Understanding the differences between traditional and modern measures of economic development, including various development indices.

CO2: Applying the development theories to assess real-world economic situations and development strategies.

CO3: Analysing the relationship between population growth and economic development in historical and contemporary contexts.

CO4: Evaluating the impact of human capital and technological progress on economic development through case studies and cost-benefit analysis.

Course Content:

Unit 1: Introduction to Economic Growth & Development 15 Hours

Concept of Economic Growth & Development: Meaning, Difference; Traditional Economic Measures – The New Economic View of Development – Amartya Sen's Capability approach – The Traditional Human Development Index – The New Human Development Index – Other Measures of Development: Inequality Adjusted HDI, Multidimensional Poverty Index, Happiness Index, Global Hunger Index– Development and Happiness – Three Core Values of Development – The Central Role of Women – The Three Objectives of Development;

Case Study: Comparative Development of two countries

Unit 2: Classical Theories of Economic Development 15 Hours

Classical theories of economic development; Rostow's Stages of Growth; The Harrod-Domar Growth Model; Solow Growth Model; Robinson and Schumpeter contribution; Dual Model of Development: Nurkse Vicious circle of poverty, Lewis Model of Development, Fie-Ranis Model

Unit 3: Population Growth and Economic Development 15 Hours

The Basic Issue: Population Growth and Quality of Life; The Historical Changes in World Population, Malthusian theory of population growth; optimum theory of population; Demographic Transition theory; World Population Growth throughout History; Structure of the World's Population

Case Study: Population, Poverty, and Development: China and India

Unit 4: Human Capital, Technical Progress and Economic Development 15 Hours

The Central Roles of Education and Health; Human Capital formation Approach of development; The Gender Gap: Discrimination in Education and Health; Education Health, Productivity and Development.

Case Study: Pathways Out of Poverty: Progresa/Oportunidades in Mexico

Choice of Techniques and appropriate Technology: Capital intensive versus Labor intensive techniques, Elementary Idea of Cost-Benefit Analysis, Technical Progress.

Textbook:

1. Todaro, Michael P. and Stephen C Smith., ―Economic Development, Pearson Education, (Singapore) Pvt. Ltd., Indian Branch, Delhi.
2. Thirlwall, A. P., ―Growth and Development, Seventh edition, Palgrave Macmillan, New York.

Reference Books

1.Banerjee, A., Benabou, R., Mookerjee, D. (eds.) (2006). Understanding poverty. Oxford University Press.

2. Bardhan, P. (2010). Awakening giants, feet of clay: Assessing the economic rise of China and India. Oxford University Press.

3. Basu, K. (2007). The Oxford companion to economics in India. Oxford University Press.

4. Dasgupta, P. (2007). Economics: A very short introduction. Oxford University Press.

5. Deaton, A. (2013). The great escape: Health, wealth and the origins of inequality. Princeton University Press.

6. Hirschman, A. (1992). Rival views of market society and other essays. Ch. 3: ―Linkages in Economic Development‖. Harvard University Press.

7. Human Development Report. Relevant years.

8. Olson, M. (1996). Big bills left on the sidewalk: Why some nations are rich, and others poor. Journal of Economic Perspectives, 10, 3-24.

9. Ray, Debraj (2004), ―Development Economics‖, Seventh impression, Oxford University Press, New Delhi.

10. Meier, Gerald M. and James E. Rauch., ―Leading Issues in Economic Development‖, Oxford University Press, New York.

Online Educational Resources:

- Development Economics by University of Michigan

- https://www.khanacademy.org/economics-finance-domain
- https://www.khanacademy.org/economics-finance-domain
- https://data.worldbank.org/
- https://www.researchgate.net/
- https://www.jstor.org/
- UNDP Publications
- IMF Data Centre

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The Development Economics course will employ a variety of teaching and learning methods to create an engaging and immersive experience. Lectures will introduce key concepts and theories, complemented by interactive discussions and case studies that explore real-world development challenges. Students will participate in group projects, where they will analyze specific economic issues in developing countries, allowing for collaborative learning and diverse perspectives. Learning will be further enriched through the use of multimedia resources, simulations, and data analysis from the field. Evaluation will include individual assignments, group presentations, and reflective essays that assess students' understanding and application of development economics principles.

Semester III					
SLESSM302	**Statistical Methods for Economics**	L	T	P	C
Version 1.0		3	0	2	4
Category of Course	**Major-VIII**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Basic Mathematics/Algebra**				

Course Description

Statistics is a foundational tool for economic analysis, enabling economists to make informed decisions based on data interpretation. This course introduces students to statistical methods relevant to economic data analysis, covering collection, organization, summarization, and interpretation of data. Emphasis is placed on practical application through real-world datasets, fostering analytical skills that are essential for academic research, policy evaluation, and business decision-making.

Course Outcomes

At the end of the course, the students will be able to :

CO1: Understand the nature of statistics and fundamental statistical concepts .
CO2: Learn how to collect, organize, and present the data.
CO3: Apply a range of statistical methods commonly used in economics, including correlation & regression analysis.
CO4: Analyse economic data using appropriate statistical techniques and interpret the results and draw meaningful conclusions.

Course Content

Unit I: Introduction to Statistics and Data Representation (11 Hours Theory + 3 Hours Practical)

Meaning, scope, and limitations of statistics; distrust of statistics; types of data—primary and secondary; methods of collecting primary data; classification and tabulation of data; frequency

distribution; diagrammatic representation—bar diagrams, pie charts, line diagrams; graphical representation—histograms, frequency polygons, ogives, and time series graphs.

Practical Component: Create frequency tables, diagrams, and histograms using MS Excel/SPSS/R; construct graphical summaries of economic survey data.

Unit II: Measures of Central Tendency and Dispersion (11 Hours Theory + 4 Hours Practical)

Measures of Central Tendency—arithmetic mean, median, mode, geometric mean, harmonic mean; properties and merits;
Measures of Dispersion—range, quartile deviation, mean deviation, standard deviation; relative measures; Lorenz curve; introduction to skewness, moments, and kurtosis (overview only).

Practical Component: Calculate and compare different averages and dispersions using economic datasets (e.g., GDP, CPI); plot Lorenz curves and interpret inequality.

Unit III: Correlation and Regression Analysis (11 Hours Theory + 4 Hours Practical)

Correlation—meaning and types; Karl Pearson's and Spearman's rank correlation coefficients; overview of partial and multiple correlation;
Regression analysis—bivariate regression, estimation of regression line using least squares method; interpretation of slope, intercept, R^2, and standard error; coefficient of determination.

Practical Component: Estimate and interpret correlation and regression results using statistical software on real data (e.g., income vs. expenditure, inflation vs. interest rate).

Unit IV: Time Series and Index Numbers (12 Hours Theory + 4 Hours Practical)

Index numbers—construction of price and quantity indices; Laspeyres', Paasche's, Fisher's Ideal index; tests of adequacy: time reversal, factor reversal; cost of living and consumer price indices.
Time Series—components: trend, seasonal, cyclical, irregular; methods of measuring trend: moving averages, least squares; decomposition of time series.

Practical Component: Construct and interpret index numbers (CPI, WPI); decompose time series data (e.g., monthly inflation or stock market trends).

Textbook

Gupta, S. C. & Indra Gupta, "Business Statistics, Himalaya Publishing House, Latest Editions.

Reference Books

- Devore, J. (2012). Probability and statistics for engineers, 8th ed. Cengage Learning.
- Larsen, R., Marx, M. (2011). An introduction to mathematical statistics and it's applications. Prentice Hall.
- Miller, I., Miller, M. (2017). J. Freund's mathematical statistics with applications, 8th ed. Pearson.
- Business statisics By S.N. Arora S. Chand Publication
- Business Statistics for Contemporary Decision Making, by Ken Black, John Wiley & Sons (Asia) Pte. Ltd., Singapore.
- Statistics for Management- by Richard Levin & David S. Rubin, Pearson Education.
- Statistics for management – by Gerald Keller, Cengage Learning.
- Complete Business Statistics Amir D Aczel & Jayavel Sounderpandyan.
- Introductory Statistics by Weiss. Seventh edition, Pearson education.
- Business Statistics – by J. K Sharma, Pearson education.
- Statistics for Management - by T N Srivastava and Shailaja Rego, The McGraw-Hill companies.

Open Educational Resources:

- **Coursera: Statistics for Economists**
- **edX: Introduction to Statistics for Econometrics**
- **Khan Academy: Statistics and Probability**
- **OpenCourseWare: Statistical Methods for Economics (MIT)**
- **NPTEL: Statistics and Econometrics**
- **YouTube: Econometrics Academy**
- **Wiley: Introduction to Econometrics**
- **ResearchGate: Econometrics and Statistics Research Papers**

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience: The **Statistical Methods for Economics** course will utilize a blend of teaching and learning methods to ensure a comprehensive understanding of statistical concepts applied to economic data. Lectures will introduce key statistical theories and techniques, while interactive workshops will provide hands-on experience with data analysis using software tools like Excel and R. Students will engage in group projects that require them to collect, analyze, and interpret economic data, fostering collaboration and critical thinking. Evaluation will include practical assignments, quizzes, and a final project where students present their findings and insights.

Semester III					
	Self-Awareness	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**Ability Enhancement Course-I**				
Total Contact Hours	**30 Hrs**				
Pre-requisites/Co-requisites	**NA**				

Course Summary: Self-Awareness

The Self-Awareness course is a transformative journey designed to cultivate self-understanding, emotional intelligence, and purposeful living among students. Anchored in reflective practices and psychological frameworks, the course helps learners explore their identity, values, emotional triggers, cognitive biases, personality traits, and motivation patterns.

Using tools such as the Johari Window, MBTI, Habit Loops, and the Growth Mindset model, students engage in interactive activities like reflective journaling, personality assessments, emotional diaries, and vision board creation. The course aligns with the university's mission by fostering employability, ethical leadership, lifelong learning, and a mindset oriented toward innovation, mindfulness, and global readiness.

Course Objectives

By the end of the course, learners will be able to:

1. Develop deep self-understanding through exploration of personality, beliefs, values, and habits.
2. Recognize and manage emotional triggers and biases through reflective practices.
3. Cultivate emotional intelligence and mindfulness for personal and interpersonal effectiveness.
4. Set meaningful goals by aligning motivation, mindset, and personal purpose.
5. Demonstrate resilience, empathy, and ethical responsibility in decision-making and behavior.

Course Outcomes (COs)

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

CO1: Identify and articulate their self-concept, personal values, and belief systems using structured models like the Johari Window and self-efficacy theory.

CO2: Recognize emotional triggers and cognitive distortions and apply emotional regulation strategies to enhance personal and interpersonal effectiveness.

CO3: Demonstrate key components of emotional intelligence-awareness, empathy, and social skills—through self-assessments and real-life applications.

CO4: Apply behavior-change tools such as habit trackers, coping style inventories, and mindset theory to develop resilience and adaptability.

CO5: Formulate a purpose-driven vision using SMART goals and reflective exercises, contributing to ethical leadership and lifelong personal growth.

Course Content

Unit I: Foundations of Self & Identity

- Session 1: Introduction to Self-Awareness

- Session 2: Self-concept & Identity
- Session 3: Values and Beliefs
- Session 4: Johari Window & Self-Disclosure

Unit II: Emotional Intelligence & Thought Patterns

- Session 5: Emotions and Triggers
- Session 6: Cognitive Biases
- Session 7: Emotional Intelligence
- Session 8: Personality Frameworks

Unit III: Behavior, Mindset & Perception

- Session 9: Habit Loops & Derailers
- Session 10: Coping & Defense Mechanisms
- Session 11: Perception, Attitude and Attribution
- Session 12: Growth vs Fixed Mindset

Unit IV: Purpose, Mindfulness & Goal Setting

- Session 13: Motivation Drives & Purpose
- Session 14: MSC Model & Mindfulness
- Session 15: Goal Setting & Visioning

Assessment Plan

Component	Weightage
Reflective Journal (Weekly)	20%

Personality & EQ Assessments	20%
Class Participation / Peer Feedback	10%
Self-Development Plan Presentation	30%
Final Quiz / Viva	20%

Semester III					
	Financial Literacy	L	T	P	C
Version 1.0		2	0	2	3
Category of Course	**Skill Enhancement Course-III**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Principles of Economics**				

Course Perspective

Financial Literacy is a foundational life skill essential for personal and professional success. In a rapidly evolving economic environment, individuals must be capable of making informed decisions about budgeting, saving, banking, credit, insurance, investments, and taxes. This course empowers students with the knowledge and tools to manage their finances effectively and responsibly. It also fosters awareness about financial rights, digital financial platforms, and fraud protection mechanisms.

Course Outcomes (COs)

By the end of the course, students will be able to:

- **CO1:** Explain key concepts of money management, banking, credit, and insurance.
- **CO2:** Prepare personal budgets, use digital financial tools, and perform basic financial planning.
- **CO3:** Evaluate financial products such as loans, insurance, mutual funds, and savings instruments.

- **CO4:** Demonstrate income tax filing steps and construct a basic personal financial plan.

Course Content

Unit I: Money Management and Financial Planning **Hours:** 15

Concept and significance of financial literacy; relationship between money, goals, and personal well-being; income and expenditure; cash flow management; understanding wants vs. needs; budgeting techniques; tracking expenses.

Practical Activities:

- *Prepare a monthly budget for a student*
- *Track weekly expenses using Excel or Google Sheets*
- *Role-play: making choices under financial constraints*

Unit II: Banking, Digital Finance & Cyber Awareness **Hours:** 15

Types of bank accounts and their features; types of cards (debit, credit, prepaid); interest rates and compounding; digital banking tools – UPI, BHIM, mobile wallets, net banking; role of RBI; precautions in digital transactions; OTP scams, phishing, and fraud prevention.

Practical Activities:

- Simulate a UPI transaction (mock demo)
- Case study on digital fraud and response strategy
- Compare savings account interest rates across banks

Unit III: Credit, Loans and Insurance Essentials **Hours:** 15

Understanding credit, loans, and creditworthiness; credit score and credit history (CIBIL); good vs. bad debt; simple vs. compound interest; types of loans: personal, educational, home; basics of insurance—life, health, auto; premiums, claims, exclusions; social insurance schemes.

Practical Activities:

- Use an online EMI calculator to compare loans
- Evaluate and compare two insurance policies
- Create a sample loan repayment schedule

Unit IV: Investment, Taxation & ITR Filing **Hours:** 15

Basic investment concepts: risk, return, liquidity, diversification; types of investment avenues: FD, RD, PPF, EPF, Mutual Funds, SIPs, Stocks; basics of stock market and SEBI's role; PAN

card and income tax basics; tax-saving under 80C; understanding Form 16 and TDS; overview of ITR-1; concept of retirement and pension planning (NPS, Atal Pension Yojana).

Practical Activities:

- Fill out a sample ITR-1 form using mock data
- Compare returns on different investment instruments
- Use a SIP calculator to plan long-term savings

Suggested Readings & Resources

Books & Modules:

1. *NISM Financial Education Workbook* – SEBI/NISM
2. Kapoor, J.R. (2020). *Personal Finance*. McGraw-Hill Education
3. CBSE Handbook on Financial Literacy (Skill Course)
4. ICAI Financial Literacy Modules

Web Resources:

Platform	**Link**
RBI Financial Education	https://www.rbi.org.in/financialeducation/
SEBI Investor Portal	https://investor.sebi.gov.in
Income Tax Filing Portal	https://www.incometax.gov.in
Mutual Fund Tools	https://www.amfiindia.com
CBSE Financial Literacy eBooks	https://cbseacademic.nic.in

Assessment Structure

Component	**Weightage**
Practical Exercises & Worksheets	30%
Midterm Quiz/Test (Objective + Application)	20%
Final Project	50%

Suggested Final Projects

- Create a **personal financial plan** (budget, savings, tax, investment)
- Compare two **mutual fund options** and analyze their returns and risks

- Fill and submit a **mock ITR-1** using sample financial data

Semester III					
	Community Service	L	T	P	C
Version 1.0		0	0	0	1
Category of Course	**Community Service**				
Total Contact Hours	**15 Hrs**				
Pre-requisites/Co-requisites					

Course Objective:

This course provides students with an opportunity to actively engage in community service through an approved NGO, NSS, Red Cross, or other university-empanelled societies. The objective is to foster civic responsibility, empathy, and leadership while addressing societal challenges.

Course Outcomes

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

1. Understand the role of community service in social development.
2. Develop teamwork, leadership, and problem-solving skills in real-world contexts.
3. Reflect on their service experience and its impact on personal and professional growth.
4. Demonstrate the ability to document and present their experiences effectively.

Course Structure & Guidelines:

1. Community Service Participation

- A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.

- Service activities may include but are not limited to:
  - Teaching underprivileged children
  - Environmental conservation initiatives
  - Health and hygiene awareness programs
  - Disaster relief and rehabilitation support

- Women empowerment and rural development programs
- Mental health awareness programs
- Financial Literacy awareness programs
- Welfare initiative (free classes for Class IV employees of the university or their wards)
- Donation Drives
- Any other activities through NSS/Red Cross

2. Documentation & Assessment:

To earn credit, students must submit the following to the school at the end of the semester:

1. A signed record of service hours from the supervising organization.

Report (1000–1500 words) including:

a. Brief background of the organization.
b. Description of tasks performed.
c. Challenges faced and lessons learned.
2. Certificate of Completion:
a. Issued by the NGO/NSS/Red Cross or other approved organizations.
3. Presentation
a. Summary of the service experience, key takeaways, and personal reflections.

Semester III					
SLESIN351	**Summer Internship Assessment-I**	L	T	P	C
Version 1.0					2
Category of Course	**Summer Internship-I**				
Total Contact Hours	**4-6 Weeks**				
Pre-requisites/Co-requisites	**Knowledge of MS Office, Some soft Skills**				

Description:

Internships in Economics offer students invaluable opportunities to apply their academic knowledge to real-world scenarios, gain practical experience, and develop crucial skills for their future careers. These internships typically range from placements in government agencies,

financial institutions, research organizations, consulting firms, to various industries where economic analysis plays a pivotal role.

Course Outcomes

CO1: Understand workplace dynamics and professional environments through firsthand exposure to organizations, institutions, or community settings relevant to their field of study.

CO2: Apply theoretical concepts and classroom knowledge to real-world tasks, problem-solving situations, and field-based activities, thereby reinforcing academic learning.

CO3: Demonstrate key professional skills such as teamwork, communication, time management, adaptability, and basic reporting/documentation.

CO4: Analyse organizational processes and sector-specific challenges through reflective observation, data collection, or project involvement during the internship period.

Types of Economic Internships:

Government Agencies: Interning at government agencies such as the Banks, Ministries, RBI etc. offers students insight into economic policymaking, data analysis, and research.

Financial Institutions: Interning at banks, investment firms, or insurance companies provides students with exposure to financial markets, economic forecasting, risk analysis, and investment strategies.

Research Organizations: Organizations like think tanks, economic research institutes, and non-profits often offer internships focused on economic research, policy analysis, and advocacy work.

Consulting Firms: Economic consulting firms hire interns to assist with economic analysis, market research, financial modeling, and strategic planning for clients across various industries.

Corporate Internships: Some corporations hire economics interns to work in areas such as pricing analysis, market research, demand forecasting, and business strategy, digital marketing, data analysis etc.

Guidelines for students:

1. All the students need to go for internship for minimum of 4 weeks.

2. Students can take mini projects, assignments, case studies by discussing it with concerned authority from industry and can work on it during internship.

3. All students should compulsorily follow the rules and regulations as laid by industry.

4. Every student should take prior permissions from concerned industrial authority if they want to use any drawings, photographs or any other document from industry.

5. Student should follow all ethical practices and SOP of industry.

6. Students have to take necessary health and safety precautions as laid by the industry.

7. Student should contact his /her academic guide from university on weekly basis to communicate the progress.

8. Each student has to prepare internship report in consultation with the academic guide.

Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student may contact Industrial Supervisor/ Faculty Mentor/TPO for assigning special topics and problems and should prepare the final report on the assigned topics. The training report should be signed by the Internship Supervisor and Faculty Mentor.

The Internship report will be evaluated based on following criteria:

i. Originality.
ii. Adequacy and purposeful write-up.
iii. Organization, format, drawings, sketches, style, language etc.
iv. Variety and relevance of learning experience.
v. Practical applications, relationships with basic theory and concepts taught in the course.

Assessment:

- Internship Performance Feedback & Certificate (30%)
- Internship Report (50%)
- Internship Presentation (20%)

FOURTH SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-IX**	SLESEG401	Economics of Growth & Development-II	3	1	0	4
2	**Major-X**	SLESBE402	Basic Econometrics	3	1	0	4
3	**Major-XI**		Major Elective from 4th Semester	3	1	0	4
4	**Minor-IV**		One course from Selected Minor	3	1	0	4
5	**AEC-II**		Communication Skills	2	0	0	2
6	**OE-III**		Choose One Course from University OE Pool	3	0	0	3
7	**VAC-IV**		VAC-IV (by MOOC)	1	0	3	2
8	**Project**		Development Dynamics Project				2
			TOTAL				**25**

Semester IV					
SLESEG401	**Economics of Growth & Development-II**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-IX**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Development Economics/Indian Economy Basics**				

Course Perspective:

This course delves into the intricate dynamics of economic growth and development, offering a comprehensive examination of both traditional and contemporary measures. Students will explore Amartya Sen's capability approach alongside various indices such as the Human

Development Index (HDI), Multidimensional Poverty Index, and other innovative metrics that assess inequality and well-being. The curriculum includes a detailed study of classical economic development theories, providing insights into historical and modern growth models. The course further investigates the profound impact of population growth on quality of life and economic progress, emphasizing the central roles of education and health as pivotal components of human capital. Through comparative case studies, students will critically analyse development trajectories and policies, enabling them to understand diverse strategies and outcomes in different national contexts. This holistic approach equips students with the analytical tools necessary to evaluate and influence economic development policies effectively.

Course Outcomes:

After Completion of this course, Students would be able to:

CO1: Understanding the contemporary theories of economic development and their foundational concepts.

CO2: Applying the development models to address issues of poverty and inequality in specific case studies.

CO3: Analysing the relationship between environmental sustainability and economic growth.

CO4: Evaluating the effectiveness of development policies and planning strategies in various economies.

Course Content:

Unit 1: Contemporaries Development Theories 15 Hours

Myrdal 's-Backwash Effects and circular causation, Balanced and Unbalanced Growth, Theory of Big Push; Michael Kremer's O-Ring Theory of Economic Development; Economic Development as Self-Discovery; The Hausmann-Rodrik-Velasco Growth Diagnostics Framework; Endogenous Growth Models

Case Study: Understanding a Development Miracle: China

Unit 2: Poverty, Inequality and Development 15 Hours

Inequality: Meaning, Types; Measuring Inequality: Lorenz curve, Ginni Coefficient, The Ahluwalia-Chenery Welfare Index (ACWI); Kuznets' Inverted U-Shaped Hypothesis; Growth

and Inequality. Measuring Absolute Poverty, Relative Poverty; Multidimensional Poverty Index (MPI); Growth and Poverty; Economic characteristics of High Poverty Groups: Rural Poverty, Women and Poverty; Policy Options on Income Inequality and Poverty: Some Basic Considerations

Case Study: Institutions, Inequality, and Incomes: Ghana and Côte d'Ivoire

Unit 3: The Environment and Development 15 Hours

Environment and Development: The Basic Issues- Economics and the Environment, Environment Relationships to Population, Poverty, and Economic Growth, Sustainable Development Environment and Rural and Urban Development; Global Warming and Climate Change: Scope, Mitigation, and Adaptation; Economic Models of Environmental Issues: Privately Owned and Common Resources, Public Goods and Bads: Regional Environmental Degradation and the Free-Rider Problem; Urban Development and the Environment

Case Study: A World of Contrasts on One Island: Haiti and the Dominican Republic

Unit 4: Development Policymaking and the Roles of Market 15 Hours

Development Planning: Concepts and Rationale- Economic Planning and types of planning, Nature of Development Planning, planning in mixed-developing economies, The Rationale for Development Planning; The Development Planning Process: Some Basic Models; Government Failure and Preferences for Markets Over Planning; Decentralisation of Planning; Planning in Market Economy.

Case Study: The Role of Development NGOs: BRAC and the Grameen Bank

Textbook:

3. Todaro, Michael P. and Stephen C Smith., ―Economic Development, Pearson Education, (Singapore) Pvt. Ltd., Indian Branch, Delhi.
4. Thirlwall, A. P., ―Growth and Development, Seventh edition, Palgrave Macmillan, New York.

Reference Books

1.Banerjee, A., Benabou, R., Mookerjee, D. (eds.) (2006). Understanding poverty. Oxford University Press.

2. Bardhan, P. (2010). Awakening giants, feet of clay: Assessing the economic rise of China and India. Oxford University Press.

3. Basu, K. (2007). The Oxford companion to economics in India. Oxford University Press.

4. Dasgupta, P. (2007). Economics: A very short introduction. Oxford University Press.

5. Deaton, A. (2013). The great escape: Health, wealth and the origins of inequality. Princeton University Press.

6. Hirschman, A. (1992). Rival views of market society and other essays. Ch. 3: ―Linkages in Economic Development‖. Harvard University Press.

7. Human Development Report. Relevant years.

8. Olson, M. (1996). Big bills left on the sidewalk: Why some nations are rich, and others poor. Journal of Economic Perspectives, 10, 3-24.

9. Ray, Debraj (2004), ―Development Economics‖, Seventh impression, Oxford University Press, New Delhi.

10. Meier, Gerald M. and James E. Rauch., ―Leading Issues in Economic Development‖, Oxford University Press, New York.

Open Educational Resources

- Development Economics by University of Michigan
- https://www.khanacademy.org/economics-finance-domain
- https://www.khanacademy.org/economics-finance-domain
- https://data.worldbank.org/
- https://www.researchgate.net/
- https://www.jstor.org/
- UNDP Publications
- IMF Data Centre

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience:

The Development Economics course will employ a variety of teaching and learning methods to create an engaging and immersive experience. Lectures will introduce key concepts and theories, complemented by interactive discussions and case studies that explore real-world development challenges. Students will participate in group projects, where they will analyze specific economic issues in developing countries, allowing for collaborative learning and diverse perspectives. Learning will be further enriched through the use of multimedia resources, simulations, and guest speakers from the field. Evaluation will include individual assignments, group presentations, and reflective essays that assess students' understanding and application of development economics principles. Continuous feedback will be provided, and students are encouraged to seek support from the instructor while engaging in peer reviews to enhance their learning experience.

Semester IV					
SLESBE402	**Basic Econometrics**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-X**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Development Economics/Indian Economy Basics**				

Course Perspective

This course is designed to expose students to the basic concepts of Econometric theory. The focus of the course will be on thinking like an economist and demonstrating how to apply Econometric concepts to real-world problems.

Course Outcomes

At the end of the course, students should be able to:

CO1: Understanding of basics of econometrics and its assumptions and impact of violations of classical assumptions.

CO2: Applying econometrics tool to identify problems and analyses data set.

CO3: Able to read and understand project reports and journal articles that make use of the concepts and methods that are introduced in the course.

CO4: Interpret and critically evaluate outcomes of regression analyses and identify problems faced during regression analysis.

Course Contents

UNIT-I

Basics of Econometrics **15 Hrs**

Introduction: Definition, Scope of Econometrics. Statistics and Econometrics. Methodology of econometrics; Types of Econometrics, Nature and sources of data for econometric analysis; Specification of an econometric model.

Statistical inference: testing hypothesis **15 Hrs**

Testing Hypothesis, Testing Hypothesis about The Population Mean And Proportion ,Testing Hypothesis for Differences Between Two Means Or Proportions , Chi Square Test of Goodness of Fit and Independence, Analysis of Variance , Non Parametric Testing

UNIT- II

Probability and probability distribution **15 Hrs**

Probability of Single Event , Probability of Multiple Events , Discrete Probability Distributions: The Binomial Distribution , The Poison Distribution , Continuous Probability Distributions: The Normal Distribution

UNIT- III **15 Hrs**

Simple regression analysis

The nature of regression analysis , The two variable linear model , The ordinary least squares method , Test of significance of parameter estimates .Test of goodness of fit and correlation , Properties of Ordinary Least-Squares Estimators. Multiple Regression Analysis, Tests of Significance of Parameter Estimates , The Coefficient of Multiple Determinations , Test of The Overall Significance Of The Regression

Unit IV **15 Hrs**

Econometric Problems

Econometric Problems: Nature, consequences, detection and remedial measures of the problems of multicollinearity, heteroscedasticity and autocorrelation.

Model Selection & Test Procedures

Test Procedures and Model Selection: Tests of specification and mis-specification, measurement errors, encompassing models, and criteria for model selection.

Textbook

- Gujarati, D. (2002). Basic Econometrics (4th ed.). McGraw Hill.

Addition Reading List

- Stock, J.H. & Watson, M. W. (2011). Introduction to Econometrics (3rd ed.). Delhi: Pearson Prentice Pvt. Ltd.
- Maddala, G. S. (2007). Introduction to Econometrics (3rd ed.). India: Wiley.
- Wooldridge, J. M. (2000). Introductory Econometrics. Southwestern College Publishing.
- Joshua D Angrist and Jorn-Steffen Pischke "Mostly Harmless Econometrics: An Empiricist's Companion" Princeton University

Open Educational Resources:

- MIT OpenCourseWare: Econometrics
- Econometrics Academy: Video Lectures and Resources
- OpenStax: Introductory Econometrics
- University of California, Berkeley: Econometrics Online Course
- YouTube: Econometrics Lectures
- NPTEL: Econometrics Course
- Statistical Software and Econometrics Resources

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The **Econometrics** course will offer an engaging learning experience through a combination of lectures, hands-on data analysis, and real-world case studies. Students will utilize statistical software to apply econometric techniques to economic data, enhancing their practical skills. Group projects will encourage collaboration and critical thinking as students interpret results and draw conclusions.

Semester IV					
	Communication Skills	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**Ability Enhancement Course (AEC)-II**				
Total Contact Hours	**30 Hrs**				
Pre-requisites/Co-requisites	**Basic English Language**				

Course Description:

The learners may be required to give presentations, engage in role plays, participate in group discussions, and complete written assessments to demonstrate their communication and skill development. Learner of such a course can expect to possess strong verbal and written communication skills, allowing them to express their thoughts and ideas clearly and concisely. The program fosters effective presentation skills, empowering graduates to deliver engaging and informative presentations. Learners will also acquire collaborative communication skills, facilitating teamwork and achieving shared goals.

Course Outcomes (COs)

On completion of the course learner should be able to: -

- CO 1: Apply their communication skills in different professional and personal contexts, such as interviews, networking events, customer interactions, and interpersonal relationships.
- CO 2: Express ideas and information clearly and concisely through spoken language. They will develop the ability to articulate their thoughts, use appropriate vocabulary, and convey their message with clarity.
- CO 3: Develop skills related to career planning, job search strategies, and personal branding
- CO 4: Develop leadership skills and to motivate and inspire others, manage projects effectively, and demonstrate a proactive and responsible approach to their spoken language.

Course Content

Unit 1: **Presentation and Public Speaking** **8 Hrs**

Structuring and organizing a presentation, Developing effective visual aids, Managing stage fright and anxiety, Engaging the audience and delivering impactful speeches

Unit 2: **Assertiveness and Confidence Building** **7 Hrs**

Developing self-confidence and self-esteem, Assertiveness techniques: expressing opinions, setting boundaries, and saying “no” effectively, Handling criticism and feedback.

Unit 3: **Teamwork and Collaboration** **8 Hrs**

Effective collaboration and cooperation, Conflict resolution within a team, Building trust and fostering a positive team culture

Unit 4: **Well-being and Mindfulness** **7 Hrs**

Promoting physical and mental well-being, Stress management techniques, Introduction to mindfulness and meditation practices

Text Book and References

Bayer, Mike (2019), Best Self

Gladwell Malcom, (2021), Talking to strangers

Scot Susan (2004), Fierce conversations

Open Educational Resources:

- Coursera: Soft Skills for Professionals
- edX: Communication and Soft Skills
- Khan Academy: Personal Finance and Soft Skills
- LinkedIn Learning: Soft Skills for Professionals
- MindTools: Soft Skills Articles and Resources
- YouTube: TEDx Talks on Soft Skills
- SkillsYouNeed: Soft Skills Guides

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

This course will focus on enhancing interpersonal and communication abilities essential for professional success. Through interactive workshops, role-playing exercises, and group activities, students will develop skills in teamwork, conflict resolution, and emotional

intelligence. The course will include real-life scenarios and case studies to practice adaptability and critical thinking in dynamic environments.

Semester IV					
SLESPR451	**Development Dynamics Project**	L	T	P	C
Version 1.0					2
Category of Course	**Project-II**				
Total Contact Hours	**NA**				
Pre-requisites/Co-requisites	**NIL**				

Course Perspective

The **Development Dynamics Project** enables students to engage with real-world issues related to economic development, human progress, and social transformation. This project promotes a deeper understanding of development theory and practice by connecting classroom learning with field-based research, data analysis, or institutional studies. It allows students to explore themes such as poverty, inequality, sustainability, gender, health, education, and rural development through experiential inquiry. The goal is to foster informed, critically conscious students capable of evaluating and contributing to development policy and practice.

Course Outcomes (COs)

By the end of the project, students will be able to:

- **CO1:** Understand key themes, indicators, and challenges in development economics.
- **CO2:** Apply theoretical frameworks to investigate real-world development issues.
- **CO3:** Analyze development data and institutional reports to draw evidence-based conclusions.
- **CO4:** Communicate findings effectively through structured reports and presentations.

General Guidelines for the Project

1. **Duration:** 8–10 weeks during the semester.
2. **Mode:** Individual or group (maximum 3-4 students).
3. **Supervision:** Each student/group will be assigned a faculty mentor.
4. **Topic Selection:** Must relate to any aspect of development (approved by the mentor).
5. **Data Sources:** Field-based (if feasible), secondary (NSSO, NFHS, UNDP, NITI Aayog, IMF, WB etc.), or institutional.
6. **Output:** One detailed project report (3,000–4,000 words) and a presentation (10–15 minutes).
7. **Originality:** Plagiarism is strictly prohibited. Students must use proper citations (APA format).

8. **Documentation:** Submission of project proposal, logbook (progress record), final report, and presentation.
9. **Ethics:** Maintain academic integrity, confidentiality, and ethical conduct while collecting or interpreting data.

Suggested Project Topics (Indicative List)

1. Gender Inequality in Education or Health: A District-Level Analysis
2. Sustainable Development Goals (SDGs) Progress in India: State-wise Assessment
3. Impact of Government Schemes on Rural Employment (e.g., MGNREGA)
4. Poverty and Livelihood Patterns in Tribal Areas
5. Inequality in Human Development Index across Indian States
6. Digital Divide and Development in Rural vs. Urban Areas
7. Women Empowerment through Self-Help Groups (SHGs)
8. Health Infrastructure and Outcomes in Post-COVID India
9. Migration and Urban Informality: A Case Study of Informal Workers
10. Environmental Sustainability and Development in India: A State-level Review

Evaluation Criteria

Component	Weightage
Problem Identification and Relevance	10%
Literature Review and Theoretical Ground	15%
Methodology and Data Use	15%
Analysis and Interpretation	25%
Report Structure and Referencing	10%
Presentation / Viva	15%
Innovation and Original Insight	10%

Learning Experience

- **Hands-on Learning:** Students engage directly with data, policy documents, or field realities to explore development questions.
- **Interdisciplinary Approach:** The project promotes an intersection of economics with sociology, political science, and environmental studies.
- **Skill Development:** Enhances research design, data analysis, critical thinking, and report writing skills.
- **Community Engagement:** Encourages socially responsible inquiry through contact with grassroots realities (where possible).
- **Academic Integration:** Reinforces classroom knowledge of development theories through applied project work.

Standard Operating Procedure (SOP)

Stage	Activity
Week 1–2	Orientation session; topic brainstorming and proposal submission
Week 2–3	Faculty mentor allotment and topic approval
Week 4–6	Data collection/secondary research; mid-term review with mentor
Week 7	Draft report submission; mentor feedback
Week 8–9	Final report submission; preparation for presentation

Week 10	Project presentation and evaluation by review committee

Required Submissions

- Project Proposal Form
- Logbook (Weekly Progress Record)
- Final Project Report (3,000–4,000 words)
- Presentation File (PPT)
- Self-reflection Note / Learning Summary (Optional but recommended)

FIFTH SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-XII**	SLESPE501	Public Economics	3	1	0	4
2	**Major-XIII**	SLESHE502	History of Economic Thought	3	1	0	4
3	**Major-XV**		Major Elective from 5th Semester	3	1	0	4
4	**Minor-V**		One course from Selected Minor	3	1	0	4
5	**AEC-III**		Managing People and Organisations	2	0	0	2
6	**Summer Internship Evaluation**	SLESIN551	Summer Internship Assessment - II	0	0	0	2
TOTAL							**20**

Semester V					
SLESPE501	**Public Economics**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-XII**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Basic Knowledge of Indian Economy/Economics**				

Course Perspective:

Public Economics covers the fundamental concepts and theories of public finance. Public Economics explores the role of government in the economy, focusing on how it influences allocation of resources, income distribution, and overall welfare through policies such as taxation, public spending, and regulation. This course examines theoretical frameworks and empirical methods to analyze the efficiency and equity implications of government interventions. Through this course, students learn to evaluate the rationale for government intervention, assess policy effectiveness, and understand the trade-offs involved in public decision-making. This paper also emphasis on a thorough understanding of fiscal institutions with a careful analysis of the issues which underlines budgetary policies in general and India in particular. Through case studies and discussions, the course equips students with tools to critically analyze and shape public economic policies.

Course Outcomes (COs):

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

CO1- Understanding the principles and theories underpinning public finance.

CO2- Applying theoretical frameworks to analyze real-world economic scenarios and policy decisions related to public finance.

CO3- Analyzing the impact of taxation, public expenditure, and public debt on economic stability, growth, and resource allocation.

CO4- Evaluating the role of government in correcting market failures and promoting maximum social advantage.

Course Content:

Unit-I **(Total Hours: 15)**

Introduction to Public Finance: Nature, Scope, Importance; Private and Public Finance: Similarities and Dissimilarities; Public and Private Goods: Features and Dissimilarities; Merit goods (concept); Theory of Maximum Social Advantage: Principle, Limitations; Concept of Market Failure, Role of Government in Correcting Market Failure.

UNIT-II **(Total Hours: 15)**

Public Revenue: Sources of Public Revenue; Taxes: Classification of Taxes, Principles of Taxation; Canons of Taxation; Ability to Pay and Benefit Approach; Incidence and Shifting of Tax Burden; Tax Reforms in India, Major Taxes in India, Concept of Goods and Service Tax (GST); Effects of Taxation on Production, Growth, Distribution and Allocation of Resources; Trade-off between Equity and Efficiency; Laffer Curve Analysis.

UNIT-III **(Total Hours: 15)**

Public Expenditure: Meaning and Objectives of Public Expenditure; Classification of Public Expenditure; Canons of Public Expenditure; Wagner's Law of Increasing State Activities; Wiseman-Peacock Hypothesis; Arrow's Impossibility Theorem; Effects of Public Expenditure on Stabilization, Production, Distribution, Growth.

UNIT-IV **(Total Hours: 15)**

Public Debt and Government Budget: Public Debt- Meaning, Role and Purposes of public debt, Sources of Public Borrowings, Methods of Debt Redemption, Public Debt vs Private Debt, Public Debt and Economic Growth, Government Budget- Concept, Features, Types of budget; Importance of Government Budget; Economic and Functional Classification of Budget; Balanced and Unbalanced budget; Balanced Budget Multiplier; Types of Budget Deficits; Programme and Performance budgeting and Zero-base budgeting; Budget as an instrument of economic policy.

Textbooks:

1. Bhatia H L (2021): Public Finance, S. Chand and Co., New Delhi
2. Musgrave R.A and Musgrave P.A (2017): Public Finance in Theory and Practice, Mcgraw- Hill Kogakusha, Tokyo

Reference Books:

1. Lekhi R.K (2020): Public Finance, Kalyani Publishers, New Delhi.
2. S.K. Singh (2019): Public Economics: Theory and Practice S. Chand and Co., New Delhi.
3. Journal- "Economic and Political Weekly" (EPW).
   Website Link- https://www.epw.in/journal/epw-archive
4. Journal- "Review of Development and Change".
   Website Link- https://journals.sagepub.com/home/RDC
5. Journal – "Journal of Public Economics", Monthly Journal, Publisher- Elsevier.
   Website Link- https://www.sciencedirect.com/journal/journal-of-public-economics
6. Reports and Publications by the Ministry of Finance, Government of India.
7. Reports, Bulletins, and Working Papers from Reserve Bank of India (RBI).
8. Reports and Policy Briefs from NITI Aayog (National Institution For Transforming India)
9. Reports and Working Papers from International Monetary Fund, World Bank, Organization for Economic Co-Operation and Development, Regional Development Banks
10. Newspapers like the Economic Times, Business Standard, and magazines like Business Today and Outlook Money.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience: This course will explore the role of government in the economy, focusing on taxation, public expenditure, and welfare policies specific to India. Through a combination of lectures, case studies, and group discussions, students will analyze the impact of fiscal policies on economic growth, income distribution, and social welfare. The course will emphasize the examination of current public policy issues, such as subsidy reforms, GST implementation, and social security programs. Evaluation will include assignments, presentations.

Semester V					
SLESHE502	**History of Economic Thought**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-XI**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Principles of Economics**				

Course Perspective:

Understanding the history of economic thought helps students grasp how economic ideas evolved across civilizations and centuries. This course provides insight into the philosophical, social, and institutional roots of modern economic theories by studying ancient, classical, marginalist, Keynesian, and Indian thinkers. It equips students with a critical lens to assess contemporary economic debates by tracing their intellectual origins and enables a deeper appreciation of economic development as a human, ethical, and cultural endeavour.

Course Outcomes (COs)

At the end of the course, students will be able to:

- **CO1:** Understand the evolution of economic ideas from ancient to modern times across various schools of thought.
- **CO2:** Analyse the key contributions of classical, marginalist, and Keynesian economists to foundational economic concepts.
- **CO3:** Evaluate the relevance and critiques of different economic schools within their historical and socio-political contexts.
- **CO4:** Appreciate the contributions of Indian thinkers to economic theory and their relevance to Indian economic development.

Course Content

Unit I: Early Economic Thought ***(15Hrs)***

Nature and importance of studying history of economic thought, ancient economic thought – Aristotle and Plato, medieval economic thought, mercantilism – meaning and main characteristics, physiocracy – basic principles and natural order.

Unit II: Classical Economic Thought ***(15 Hrs)***

Adam Smith – division of labour, value theory, distribution, taxation, and economic growth; David Ricardo – value, rent theory, distribution, machinery and employment, international trade; Thomas Malthus – theory of population and glut; Jean Charles Sismondi; Karl Marx – labour theory of value, surplus value, crisis theory; J.B. Say – Say's law of markets; J.S. Mill – economic ideas; historical school – Senior, List.

Unit III: Marginalist School and Later Developments ***(15 Hrs)***

Precursors of marginalism – Cournot, Thunen, Gossen; marginalist revolution – Jevons, Walras, Menger, Bohm-Bawerk, Wicksell, Irving Fisher; theory of interest – Wicksteed and Weiser; Marshall as a synthesizer; Pigou – welfare economics; Schumpeter – entrepreneur and innovation theory.

Unit IV: Keynesian and Indian Economic Thought ***(15 Hrs)***

J.M. Keynes – *A Treatise on Money*, *The General Theory of Employment, Interest and Money*; early Indian thinkers – Kautilya, Thiruvalluvar; modern Indian economic thinkers – Naoroji, Ranade, R.C. Dutt, Gokhale, J.K. Mehta, M.N. Roy, M.K. Gandhi – swadeshi, village economy, trusteeship; early Indian planning approaches; contributions of Vakil, Gadgil, V.K.R.V. Rao, Dr. B.R. Ambedkar.

Textbook

- *History of Economic Thought.* Published by Himalaya Publishing House, based on content written by Dr. B.N. Ghosh and Dr. Rama Ghosh.

Recommended Readings

1. Blaug, M. (1985). *Economic Theory in Retrospect.* Cambridge University Press.
2. Bell, J.F. (1963). *A History of Economic Thought.* Ronald Press.
3. Dasgupta, A.K. (1985). *Epochs of Economic Theory.* Oxford University Press.
4. Sen, B.C. (1967). *Economics in Kautilya.* Sanskrit College.
5. Ghosh, B.N. (1984). *Principles of Economic Science.* Vikas Publishing.
6. Gray, Alexander (1933). *Development of Economic Doctrines.* Longman, Green & Co.
7. Ekelund, R.B., & Hebert, R.F. (1985). *A History of Economic Theory and Method.* McGraw-Hill.

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience:

The course **History of Economic Thought** provides students with an intellectually enriching journey through the evolution of economic ideas from antiquity to modernity. Rather than focusing solely on abstract models, students engage with the **human, philosophical, and institutional roots** of economic theory. By studying diverse thinkers—from Aristotle to Keynes, and Kautilya to Ambedkar—students gain a nuanced appreciation of how economic thought has responded to changing historical, social, and political conditions.

Through **interactive lectures**, **thematic discussions**, and **textual interpretations**, students learn to **contextualize economic theories** within broader debates on justice, value, and progress. The course fosters **critical thinking** as students compare schools of thought, debate their relevance, and explore their limitations. Reflective learning is encouraged via essay writing, presentations, and concept maps, allowing students to connect classical thought with contemporary economic issues.

Ultimately, this course equips learners with not only a **chronological understanding of economic ideas**, but also the **critical ability to question, critique, and apply those ideas** in modern economic discourse.

Semester V					
	Managing People and Organisations	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**AEC-III**				
Total Contact Hours	**30 Hrs**				
Pre-requisites/Co-requisites	**NA**				

This course is designed to empower students with the essential people-management, interpersonal, and behavioural skills required to succeed in academic, professional, and entrepreneurial settings. The curriculum blends psychological theories, communication models, and organizational behaviour principles with experiential learning through activities like simulations, roleplays, team-building exercises, and diagnostics.

The course integrates futuristic pedagogy and global practices to enhance employability, ethical leadership, and lifelong adaptability. It encourages students to build emotional intelligence, foster team dynamics, navigate conflicts, and lead people effectively in diverse organizational settings.

Key Features

- Application of **Transactional Analysis**, **Johari Window**, **Maslow's and Herzberg's theories**, and **TKI Conflict Model**
- Development of **assertive communication**, **empathy**, **trust-building**, and **constructive feedback skills**
- Simulation-based learning in **negotiation**, **leadership**, and **team development**
- Encouragement of **collaboration**, **psychological safety**, and **cultural sensitivity** in organizational behaviour

Course Objectives

By the end of this course, learners will be able to:

1. Understand and apply interpersonal behavior theories to enhance communication and team collaboration.
2. Cultivate assertiveness, empathy, and conflict resolution techniques for productive workplace relationships.
3. Analyze and influence group dynamics, organizational culture, and leadership behavior.
4. Develop ethical leadership and negotiation skills required for dynamic and global business environments.
5. Enhance trust, motivation, and psychological safety within teams through feedback, reflection, and social behavior analysis.

Course Outcomes (COs)

In alignment with the university's mission, upon successful completion, students will be able to:

CO1: Apply psychological models such as Transactional Analysis and Johari Window to understand interpersonal behavior and self-awareness in a workplace context.

CO2: Demonstrate assertive and empathetic communication while building trust, managing conflicts, and promoting team synergy.

CO3: Evaluate and adapt motivational strategies and feedback systems to improve collaboration and employee engagement.

CO4: Analyze and influence organizational culture, foster psychological safety, and lead ethically through emotional intelligence.

CO5: Negotiate and persuade effectively using structured frameworks like BATNA and ZOPA, preparing for leadership roles in diverse environments.

Syllabus Divided into 4 Units

Unit I: Foundations of Interpersonal Effectiveness

- Session 1: Introduction to People Skills
- Session 2: Transactional Analysis (TA) Basics
- Session 3: Strokes & Life Positions
- Session 4: Assertive vs Aggressive

Unit II: Communication & Relationship Building

- Session 5: Interpersonal Communication
- Session 6: Relationships & Social Behavior
- Session 7: Group & Team Dynamics
- Session 8: Effective Teams & Feedback

Unit III: Conflict, Influence & Motivation

- Session 9: Conflict Styles & Resolution
- Session 10: Influence & Trust
- Session 11: Collaboration & Motivation
- Session 12: Psychological Safety

Unit IV: Organizational Behavior & Leadership

- Session 13: Organizational Culture
- Session 14: Leadership & Change

  Session 15: Negotiation & Persuasion

Evaluation Scheme

Component	Weightage
Peer Feedback & Team Activities	20%
Conflict Case Analysis	15%
Communication Skills Practical	15%
Organizational Behavior Reflection	20%
Final Simulation (Leadership or Negotiation)	30%

Suggested Readings & Resources

- Eric Berne – *Games People Play*
- Dale Carnegie – *How to Win Friends and Influence People*
- Patrick Lencioni – *The Five Dysfunctions of a Team*
- Harvard Business Review – *On Emotional Intelligence*, *On Teams*

Semester V					
SLESIN551	**Summer Internship Assessment-II**	L	T	P	C
Version 1.0					2
Category of Course	**Summer Internship-II**				
Total Contact Hours	**4-6 Weeks**				
Pre-requisites/Co-requisites	**Knowledge of MS Office, Some soft Skills**				

Course Perspective:

Internships in Economics offer students invaluable opportunities to apply their academic knowledge to real-world scenarios, gain practical experience, and develop crucial skills for their future careers. These internships typically range from placements in government agencies,

financial institutions, research organizations, consulting firms, to various industries where economic analysis plays a pivotal role.

Course Outcomes

CO1: Understand workplace dynamics and professional environments through firsthand exposure to organizations, institutions, or community settings relevant to their field of study.

CO2: Apply theoretical concepts and classroom knowledge to real-world tasks, problem-solving situations, and field-based activities, thereby reinforcing academic learning.

CO3: Demonstrate key professional skills such as teamwork, communication, time management, adaptability, and basic reporting/documentation.

CO4: Analyse organizational processes and sector-specific challenges through reflective observation, data collection, or project involvement during the internship period.

Types of Economic Internships:

Government Agencies: Interning at government agencies such as the Banks, Ministries, RBI etc. offers students insight into economic policymaking, data analysis, and research.

Financial Institutions: Interning at banks, investment firms, or insurance companies provides students with exposure to financial markets, economic forecasting, risk analysis, and investment strategies.

Research Organizations: Organizations like think tanks, economic research institutes, and non-profits often offer internships focused on economic research, policy analysis, and advocacy work.

Consulting Firms: Economic consulting firms hire interns to assist with economic analysis, market research, financial modeling, and strategic planning for clients across various industries.

Corporate Internships: Some corporations hire economics interns to work in areas such as pricing analysis, market research, demand forecasting, and business strategy, digital marketing, data analysis etc.

Guidelines for students:

1. All the students need to go for internship for minimum of 4 weeks.

2. Students can take mini projects, assignments, case studies by discussing it with concerned authority from industry and can work on it during internship.

3. All students should compulsorily follow the rules and regulations as laid by industry.

4. Every student should take prior permissions from concerned industrial authority if they want to use any drawings, photographs or any other document from industry.

5. Student should follow all ethical practices and SOP of industry.

6. Students have to take necessary health and safety precautions as laid by the industry.

7. Student should contact his /her academic guide from university on weekly basis to communicate the progress.

8. Each student has to prepare internship report in consultation with the academic guide.

Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student may contact Industrial Supervisor/ Faculty Mentor/TPO for assigning special topics and problems and should prepare the final report on the assigned topics. The training report should be signed by the Internship Supervisor and Faculty Mentor.

The Internship report will be evaluated on the basis of following criteria:

vi. Originality.
vii. Adequacy and purposeful write-up.
viii. Organization, format, drawings, sketches, style, language etc.
ix. Variety and relevance of learning experience.
x. Practical applications, relationships with basic theory and concepts taught in the course.

Assessment:

- Internship Performance Feedback & Certificate (30%)
- Internship Report (50%)
- Internship Presentation (20%)

SIXTH SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-XV**	SLESIE601	International Economics	3	1	0	4
2	**Major-XVI**	SLESRM602	Research Methodology	3	1	0	4
3	**Major-XVIII**	SLESPP603	Public Policy Analysis	3	1	0	4
4	**Major-XIX**		Major Elective from 6th Semester	3	1	0	4
5	**Minor VI**		One Course from selected Minor	3	1	0	4
6	**AEC-IV**		Professional Employability	2	0	0	2
	Project	SLESPR651	Public Policy Analysis Project				2
			TOTAL				**24**

Semester VI					
SLESIE601	**International Economics**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-XV**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Micro Economics and Macro Economics**				

Course Perspective:

This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

Course Outcomes

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

CO1: Understanding the fundamental concepts of international trade.

CO2: Applying the trade theories like comparative advantage and the Heckscher-Ohlin model to assess the impact of trade policies on economic growth and distribution.

CO3: Critically analyze international trade restrictions, such as tariffs and quotas, and their effects on global markets and domestic economies.

CO4: Evaluate balance of payments issues and exchange rate mechanisms, using concepts like purchasing power parity and monetary approaches to recommend policy solutions.

Course Content:

Unit 1: Introduction to International Economics and Its Basic Concepts: 15 hrs

International Tarde: Inter-Regional trade and international trade, Basic concepts of international trade- Production Possibility Curve, Offer Curve and Community indifference Curve and its application, international trade as an engine of economic growth, Current international economic problems, and challenges.

Unit 2: International Trade Theories: 15 Hrs

Theories of absolute advantage, comparative advantage, and opportunity cost: Hecksher-Ohlin theory of trade, Factor price equalisation and income distribution main features, assumptions, and limitations. The Leontief‘s paradox; The Rybczynski theorem-concept and policy implications of immiserizing growth.

Unit 3: International Trade Policy: 15 Hrs

Trade restrictions: Introduction of tariffs, partial and general equilibrium analysis of tariff, optimum tariff, Non-tariff barriers and the new protectionism: Import Quota, Effects of import quota, Voluntary export restraints, Technical administrative and other regulations, International cartels, Dumping, Export subsidies, Custom unions and free trade areas.

Unit 4: Balance of Payment & Exchange Rate: 15 Hrs

Balance of Payments: Concepts and components of the balance of trade and balance of payments; Equilibrium and disequilibrium in the balance of payments: Various measures to correct the deficit in the balance of payments, Various approaches of BOP, Exchange Rate: Meaning, concept of equilibrium exchange rate, Arbitrage, Spot and Forward Rates, Currency Swaps, Futures, Options, Foreign exchange risk, Hedging and speculation. Exchange rate determination: Purchasing power parity theory, Monetary approach to the balance of payment and exchange rates.

Textbooks:

Salvatore, D. (1997), International Economics, PHI, New York.

Sharma, C. 13th Edition, International Economics, Wiley, India.

REFERENCE BOOKS:

- Mannur, H.G International Economics.
- Salvatore, D. International Economics, PHI, New York.
- Sodorston, International Economics, The Macmillan Press Ltd. London.
- Pilbeam, Keith International Finance, Palgrave.
- Mithani, M. D International Economics.
- Bhagwati. J (1981), International Trade, Cambridge University Press, London.

Open Educational Resources:

- Coursera: International Business Essentials
- MIT OpenCourseWare: International Economics
- The World Bank: International Economics Resources
- YouTube: International Economics Lectures
- NPTEL: International Trade
- World Bank & IMF
- WTO Data Centre

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience:

The **International Economics** course will examine the principles and practices of trade and finance between countries, focusing on the dynamics of globalization and its impact on economies. Through a combination of lectures, case studies, and interactive discussions, students will explore topics such as comparative advantage, trade policies, exchange rates, and balance of payments. The course will also include practical exercises involving data analysis and the use of economic models to evaluate international trade issues.

Semester VII					
SLESRM602	**Research Methodology**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-XVI**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites					

Course Perspectives:

The main objective of this course is to introduce the basic concepts in research methodology in social science. This course addresses the issues inherent in selecting a research problem and discuss the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals.

Course Outcomes :

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

CO1: Understand and comprehend the basics in research and identify the basic components of a research framework i.e., problem definition, research design, data collection, ethical issues in research, report writing, and presentation.

CO2: Apply foundational methods and techniques of academic research in Economics and prepare and present an academic research paper

CO3: Analyze how to formulate research problem and frame it for the purpose of research.

CO4: Sensitize them to the issue of plagiarism and academic fraud.

Unit I: Research Methodology: An Introduction **15 Hrs**

Objectives and motivation of research - Types of research - Research approaches - Significance of research - Research methods verses methodology - Research and scientific method - Importance of research methodology - Research process - Approaches of investigation of solutions for research problem, data collection, analysis, interpretation, necessary instrumentations- Criteria of good research. Defining the research problem: Definition of research problem - Problem formulation - Necessity of defining the problem - Technique involved in defining a problem. An Illustration

UNIT II: LITERATURE SURVEY AND DATA COLLECTION **15 Hrs**

Importance of literature survey - Sources of information - Assessment of quality of journals and articles - Information through internet. Effective literature studies approaches, analysis, plagiarism, and research ethics. Data - Preparing, Exploring, examining and displaying.

UNIT III: RESEARCH DESIGN AND ANALYSIS 15 Hrs

Meaning of research design - Need of research design - Different research designs Sampling, Design ,Census and Sample Survey Implications of a Sample Design 55 Steps, in, Sampling, Design ,Criteria of Selecting a Sampling Procedure 57 Characteristics of a Good Sample Design 58 Different Types of Sample Designs

Unit IV – Interpretation and Report Writing **15 Hrs**

Meaning of Interpretation ,Why Interpretation? Technique of Interpretation: Precaution in Interpretation .Significance of Report Writing Different Steps in Writing Report Layout of the Research Report ,Types of Reports ,Oral Presentation, Writing a Research Report Precautions for Writing Research Reports. Structure of a Research paper; Literature Review; Citation methods;

Textbook

- Uwe Flick" Introducing Research Methodology" Sage Publications (Latest Edition)

Suggested Book

- C R Kothari, G. Garg " Research Methodology: Methods & Techniques" New Age International(Latest Edition)
- Basotia G.R. Sharma K.K.- Research Methodology. ADDITIONAL READING LIST
- Acoff. Russel L.(1961) The Design of Social Research, Chicago, Uni. of Chicago,
- Ghosh B.N. (1982) Scientific Methods & Social Research New Delhi, Sterling Publishers Pvt. Ltd
- Wilkinson and Bhandarkar – Methodology and Techniques of Social Research.

Open Educational Resources:

- Coursera: Research Methods
- edX: Quantitative Research Methods
- OpenLearn: Understanding Research Methods

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The **Research Methodology** course will provide students with a comprehensive understanding of the principles and techniques involved in conducting research in various fields, particularly in economics and social sciences. The course will employ a mix of lectures, workshops, and hands-on projects to teach students about different research designs, data collection methods, and analytical techniques. Through case studies and group discussions, students will critically evaluate existing research and learn to formulate research questions and hypotheses. Assessment will include research proposals, presentations, and practical assignments that require students to apply methodologies to real-world problems.

PUBLIC POLICY ANALYSIS

Semester VI					
SLESPP603	**Public Policy Analysis**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Principles of Economics**				

Course Perspective:

Public Policy Analysis bridges theory and practice, empowering students to critically assess and shape real-world governance. The course trains students in diagnosing public problems, analyzing policy options, and recommending data-driven solutions. It integrates economic, political, and institutional perspectives, helping learners engage in rigorous research and evaluation. It prepares students to become junior policy analysts, development professionals, or future policymakers, capable of working with government, NGOs, think tanks, and international agencies. This interdisciplinary course also enhances preparation for competitive exams like the Indian Civil Services.

Course Outcomes (COs)

By the end of this course, students will be able to:

- **CO1:** Understand the conceptual and theoretical underpinnings of public policy and its relevance in a democratic society.
- **CO2:** Apply policy analysis tools to define public problems, formulate alternatives, and construct effective policy recommendations for real-world issues.

- **CO3:** Analyse the influence of stakeholders, political context, and institutional dynamics on policy design, implementation, and outcomes.
- **CO4:** Evaluate policy alternatives using criteria like cost-effectiveness, equity, and feasibility, and assess policy impact through case-based and data-driven analysis.

Course Content

Unit I: Foundations of Public Policy and Analytical Frameworks ***(15 Hours)***

Nature, scope, and significance of public policy; public policy as a multidisciplinary field (economics, politics, law, sociology); Definitions, concepts, and policy typologies (distributive, redistributive, regulatory); Policy cycle: agenda setting, formulation, adoption, implementation, evaluation; Policy inputs, outputs, outcomes, and impacts; Institutional arrangements in policy making; Overview of major theoretical models: rational actor model, incrementalism, elite theory, group theory, advocacy coalition framework, and punctuated equilibrium theory.

Unit II: Problem Identification, Evidence, and Design Thinking in Policy ***(15 Hours)***

Defining public problems; issue framing, agenda setting, and role of media and public opinion; using data to define and measure policy problems; policy problems as market and government failures; stakeholder analysis and interest mapping; writing a policy problem statement; identifying goals and evaluation criteria (efficiency, equity, feasibility); trade-offs and ethical considerations in public policy; constructing alternatives using design thinking approaches.

Unit III: Policy Actors, Institutions, and Instruments ***(15 Hours)***

Key institutional actors: legislature, executive, judiciary, bureaucracy, regulatory authorities; non-institutional actors: interest groups, media, civil society, think tanks, international organizations; intergovernmental and multi-level policy dynamics; understanding policy tools and instruments: taxation, subsidies, vouchers, regulations, market-based instruments, nudges, public-private partnerships (PPP); case-based examination of successful policy coalitions and failures.

Case Studies:

- Role of NITI Aayog in cooperative federalism
- Green Revolution and climate policy in India
- Air pollution mitigation in Delhi and citizen-led mobilization

Unit IV: Policy Implementation, Monitoring and Evaluation ***(15 Hours)***

Theories of implementation: top-down, bottom-up, hybrid; implementation challenges in federal systems; policy delivery mechanisms and service design; monitoring and evaluation: logic models, theory of change, indicators and metrics, impact evaluation; cost-benefit and

cost-effectiveness analysis; tools: RCTs, PERT, CPM, MBO, OR models; feedback loops, policy learning, and iterative design; evidence-based policymaking and transparency (RTI, data dashboards).

Case Studies:

- Direct Benefit Transfers (DBT) implementation
- MGNREGA: Evaluation of rural employment outcomes
- Health policy evaluation: Ayushman Bharat

Textbooks

1. **Anderson, J.E.** (2014). *Public Policymaking*. Cengage Learning.
2. **Bardach, E., & Patashnik, E.M.** (2020). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press.
3. **Dye, T.R.** (2016). *Understanding Public Policy*. Pearson.
4. **Birkland, T. A.** (2016). *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. Routledge.
5. **Ayyar, R.V.V.** (2009). *Public Policymaking in India*. Pearson.

Suggested Readings and References

- Sabatier, P. (2007). *Theories of the Policy Process*. Westview Press.
- Dror, Y. (1989). *Public Policy Making Reexamined*. Transaction.
- Weimer, D.L., & Vining, A.R. (2017). *Policy Analysis: Concepts and Practice*. Routledge.
- Jenkins-Smith, H., & Sabatier, P. (1993). *Policy Change and Learning*. Westview Press.
- World Bank. (2021). *World Development Report: Data for Better Lives*.
- NITI Aayog Reports on Health, Education, SDGs (latest editions)

Semester VI					
	Professional Employability	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**Ability Enhancement Course-IV**				
Total Contact Hours	**30 Hrs**				

Pre-requisites/Co-requisites	**NIL**

This Program is strategically designed to foster employability by equipping students with essential skills in aptitude, communication, personal branding, and professional behaviour. Rooted in industry-specific demands and global expectations, the program integrates mock placement simulations, digital portfolio development, and structured evaluation to bridge the gap between academic learning and professional readiness.

Key Features of the Course:

- Hands-on workshops on **LinkedIn branding**, **resume writing**, and **email etiquette**.
- Practice-driven sessions on **quantitative aptitude**, **reasoning**, and **verbal ability** tailored to top recruiters.
- **Mock interviews**, **group discussions**, and **video resume creation** aligned with global campus placement formats.
- Emphasis on **professional body language**, **ethics**, and **industry-aligned communication**.
- Learner-centric, **outcomes-based approach** focused on real-time feedback, peer review, and progressive pedagogy.

The course embodies the university's mission by promoting lifelong learning, nurturing ethical and industry-relevant youth leadership, and fostering entrepreneurial skills through a forward-thinking curriculum.

Course Outcomes (COs)

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

CO1: Develop a digital professional identity through optimized LinkedIn profiles, customized resumes, and tailored cover letters, showcasing readiness for industry and entrepreneurship.

CO2: Apply quantitative, analytical, and verbal reasoning skills to solve placement-oriented problems, enhancing employability through structured problem-solving approaches.

CO3: Demonstrate effective communication and writing skills, including professional email drafting, paragraph structuring, and vocabulary enhancement, aligning with workplace expectations.

CO4: Display confidence, ethical behavior, and professional etiquette during group discussions, mock interviews, and public interactions, reflecting leadership and responsible citizenship.

CO5:Engage in experiential and outcomes-based learning through practical simulations and peer-reviewed exercises that promote critical thinking, self-assessment, and continuous improvement.

UNIT STRUCTURE

Unit I: Professional Branding & Profiling

- **Session 1**: Digital Profile Workshop & Photoshoot
- **Session 4**: Resume & Cover Letter Writing Workshop
- **Session 6**: Resume & Cover Letter Submission & Feedback
- **Session 14**: Mock Interview + Video Resume Workshop
- **Session 15**: Mock PI Round + Student Video Resume Showcase

Unit II: Quantitative & Analytical Reasoning Practice

- **Session 2**: Ratio, Proportion, Averages, Percentages & Shortcuts
- **Session 5**: Number & Alphabet Series, Divisibility & Patterns
- **Session 8**: Time, Work, Time-Speed-Distance & Shortcuts
- **Session 11**: Remainders, Unit Digits & Last Two Digits
- **Session 12**: Profit, Loss, S.I., C.I., Discounts & Shortcuts

Unit III: Communication Mastery & Etiquette

- **Session 3**: Vocabulary Quest – Word Power Enhancement
- **Session 9**: Email Etiquette + Paragraph Writing Workshop
- **Session 10**: Professional Etiquette + Body Language Workshop

Unit IV: Placement Simulation, Engagement & Evaluation

- **Session 7**: Company-Specific Test-1 + Discussion
- **Session 13**: Group Discussion Workshop + Mock GD Rounds
- **Session 14**: Mock Interview + Video Resume Workshop
- **Session 15**: Mock PI Round + Student Video Resume Showcase

Assessments & Evaluation Criteria

Component	Weightage
Resume, Cover Letter & LinkedIn Labs	20%
Quant Practice workshops (Best 3 Quizzes)	20%
Group Discussion & PI Participation	20%
Vocabulary Contest & Email Proficiency	15%
Video Resume Showcase	15%
Attendance & Engagement	10%

Semester VI					
SLESPR651	**Public Policy Project**	L	T	P	C
Version 1.0		0	0	0	2
Category of Course	**Project-III**				
Total Contact Hours	**NA**				
Pre-requisites/Co-requisites	**NA**				

Course Perspective:

The **Public Policy Project** offers students the opportunity to analyze, evaluate, and propose evidence-based solutions to real-life governance, policy, and administrative challenges. Public policy shapes citizens' lives through regulations, programs, and reforms. This course enables students to critically examine the design, implementation, and outcomes of government policies and to develop recommendations based on stakeholder perspectives and data analysis. It enhances civic literacy, research capacity, and advocacy skills—key for aspiring policy professionals, analysts, and public administrators.

Course Outcomes (COs)

Upon completion of this project, students will be able to:

- **CO1:** Understand the policy-making cycle and evaluate the structure and impact of public policies.
- **CO2:** Conduct qualitative and quantitative policy research using stakeholder inputs and secondary data.
- **CO3:** Critically assess implementation challenges and governance frameworks related to selected policies.
- **CO4:** Propose policy recommendations that are feasible, evidence-based, and socially inclusive.

Topics Covered During Class Sessions:

- Introduction to the Public Policy Cycle (Agenda Setting, Formulation, Implementation, Evaluation)
- Stakeholder Mapping and Governance Institutions

- Policy Research Methodology (SWOT, PESTLE, Logical Frameworks)
- Tools of Policy Analysis (Cost-Benefit, Impact Assessment, Survey Design)
- Ethics and Transparency in Policy Evaluation
- Writing Policy Briefs and Recommendations
- Advocacy, Communication, and Presentation of Findings

Suggested Project Themes

Students may choose one of the following or propose their own topic with faculty approval:

1. **Evaluation of the Beti Bachao Beti Padhao (BBBP) Scheme**
2. **Impact Assessment of National Education Policy 2020 in Higher Education**
3. **Policy Review of PMAY (Pradhan Mantri Awas Yojana) in Urban Slums**
4. **Implementation Challenges in POSHAN Abhiyaan (Nutrition Mission)**
5. **Analysis of Public Transport and Mobility Policy in Metro Cities**
6. **RTI Act and Access to Information: A District-level Case Study**
7. **Skilling Youth in India: Impact of Skill India Mission**
8. **Digital Governance and Citizen Service Delivery at Local Level**
9. **Assessment of Environmental Regulation under the EIA Framework**
10. **Policy Challenges in Water Management: Jal Jeevan Mission Case Study**
11. **Any other policy**

Project Deliverables

1. **Project Proposal** with objectives, methodology, and policy background
2. **Logbook/Progress Journal** (weekly entries on fieldwork/research)
3. **Final Project Report (3,500–4,000 words)** including background, findings, and policy recommendations
4. **Policy Brief (1–2 pages)** summarizing the key insights and proposals
5. **Presentation/Viva** using infographics, dashboards, or stakeholder maps

Evaluation Criteria

Component	Weightage
Clarity and Relevance of Policy Problem	10%
Literature Review and Policy Framing	15%
Research Tools and Data Interpretation	20%
Feasibility of Recommendations	20%
Policy Brief Quality	10%
Presentation and Communication Skills	15%
Innovation/Original Analysis	10%

TextBooks:

- Dye, T.R. – *Understanding Public Policy*
- Bardach, E. – *A Practical Guide for Policy Analysis*
- Munger, M. – *Analyzing Policy*
- Ramesh & Howlett – *Studying Public Policy*

Web Resources:

- https://prsindia.org – PRS Legislative Research
- https://niti.gov.in – NITI Aayog Reports
- https://www.policycircle.org
- https://data.gov.in – Government open data
- https://pib.gov.in – Government notifications and schemes

Learning Experience

This project fosters experiential and collaborative learning, pushing students to step into the shoes of policy analysts, researchers, and advocates. Students will interact with government portals, news archives, databases, and (where feasible) stakeholders like local officials or community members. The course builds competence in problem-solving,

critical reasoning, data literacy, and persuasive writing—skills that are transferable to careers in policy, journalism, law, governance, and academia.

Standard Operating Procedure (SOP)

Week	Task
Week 1	Orientation: Understanding the policy cycle and project scope
Week 2	Topic finalization and proposal submission
Week 3–4	Background research and literature review
Week 5–6	Data collection/Field engagement or secondary data analysis
Week 7	Drafting report and preparing policy brief
Week 8	Peer review, mentor feedback
Week 9	Final report submission and presentation preparation
Week 10	Viva-voce / Presentation and reflection session

SEVENTH SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-XIX**	SLESCE701	Contemporary Economic Issues	3	1	0	4
2	**Major-XX**	SLESDA702	Data Analysis with Statistical Package	2	0	4	4
3	**Minor-VII**		One course from Selected Minor	3	1	0	4
4	**Minor-VIII**		One course from Selected Minor	3	1	0	4
			TOTAL				**16**

Contemporary Economic Issues

SLESCE701	Contemporary Economic Issues	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60**				

Course Perspective:

This course examines the key aspects of fiscal policy, budgetary processes, and economic performance in India. It explores government spending, tax structures, budgeting techniques, and financial relations between the center and states. The course also includes an analysis of the Union Budget, Economic Survey, and comparative performance of the Indian economy against global economies.

Course Outcomes:

- CO1: Understand the fundamentals of fiscal policy, budgeting, and financial relations in India.
- CO2: Analyze the Union Budget, focusing on expenditure trends, deficits, and effective spending strategies.
- CO3: Review and assess the key findings of the Economic Survey of India.

- CO4: Compare the performance of the Indian economy with other global economies in terms of growth and development.

Course Content

Syllabus

Unit I: **Concepts** 15 Hrs

Fiscal policy, areas of government spending in India, Capital and revenue expenditure, plan and non-plan expenditures, Deficits (fiscal, primary, revenue), impact of fiscal deficits on the economy, Capital receipts, revenue receipts, tax and non-tax revenue, direct and indirect taxes, need for rationalization of tax structure, Goods and Services Tax (GST), Actual, revised and budget estimates, Zero-base budgeting, Gender budgeting, Fiscal devolution and centre-state financial relations

Unit II: **Union Budget** 15 Hrs

Need for the budget, understanding the process of budget making in India, Analysis of fiscal and revenue deficits, Analysis of expenditure pattern and expected growth in expenditure, thrust areas of budget, sectors that have received higher/lower shares of expenditure, the reasons and consequences thereof, steps proposed to ensure effective spending.

Unit III: **Economic Survey** 15 Hrs

Analysis and Review Past and Current Economic Survey of India

Unit IV: **Comparative Analysis** 15 Hrs

Performance of Indian Economy as compare to global Economy in terms of growth, development and structural changes (Compare with China, USA, Other developing nations)

Reference Books

1. Union Budget & Goods and Services Tax

a. The Key to Budget Documents, available at: https://www.indiabudget.gov.in/doc/Key_to_Budget_Document_2023.pdf

b. Budget at a Glance, available at: https://www.indiabudget.gov.in/doc/Budget_at_Glance/budget_at_a_glance.pdf

c. Let's Talk About Budget. Centre for Budget and Governance Accountability. Chapters 4 to 6. Union Budget of India, Making of Union Budget, What does Union Budget papers look like? This text can be downloaded from PRIMER-1-FIN.pdf (cbgaindia.org). De-emphasize pages: Pg 29 (Chapter 4 Plan and Non-plan Expenditure) and 37(Preparation of Union Budget Section) 2

d. Goods and Service Tax (GST): Concept and Status (as on 01st July, 2019); CBIC, Department of Revenue, Ministry of Finance. Pg. 3-15, 36 (section 10)-44, 48-50 https://gstcouncil.gov.in/sites/default/files/GST-Concept-and-Status01072019.pdf

e. Das S (2017): "Some Concerns Regarding the Goods and Services Tax," Economic and Political Weekly, Vol. 52, No. 9 (March 4, 2017) available at: http://www.epw.in/journal/2017/9/webexclusives/some-concerns-regarding-goods-and-servicestax.html f. Dipak Dasgupta and Supriyo De (2012), "Fiscal Deficit", in Basu and Maertens. https://dea.gov.in/sites/default/files/FPI_trends_Trajectory.pdf g. D K Srivastava, Muralikrishna Bharadwaj, Tarrung Kapur, Ragini Trehan (2021) "Taxing Petroleum Products - Sharing Revenue Space between Centre and States" Economic and Political Weekly, Vol. 56, Issue No. 9, 27 Feb, 2021 2. Fiscal Federalism

a. Y V Reddy (2015), "Continuity, Change and The Way Forward: Fourteenth Finance Commission", EPW Vol. 50, Issue No. 21, 23 May 2015. (Pg.27-31, Subpoint 1-9)

b. Chakraborty, Lekha (2019) "Indian Fiscal Federalism at the Crossroads: Some Reflections", NIPFP working paper no 260 available at: https://www.nipfp.org.in/media/medialibrary/2019/05/WP_260_2019.pdf

c. The Fifteenth Finance Commission (FFC) Report for the Year 2021-26 Chapter 1 titled "Introduction" available at: https://fincomindia.nic.in/ShowContent.aspx?uid1=3&uid2=0&uid3=0&uid4 =0

3. Economic Survey- 2022-23

a. State of the economy (Economic Survey 2022-23-Chapter 1) https://www.indiabudget.gov.in/economicsurvey/doc/eschapter/echap01.pdf

b. Fiscal Development (Economic Survey 2022-23- Chapter 3) www.indiabudget.gov.in/economicsurvey/doc/eschapter/echap03.pdf

c. Monetary Management and Financial Intermediation (Economic Survey 2022-23- Chapter 04) https://www.indiabudget.gov.in/economicsurvey/doc/eschapter/echap04.pdf

d. Prices and Inflation (Economic Survey 2022-23- Chapter 5) https://www.indiabudget.gov.in/economicsurvey/doc/eschapter/echap05.pdf

e. External Sector (Economic Survey 2022-23-Chapter 11)

www.indiabudget.gov.in/economicsurvey/doc/eschapter/echap11.pdf

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Semester VII					
SLESDA702	**Data Analysis with Statistical Package**	L	T	P	C
Version 1.0		2	0	4	4
Category of Course	**Major-XX**				
Total Contact Hours	**90 Hrs**				
Pre-requisites/Co-requisites	**Research Methodology**				

Course Perspective

Economic data is fundamental to empirical research, policymaking, and forecasting. The ability to analyze, interpret, and visualize such data using statistical tools is a vital skill for economists. SPSS (Statistical Package for the Social Sciences) is one of the most widely used software tools for statistical analysis in the social sciences. This course equips students with hands-on skills in data entry, data cleaning, descriptive and inferential statistics, hypothesis testing, correlation, and multivariate analysis — all within the SPSS environment, with real-world applications to economic data.

Course Outcomes (COs)

By the end of the course, students will be able to:

- **CO1 :** Understand the structure and functions of SPSS as a tool for economic data analysis.
- **CO2 :** Apply SPSS techniques to organize, clean, and describe economic data.
- **CO3 :** Analyze datasets using appropriate statistical tests and interpret economic phenomena.
- **CO4 :** Create outputs like tables, charts, and reports that summarize economic insights and validate hypotheses.

Course Content

Unit I: Introduction to SPSS and Data Handling

Hours: 20 (6 Theory + 14 Practical)

Theory Topics:

- Introduction to SPSS interface: Data view, Variable view, Output view
- Types of variables and levels of measurement (nominal, ordinal, scale)
- Data entry, editing, labeling, recoding variables
- Importing data from Excel/CSV and exporting results
- Data cleaning: Handling missing values, outliers, and validation

Practical Applications:

- Create an SPSS dataset from an Excel file of NSSO/NFHS/Budget data
- Label variables and perform recoding (e.g., age groups, income brackets)
- Handle missing data and identify outliers in sample economic data
- Prepare a codebook and summary sheet for the dataset

Unit II: Descriptive Statistics and Data Visualization

Hours: 25 (6 Theory + 19 Practical)

Theory Topics:

- Frequency distributions, central tendency (mean, median, mode)
- Dispersion measures: range, standard deviation, variance
- Cross-tabulation and chi-square tests
- Visualizations: bar charts, histograms, boxplots, pie charts, error bars

Practical Applications:

- Generate descriptive statistics for employment, literacy, and income data
- Use cross-tabulation to compare urban-rural access to education or healthcare
- Create bar graphs of GDP by sector, histogram of wage distribution, boxplots of per capita income
- Perform chi-square test for association (e.g., gender vs. employment status)

Unit III: Inferential Statistics and Hypothesis Testing

Hours: 25 (8 Theory + 17 Practical)

Theory Topics:

- Concept of hypothesis testing (null vs. alternative hypothesis)
- Parametric tests: t-tests (one-sample, independent, paired), ANOVA
- Non-parametric tests: Mann-Whitney U, Kruskal-Wallis, Wilcoxon
- Confidence intervals, significance levels, Type I & II errors

Practical Applications:

- Conduct independent t-tests comparing average income by gender
- Perform ANOVA to compare literacy rates across Indian states
- Use Mann-Whitney test for comparing employment satisfaction levels across sectors
- Interpret outputs: significance (p-value), mean differences, confidence intervals

Unit IV: Correlation, Regression, and Multivariate Analysis

Hours: 20 (6 Theory + 14 Practical)

Theory Topics:

- Correlation: Pearson and Spearman coefficients
- Simple and multiple linear regression: assumptions, model fit
- Interpreting regression coefficients, R^2, adjusted R^2
- Introduction to factor analysis and principal component analysis (PCA) for economic indices

Practical Applications:

- Run correlation analysis between HDI and per capita income
- Perform linear regression on consumption vs. income
- Build multiple regression models (e.g., poverty rate = f(education, employment, gender))
- Introduction to PCA using economic indicators (demo)

Suggested Readings & Resources

Textbooks & Guides:

1. Pallant, J. (2020). *SPSS Survival Manual* (7th ed.). McGraw-Hill Education.
2. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publications.
3. George, D., & Mallery, P. (2022). *IBM SPSS Statistics Step by Step: A Simple Guide and Reference*. Pearson.

Online Tutorials & Training:

Resource	Link
IBM SPSS Official Documentation	https://www.ibm.com/docs/en/spss-statistics
SPSS Video Tutorials – NPTEL	https://nptel.ac.in/courses/110/105/110105094/
YouTube: SPSS for Beginners (Dr. Todd Grande)	https://www.youtube.com/@drtoddlgrande
University of Essex SPSS Guide	https://www.essex.ac.uk/skills/spreadsheet-and-statistical-software

Assessment Scheme

Component	Weightage
Lab Assignments	30%
Mid-Term Practical Test	20%
Final Project Report and Viva	50%

Suggested Final Project Topics

- Gender-wise Employment Analysis Using NSS Data in SPSS
- Income Inequality Trends across Rural and Urban Households
- Education Level and Wage Determinants – A Regression Analysis
- Creating an Index of Socioeconomic Wellbeing Using PCA
- Analysing the Impact of Government Expenditure on Health Indicators

EIGHTH SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-XXI**	SLESEE801	Environmental Economics	3	1	0	4
2	**Major-XXII**		Elective I	3	1	0	4
3	**Major-XXIII**		Elective-II	3	1	0	4
4	**Major-XXIV**		Elective-III	3	1	0	4
			TOTAL				**16**

Or

EIGHTH SEMESTER							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-XXIII**	SLESEE801	Environmental Economics	3	1	0	4
2	**Dissertation**	SLESDR802	Dissertation	0	0	0	12
			TOTAL				**16**

Semester VIII					
SLESEE801	**Environmental Economics**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-XXI**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Micro & Macro Economics**				

Course Perspectives: We are currently facing numerous challenges and debates regarding the intersections of economy, development, and the environment. This course focuses on

comprehending the intricate relationships between the economy, economic activities, and environmental systems. It will explore fundamental theories related to environmental and collective goods, the connections between the environment, economic growth, and development, as well as welfare economics in the context of environmental valuation. Additionally, the course will cover environmental regulatory policies, with an emphasis on the economics of pollution, in extensive detail.

Course Outcomes: Upon completing the Environmental Economics course, students will be able to:

CO1: Understand the interrelationships between economic activities and environmental systems, understanding the impact of economic growth on the environment.

CO2: Apply fundamental theories of environmental and collective goods to evaluate environmental issues and policies.

CO3: Utilize various methods of environmental valuation to assess the economic value of natural resources and ecosystem services.

CO4: Critically evaluate environmental regulations and policies, understanding their economic implications and effectiveness in addressing pollution and other environmental challenges.

Course Content:

Unit 1: Introduction **15 Hours**

The Economy and the Environment: Neo Classical perspective, Ecological perspective, Major Problems and Key Concerns of Environmental Economics; Externalities: Public Goods, Market Failure, Property rights and Coase Theorem; Pigouvian Fee; Poverty, Environment and Economic Growth Linkages-Environmental Kuznets Curve.

Unit 2: Sustainability & Environment **15 Hours**

Sustainable Development: Concepts, Theories and Principles of Sustainable Development, Environmental Sustainability; Environmental Performance Index; Benefit-cost Analysis. Economic incentives for Environmental Protection: Market Based Instruments, Command and Control, Marketable permits, Alternative approaches.

Unit 3: Market Valuation Approaches **15 Hours**

Consumer Demand of Environmental Goods and Welfare Effects of Price Change; Values, Environmental Values and Non-market Valuations: Revealed Preference Methods Stated Preference approaches, Surrogate Market approaches, Conventional market approach, Household production function approach.

Unit 4: **Climate Change and Ecosystem** **15 Hours**

Climate Change & Ecosystem services: Ecosystem function, Kyoto Protocol and other International Agreements; Environment Policy of India: Objectives and Implementation.

Text Books

1. Brady, John (2006). Environmental Management in organizations, Earthscan Pub.

2. Bromely, Daniel E The Handbook of Environmental Economics

Reference Books

- Connor, Robin and Stephen, Dovers (2004). Edward Institutional Change for Sustainable Development, Edward Elgar Publishing.
- Folmer, Henk, Hlandis Gabel and Hans Opschoor (1997). Principles of Environmental and Resource Economics, Edward Elgar Pub
- Hanley, Nick, Jason F Shogren& Ben White, (2008). Environmental Economics, Macmillan.
- Hart, Staurt L (1997). Strategies for Sustainable World, Harvard Business Review.
- Hussan, Ahmed M (2004). Principles of Environmental Economics, Routledge Publication.
- James, David. Application of Economic Techniques in Impact Assessment.
- Kerr John, M, Marothia, Dinesh K, Singh, Katar, Ramaswamy, C and Bentaly, William R (1997). Natural Resource Economics, Oxford & IBH Publication.
- Pearce, David, Giles Atkinson and Susana Mourato (2006). Cost –Benefit Analysis and Environment, Earthscan Pub.
- Roger, Perman (1995). Natural Resources and Environmental Economics, Longman Publication.
- Richard, Welford The Context of Corporate Environment Management.

- Therivel, Riki (2004). Strategic Environmental Assessment in Action, Earthscan Publication.

Open Educational Resources:

- Coursera: The Economics of Climate Change
- edX: Environmental Economics
- Open Yale Courses: Environmental Economics
- MIT OpenCourseWare: Environmental Economics and Policy
- The World Bank: Environmental Economics Resources
- YouTube: Environmental Economics Lectures
- NPTEL: Environmental Economics

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The **Environmental Economics** course will explore the relationship between economic activities and the environment, focusing on how economic principles can be applied to address environmental challenges. Through a combination of lectures, case studies, and group discussions, students will examine topics such as externalities, public goods, and the economic impact of environmental policies. Hands-on projects will allow students to analyze real-world environmental issues using tools like cost-benefit analysis and environmental valuation methods. Assessment will include individual assignments, group presentations, and policy analysis projects that encourage students to develop solutions for sustainable resource management.

Semester VIII					
SLESDR802	**Dissertation**	L	T	P	C
Version 1.0					12
Category of Course	**Dissertation**				
Total Contact Hours	**NA**				
Pre-requisites/Co-requisites	**Research Methodology**				

Course Perspective

The Dissertation in the final semester provides students with an opportunity to conduct independent, original, and guided research on a topic of their interest within the field of economics. It encourages deep engagement with economic theories, data, policy frameworks, and interdisciplinary approaches. By undertaking a dissertation, students learn to design research questions, review literature, apply analytical techniques, interpret results, and draw policy or theoretical conclusions. This capstone experience enhances critical thinking, research ethics, academic writing, and prepares students for higher studies, policy work, or careers in research-intensive sectors.

Course Outcomes (COs)

By the end of the dissertation, students will be able to:

- **CO1:** Formulate a research question and structure a research design using appropriate theoretical frameworks.
- **CO2:** Conduct a comprehensive literature review and identify research gaps in the field of economics.
- **CO3:** Apply appropriate research methodologies (qualitative/quantitative/mixed) and analytical tools to primary or secondary data.
- **CO4:** Develop and communicate original arguments and interpretations in a well-organized academic format.

General Guidelines

1. **Topic Selection:**
    - Students must select an economics-related topic in consultation with their assigned faculty supervisor.
    - Interdisciplinary themes are encouraged (e.g., gender & economics, environmental policy, labour, digital economy).
2. **Proposal Submission:**
    - A formal **research proposal** (1,000–1,500 words) must be submitted by Week 3 of Semester VIII.
    - Proposal must include background, objectives, research questions, methodology, and tentative chapter outline.
3. **Supervision & Progress Review:**
    - Each student is allotted a faculty supervisor who will guide them through regular meetings.
    - Students must submit **monthly progress reports/logbooks**.
    - A mid-semester **Progress Presentation** will be conducted before a panel for feedback.
4. **Length and Format of Dissertation:**
    - Word count: 8,000–10,000 words (excluding annexures/references).
    - Font: Times New Roman, 12 pt; Spacing: 1.5; Referencing: APA style.
    - Chapters typically include: Introduction, Literature Review, Methodology, Data Analysis, Findings, Conclusion.
5. **Plagiarism Policy:**
    - All dissertations must be checked through Turnitin/anti-plagiarism software. Acceptable similarity index: below 15%.
6. **Submission and Viva:**
    - Two bound copies + one soft copy (PDF) must be submitted by the notified deadline.

- Viva-voce will be conducted by an external/internal panel.

Evaluation Pattern (Total Marks: 100)

Component	**Weightage (%)**	**Evaluator**
Proposal Quality and Feasibility	10%	Supervisor + Panel
Literature Review & Research Design	15%	Supervisor
Methodology and Data Analysis	25%	Supervisor + Panel
Originality and Quality of Argument	15%	Supervisor
Final Written Report	15%	Supervisor
Viva-voce Presentation	20%	External + Panel

ANNEXURE I

Discipline Specific Electives

Semester Fourth							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	**Major-Discipline Specific Elective**	SLESGE404	Gender Economics	3	1	0	4
2	**Major-Discipline Specific Elective**	SLESIE405	Industrial Economics	3	1	0	4
3	**Major-Discipline Specific Elective**	SLESHE406	Health Economics	3	1	0	4

GENDER ECONOMICS

SLESGE404	**Gender Economics**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60**				

Course Perspective:

This course provides a comprehensive examination of the role of gender in economic development and the broader economy. It explores key concepts and approaches in gender economics, including feminist critiques of mainstream economic theories, the impact of globalization on gender relations, and the gendered nature of labor markets. Students will engage with critical debates on gender inequality, analyze demographic and economic data through a gendered lens, and examine the implications of gender policies on national and global scales. The course also delves into the intersection of household economics and gender, focusing on the distribution of resources and decision-making within households.

Course Outcomes:

CO1: Explain key concepts and approaches in gender economics, including gender and human development.

CO2: Apply feminist critiques to mainstream economic theories and assess their implications for gender relations.

CO3: Analyze gender inequalities in labor markets, including factors affecting participation, wages, and occupational segregation.

CO4: Evaluate the effectiveness of gender policies and strategies in reducing inequalities at national and global levels.

Course Content

Unit I: Concepts and Approaches in Gender Economics 15 Hrs

Introduction to Gender and Development: Concept of gender and human development, gender inequality, and the transition from Women in Development to Gender and Development.

Gender Statistics: Importance of gender-disaggregated data and indicators of economic inequalities.

Capability Approaches: Focus on economic empowerment and perspectives on men, masculinities, and third gender in economic development.

Demographic Changes: Gender interpretation of demographic shifts in birth rates, child sex preferences, secondary sex ratio, and gender differences in mortality.

Unit II: Feminist Critiques and Globalization 15 Hrs

Feminist Economics: Critique of mainstream economics, alternatives, and feminist perspectives on economic methods.

Globalization and Gender: Neoliberal policies, international trade, feminization of the workforce, and gender wage inequality.

Macroeconomic Impacts: Gender effects on macroeconomic theory, concepts of feminization of poverty, and women's contribution to GDP.

Unit III: Gender and the Labor Market 15 Hrs

Women's Work: Productive vs. reproductive work, formal vs. informal work, and international debates on estimating women's work.

Labor Market Inequality: Gender inequality in labor market participation, careers, wages, skills training, and factors in wage disparities.

Globalization Impacts: Effects on women's occupations, economic changes, and the international division of labor.

Unit IV: Gender in Household Economics and Policy 15 Hrs

Household Economics: Theoretical concepts, gender critiques of neo-Marxist and neo-classical approaches, gender contracts, and negotiation models.

Gender Policies: National, regional, and global policies; strategies for reducing gender inequalities, gender mainstreaming, gender budgeting, micro-credit, welfare, and social security measures, GII.

Textbooks:

- **"Gender and Development: The Economic Basis of Women's Power"** by Lourdes Benería and Gita Sen, Zed Books, 2019.
- **"The Economics of Gender"** by Joyce P. Jacobsen, Wiley, 2020 (4th Edition).
- **"Gender, Development, and Globalization: Economics as if All People Mattered"** by Lourdes Benería, Günseli Berik, and Maria Floro, Routledge, 2015 (2nd Edition).

Reference Books:

- **"Gender Inequality and Economic Development: Insights from the Capabilities Approach"** by Sakiko Fukuda-Parr, Oxford University Press, 2022.
- **"Global Women's Work: Perspectives on Gender and Work in the Global Economy"** edited by Beth English, Mary E. Frederickson, and Olga Sanmiguel-Valderrama, Routledge, 2020.
- **"The Gendered Economy: Work, Wages, and Welfare"** by Ann Mari May, Routledge, 2021.
- **"Feminist Economics and Public Policy: Reflections on the Work and Impact of Ailsa McKay"** edited by Jim Campbell and Morag Gillespie, Routledge, 2019.
- **"Handbook of Research on Gender and Economic Life"** edited by Deborah M. Figart and Tonia L. Warnecke, Edward Elgar Publishing, 2020.
- **"Gender, Asset Accumulation, and Just Cities: Pathways to Transformation"** by Caroline O.N. Moser, Routledge, 2022.
- **"The Routledge Handbook of Feminist Economics"** edited by Günseli Berik and Ebru Kongar, Routledge, 2021.
- **"Gender and the Environment: New Approaches to the Economic Analysis of Environmental Issues and Policies"** edited by Lourdes Benería and Mayra Buvinic, Routledge, 2020.
- **"Gender, Work, and Economy: Unpacking the Global Care Chain"** by Aislinn Kelton and Jason Smith, Routledge, 2023.
- **"Economic Growth and Gender Inequality in the Global South"** edited by Stephanie Seguino and Caren Grown, Palgrave Macmillan, 2021.

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience

The course on **Gender Economics** provides a transformative learning experience by challenging students to critically examine the intersection of gender and economic systems. Through engaging lectures, case studies, and discussions, students explore how traditional economic theories often overlook gendered dimensions of labor, income, care work, and policy. The course encourages learners to question structural inequalities in wage distribution, employment opportunities, asset ownership, and unpaid domestic labor. By integrating feminist economic perspectives, the curriculum fosters a more inclusive understanding of development, productivity, and social welfare. Students are exposed to global and Indian policy frameworks addressing gender gaps, including the role of budgeting, legislation, and social protection schemes. The learning process is enriched through assignments, data analysis, and project work on contemporary gender issues. Ultimately, the course cultivates critical thinking, sensitivity, and analytical skills, equipping students to contribute meaningfully to research, policymaking, and advocacy for gender-equitable economic growth.

SLESIE405	Industrial Economics	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Perspective:

This course provides an in-depth understanding of industrial economics, exploring the organization and behavior of firms, determinants of industrial location, patterns of industrialization, labor relations, and financial aspects of industrial projects. It emphasizes the Indian context, including recent trends, policies, and economic strategies.

Course Outcomes:

CO1: Understand the organizational structure and objectives of firms, including their size, growth, and efficiency metrics.

CO2: Analyze the determinants and theories of industrial location and their application to regional development.

CO3: Evaluate the alternative patterns of industrialization and the role of labor relations and reforms in industrial growth.

CO3: Apply project appraisal techniques and identify various sources and types of industrial finance from institutional entities.

Course Content

UNIT-I: INTRODUCTION TO INDUSTIRAL ECONOMICS 15 Hrs

Concept and Organization of a firm – Ownership control and objectives of a firm, Passive and active behavior of firm, Size, Growth, Profitability, Productivity, Efficiency and Capacity Utilization – Concept and measurement. Industrial policy, Classification of industries in India, Role of Public and private sectors; Recent trends in Indian industrial growth.

UNIT-II: LOCATION AND REGIONAL DEVELOPMENT OF INDUSTRY 15 Hrs

Determinants of Industrial Location – Technical, economic, infrastructural and other factors. Theories of industrial location – Weber, August Losch, Sargant Florence, Development of Backward Regions – Government Policy and approach for the development of backward regions.

UNIT-III: INDUSTRIAL STRUCTURE AND LABOUR 15 Hrs

Alternative Patterns of Industrialization – Hoffman's hypothesis of capitalistic economies – Simon Kuznet's interpretation – Industrialization and planned economies – Cheney's Patterns of industrial changes . Structure of industrial labour, Industrial relations, Exit policy, Social Security Measures and Labour Reforms in Indian Context.

UNIT-IV: PROJECT APPRAISAL AND INDUSTRIAL FINANCE 15 Hrs

Project Appraisal Techniques – CBA, NPV and IRR, Sources of Industrial Finance – Owned, external and components of funds; Nature, Volume and Types of institutional finance – IDBI, IFCI, SFCs, SIDC, Commercial Banks, etc.

Textbooks:

1. Bharthwal RR.(2010), 'Industrial Economics: An Introductory Textbook', New Age International Publisher.

2. Tirole Jean (2007), 'Theory of Industrial Organization' Prentice Hall Learning Private Limited (PHI).

Reference Books:

1. Ahluwalia, I.J: Industrial Growth in India (Oxford University Press, New Delhi, 1985)

2. Desai B: Industrial Economy in India (3rd Edition) (Himalaya Publishing House, Mumbai, 1999)

3. Divine P.J & R.M Jones et. Al: An Introduction to Industrial Economics (George Allen and Unwin Ltd, London, 1976)

Web References

- http://heecontent.upsdc.gov.in/
- https://epgp.inflibnet.ac.in/
- https://swayam.gov.in/
- https://udrc.lkouniv.ac.in/Department/DepartmentDetail/StudyMaterial?dept=5
- https://www.coursera.org/in

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience

The Industrial Economics course offers students a practical and analytical understanding of how industries function within a market economy. Through the study of firm behavior, market structures, pricing strategies, and industrial policies, students gain insight into the internal dynamics of production, cost efficiency, and competition. The course fosters an ability to evaluate real-world business decisions and industrial performance using both theoretical models and empirical data. It explores topics such as oligopoly, monopolistic competition, mergers, vertical integration, and the role of government in regulating industry. Case studies and industry reports provide contextual knowledge about sectors like steel, automobile, and telecommunications in India and globally. The learning experience is enhanced through research assignments, group discussions, and presentations on current industrial trends. By the end of the course, students are equipped with analytical tools to assess firm strategies, policy interventions, and market outcomes, preparing them for careers in business, consultancy, policymaking, or research.

Course Code	Course Title	L	T	P	C
SLESHE406	**Health Economics**	**3**	**1**	**0**	**4**
Pre-requisite	**Microeconomic Principles**				
Total Lecture Hrs	**60 Hrs**				

Course Perspective:

This course provides a comprehensive overview of health economics, focusing on the principles and applications of economic analysis within the healthcare sector. Students will explore the fundamental concepts of demand and supply in healthcare, assess various healthcare financing mechanisms and insurance models, and examine the role of public health policies in shaping health outcomes and addressing disparities. Through a combination of theoretical knowledge and practical analysis, students will develop the skills to evaluate the healthcare systems, understand market dynamics and health policies.

Course Outcomes (COs):

- **CO1: Understanding** the basic concepts of health economics, including the economic nature of health.
- **CO2: Applying** economic theories such as the Grossman Model to analyze demand and supply dynamics in healthcare.
- **CO3: Analyzing** the financial aspects of healthcare, including health insurance, the impact of uncertainty and risk, and market failures caused by asymmetric information, moral hazard, and adverse selection, using different frameworks.
- **CO4: Evaluating** public health policies and systems and examining past and current reforms and challenges.

Course Content:

Unit-I **(Total Hours: 15)**

Introduction to Health Economics: Overview of Health Economics; Health as an Economic Good; Economics of Health vs Economics of Healthcare; Income and Health Linkages; Concept of Wellbeing – PQLI and HDI; Occupational Health Hazards- Fertility, Morbidity, Mortality and Life Expectancy; Nutrition and Health: Malnutrition and Under-nutrition.

Unit-II **(Total Hours: 15)**

Demand and Supply in Healthcare: Utility, indifference curves and demand curves for health care; Measuring price sensitivity with elasticities; The Grossman Model and Health Disparities; Supply Induced Demand; Hospitals as Health Providers; Production and Cost of Healthcare; Production function of health; Profit maximization models in health care.

Unit-III **(Total Hours: 15)**

Financing and Insurance in Health Care: Financing Health care; Uncertainty and Risk - Health Insurance; Patient Payments; Reimbursements; Asymmetric information and Market failure in Healthcare, Application of the principle of lemons, Principal agent relationship, Moral Hazard and Adverse Selection in Health Insurance. Arrow's Perspective on Healthcare.

UNIT-IV **(Total Hours: 15)**

Public Health and Policies: Financing of health care and resource constraints; Healthcare provisioning and responsiveness; Socio-economic disparities in Health- global perspective; Indian Health System: organization and governance; Indian Health Status: Reforms, Status, and Future challenges; National health policy under Five-year plans.

TEXTBOOKS

1. Bhattacharya, J., Hyde, T., & Tu, P. (2014). Health Economics. Palgrave Macmillan.
2. Dewar, M. Diane. (2021). Essentials of Health Economics. Jones & Bartlett Learning.
3. Morris, S., Devlin, N., Parkin, D., & Spencer, A. (2012). Economic Analysis in Health Care (2nd ed.). Wiley.
4. Zweifel, P., Breyer, F., & Kifmann, M. (2009). Health Economics (2nd ed.). Springer.

REFERENCE BOOKS

1. World Health Organisation (2013). The economics of the social determinants of health and health inequalities: A resource book. World Health Organisation.
2. Wonderling, David, Reinhold Gruen and Nick Black (2007): Introduction to Health Economics, Berkshire, Open University Press.
3. Sherman, Folland, Allen C Goodman and Miron Stano (2012): The Economics of Health and Health Care, Pearson Prentice Hall.
4. Henderson, J. W (2010): Health Economics & Policy, Thomson Southwestern (3rd ed.)

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience

The Health Economics course provides students with a comprehensive understanding of how economic principles apply to the health sector. It explores the demand and supply of healthcare services, the behavior of patients and providers, and the role of government and insurance in financing health systems. Through engaging lectures, real-world case studies, and policy discussions, students critically examine issues such as healthcare accessibility, affordability, efficiency, and equity. The course equips learners with tools to evaluate health outcomes, cost-benefit analyses, and the economic burden of diseases. Special attention is given to the Indian healthcare system, including public health policies, National Health Mission, Ayushman Bharat, and global best practices. Students gain valuable insights into the socio-economic

determinants of health, gender disparities, and rural-urban health gaps. Practical assignments, data analysis, and debates enhance critical thinking and research skills, preparing students for roles in policy analysis, health administration, development work, or further academic research in health and public economics.

Semester Fifth							
1	**Major-Discipline Specific Elective**	SLESEH504	Economic History of India	3	1	0	4
2	**Major-Discipline Specific Elective**	SLESIF505	International Finance	3	1	0	4
3	**Major-Discipline Specific Elective**	SLESRE506	Rural Economy	3	1	0	4
4	**Major-Discipline Specific Elective**	SLESGT507	Game Theory	3	1	0	4

SLESEH504	**Economic History of India**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60 Hrs**				

Course Perspective: This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the mechanisms that linked economic development in India to the compulsions of colonial rule. The course develops critical analytical skills and exposes students to understanding the intricacies of India's economic, political and social developments both in the past and present times. It increases their employability by enhancing their ability to deal with a variety of textual and statistical sources, and to draw upon them to construct a coherent argument. These skills would be useful in a variety of careers in academics, research, journalism and the government

Course Outcomes:.

- **CO1: Understanding** the importance of studying economic history including the impacts of colonial land settlements and the growth of the British Empire.

- **CO2: Analyzing** the transformation of the traditional village economy under British rule, and the issues of rural indebtedness, wages, and price movements.
- **CO3: Evaluating** the industrial landscape of mid-nineteenth century India, exploring the de-industrialization thesis, and assessing the rise of modern industries
- **CO4: Examining** the role of foreign capital and trade in Colonial India

UNIT – I 15 Hrs

Why study economic history, the problems in interpreting India 's past, the state of the Indian Economy on the eve of independence, the Indian Economy in the mid-nineteenth century, the growth of the empire, and systems of land settlements in Colonial India.

UNIT - II 15 Hrs

Transformation of the traditional village – economy during the British rule, Commercialization of agriculture – its causes and consequences, Emergence of agricultural labour as a category, movement of agricultural wages and prices during the period – problems of rural indebtedness.

UNIT – III 15 Hrs

The state of industrial development in mid-nineteenth century India, the de-industrialization thesis –its statement and validity, emergence of modern capitalist industrial enterprise in India – Textile (Jute and Cotton), Iron & Steel, Cement, Coal, Tea.

UNIT – IV 15 Hrs

Foreign capital in Colonial India – its extent and impact; foreign-trade-growth and composition; 'guided under-development' of India under British rule; evolution of provincial finance, the nature and problem of public debt; Economic drain from India -form, extent, and consequences.

Textbooks:

Balachandran, G. (2016). Colonial India and the world economy, C. 1850- 1940. In L. Chaudhary, B. Gupta, T. Roy, A. Swami (eds.): A new economic history of colonial India. Routledge.

Chaudhuri K. (1982). Foreign trade and balance of payments (1757-1947). In D. Kumar, T. Raychaudhari (eds.): Cambridge economic history of India 1757-c.1970 2. Orient Longman.

Reference Books:

- Guha, S. (1991). Mortality decline in early 20th century India. Indian Economic and

Social History Review, 28(4), 371-87.

- Jain, L. (2011). Indigenous credit instruments and systems. In M. Kudaisya (ed.): The Oxford India anthology of business history. Oxford University Press.
- Klein, I. (1984). When rains fail: Famine relief and mortality in British India. Indian Economic and Social History Review, 21, 185-214.
- Krishnamurty, J. (1982). Occupational structure. In D. Kumar, T. Raychaudhari (eds.): Cambridge economic history of India 1757-c.1970 2. Orient Longman.
- Morris, M. (1965). Emergence of an industrial labour force in India. Oxford University Press.
- Parthasarathi, P. (2009). Historical issues of deindustrialization in nineteenth century south India. In T. Roy, G. Riello (eds.): How India clothed the world: The world of south Asian textiles, 1500-1850. Brill Academic.
- Parthasarathy, P. (2011). Why Europe grew rich and Asia did not: Global economic divergence, 1600-1850. Chapters 2, 8. Cambridge University Press.
- Ray, R. (1994). Introduction. In R. Ray (ed.): Entrepreneurship and industry in India 1800-1947. Oxford University Press.
- Roy, T. (2018). A business history of India: Enterprise and the emergence of capitalism from 1700. Chapters 4, 5, 6. Cambridge University Press.
- Roy, T. (2011). The Economic History of India 1857-1947, 3rd ed. Chapters 3, 5, 6, 11. Orient Longman. 15. Washbrook, D. (2012). The Indian economy and the British empire. In D. Peers, N. Gooptu (eds.): India and the British Empire. Oxford University Press.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience

The Economic History of India course offers students a meaningful exploration of the country's economic evolution from the pre-colonial period to the early post-independence era. Through this course, students gain insight into the structural changes in agriculture, industry, and trade

under colonial rule, and critically analyze the long-term effects of British economic policies. They engage with historical data, interpret trends, and evaluate debates on topics like deindustrialization, railways, and land revenue systems. The course enhances students' ability to connect past policies with present economic realities, fostering critical thinking, contextual awareness, and a deeper understanding of India's development path.

SLESIF505	**International Finance**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60**				

Course Perspective:

This course provides an in-depth understanding of international finance, focusing on the global financial environment, international financial markets, and the roles of key financial institutions. It covers the evolution of international financial systems, various financial instruments, and the strategic decisions of multinational corporations in global markets. Emphasis is placed on understanding the complexities of managing finances across borders, the dynamics of financial markets, and the impacts of international investment decisions.

Course Outcomes:

CO1: Understand the nature, scope, and evolution of the international financial environment and differentiate between international and domestic financial management.

CO2: Apply knowledge of international financial markets to analyze the roles and functions of different markets, such as Eurocurrency, bond, equity, and money markets.

CO3:Analyze the roles and operations of key international financial institutions and the structure of international banking, including various types of banking offices.

CO4: Evaluate various international financial instruments and their relevance in global finance and compare foreign investment options such as FDI and FII.

Course Content

Unit I: Introduction to International Finance **15 Hrs**

International Financial Environment: Overview, Nature and Scope of International Finance Evolution of international financial system–gold standard, Breton woods standard, floating exchange rate; International Finance Management VS Domestic Financial Management.

Unit II: International Financial Markets **15 Hrs**

Eurocurrency market, international bond market, international equity market, international money market.

Unit III: International Financial Institutions 15 Hrs

IMF, Bank for International Settlements; international banking-euro bank, types of banking offices-correspondent bank, representative office, foreign branch, subsidiary bank, offshore bank.

Unit IV:-International Financial Instruments 15 Hrs

Introduction to International Financial Instrument Types of International Financial -Euro CP, Eurobonds, foreign bonds, global bonds, euro equity, ADR, GDRs. Foreign investment decision-Foreign direct investment (FDI)–motives, FDI theories-theory of comparative advantage, OLI paradigm of FDI in India. FII's Definition, role of FII's, Different Between FDI & FII.

Text Books:

1. Maurice D. Levi; "International Finance" 5ed. Routledge, Taylor & Francis Group
2. Eun Cheol S. and Resnick, Bruce G. "International Finance Management", 7th ed, McGraw Hill

Reference Books:

1. Eun C.S., Resnick B.G., "International Financial Management", 2010, Tata McGraw Hill Education Pvt. Ltd., 4th Ed. Special Indian Edition

2. Shailaja G, "International Finance", 2010, 2nd Ed. Orient Black'swan.

3. Hendrik Van den Berg, "International Finance and Open Economy Macro Economics", 2009, 1st Ed. Cambridge.

4. Sharan V., "International Financial Management", 2009, 5th Ed. PHI, EEE.

5. Madura J., "International Financial Management", 2010, 4th Ed. Cengage Learning.

6. Apte P.G., "International Finance", 2008, 2nd Ed. McGraw Hill.

7. Madhu Vij, "International Financial Management", 2010, 3rd Ed. Excel Books.

8. Vyuptakesh Sharan, International Financial Management, 4th Ed, 2006, PHI Learning Pvt. Ltd.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The International Finance course equips students with a foundational understanding of cross-border financial flows and exchange rate mechanisms in a globalized economy. Key topics include balance of payments, foreign exchange markets, exchange rate systems, international monetary institutions, and capital mobility. Students explore theoretical models such as purchasing power parity, interest rate parity, and the Mundell-Fleming model to analyze international macroeconomic linkages.

The course deepens learning through practical exposure to real-world issues like currency crises, trade imbalances, and the functioning of financial instruments such as swaps and derivatives. India's external sector performance and policies are studied to provide contextual relevance. Students also gain insight into the role of global institutions like the IMF and World Bank in stabilizing economies.

Through case studies, data interpretation, and critical discussions, students develop analytical and problem-solving skills. The course prepares them for careers in international banking, financial analysis, policy research, and global trade consultancy.

SLESRE506	**Rural Economy**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites	**--**				

Course Perspective:

This course explores the key aspects of the rural economy in India, emphasizing the roles of agriculture, industry, and public utilities. It examines the features of rural economic structure, the challenges of rural poverty and unemployment, and the importance of rural finance and development initiatives. The course also addresses issues related to agricultural productivity, rural industries, and public services like irrigation, transport, and electrification.

Course Outcomes:

- CO1: Understand the features of the rural economy and the role of agriculture and animal husbandry in rural development.
- CO2: Apply knowledge of agricultural practices and marketing strategies to identify measures that can improve productivity and support rural industries.
- CO3: Analyze agricultural productivity and marketing, and evaluate the challenges and opportunities in agro-based and small-scale industries.

- CO4: Examine the role of public utilities and finance in rural areas and understand the challenges of rural economy and the measures to address it.

Course Content

UNIT I 15 Hours

Rural Economy in India-Features of Rural Economy; Role and Importance of Animal Husbandry in Rural Economy; Place of Agriculture in Rural Economy.

UNIT II 15 Hours

Agriculture and Industry in Rural Economy: Farm Size, Land Utilization and Cropping Pattern, Agricultural Productivity Causes of Low Productivity in Agricultural, measures taken to improve the productivity. Agricultural Marketing- Importance, Merits, demerits and Measures to improve it.

Need, Importance and problems of (a) Agro-based Industries (b) Small-scale and Cottage Industries

UNIT III 15 Hours

Rural Poverty and Unemployment - Causes, Extent, various Rural Development Programmers for reducing the rural Poverty and Unemployment

UNIT IV 15 Hours

Public Utilities and Finance in Rural Economy -Irrigation Facilities B) Transport and communication C) Rural Electrification**;** Public Distribution Systems (PDS) ; Need and Sources of rural Finance, Problem of Rural Indebtedness and its relief measures.

Textbooks:

- Handbook of Rural India: A book by Surinder S. Jodhka
- Rural Economy of India, N. Linga Murthy, K. V. Narayana, Mittal Publication

REFERENCE BOOKS:

- "Agricultural Economics and Rural Development"- Tyagi. B.P. Jai Prakashan Nath & Co Garh-Nauchandi Chauraha Grarh Road, Meerut-250002.
- Agricultural Problems of India- Mamoria C.B. & Tripathi.B.B. Century Printers, S.N. Marg Allahabad.
- The Indian Rural Problem- M.B. Nanavati and J.J. Anjaria (Vora and Co.Bombay)
- Indian Economy- Dutt R. and K.P.M. Sundharam (2007/Latest ed.) 25, S.Chand and company, New Delhi
- Indian Economy- Misra S.K. and V.K. Puri, Himalaya Publishing Co., Bombay (Latest ed.)

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience:

The **Rural Economy** course provides students with an in-depth understanding of the economic structure, challenges, and opportunities in rural India. It explores key themes such as agrarian systems, rural employment, credit, infrastructure, and poverty alleviation programs. Students analyze the role of agriculture and allied sectors, rural markets, cooperatives, and government schemes in promoting rural development. Through field-based learning, case studies, and policy evaluations, students gain practical insights into grassroots realities. The course enhances critical thinking and problem-solving skills, preparing students to contribute meaningfully to rural policy planning, development programs, and sustainable rural transformation efforts in India.

Semester-V					
SLESGT507	**Game Theory**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-DSE**				
Total Contact Hours	**60 Hrs**				

Course Perspective:

Game theory is the study of strategic interaction among rational decision-makers. It is an essential tool in modern economics, providing insights into competitive behaviour, cooperation, bargaining, and conflict resolution. From business decisions and auctions to politics and diplomacy, game theory has vast applications. This course trains students to think strategically and apply game-theoretic models to analyse economic and real-life scenarios. It strengthens analytical thinking, enhances quantitative reasoning, and equips students for advanced study in economics, management, law, and political science.

Course Outcomes (Cos)

By the end of this course, students will be able to:

- **CO1:** Understand the fundamental concepts and types of games including strategic and extensive forms.
- **CO2:** Apply solution concepts such as Nash equilibrium, backward induction, and mixed strategies to analyse strategic interactions.
- **CO3:** Evaluate real-world applications of game theory in economics, politics, business strategy, and social sciences.
- **CO4:** Develop critical reasoning and decision-making skills using game-theoretic tools in both cooperative and non-cooperative settings.

Course Syllabus

Unit I: Introduction to Strategic Thinking and Static Games ***(15 Hrs)***

Rational decision-making, the structure of a game, players, strategies, payoffs, information, and timing; classification of games – static vs dynamic, simultaneous vs sequential, cooperative vs non-cooperative, one-shot vs repeated games; representation of games – normal (strategic) form games; dominant strategies and dominance solvability; iterated elimination of dominated strategies; Nash equilibrium – concept and applications in pure strategies; Prisoner's Dilemma, Battle of the Sexes, Coordination games.

Unit II: Mixed Strategies, Randomization, and Uncertainty ***(15 Hrs)***

Mixed strategy equilibria – definition, interpretation, and computation; best response functions; Nash's existence theorem (intuitive); applications to sports, auctions, and conflict; strategic

uncertainty and belief systems; Bayes' Rule and expected utility; strictly mixed strategies and indifference principle; examples from market competition and duopoly.

Unit III: Extensive Form Games and Dynamic Interaction ***(15 Hrs)***

Extensive form representation of games; game trees and backward induction; subgame perfection and perfect information; commitment and credibility; Stackelberg duopoly, sequential entry games; first-mover and second-mover advantages; repeated games – finitely and infinitely repeated games; trigger strategies and the Folk Theorem; punishment and reward in strategic settings.

Unit IV: Applications and Advanced Topics in Game Theory ***(15 Hrs)***

Games with incomplete information – Bayesian games; signalling and screening models; principal-agent problems; auctions – first-price, second-price, common value and private value auctions; bargaining theory – Nash bargaining solution, Rubinstein bargaining model; mechanism design – introduction to incentive compatibility and social choice; applications in oligopoly, contract theory, voting, and policy-making.

Textbook (Prescribed)

- **Dixit, A., Skeath, S., & Reiley, D. (2015).** *Games of Strategy* (4th ed.). W.W. Norton & Company.

Recommended Reference Books

1. Osborne, M. J. (2004). *An Introduction to Game Theory.* Oxford University Press.
2. Gibbons, R. (1992). *Game Theory for Applied Economists.* Princeton University Press.
3. Myerson, R. B. (1991). *Game Theory: Analysis of Conflict.* Harvard University Press.
4. Tadelis, S. (2013). *Game Theory: An Introduction.* Princeton University Press.
5. Fudenberg, D., & Tirole, J. (1991). *Game Theory.* MIT Press.
6. Harrington, J. E. (2009). *Games, Strategies, and Decision Making.* Worth Publishers.
7. Kreps, D. M. (1990). *Game Theory and Economic Modelling.* Oxford University Press.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The **Game Theory** course offers students a structured approach to understanding strategic decision-making in economics, business, and social interactions. By studying concepts such as Nash equilibrium, dominant strategies, zero-sum games, and repeated games, students learn how individuals and firms behave in competitive and cooperative settings. The course uses real-world examples and case studies from markets, auctions, politics, and negotiations to make abstract concepts practical and engaging. Through problem-solving, simulations, and graphical analysis, students develop analytical thinking and strategic reasoning. This course prepares learners for roles in economic analysis, policymaking, business strategy, and further academic research in decision sciences.

Semester Sixth							
1	**Major-Discipline Specific Elective**	SLESPS604	Economics of Public Sector	3	1	0	4
2	**Major-Discipline Specific Elective**	SLESSC605	Society, culture and social change	3	1	0	4
3	**Major-Discipline Specific Elective**	SLESUE606	Urban Economy	3	1	0	4
4	**Major-Discipline Specific Elective**	SLESBE607	Behavioural Economics	3	1	0	4

SLESPS604	**Economics of Public Sector**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60 Hrs**				

Course Perspective: The main aim of the course is to develop analytical tools and their application to key policy issues relating to the spending, taxation and financial activities of the government. After studying the course students should know main theoretical concepts and models, be able to analyse the influence of taxation and public spending on the economy, discuss different questions, connected with public sector economics, and solve problems.

Course Outcomes

After studying the course students will: -

CO1: Understand the meaning and function of public sector.

CO2: Apply main theoretical concepts and models.

CO3: Analyse the social cost benefit analysis.

CO4: Discuss different questions, connected with public sector economics, and solve. problems.

Course Content

Unit 1 **15 Hrs**

Introduction to Public Sector , Functions of the Public sector. The minimal state. Market failure. Redistribution. Voting :Public mechanisms for allocating resources: problems of eliciting preferences and reconciling differing views. Voting. Majority voting: the median voter theory and the voting paradox. Arrow's Impossibility Theorem.

Unit 2 **15 Hrs**

Rent-seeking :Special interest groups. Rent-seeking behaviour. Controlling rent-seeking. Theory of bureaucracy. "Principal - agent" problem. Government failure. Theories of the public sector .The size of public expenditures. Wagner's law, Baumol's law, a political model, budget-setting, etc. Public provision versus public procurement.

Unit 3 **15 Hrs**

The problem of collective choice. Arrow's impossibility theorem. Consequences and alternatives. Majority rule and public goods provision. The median voter theorem. Unidimensional and multidimensional issues. Logrolling. Preference revelation mechanisms for public goods. Direct democracy and representative democracy. The "cast of characters" in the public sector. The role of political representatives. Organization and Incentives in the public sector: from the models of bureaucracy of Niskanen and Migué-Bélanger to the modern theories about the structure and behaviour of agencies. Pressure groups.

Unit 4 **15 Hrs**

Efficiency of public expenditures. Cost-benefit analysis. Private cost-benefit analysis. NPV and IRR methods. Social cost-benefit analysis. Measuring non-monetized costs and benefits. Shadow prices and market prices. The evaluation of risk. Managing the Public Sector's Assets and Liabilities. Privatisation: efficiency and equity arguments about state intervention.

Textbooks

1. Hindriks, J. and G.D. Myles Intermediate Public Economics, (2nd ed.), Cambridge: MIT Press, 2013

2. J.Stiglitz, Economics of the Public Sector, (3rd ed.), Norton, 1999

Reference Books

1. Atkinson, A. and J.Stiglitz, Lectures in Public Economics, McGraw-Hill, 1980.

2. Barr, N. The Economics of the Welfare State, 4th ed. – Oxford: Oxford University Press, 2004.

3. Connolly, S. and A. Munro, Economics of the Public Sector. Prentice Hall Europe, 1999

4. Hillman A. L. Public Finance and Public Policy: Responsibilities and Limitations of Government. Cambridge: Cambridge University Press, 2003

5. Mueller, D.C. Public Choice III. Cambridge: Cambridge University Press, 2003

6. Rosen H., Gayer T., Guell R. Public Finance, Mcgraw-Hill, 2005.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The Economics of the Public Sector course enables students to understand the role of government in a market economy, focusing on public goods, externalities, taxation, and expenditure. Students explore why and how governments intervene to correct market failures, promote equity, and ensure efficient resource allocation. The course analyzes budgetary policies, welfare economics, and cost-benefit analysis through both theoretical and empirical lenses. By engaging with real-world fiscal issues—such as subsidies, social security, and public healthcare—students gain practical insights into public policy design and evaluation. The course cultivates critical thinking, analytical skills, and policy-oriented perspectives essential for careers in governance, research, and civil services.

Society Culture and Social Change

SLESSC605	**Society Culture and Social Change**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60 Hrs**				

Course Perspectives

India is a changing society in a rapidly changing world. The nature and pace of change is both welcomed and resisted by different social groups. The benefits and disadvantages of social change are not evenly distributed because society is characterized by significant social differences and inequalities of class, gender, ethnicity and power. Changes and inequality affect all the institutions in which we live - education, health-care, the family, work, religion and government. This course introduces understanding of social change and inequality. It questions the specific social, cultural and historical conditions that shape social institutions and values to identify how things might be otherwise and how we might contribute to changing things for the better. After completion of this course students shall have sociological understanding of social change and inequality and develop knowledge and understanding about social and cultural concepts and their application in personal, social and cultural identity and interactions within societies and cultures.

Course Outcomes

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

- **CO1:** Understanding the nature, definition, and types of various societies, culture, socialization, and social control mechanisms.
- **CO2:** Applying the theoretical concepts of socialization and social control to analyze real-world societal examples and their influence on behaviour.
- **CO3:** Examining the effects of industrialization, secularization, modernization, and globalization on social structures and cultural norms.
- **CO4:** Evaluating the impact of social stratification (caste, class, power, gender) on social inequality and mobility, and its effects on individuals and communities.

Course Content

UNIT I **10 lecture hours**

Society: Tribal, Rural , Urban Industrial and Post Industrial : Its Nature, Definition & Types.

UNIT II **20 lecture hours**

Culture: Its Nature, Definition & Types: Material and Non-Material Culture; Socialization: Its Importance, Processes and Stages; Social Control: Its Types and Means.

UNIT III **20 lecture hours**

Process of Social Change: Industrialization, Secularization, Modernization & Globalization: Its Nature & Impact on Society.

UNIT IV **10 lecture hours**

Concepts & Basis of Social Stratification: Caste, Class, Power & Gender

REFERENCE BOOKS:

- Ahuja, Ram (1997): **Society in India: Concept, Theories and Recent Trends,** Jaipur: Rawat Publication.
- Beteille, Andre (1992): **Backward Classes in Contemporary India**, New Delhi: OUP.
- Dube, S.C.(1991): **Indian Society**, New Delhi : National Book Trust.
- Ghurye, G.S. (1968): **Social Tension**, Bombay: Popular Prakashan.
- Karve, Iravati (1961): **Hindu Society: An Interpretation,** Pune: Daccan College.
- Mandelbaum, D.G. (1970): **Society in India**, Bombay: Popular Prakashan.
- Sharma K.L.(ed.) (1994): **Caste and Class,** Jaipur, Rawat Publication.
- Srinivas, M.N.(1980): **India's : Social Structure,** New Delhi : Hindustan Publication.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

This course provides students with foundational insights into how human societies are structured and function. By studying various forms of society—tribal, rural, urban, and industrial—students learn to recognize social diversity and complexity. The course deepens their understanding of key sociological concepts such as culture, socialization, control, and stratification. Through real-world examples, discussions, and interactive classroom activities, students critically analyze processes of social change like modernization and globalization. This course enhances their awareness of caste, class, gender, and power dynamics in everyday life, fostering empathy, critical thinking, and a socially responsible perspective toward community and nation-building.

Urban Economy

SLESUE606	Urban Economy	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Perspective:

This course provides an in-depth understanding of urban economics, focusing on the dynamics of urban growth, land use planning, resource management, and governance in urban areas. It explores the economic, social, and environmental challenges of urbanization, including issues related to transportation, waste management, and urban poverty. The course also examines urban development strategies, land use policies, and the roles of local government bodies in managing urban spaces.

Course Outcomes:

CO1: Understand the economic functions, models, and planning strategies of urban areas.

CO2: Apply land use planning principles to analyze urban land use changes and space planning.

CO3: Analyze resource management challenges in urbanization, including transportation and waste management.

CO4: Evaluate urban governance, slum development policies, and measures for urban poverty and crime reduction.

UNIT I 15 Hours

Introduction to Urban Economics - Scope and Dimensions -The Nature and Function of Cities; Models of Urban Development and Planning- The Urban Economy and Development Strategy - The Economics of Urban Growth - Models of Urban Growth - The Frontiers of Urban Growth -The Economics of Intra-urban Location Decisions- Residential and industrial locations-Semi urban areas- special townships.

UNIT II 15 Hours

Land Use Planning- General Urban Land-Use Models- The Determinants of Specific Land Uses; Changes in Land Uses- Land Use Policy- Land Reservation- Public Amenities - Town Planning-Small Cities Concept- Size of Livable Areas - Space Planning - Floor Space Index Concept

UNIT III 15 Hours

Resource problems in urbanization - transportation, waste management and water - traffic Congestion - Traffic management and Policies- Public transport Surveillances- Route

Mapping Signal system - The Urban Environment - Environmental Pollution- Types of pollution and Management- Types of wastes: degradable and non-degradable - Garbage, Plastic, Biomedical Waste Managements – Sustainable development Policies.

UNIT IV 15 Hours

Urban local Government- Types local bodies and Governance- Cantonment Boards- Special Areas Improvement Trust: Functions, Problems and limitations- Slums Areas: Locations and Problems - slum development policy- Urban Poverty: Problems, Measures, and Policies- the Nature of Urban Poverty -The Causes of Poverty- Urban Crime and management.

Textbooks

- Changing Paradigms of Urbanisation: India and Beyond, OM Prakash Mathur, Academic Foundation,

REFERENCE BOOKS:

- Hartwick, John M. (2015) Urban Economics, Routledge; 1st edition.
- O'Sullivan, Arthur (2012) Urban economics, 8th Ed., McGraw-Hill/Irwin
- Button, K. J. (1976) Urban Economics Theory and Policy, Palgrave Macmillan UK.
- Rakesh A Mohan (1978) Urban Economic and Planning Models Assessing the Potential for Cities in Developing Countries, OCP- 25, World Bank.
- Duranton, G. (2007). Urban Evolutions: The Fast, the Slow, and the Still. American Economic Review, 97 (1), 197-221. http://dx.doi.org/10.1257/aer.97.1.197.
- Henderson, J. V. (1974) The Sizes and Types of Cities, The American Economic Review, Vol. 64, No. 4 (Sep., 1974), pp. 640-656, URL: https://www.jstor.org/stable/1813316 Accessed: 05-10-2018 12:02 UTC.
- Black, Duncan and Henderson, Vernon (1999), A Theory of Urban Growth, Journal of Political Economy, 1999, vol. 107, no. 2, The University of Chicago.

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience:

The Urban Economy course offers students an in-depth understanding of how economic activities are organized and function within urban spaces. It explores themes such as urbanization, spatial economics, housing, infrastructure, labor markets, and public services in

cities. Students analyze urban development patterns, economic disparities, migration, and policy challenges using real-world data and case studies. Special focus is given to the Indian urban context—smart cities, informal economies, and governance structures. The course equips students with analytical tools to assess urban planning and economic sustainability, preparing them for careers in urban policy, development planning, research, and governance.

SLESBE607	**Behavioural Economics**	L	T	P	C
Version 1.0		3	1	0	4
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Micro Economics**				

Course Perspectives:

Behavioural Economics looks at developing models that are motivated by empirical evidence of individual behaviour rather than assumptions about rationality. How do individuals actually make decisions when confronted with uncertainty? Are people aware of what truly brings them happiness? How do they predict and interpret the world around them? These are key questions that behavioral economists strive to answer.

By merging the fields of psychology and economics, behavioural economics challenges the traditional economic assumption that individuals always make rational choices. Instead, it acknowledges that people are more social and impulsive, less proficient at processing information, and more prone to psychological biases than standard economic models suggest.

This highly interactive course provides students with a comprehensive introduction to the principles and methods of behavioural economics, focusing on individuals, firms, and institutions. Covering both macroeconomic and microeconomic perspectives, the course delves into crucial topics such as heuristics, biases, nudging strategies, and rational expectations.

Equipped with cutting-edge analytical tools derived from recent research, students will learn to apply these tools in various economic contexts within both the private and public sectors. These tools will enable students to integrate psychologically driven assumptions into economic models and understand the implications of these assumptions for policy development and business strategy.

Course Outcomes:

Upon completing the course, students will be able to:

CO1: Gain a thorough understanding of the psychological factors influencing individual decision-making, including various biases.

CO2: Identify and assess real-world instances of behavioural economic phenomena.

CO3: Analyse the application of behavioural economics to public policy, particularly in areas such as healthcare, education, and environmental regulation.

CO4: Apply the principles of behavioural economics to enhance decision-making in both personal and professional contexts.

Course Content:

Unit 1: Introduction to Behavioural Economics 15 Hours

Introduction to Behavioural Economics: Traditional Economic Theory and Assumptions, Limits of Rationality, Bounded Rationality • Heuristics and bias: Representativeness, Biases resulting from representativeness, Confirmation bias, Anchoring, Availability, Affect, Overconfidence, Exponential growth bias, other biases.

Unit 2: Inter-temporal Choice 15 Hours

Introduction to Risk and Time Preferences • Making choices under risk: Prospect Theory. Choice with risk: Expected Utility, risk aversion, reference dependence and prospect theory, Insurance, Tax Evasion Time Preference: hyperbolic discounting, loss aversion and sequences, Time and risk, environmental economics and inter-generational discount factor.

Unit 3: Strategic Behaviour 15 Hours

Behavioural game theory (nature, equilibrium, mixed strategies, bargaining, iterated games, signalling, learning)- application Modelling of social preferences –nature and factors affecting social preferences distributional social preferences based on altruism, inequality aversion models- reciprocity models, evidence and policy implications. How do people make predictions about their opponents in strategic interactions? Models of limited social inference (level-k reasoning, cursedness).

Unit 4: Nudges, Policy and Happiness 15 Hours

Nudges, Policy and Happiness Nudges, Policy, and Happiness- the application. Money Illusion and Monetary Policy. How and when should governments intervene if people are "behavioural"? The theory of nudges, and happiness as an outcome.

Textbooks

1. Wilkinson, N., & Klaes, M. (2012). An introduction to behavioural economics (2 p.) Palgrave Macmillan. New York.
2. Akerlof, G. A., & Shiller, R. J. (2009). Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Gfobal Capitalism Princeton University Press.

3. Bernheim, B. D., DellaVigna, S., & Laibson, D. (2019). Handbook of Behavioural Economics-Foundations and Applications 2. Elsevier.
4. Diamond, P. A., & Vartiainen, H. (2007). Behavioural economics and its applications (pp. 1-336). Princeton, NJ: Princeton University Press.
5. Dhami, S. (2020). The Foundations of Behavioural Economic Analysis: Volume VII: Further Topics in Behavioural Economics (Vol. 7). Oxford University Press, USA.
6. Ianole, R. (Ed.). (2016). Applied Behavioural Economics Research and Trends. IGI Global.

Reference Books

1. Cartwright, E. (2014): "Behavioural Economics", Routledge. Chapter 1
2. Tversky, A. and Kahneman, D. (1974) "Judgment Under Uncertainty: Heuristics and Biases", Science, 185(4): 1124– 1131.
3. Matthew Rabin, Joel L. Schrag (1999) "First Impressions Matter: A Model of Confirmatory Bias", The Quarterly Journal of Economics, 114(1),37–82
4. Cartwright, E. (2014): "Behavioural Economics", Routledge. Chapter 3 and 4
5. Kahneman, D. and Tversky, A. (1979) "Prospect Theory: An Analysis of Decision Under Risk", Econometrica, 47(2): 263–291.
6. Ericson, Keith Marzilli, and David Laibson. 2019. "Intertemporal Choice." Handbook of Behavioural Economics - Foundations and Applications 2. Elsevier. https://doi.org/10.1016/ bs.hesbe.2018.12.001.
7. Cartwright, E. (2014): "Behavioural Economics", Routledge. Chapter 11: Policy and behaviour
8. Chetty, Raj. 2015. "Behavioural Economics and Public Policy: A Pragmatic Perspective." American Economic Review. https://doi.org/10.1257/ aer.p20151108.
9. Thaler, Richard H. and Cass R. Sunstein. 2008. "Nudge: Improving decisions about health, wealth, and happiness." Yale University Press, New Haven, CT.
10. Cartwright, E. (2014): "Behavioural Economics", Routledge. Chapter 10
11. Kahneman and Krueger (2006) "Developments in the Measurement of Subjective Wellbeing", Journal of Economic Perspectives, 20(1): 3– 24
12. Niederle, Muriel. 2016. "8. Gender." Edited by John H. Kagel and Alvin E. Roth. The Handbook of Experimental Economics, Volume Two. Princeton University Press. https://doi.org/10.1515/ 9781400883172 -009.

Open Educational Resource:

- Coursera: Behavioural Economics in Action
- edX: Behavioural Economics and Finance
- Open Yale Courses: Introduction to Behavioural Economics
- MIT OpenCourseWare: Behavioural Economics
- The Behavioural Economics Guide
- YouTube: Behavioural Economics Lectures
- NPTEL: Behavioural Economics

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience:

The **Behavioural Economics** course will delve into the psychological factors that influence economic decision-making, examining how biases and heuristics affect consumer behaviour and market outcomes. Through a combination of lectures, interactive discussions, and real-world case studies, students will explore concepts such as prospect theory, mental accounting, and the impact of framing on choices. The course will also include experiments and simulations to illustrate behavioural principles in action, enhancing practical understanding. Evaluation will comprise assignments, presentations, and group projects that require students to apply behavioural insights to economic problems.

Semester Eighth							
1	**Major-Discipline Specific Elective**	SLESAE803	Applied Econometrics	3	1	0	4
2	**Major-Discipline Specific Elective**	SLESLE804	Labour Economics	3	1	0	4
3	**Major-Discipline Specific Elective**	SLESME805	Monetary Economics	3	1	0	4
4	**Major-Discipline Specific Elective**	SLESPI806	Economics of Poverty & Inequality	3	1	0	4
5	**Major-Discipline Specific Elective**	SLESME807	Managerial Economics	3	1	0	4

SLESAE803	**Applied Econometrics**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure	**Basic Econometrics**				
Total Lecture Hrs	**60**				

Course Perspective:

This course provides a comprehensive understanding of empirical econometric research, focusing on regression analysis, advanced econometric models, and practical applications using econometric software. It covers the stages of econometric research, estimation and diagnostic testing, and introduces models for limited dependent variables and panel data. The course emphasizes hands-on experience with econometric software and real-world data sets.

Course Outcomes:

CO1: Understand the stages and methods involved in empirical econometric research, including regression estimation and diagnostic testing.

CO2: Apply advanced regression techniques, including dynamic models and panel data methods, to econometric analysis.

CO3: Analyze and interpret models for limited dependent variables, such as binary and truncated data.

CO4: Utilize econometric software to estimate models and apply techniques learned to publicly

Course Content

Unit 1 **15 Hrs**

Introduction

Basic mathematical tools, Probability distribution, Point and interval estimation. Large sample properties of estimators, Hypothesis testing and confidence intervals, Matrices.

Unit 2 **15 Hrs**

Linear Regression Analysis : Simple linear regression and ordinary least squares (OLS) estimation Multiple linear regression. The properties, expected value and the variance of the OLS estimator Issues in Multiple Regression Analysis , Inference and hypothesis testing, Large sample properties of the OLS estimator, Other functional form, Goodness of fit, Qualitative data (Binary variables)

Unit 3 **15 Hrs**

Regression Diagnostics a. Detection of and remedial measures for Multicollinearity, Autocorrelation and Heteroscedasticity Heteroskedasticity- Heteroskedasticity-robust inference, Testing for heteroskedasticity, Weighted least squares estimation. Randomized Control Trials: Difference-in-Differences

Unit 4 **15 Hrs**

Limited dependent variables: logit and probit models for binary responses, tobit models for truncated data. Functional form misspecification, Proxy variables, Measurement errors. Specification and Data Issues (Wooldridge: Chapter 9)

Textbooks

1. Wooldridge, J. (2014). Introduction to econometrics: A modern approach, 5th ed. Cengage Learning.
2. Gujarati, D. (2014). Econometrics by example, 2nd ed. Palgrave Macmillan. 33

Reference Books

1. Gujarati, D. (2014). Econometrics by example, 2nd ed. Palgrave Macmillan. 33

3. Wooldridge, J. (2014). Introduction to econometrics: A modern approach, 5th ed. Cengage Learning.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The Applied Econometrics course equips students with practical tools to analyze real-world economic data using statistical methods. It focuses on applying econometric techniques such as regression analysis, hypothesis testing, and model specification to understand economic relationships and test theories. Using software like SPSS, STATA, or R, students work with real datasets to explore issues in labor markets, inflation, trade, and policy impact. The course bridges theory and practice, enhancing students' ability to interpret empirical results and critically evaluate research findings. It prepares learners for data-driven roles in economics, policy analysis, business analytics, and further academic research.

Labour Economics

SLESLE804	Labour Economics	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60**				

Course Perspective:

This course provides a comprehensive introduction to the fundamental concepts and theories of labour economics, focusing on the study of labour as a crucial factor of production. Furthermore, the course explores the concept of wages and income distribution, examining

theories of wage determination (including classical, neoclassical, and bargaining theories) and factors influencing wage differentials (such as education, skills, discrimination, and unions). A significant portion of the course is dedicated to understanding labour productivity—its measurement, determinants, and implications for economic growth and living standards. Discussions will cover the role of human capital investment, technological progress, and management practices in enhancing productivity levels. Additionally, the course addresses issues related to labour welfare, including the analysis of working conditions, health and safety regulations, income inequality, and social protection policies. Students will critically evaluate the effectiveness of various welfare measures and their impact on both workers and employers.

Course Outcomes (COs):

After successfully completing the course, the student will be able to:

CO1- Understand the basic concepts of Labour Economics.

CO2- Analyze the functioning of labour market, including the determinants of labour supply and demand, factors influencing wage determination, and the implications of labour market efficiency on economic growth and development.

CO3- Evaluate the causes and consequences of unemployment, including different types of unemployment and their impact on economy.

CO4- Evaluate the role of government policies in influencing wage levels, improving labour market outcomes, and promoting equitable distribution of income.

Course Content:

Unit-I (Total Hours: 15)

Introduction to Labour Economics: Definition, Nature and Scope of Labour Economics; Importance of Labour Economics; Significance and characteristics of labour; Types of Labour; Labour as factor of production; Organized and Unorganized Labour Sector; Classical theory of labour; Neoclassical perspective on labour; Determinants of labour demand and supply; Factors affecting demand and supply of Labour.

Unit-II (Total Hours: 15)

Labour Market: Definition and characteristics of Labour Market; Determining factors of Labour Force participation; Difference between Labour Market and Commodity Market; Labour markets and Pareto efficiency; Nature of Labour market in developing countries like India; Causes of labour market failure; Labour problems in India, Labour policy of Government of India; Characteristics of Labour Market in Developing Economics.

UNIT-III (Total Hours: 15)

Employment, Unemployment and Wage: Concept of Employment and Full Employment - Need for Full Employment; Theories of Employment - Classical, Neo-Classical and Modern Approaches to Employment; Unemployment- Causes and Consequences; Technology and

Employment; Concept and Definitions of Wage; Theories of Wages- Classical, Marginal Productivity and Collective Bargaining Theory of Wage; Wage Different ials; Wage Policy- Objectives and Importance; Wage determination and its relationship with labour market equilibrium.

UNIT-IV (Total Hours: 15)

Labour Productivity and Labour Welfare: Concept of Labour Productivity; Measurement and Importance of Labour Productivity; Determinants of Labour Productivity; Causes for Low Labour Productivity; Measures to Increased Labour Productivity; Technology and Labour Productivity; Need for State Intervention in Labour Matters; Methods of State Intervention in Labour Matters; Objectives and Importance of Labour Policy.

Textbooks:

1. G.J. Borjas, "Labour Economics", 5th, 6th, 7th, 8th edition, McGraw-Hill.
2. Suman Kalyan Chakraborty (2018), "Labour Economics", Himalaya Publishing House Pvt. Ltd, Mumbai.
3. Jones, Thornton (2018), 2nd Edition, "Fundamentals of Labour Economics", Cengage Learning Inc., London.

Reference Books:

1. R.C. Sharma (2016), "Industrial relations and Labor legislations", PHI Learning Private Limited.
2. Dr. V.C. Sinha (2015), "Labor Economics and Industrial relations", SBPD Publications.
3. Panda. B.K (2015), "Economics of Labour and Industry", Gvph Publishers and Exporter, New Delhi.
4. M.V. Joshi (2014), "Labor Economics and Labor Problems", Atlantic Publishers and Distributors Private Limited, New Delhi.
5. Peter Sloane (2013), "Modern Labour Economics", Taylor & Francis Group, Adarsh publisher (seller), Bhopal.
6. S.D. Singh (2012), "Labour Economics", Centrum Press, New Delhi.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The Labour Economics course combines classroom teaching with experiential learning to help students understand labour market dynamics. Core concepts like wage determination,

employment trends, and informal labour are taught through lectures, discussions, and case study analysis. Students use real datasets such as PLFS and NSSO to interpret labour trends and evaluate policies. Beyond the classroom, learning is enhanced through field visits, guest lectures from labour experts, and hands-on activities like mini surveys or worker interviews. These methods equip students with analytical and practical skills needed to assess real-world labour issues and contribute effectively to labour policy and development planning.

Monetary Economics

SLESME805	Monetary Economics	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Total Lecture Hrs	**60**				

Course Perspectives:

This course explores the dynamics of money demand and supply, the nature and causes of inflation, and the role of monetary policy and financial institutions in the economy. It covers classical and modern theories of money, monetarism, new classical economics, and the tools and strategies of monetary policy, with a focus on the Indian context. The course also examines the functions, growth, and regulatory environment of financial institutions in India.

Course Outcomes:

CO1: Understanding the concept of money and banking, inflation**,** monetary policy frameworks and instruments used by central banks to achieve their objectives.

CO2: Applying and correlating the above concepts of monetary economics to current economic scenario.

CO3: Analysing the mechanisms through which monetary policy actions influence key macroeconomic variables.

CO4: Evaluating the working of Indian Monetary system (RBI, NABARD, SEBI, RRBs etc) in India

Course Content

Unit 1: Demand and supply of money: (15 hours)

Functions of money and kinds of money; Components of supply of money, Money multiplier.Theories of demand for money – classical and Keynes; Quantity Theory of

Money, Transactions approach to the quantity theory, Cambridge Cash Balance approach to the quantity theory ,Friedman's "restatement" of the QTM. Tobin's portfolio selection and Baumol's transaction demand for money.

Unit 2: Inflation, Monetarism and New classical Economics: (15 hours)

Demand Pull Inflation, Cost Push Inflation, Keynesian theory of inflation - Phillips Curve. Monetarism: Basic elements of monetarism, Friedman-Phelp critique of Phillips Curve. New classical Economics and Rational Expectations.

Unit 3: Monetary Policy and Central Bank (15 hours)

Goals, targets and instruments of monetary policy **(**open market operation, CRR, Statutory Liquidity Ratio, Moral Suasion, Selective Credit Control)**.**Process of credit creation , Monetary Policy of RBI, Monetary Policy Committee, Recent Developments on Financial Inclusion -Jan Dhan Yojana.

Unit 4: Financial Institutions: Functions and growth of financial institutions in India (15 hours):

Commercial banks, co-operatives, regional rural banks (RRBs), Non-bank financial intermediaries (NBFIs): Insurance institutions: Life and general insurance, mutual benefit funds. Role of Regulatory authorities – SEBI and IRDA

Textbooks:

- JagdishHanda, (2009): Monetary Economics, 2nd Edition, Routledge, London
- Gupta, Suraj B. (2016): Monetary Economics: Institutions, Theory and Policy, S. Chand and Company Private Limited, New Delhi.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The Monetary Economics course offers a balanced mix of theoretical learning and applied understanding of money, banking, and monetary policy. In-class sessions focus on key topics such as money supply, demand for money, interest rates, inflation, and central banking through interactive lectures, discussions, and problem-solving exercises. Students analyze contemporary monetary issues using RBI reports and economic surveys. To bridge theory and

practice, outside classroom activities include expert talks by economists, review of monetary policy statements, and simulations of monetary policy decisions. This blended approach sharpens analytical thinking and prepares students for careers in finance, banking, and economic policymaking.

SLESPI806	**Economics of Poverty and Inequality**	**L**	**T**	**P**	**C**
Version		3	1	0	4
Category Of Course	**Major-DSE**				
Total Contact Hours	60 Hours				
Pre-requisites/Co requisites	Macroeconomics				

Course Perspective:

This course offers a detailed study of poverty and inequality, covering their definitions, measurement, causes, and policy solutions. It introduces key poverty concepts, including multidimensional poverty and measurement tools like the MPI. Theories explaining poverty's structural, cultural, and economic roots are explored, along with the link between poverty and inequality. Inequality is examined through income and wealth disparities and measured by tools like the Gini coefficient. The course also reviews poverty reduction strategies such as social safety nets, microfinance, progressive taxation, and land reforms, highlighting international efforts and case studies like India's MGNREGA. It prepares students to analyze and address these challenges critically.

Course Outcome:

CO1: Understand and explain the key concepts, definitions, and various methods of measuring poverty and inequality.
CO2: Analyze different theoretical perspectives on the causes of poverty and inequality and their interlinkages.
CO3: Evaluate empirical data on poverty and inequality, interpreting measures like the Gini coefficient, poverty indices, and their implications.
CO4: Critically assess the effectiveness of policies and programs aimed at poverty alleviation and inequality reduction, using real-world case studies.

Course Content:

Unit 1: **15 Hrs**

Concepts and Measurement of Poverty: Definition and Concepts- Absolute vs. relative poverty, Multidimensional poverty, Poverty line: concepts and types; **Measurement of Poverty**-Headcount ratio, Poverty gap and squared poverty gap, Sen's poverty index, Multidimensional Poverty Index (MPI); **Issues in Poverty Measurement.**

Unit 2: 15 Hrs

Theories and Causes of Poverty: Classical and Modern Theories of Poverty-Structural causes of poverty**,** Individualistic theories (culture of poverty, human capital)**,** Economic causes (unemployment, low wages)**; Inequality and Poverty Linkage-** Relationship between income inequality and poverty**,** Role of education, health, and social capital**; Poverty Traps and Vicious Cycles-** Low income, low savings, and low investment cycle**,** Credit constraints and market failures

Unit 3: 15 Hrs

Inequality: Concepts, Measurement, and Trends: Concepts of Inequality-Income vs. wealth inequality**,** Inequality of opportunity**; Measurement of Inequality-** Lorenz curve and Gini coefficient**,** Theil index and Atkinson measure**; Trends and Patterns-**Global and regional trends in inequality**,** Inequality within and between countries**; Causes of Inequality-** Globalization and technological change**,** Labor market segmentation**,** Fiscal policies and redistribution**.**

Unit 4: 15 Hrs

Policies and Programs to Reduce Poverty and Inequality: Poverty Alleviation Programs- Social safety nets and targeted transfers**,** Microfinance and self-help groups**,** Education and health interventions**; Redistributive Policies-** Progressive taxation and public expenditure**,** Land reforms and labour laws; **Role of International Organizations-** World Bank, IMF, UNDP initiatives**; Case Studies-** Successful poverty reduction examples (e.g., India's MGNREGA)**,** Challenges in implementation and evaluation.

Textbooks:

1. Poverty and Inequality: Principles and Practice by Atkinson, Anthony B., Oxford University Press.
2. Development Economics by Debraj Ray, Oxford University Press

Suggested Readings:

1. Poverty and Inequality by David B. Grusky and Ravi Kanbur (Editors), Stanford University Press
2. The Economics of Inequality by Thomas Piketty, Harvard University Press

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Learning Experience:

The Economics of Poverty and Inequality course engages students through a combination of conceptual learning, data analysis, and field-based insights. In the classroom, students explore theories, measures, and trends related to poverty and inequality using interactive lectures, case studies, and analysis of national and international data sources like NSSO, NFHS, and World Bank reports. Outside the classroom, the course includes documentary screenings, field visits to underprivileged communities, and interactions with NGOs or policymakers working on poverty alleviation. These activities foster a deeper understanding of structural disparities and equip students with analytical and empathetic skills for policy-oriented careers.

SLESME807	**Managerial Economics**	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	**Major-DSE**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites	**Principles of Economics**				

Course Perspective:

Managerial Economics is a vital course that bridges economic theory and practical business decision-making. Using concepts from microeconomics, statistics, and optimization, it prepares students to analyse real-world firm behaviour, demand patterns, market strategies, and investment decisions. Salvatore's global and applied approach enables students to understand how economic principles function in both domestic and international business environments. The course strengthens critical thinking, strategic planning, and quantitative analysis—skills essential for future economists, consultants, entrepreneurs, and policy professionals.

Course Outcomes (COs)

By the end of the course, students will be able to:

- **CO1:** Understand the fundamental principles of managerial economics and apply them to real-world business problems.

- **CO2:** Apply decision-making tools under risk and uncertainty, and interpret real-world economic applications from global businesses.
- **CO3:** Analyze cost, demand, and production functions to optimize business decisions.
- **CO4:** Evaluate pricing, output, and strategic behavior under various market structures.

Course Content

Unit I: Introduction and Demand Analysis ***(15 Hrs)***

Definition and scope of managerial economics, role of managerial economist, optimization techniques, marginal analysis, opportunity cost, incremental analysis.
Demand theory, demand elasticity (price, income, cross), estimating demand functions, demand forecasting techniques (statistical and judgmental), consumer behaviour under uncertainty.

Applications

- *Case in Point: Demand Forecasting in the Auto Industry*
- *Global Application: Pricing and Demand Sensitivity in International Markets*
- *Managerial Implication: Why Marginal Thinking Matters*

Unit II: Production and Cost Analysis ***(15 Hrs)***

Production function: short-run and long-run, isoquants and isocosts, returns to scale, optimal combination of inputs.
Cost analysis: total, average, marginal costs; short-run vs. long-run costs, economies of scale and scope, learning curves, empirical cost estimation.

Application References

- *Case in Point: Learning Curve in Aircraft Manufacturing*
- *Global Application: Cost Analysis in Global Manufacturing (Nike, Apple)*
- *Managerial Implication: Cost Efficiency and Competitive Advantage*

Unit III: Pricing and Market Structures ***(15 Hrs)***

Pricing under perfect competition, monopoly, monopolistic competition, and oligopoly; pricing practices – mark-up pricing, peak-load pricing, two-part tariffs, price discrimination.
Game theory – basic concepts, payoff matrix, Nash equilibrium, strategic behaviour.

Application

- *Case in Point: Oligopolistic Competition in the Airline Industry*
- *Global Application: Price Discrimination in the Software Industry*

- *Managerial Implication: Understanding Market Power and Pricing Decisions*

Unit IV: Decision Making Under Uncertainty and Strategic Behaviour *(15 Hrs)*

Decision-making under risk and uncertainty, expected value and standard deviation, decision trees, utility theory. Introduction to linear programming and optimization models, capital budgeting, net present value (NPV), internal rate of return (IRR). Government regulation and its impact on managerial decisions.

Application

- *Case in Point: Strategic Entry Deterrence in Telecommunications*
- *Global Application: Risk and Return in International Investment Decisions*
- *Managerial Implication: Making Decisions Under Uncertainty in Real Business Environments*

Textbook

- **Salvatore, D.** (Latest Edition). *Managerial Economics: Principles and Worldwide Applications*. Oxford University Press.

Reference Books

1. Baye, M. & Prince, J. (2017). *Managerial Economics and Business Strategy*. McGraw-Hill.
2. Samuelson, W.F. & Marks, S.G. (2021). *Managerial Economics*. Wiley.
3. Keat, P.G., Young, P.K.Y., & Erfle, S. (2013). *Managerial Economics*. Pearson.
4. Pindyck, R. & Rubinfeld, D. (2018). *Microeconomics*. Pearson.
5. Peterson, H.C., Lewis, W.C. (2004). *Managerial Economics*. Pearson.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Learning Experience:

The Managerial Economics course blends theoretical concepts with real-world business applications to develop students' decision-making and analytical skills. Classroom sessions use case studies, numerical problem-solving, and simulations to teach concepts such as demand forecasting, production analysis, pricing strategies, and cost management. Students engage with contemporary business scenarios to apply economic reasoning to firm-level decisions. Outside the classroom, activities include guest lectures by industry experts, analysis of corporate strategies, and group presentations on market trends. This integrated approach bridges economics and business practice, preparing students for roles in management, consulting, and strategic planning.