SACRED HEART COLLEGE (AUTONOMOUS), THEVARA

KOCHI, KERALA, 682013

Syllabus for Courses

Under the discipline

Economics

(Four Year Undergraduate Programmes)

Introduced from 2024-25 admissions onwards

Prepared by

Board of Studies in Economics

Sacred Heart College, Thevara, Kochi

BOARD OF STUDIES IN ECONOMICS
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1. INTRODUCTION

The National Education Policy (NEP) 2020 envisages the revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility. It emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence etc., and a criterion-based grading system that assesses student achievement based on the learning goals for each programme.

The NEP document suggests several transformative initiatives in higher education. These include:

- Introduction of holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts in addition to rigorous specialization in a subject
- Undergraduate degree programmes of either 3 or 4-year duration.
- The students are getting a chance to determine his/her own semester-wise academic load and will be allowed to learn at his/her pace, to the extent possible.
- Increase in the number of choices of courses available to students and the students are getting an opportunity to choose the courses of their interest from all disciplines.
- Multidisciplinary and holistic education with emphasizes on skill development, research and higher order thinking,
- Promotion of innovation and employability of the student.
- Flexibility for the students to move from one institution to another as per their choice.
- Flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

2. OUTCOME BASED EDUCATION (OBE)

Undergraduate courses in Mathematics follow the Outcome-based Education

(OBE) framework. OBE is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. Outcome-based education affirms teachers as facilitators, rather than lecturers. In this model, teachers guide the students and encourage them to develop their knowledge and skills. The undergraduate courses at the Department of Mathematics, Sacred Heart College (Autonomous), Thevara provides a learning approach in which students develop analytical ability and critical thinking and research acumen over different situations

3. PROGRAMME OUTCOME

The Undergraduate Programme Outcomes (POs) are as follows:

PO1: Critical thinking and Analytical reasoning

- Critical thinking guides the assessment and judgment of information, while analytical reasoning involves specific methods for analysis and conclusion drawing. It includes the ability to assess evidence, identify assumptions, formulate coherent arguments, understand complex relationships, and evaluate practices and theories critically. Additionally, critical sensibility involves self-awareness and reflection on personal and societal experiences.

PO2: Scientific reasoning and Problem solving

- Capacity to interpret and draw conclusions from data, critically evaluate ideas and evidence with an open-minded perspective; ability to apply learned competencies to solve unfamiliar problems and apply knowledge to real-life situations, avoiding mere replication of curriculum content.

PO3: Effective communication and leadership skill

- Proficiency in expressing thoughts verbally and non-verbally, utilizing appropriate communication media. Confidently sharing ideas, active listening, analytical reading and writing and presenting complex information clearly to diverse groups. Effective teamwork and leadership skills, including setting direction, inspiring vision, building and motivating teams, and guiding them efficiently towards common goals.

PO4: Social consciousness and responsible citizenship

- Social consciousness involves an empathetic and informed perspective, extending beyond personal concerns to embrace a responsibility for the collective good in nation-building. It includes reflecting on the impact of research on conventional practices and a clear understanding of societal needs for inclusive and sustainable development. Responsible citizens contribute positively through civic engagement, environmental stewardship, and a commitment to social justice, abiding by laws and working for the advancement of society.

PO5: Equity, Inclusiveness and Sustainability

- Promoting equity, inclusiveness, sustainability, and diversity appreciation. Developing ethical and moral reasoning with values of unity, secularism, and national integration for dignified citizenship. Understanding and appreciating diversity, managing differences, and using an inclusive approach. Emphasizing creating environments where diverse individuals feel valued, addressing present needs without compromising future generations' ability to meet their own needs, considering environmental, economic, and social factors.

PO6: Moral and Ethical Reasoning

- Possessing the capacity to embody moral and ethical values in personal conduct, articulating positions and arguments on ethical matters from diverse perspectives, and consistently applying ethical practices in all endeavours. Proficient in recognizing and addressing ethical issues pertinent to one's work, steadfastly steering clear of any unethical behaviour.

PO7: Networking and Collaboration

- Cultivating networking skills in education entails establishing meaningful professional connections and relationships among educators, administrators, and stakeholders. It also involves fostering cooperative efforts among individuals, institutions, and research organizations within the educational realm. These practices are indispensable for nurturing a supportive, innovative, and dynamic learning environment.

PO8: Lifelong Learning

- Cultivating the ability to continually acquire knowledge and skills, including the art of "learning how to learn," becomes paramount for lifelong learning. This self-paced and self-directed approach serves personal development, aligns with economic, social, and cultural objectives, and facilitates adaptation to evolving

workplace demands through skill development and reskilling. It equips individuals with competencies and insights, allowing them to adeptly respond to society's changing landscape and enhance their overall quality of life. Lifelong learning extends beyond formal education, embracing diverse informal and non-traditional learning experiences.

4. MODE OF ASSESSMENT: The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE). The percentage weightage for CCA and ESE will be as per the undergraduate regulations of the college.

2. REGULATIONS FOR UNDERGRADUATE (HONOURS) DEGREE PROGRAMMES

PREAMBLE

Sacred Heart College (Autonomous), Thevara, Kochi is a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala. The College was established in 1944 as a higher educational institute for men on the basis of the minority rights. It started admitting girls in 1975 and currently serves all sections of the society without any discrimination of caste or creed.

The College was granted Autonomous Status by the University Grants Commission (UGC) in 2014.

Vision and Mission of the Institution

The vision of the College aims at the formation of holistic individuals who would champion the cause of justice, love, truth and peace. To this effect, Sacred Heart College envisions the **"Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God."** It seeks the creation of a world, guided by divine wisdom, governed by moral principles, inclusive by secular outlook and united by the principle of equity.

The Mission of the Institution is to provide an environment that

- **facilitates the holistic development of the individual**
- **enables the students to play a vital role in the nation-building process and contribute to the progress of humanity**
- **disseminates knowledge even beyond the academia**
- **instils in the students a feel for the frontier disciplines, and**
- **cultivates a concern for the environment**

by setting lofty standards in the ever-evolving teacher-learner interface.

Framing of the Regulations

As part of the implementation of the National Education Policy 2020 (NEP 2020), the University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programs to bring Kerala's undergraduate education at par with well acclaimed universities across the globe.

The Kerala State Curriculum Committee for Higher Education has been constituted, and have proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education.

Further, an Academic Committee and various sub committees were constituted for the implementation of the Regulations. The Academic Committee submitted the draft regulations on 15-03-2024, namely**: THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)}** under the New Curriculum and Credit Framework, 2024.

REGULATIONS

Short Title and Commencement

i. These Regulations may be called THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)} under the New Curriculum and Credit Framework 2024.

ii. These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

Scope and Application

iii. These Regulations shall apply to all Undergraduate programmes under various Faculties conducted by THE SACRED HEART COLLEGE (AUTONOMOUS) for the admissions commencing in the academic year 2024-2025.

iv. Every programme conducted under the SHC-UGP shall be monitored by an SHC-UGP Academic Committee comprising members nominated by the Principal.

Definitions

Unless used in a context otherwise specified,

i. College means THE SACRED HEART COLLEGE (Autonomous), a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala.

ii. 'University' means the MAHATMA GANDHI University which is the affiliating University of Sacred Heart College (Autonomous).
iii. FYUGP means Four Year Undergraduate Programme.
iv. Academic Year: Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.
v. Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the college council to co-ordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college. She/ he/ they shall be the convenor for the College level Academic Committee.
vi. Academic Week: A unit of five working days in which the distribution of work is organized, with at least five contact hours of one-hour duration on each day.
vii. Academic Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of course related activities (such as seminars preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours Lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours learner engagement.
viii. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner to become its academic account holder and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.
ix. Credit Accumulation: The facility created by ABC in the Academic Credit Bank Account (ABA) opened by the learner across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.
x. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.
xi. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.
xii. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individual's

registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.

xiii. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.

xiv. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.

xv. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.

xvi. Audit Course: a course that the learner can register without earning credits, and is not mandatory for completing the SHC-UGP. The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero-credit).

xvii. Courses: refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.

xviii. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.

xix. College-level Academic Committee: Is a committee constituted for the FYUGP at the college level comprising the Principal as the Chairperson, the Academic Co-ordinator/ Nodal Officer as its convenor.

xx. Academic Co-ordinator/ Nodal Officer: A senior faculty member nominated by the college council.

xxi. Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.

xxii. Department means any teaching department in a college offering a course of study approved by the College as per the regulations of the college and it includes a Department, Centre, or School of Teaching and Research conducted directly by the College.

xxiii. Board of Studies (BoS) means the academic body duly constituted to frame the syllabus of each department.

xxiv. Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to co-ordinate all the necessary work related to FYUGP undertaken in that department, including the continuous comprehensive assessment.

xxv. Department Council means the body of all teachers of a department in a college.

xxvi. Faculty Adviser (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.

xxvii. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The College will specify graduate attributes for its programmes.

xxviii. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.

xxix. Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.

xxx. Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.

xxxi. Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of Academic Council of the College.

xxxii. Letter Grade or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade that corresponds to a range of CGPA.

xxxiii. Grade Point: Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on 10-point scale.

xxxiv. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

xxxv. Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$

xxxvi. Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.

xxxvii. Grade Card means the printed record of students' performance, awarded to them.

xxxviii. Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes, being the Act and Statues of Sacred Heart College (Autonomous)'s affiliating University shall have the meaning assigned to them in the Act and Statutes.

Features and Objectives of SHC-UGP

The features and objectives of the SHC-UGP shall be:

v. The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) for undergraduate education.

vi. The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.

vii. FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

viii. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.

ix. A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the FYUGP with a specific number of Courses with 177 credits including 8 credits from a graduate project/ dissertation in their major discipline.

x. Students who acquire minimum 75% in their graduation (upto 6th semester) are eligible for Honours with Research Programme. However if necessary, College may conduct screening test for the honours with research programme in accordance with College Regulations from time to time.

xi. 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major discipline.

xii. The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).

xiii. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.

xiv. The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.

xv. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to defend successfully the research project to obtain 12 credits under a faculty member of the College. The research shall be in the Major/ allied discipline.

xvi. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.

xvii. The proposed FYUGP curriculum comprises Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.

xviii. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.

xix. General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).

xx. Ability Enhancement Courses shall be designed specifically to achieve competency in English, other languages as per the student's choice with special emphasis on language and communication skills.

xxi. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for Science, Humanities and Commerce streams.

xxii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2. Third semester MDC can be Kerala specific content.

xxiii. Skill Enhancement Courses (SEC) shall be designed to enhance 21st century workplace skills such as creativity, critical thinking, communication, and collaboration.

xxiv. Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.

xxv. Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.

xxvi. The curriculum of the SEC should be designed in a manner that at the end of year- 1, year-2, year-3, and year-4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF). The detailed descriptors of the NSQF levels is provided as **Appendix I** below.

xxvii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.

xxviii. Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.

xxix. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research /laboratory/ fieldwork.

xxx. Minor Courses can be selected from any discipline that may supplement or complement the Major Courses.

xxxi. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.

xxxii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.

xxxiii. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.

xxxiv. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students also can opt for a change of Major at the end of the second semester to any MDC.

xxxv. Students should opt their 5th and 6th semester VAC and SEC from their Major disciplines only.

xxxvi. Course cum Credits Certificate: After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner for preserving the credits in the Academic Bank of Credits.

xxxvii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.

xxxviii. Advanced/ Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.

xxxix. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.

xl. All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. The College will adhere to the guidelines on internship published by the University.

xli. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/ state assembly/ panchayat, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.

xlii. The College will provide opportunities for field-based learning/minor projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will provide the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.

xliii. Additional Credits will be awarded for those who actively participating in Social Activities, which may include participation in National Service

Scheme (NSS), Sports and Games, Arts, participation in College union related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.

xliv. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules of awarding the grace marks.

xlv. Options will be made available for students to earn credit by completing quality- assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.

xlvi. Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.

xlvii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

Eligibility for Admission and Reservation of Seats

i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.

ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.

iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.

iv. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.

v. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.

vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular

programmes depending upon the academic and infrastructural facilities available in the Institution.

vii. Depending upon the availability of academic and infrastructural facilities, the College may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.

viii. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.

ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirement.

x. The College can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/ online/ distance mode irrespective of the nature of programme (Govt./ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit.

Academic Monitoring and Student Support

The academic monitoring and student support shall be in the following manner, namely

i. The College shall appoint a Senior Faculty member as Academic Co-ordinator/ Nodal officer for the smooth conduct of FYUGP.

ii. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.

iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.

iv. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.

v. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.

vi. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.

vii. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.

viii. The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.

ix. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).

x. The CCA related results shall be displayed on the department notice board/ other official digital platforms of the college at least for two working days.
    a. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HOD, course faculty, and the students concerned.
    b. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.
    c. The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.
    d. If the students raise further concerns about the issue, the principal shall refer the issue to the appropriate authorities with proper documents and minutes of all the committees.

xi. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal.

xii. The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc. regarding student academic and other matters to the HODs/ SFA for information and timely action.

xiii. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing norms, regulations, guidelines and procedures on all academic and other related matters.

xiv. An integrated educational planning and administration software will be made available by the College to manage the academic information of all students including student admissions and registration, managing students' personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.

xv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus.

Course Registration

i. Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.

ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.

iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.
iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.
v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feels that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester.
vi. The college shall publish a list of the students registered for each course including audit course, if any, along with the chosen Programmes, repeat/ reappearance courses, if any.
vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

Re-admission and Scheme Migration

i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.
ii. Students who have successfully completed a particular programme pathway may be permitted to take an additional minor or second major.
iii. Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that, those credits are relevant for the present major programme of study.

Duration of Programme, Credits, Requirements and Options

i. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.
ii. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the FYUGP.
iii. Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.
iv. For students who crossed 6 semesters at a slower space, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

Credit Structure

The proposed number of credits per course and the credit distribution of them for the FYUG Programmes are given below:

i. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.

ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.
iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.
iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.
v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.
vi. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).
vii. A course can have a combination of lecture credits, tutorial credits, and practicum credits.
viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).
ix. All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.
x. For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or four hours per week.
xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.
xii. Summer Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.
xiii. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.
xiv. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester UG programmes and 240 credits for a 4-year (8-semester) programmes.
xv. Each faculty member shall offer a maximum of 16 credits per semester. However those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.
xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

Course Structure of the SHC-UGP Programme

The SHC-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows;

Sl. No.	Categorization of Courses for all Programme	Minimum Number of Credits Required	
1.	Major	68	88
2.	Minor	24	24+12*

3.	Multi-Disciplinary Courses (MDC)	9	9
4.	Skill Enhancement Courses (SEC)	9	9
5.	Ability Enhancement Courses (AEC)	12	12
6.	Value Addition Courses (VAC)	9	9
7.	Summer Internship, field-based learning etc.	2	2
8.	Research Project / Dissertation		12/8**

* The students can acquire advanced/ capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending up on their pathway choice. The Minor courses can be of level 300 or above.

** The students pursuing the 4-year honours with research have to complete a project with 12 credits and for the 4-year honours degree students have to complete a project with 8 credits and DSC/ DSE capstone/ advanced level course in the 8th semester.

i. 20% syllabus of each course will be prepared by the teacher as 'Teacher Specific Content' and will be evaluated under CCA.

ii. In case of MDC, SEC, VAC courses coming under 3rd & 4th semester, college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3rd semester can be Kerala Specific Content.

Academic Levels of Pathway Courses

Semester	Difficulty level	Nature of Course
1 & 2	100-199	Foundation-level or introductory courses
3 & 4	200-299	Intermediate level courses
5 & 6	300-399	Higher level courses
7 & 8	400-499	Advanced/Capstone level courses

Signature Courses

i. With a prior recommendation of BoS and the approval of academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE /SEC/ VAC.

ii. The College will publish a list of signature courses in DSE/ SEC/ VAC offered by the faculty members with a prior recommendation of BoS and the approval of academic council.

iii. The College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with the approval of the College. With a prior recommendation of BoS and the approval of academic council, the adjunct faculty can offer SEC/VAC as signature course.

iv. Ad hoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/ SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of academic council.
v. The faculty concerned may design the particular course and it should be forwarded to the concerned BoS after the approval of the Academic Committees formed as part of this regulations.
vi. The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommend by the BoS concerned.

Programme Pathways and Curriculum Structure

Students who have joined for any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme.

i. **Degree with single Major**: A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. Example: Physics Major/ Economics Major/ Commerce Major
ii. **Degree Major with Minor**: If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline. Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/ Hindi Major with Malayalam Minor etc.
iii. **Major with Multiple Disciplines** of Study: This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline. Example: Physics Major with Minors in Chemistry and Mathematics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.
iv. **Interdisciplinary Major**: For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme. Example: Econometrics Major, Global Studies Major, Biostatistics Major.
v. **Multi-Disciplinary Major**: For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. Example: Life Science, Data Science, Nano Science.
vi. **Degree with Double Major**: A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure

40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree. Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major.

Pathway Option 1 - Degree Major or Major with Multiple Disciplines of Study

Course Components	No. of Courses											
	Semester 1	**Semester 2**	**Semester 3**	**Semester 4**		**Semester 5#**	**Semester 6#**	**Total**	**Remarks**	**Semester 7**	**Semester 8**	**Total**
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		5	4	17	7 Out of 17 can be opted as DSE	3	2	22
DSC B & C (4 Credit /Course)	2(P)	2(P)	1(P) (B or C)	1(P) (C or B)				6		3		9
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English)1 (OL)	1 (English)1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC Aonly			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC Aonly			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											**12/8 (1 DSC / DSE for Honours**	
Total Courses	**6**	**6**	**6**	**6**		**6**	**6**	**36**		**6**	**2+1**	
Total Credits	**21**	**21**	**22**	**22**	**2**	**23**	**22**		**Total Credits 133**	**24**	**20**	**Total Credits 177**
Total Hours per Week	**25**	**25**	**25**	**25**		**25**	**25**		**Exit option available**	**25**	**25**	

Internship of 2 Credits

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 2 - Major with Minor

Course Components	No. of Courses											
	Semester 1	**Semester 2**	**Semester 3**	**Semester 4**		**Semester 5#**	**Semester 6#**	**Total**	**Remarks**	**Semester 7**	**Semester 8**	**Total**
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		4	3	15	7 Out of 15 can be opted as DSE	3	2	20
DSC B (4 Credit /Course)	2(P)	2(P)	1(P)	1(P)		1	1	8	1 Out of 8 can be opted as DSE	3		11
Multidisciplinary Courses (MDC)/ (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English)1 (OL)	1 (English)1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC Aonly			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											**12/8 (1 DSC/ DSE for Honours**	
Total Courses	**6**	**6**	**6**	**6**		**6**	**6**	**36**		**6**	**2+1**	
Total Credits	**21**	**21**	**22**	**22**	**2**	**23**	**22**		**Total Credits 133**	**24**	**20**	**Total Credits 177**
Total Hours per Week	**25**	**25**	**25**	**25**		**25**	**25**		**Exit option available**	**25**	**25**	

Internship of 2 Credits

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 3 - Double Major

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
DSC A (4 Credit /Course)	1(P)	1 (P)	2(2P)	2(1P)		4	3	13	7 Out of 13 can be opted as DSE	3	2	18
DSC B (4 Credit /Course)	2(P)	2(P)	2(1P)	2(2P)		1	1	10	2 Out of 10 can be opted as DSE	3		13
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English)1 (OL)	1 (English)1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1	1	3	*Recommended that the course may be offered by the English Department			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											**12/8 (1 DSC/ DSE for Honours**	
Total Courses	**6**	**6**	**6**	**6**		**6**	**6**	**36**		**6**	**2+1**	
Total Credits	**21**	**21**	**22**	**22**	**2**	**23**	**22**		**Total Credits 133**	**24**	**20**	**Total Credits 177**
Total Hours per Week	**25**	**25**	**25**	**25**		**25**	**25**		**Exit option available**	**25**	**25**	

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Note: In all the above 3 tables "(P)" means courses with practical

Course Structure of Various Pathways based on Credit Requirements

The FYUG Programmes consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows:

Table 1: FYUGP Course Structure – Major with Minors

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Major	68	88
2	Minor/ Minors	24	24+12*
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project / Dissertation		12**
	Total Credits	133	177

* Students can acquire 12 credits from their DSC/ DSE- Minor courses (300-399 level) depending upon their pathway choice.

** Students pursuing a four-year Honours degree are required to complete an 8-credit project as well as one capstone course from their chosen pathway, either DSC or DSE (400-499 level).

Table 2: FYUGP Course Structure – Double Major

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	First Major	52	72
2	Second Major	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project/(8 Credit project + 1 capstone course)		12
	Total Credits	133	177

Table 3: FYUGP Course Structure – Multidisciplinary

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Multidisciplinary Major	52	72
2	Multidisciplinary Minors	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project / (8 Credit project + 1 capstone course)		12
	Total Credits	**133**	**177**

Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode

i. A student shall register to a minimum of 16 credit per semester from the college/ department where he/she/they officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enroll for additional credits from other HEIs within the University or outside University subject to a maximum of 30 credits per semester including the 16 institutional credits.
ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.
iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the Academic Council of the college, which can be opted by the students for acquiring additional credits.
iv. BoS shall prepare and publish a list of allied/ relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway course for major/ minor for their disciplines at different levels.
v. At the end of each semester the college will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

Attendance

i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the

prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.

ii. A student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.

iii. The condonation facility can be availed as per the university norms.

Workload

i. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.

ii. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.

iii. An academic year shall consist of two semesters.

iv. To protect the existing language workload, college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of 3rd & 4th semester. It is recommended that the MDC offered in the third semester shall be based on Indian Knowledge Systems or Nation-specific topics and may be offered by the Other Languages department or any other department as may be seen fit. Additionally, the SEC in the fourth semester may be offered by the English Department and of the VACs in the third and fourth semesters, one may be offered by the Other Languages Department and the other may be offered by the English Department. These recommendations may be modified as per the recommendations of the SHC-UGP Academic Monitoring Committee.

v. Programme wise workload calculation will be as per the FYUGP workload ordinance 2024.

vi. The teachers given the administrative responsibilities in the department and college level may give a relaxation in their work load as specified in the UGC regulations 2018.

Credit Transfer and Credit Accumulation

i. The college will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.

ii. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations.The students shall be required to earn at least 50% of the credits from the College.

iii. Students shall be required to earn the required number of credits as per any of the pathway structure specified in this regulation for the award of the degree.

Outcome Based Approach

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) will be defined and specified in the syllabus of each programme.

Assessment and Evaluation

i. The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

ii. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.

iii. Teacher Specific Content will be evaluated under CCA.

iv. CCA will have two subcomponents Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the course faculty/ course coordinator offering the course.

v. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be prerogative of the course faculty/ course coordinator based on specific requirement of the student.

vi. Suggestive methods of FA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)

   a. Practical assignment
   b. Observation of practical skills
   c. Viva voce
   d. Quiz
   e. Interview
   f. Oral presentations
   g. Computerized adaptive testing
   h. In-class discussions
   i. Group tutorial work
   j. Reflection writing assignments
   k. Home assignments
   l. Self and peer Assessments
   m. Any other method as may be required for specific course/ student by the course faculty/ course coordinator.

vii. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. SA may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course faculty/ course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the end semester examinations.

viii. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)

a. Written test
b. Open book test
c. Laboratory report
d. Problem based assignments
e. Individual project report
f. Case study report
g. Team project report
h. Literature survey
i. Standardized test
j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.

ix. A student may repeat SA only if for any compulsive reason due to which the student could not attend the assessment.

x. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of SHC-UGP Academic Committee based on justified reasons.

xi. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Principal/Controller of Examinations from time to time in case any grievances are raised.

xii. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.

xiii. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.

xiv. There shall be theory and practical examinations at the end of each semester.

xv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 3-credit courses for 75 marks and 2-credit courses for 50 marks.

xvi. All examinations will be conducted by the College and will be evaluated at the College itself.

xvii. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

Practical Examination

i. The end semester practical examination will be conducted and evaluated by the institution.

ii. There shall be a CCA for practical courses conducted by the course faculty/ course coordinator.

iii. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	Weightage
CCA of practical/practicum.	30%
ESE of practical/practicum.	70%

iv. Those who have completed the CCA alone will be permitted to appear for the ESE.

v. For grievance redressal purpose, the university shall have the right to call for all the records of CCA.

vi. Duration of Examination: Questions shall be set as per the defined Outcome .The duration of the examinations shall be as follows.

Mode	Time (in Hours)
Written Examination	2
Multiple Choice	1.5
Open Book	2
Any Other Mode	2

Evaluation of Project/Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%. The scheme of evaluation of the Project is given below:

Project type	Maximum Marks	CCA	ESE
Research Project of Honours with Research (12 credits)	200	60	140
Project of Honours (8 credits)	100	30	70

Evaluation of Internship

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of CCA and ESE is given below:

Components of Evaluation of Internship	Weightage	Marks for Internship 2 Credits/ 50 Marks
CCA	30%	15
ESE	70%	35

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

Letter Grades and Grade Points

Mark system is followed for evaluating each question. For each course in the semester, letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below,

i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.

ii. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	85% and above but below 95%	
A (Very good)	8	75% and above but below 85%	
B+ (Good)	7	65% and above but below 75%	First Class
B (Above average)	6	55% and above but below 65%	
C (Average)	5	45% and above but below 55%	Second Class
P (Pass)	4	35% and above below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F (Fail)	0	Below an aggregate of 35%or below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

iii. When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

iv. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

SGPA (Si) = Σ(Ci x Gi) / ΣCi

Where Si is the SGPA in the i^{th} semester, Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th} course.

$$\textbf{SGPA} = \frac{\text{Sum of the credit points of all courses in a semester}}{\text{Total Credits in that Semester}}$$

Illustration – Computation of SGPA

Semester	**Course**	**Credit**	**Letter Grade**	**Grade point**	**Credit Point** (Credit x Grade)
I	DSC A	4	A	8	4 x 8 = 32
I	DSC B	4	B+	7	4 x 7 = 28
I	DSC C	4	B	6	4 x 6 = 24
I	MDC	3	B	6	3 x 6 = 18
I	AEC 1	3	O	10	3 x 10 = 30
I	AEC 2	3	C	5	3 x 5 = 15
	Total	21			147
	SGPA				147/21 = 7

The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

$$\textbf{CGPA} = \frac{\text{Sum of the credit points of all courses in six or eight semesters}}{\text{Total Credits in Six (133) or Eight (177) semesters}}$$

v. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Implementation and Monitoring of SHC-UGP

i. The implementation and monitoring of SHC-UGP will be carried out by duly appointed bodies/committees of the college such as the Academic Council, the various Boards of Studies and the Academic Monitoring Committee.

ii. Academic Council

Among its other functions, the Academic Council of the College shall:

i. Scrutinize and approve all the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP details such as, academic pathways, allowed syllabi enrichment/ updating,

details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc.

ii. The Academic Council can differ on any proposal and it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving sufficient reasons to do so.

iii. Undertake the scrutiny of all documents related to Teacher Specific Content.

iv. Recommend to the College Governing Council for starting innovative programmes using the flexibility and holistic nature of the SHC-UGP curriculum frame work.

iii. Board of Studies

Among its other functions, the Board of Studies of each Department shall:

i. Prepare teacher specific content of syllabi for various courses keeping in view the objectives of the SHC-UGP and submit the same for the approval of the Academic Council.

ii. Scrutinize the signature course content and its evaluation techniques.

iii. Suggest methodologies for innovative teaching and evaluation techniques.

iv. Suggest panel of examiners to the Office of the Controller of Examinations.

v. Coordinate research, teaching, extension and other academic activities in the department.

iv. SHC-UGP Academic Monitoring Committee

The SHC-UGP Academic Monitoring Committee shall be constituted under the Chairmanship of the Principal, with the Academic Coordinator as the Convenor, shall be entrusted to oversee the implementation and monitoring of the SHC-UG programme.

i. The Academic Monitoring Committee will collect and whet the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP and duly forward them to the Academic Council.

ii. It will oversee and coordinate the activities undertaken for the successful implementation of SHC-UGP in the College and will function as an advisory body in such matters.

Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal may by order make such provisions which appears to him/her to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the appropriate authorities.

Modifications to the Regulations

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government or the Mahatma Gandhi University from time to time, shall be incorporated into these Regulations by the appropriate regulatory bodies of the College and shall constitute an integral part thereof.

3. SYLLABUS FOR DISCIPLINE SPECIFIC COURSES IN ECONOMICS

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	HOURS PER WEEK	
					Theory	Practicum
1	24UECODSC101	**Fundamentals of Economics I**	100-199	4	3	2
2	24UECODSC102	**Fundamentals of Economics II**	100-199	4	3	2
3	24UECODSC201	**Microeconomic Analysis**	200-299	4	3	2
3	24UECODSC202	**Macroeconomic Analysis**	200-299	4	3	2
4	24UECODSC203	**Development Economics**	200-299	4	3	2
4	24UECODSC206	**Quantitative Techniques for Economic Analysis**	200-299	4	4	0
5	24UECODSC301	**Public Economics**	300-399	4	4	0
5	24UECODSC302	**Mathematical Economics**	300-399	4	4	0
6	24UECODSC303	**Introductory Econometrics**	300-399	4	4	0
6	24UECODSC304	**International Economics**	300-399	4	4	0
6	24UECODSC305	**Indian Economy**	300-399	4	4	0
7	24UECODSC401	**Research Methods in Economics**	400-499	4	3	2
7	24UECODSC402	**Advanced Microeconomics**	400-499	4	4	0
7	24UECODSC403	**Advanced Macroeconomics**	400-499	4	4	0
8	24UECODSC404	**Development Issues of Indian Economy**	400-499	4	3	2
8	24UECODSC405	**Advanced Econometrics**	400-499	4	3	2

COURSE 01 – FUNDAMENTALS OF ECONOMICS - I

Discipline/Programme	**Economics**
Semester	**1**
Type of Course	Discipline Specific Course
Course Code	**24UECODSC101**
Course Title	Fundamentals of Economics-1
Course Level	**100-199**
Course Summary	The course introduces students to the methodology of Economics and its fundamental concepts. Students will have the basic understanding of microeconomics, macroeconomics and banking practices.
Lecture/Tutorial/Practicum Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Outline the broad contours of Economics, its methodologies and concepts	U	1
2	Able to relate the basics of micro economics and the related concepts.	U	1, 2
3	Comprehend the basic concepts of macroeconomics which deals with the aggregate economy	U	1, 2
4	Develops insights into the importance and use of money and banking in the day-to-day life.	A	4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Methodology and Concepts of Economics**	**15**	**1**
	1.1	Meaning, definition and Subject matter of Economics, Pure and applied Economics, Positive and normative Economics, Micro and macroeconomics.		
	1.2	Economics as a social science – Need for interdisciplinary approach in Economics – Role of Economics in solving contemporary issues in a society.		
	1.3	Nature and reality of assumptions in Economics, Method vs methodology - Deductive and inductive methodology.		
Practicum: 1. Debate/discussion on various definitions of Economics with its merits and drawbacks. 2. Role play: Students can take on the roles of policy makers to suggest some remedial measures to solve contemporary social and economic issues.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Introduction to Micro Economics**	**10**	**2**
	2.1	Nature and scope of Micro Economics, Central problems of the economy - Scarcity and choice - Market mechanism - Production Possibility Curve.		
	2.2	Concepts of Equilibrium: Stable and unstable, static, comparative static and dynamic - General and partial equilibrium analysis – short run and long run.		
	2.3	Goals of micro economic policy: Efficiency and equity - Microeconomic models - Need for governmental intervention.		
Practicum: 1. Prepare a budget that you can maximizes the utility with your limited income, taking into account opportunity costs and trade-offs. 2. Discuss the concept of equilibrium and identify real-world examples where we can observe equilibrium in action.			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	

3		**Introduction to Macro Economics**	**10**	**3**
	3.1	Basic issues in Macroeconomic studies; Growth and Development, Inflation, Unemployment.		
	3.2	Definitions of related aggregates of national income - Methods of estimating national income – Limitations of national income accounting - GDP as a measure of economic welfare and quality of life.		
	3.3	Introduction to fiscal and monetary policies: Objectives, Major components - Role of Monetary and Fiscal policy in developing countries.		
Practicum: 1. Debate / panel discussion on current macroeconomic policy issues such as government budget deficits, inflation, or unemployment. 1. Seminar presentations: Comparative analysis of India's GDP with the neighbouring countries 2. Create visual representations of macroeconomic data using charts, graphs, or infographics.			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	
4		**Money and Banking**	**10**	**4**
	4.1	Money: Meaning, importance and functions – Near money, inside money and outside money - Monetary aggregates.		
	4.2	Banking: Meaning and types of Banks. Functions of Commercial banks - Nationalization of commercial banks in India. Recent reforms in banking sector in India.		
	4.3	Role and functions of the Reserve Bank of India. Quantitative and qualitative methods of credit control – Monetary Policy Committee (MPC)		
Practicum: 1. Discussion on the problems and prospects of India's banking sector 2. Presentation: Role of technology in shaping the future of banking service 3. Financial data analysis: Analyse the data to understand trends in key banking indicators such as interest rates, loan growth, money supply, or bank profitability.			**10**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practicum:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

1. Blaug, M. (1998). The Methodology of Economics, Cambridge Surveys of Economic Literature, New York.

2. Boland, Lawrence A. (2000), The Methodology of Economic Model Building Methodology after Samuelson, Routledge, London and New York.

3. Stiglitz J.E. and Walsh C.E. (2011), Principles of Economics, W.W. Norton & Co, New York.

4. Dominick Salvatore. Micro Economics Theory and Application. 4th Ed. New Delhi: Oxford University Press.

5. Richard T. Froyen (recent edition). Macro Economics - Theories and Policies, Pearson Education.

6. Hajela, T.N., (2009) Money and Banking, Ane Books Pvt Ltd., New Delhi.

7. Sundharam KPM, Banking: Theory, Law and Practice, Sultan Chand & Sons, New Delhi.

COURSE 02 – FUNDAMENTALS OF ECONOMICS-II

Discipline/Programme	**Economics**
Semester	**2**
Type of Course	Discipline Specific Course
Course Code	**24UECODSC102**
Course Title	Fundamentals of Economics-2
Course Level	**100-199**
Course Summary	The course introduces students to the basics of demand and supply theories, trade cycles, and the concept of inflation. The course also deals with the concepts of economic growth, development, and the nature and structure of Indian economy.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Able to relate the fundamental concepts of demand, supply and elasticity in microeconomics.	U	1
2	Develop knowledge on the basics of macroeconomic concepts such as trade cycles, inflation and deflation.	U	1, 2
3	Analyse the concepts of economic growth, development, social poverty and inequality.	An	4, 5
4	Develops insights into the nature and structure of Indian economy.	A	1
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Demand and Supply Analysis**	**15**	**1**
	1.1	Concept of Demand - Law of demand - Determinants of demand - Types of demand - Demand function - Market demand curve.		
	1.2	Elasticity of demand - Price, income and cross elasticity of demand - Measures of elasticity of demand.		
	1.3	Concept of Supply - Law of supply - Determinants of supply - Supply function – Elasticity of supply – Market supply curve - Market equilibrium.		
Practicum: 1. Choose a specific market (e.g., smartphones, fast food, clothing) and analyse the factors affecting demand and supply. 2. Select a product or service and investigate its price elasticity of demand. You can examine how changes in price affect the quantity demanded and explore real-life examples of elastic and inelastic goods.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Trade Cycles and Inflation**	**10**	**2**
	2.1	Trade Cycles: Meaning - Stages of trade cycles - Monetary and non-monetary theories of trade cycles		
	2.2	Inflation: Definition - Types of inflation - Causes and effects – Measures to control inflation		
	2.3	Concept of Deflation – Causes and effects.		
Practicum: 1. Examine historical case studies of economic recessions or downturns and analyse the underlying causes and consequences. 2. Study the dynamics of inflation in an economy and make a presentation on its impact on different stakeholders.			**5**	**2**

Module	Units	Course Description	Hours	
3		**Concepts of Economic Growth and Development**	**10**	**3**
	3.1	Distinction between Economic Growth and Economic Development - Structural features of underdeveloped economies.		
	3.2	Measurement of economic development - PQLI, HDI, HPI, MDPI, GDI - Amartya Sen's capability approach - Development and happiness.		
	3.3	Poverty and inequality: Meaning and definition – Poverty line - Measurement of poverty - Measuring Inequality - Lorenz curve, Gini co-efficient.		
Practicum: 1. Compare economic growth and development trajectories among India's neighbouring countries with similar starting conditions but different policy choices (prepare for seminar presentation) 2. Explore the drivers of inequality, including disparities in education, health, gender, and access to resources among countries (Discussion)			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	
4		**Nature and Structure of Indian Economy**	**10**	**4**
	4.1	Nature and structure of Indian economy - Basic Features, problems and prospects.		
	4.2	Sectoral composition of Indian Economy - Primary sector, secondary sector, tertiary sector - India's knowledge economy.		
	4.3	India's demographic profile - Demographic dividend – Advantages and challenges.		
Practicum: 1. Compare the share of agriculture, industry, and services in total GDP and examine how it has evolved over time (Assignment, presentation) 2. Study the sectoral distribution of employment in India and analyse trends in labour force participation rates across different sectors.			**10**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, and other innovative learning approaches.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual / Team project report**.** **Practical:** Nil

References:

1. Dominick Salvatore (2003), Microeconomics: Theory and Applications- 4thEdition, Oxford University Press.

2. Robert S Pindyck and Daniel L Rubinfeld (2009), Microeconomics- 8th Edition, Pearson India.

3. A Koutsoyiannis (1979), Modern Microeconomics, 2ndEdition, Macmillan.

4. Michael P. Todaro& Stephen C. Smith (2015), Economic Development, Pearson Education.

5. Subrata Ghatak (2005), Introduction to Development Economics, Routledge

6. A.P. Thirlwall& Penelope Pacheco-Lopez (2017), Economics of Development, Macmillan

7. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, NewDelhi.

8. Todaro and Smith, Economic Development, Pearson Education, New Delhi.

9. Debraj Ray, Development Economics. Oxford University Press, NewDelhi.

10. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p)Ltd.

11. Puri, V. K., & Misra, S. K. Indian Economy (Latest edition). Himalaya Publishing House, Mumbai.

12. Dutt, G., & Mahajan, A. Indian Economy (Latest edition). S. Chand.

COURSE 03 – MICROECONOMIC ANALYSIS

Discipline/Programme	**Economics**
Semester	**3**
Type of Course	Discipline Specific Course
Course Code	24UECODSC201
Course Title	**Microeconomic Analysis**
Course Level	200-299
Course Summary	This course offers a comprehensive understanding of consumer behaviour, investigating how individuals make choices to optimize utility. Additionally, it covers production behaviour, cost concepts, and various market structures, illuminating how firms operate within diverse competitive environments to achieve efficiency and maximize profit.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Able to explain the fundamentals of consumer behaviour	U	1
2	Develops knowledge on the basics of production and cost in the economy	U, A	1
3	Distinguish different market forms existing in the economy	A, An	2

4	Application of micro economic concepts to analyse real life situations.	A	2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Theory Of Consumer Behaviour**	**11**	**1**
	1.1	Consumer preference and choice-utility concepts (TU, MU) - Cardinal utility analysis-law of diminishing marginal utility-	3	
	1.2	Ordinal utility analysis-indifference curve-properties-Marginal Rate of Substitution- Budget Line - Consumer Equilibrium.	5	
	1.3	Splitting of Price effect into income and substitution effect - Slutsky and Hicks - Revealed Preference Theorem.	3	
Practicum: 1. Derivation of Indifference curve, Budget Line and Consumer Equilibrium (Non-Evaluative).			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Theory of Production and Cost**	**12**	**2**
	2.1	Production function-production concepts (TP, AP, MP) - Law of variable proportions.	**3**	
	2.2	Isoquant - properties - MRTS - Iso cost Line - Optimal input combination - Producer equilibrium	**4**	
	2.3	Cost concepts - TC, AC, MC - Traditional theory of costs - short run and long run - explicit and implicit cost - envelope curve - modern theory of cost	**5**	
Practicum: 1. Derivation of MRTS, Producer Equilibrium (Non-evaluative)			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Market Structure: Perfect Competition, Monopoly**	**12**	**3,4**

	3.1	Market-structures-perfect and imperfect markets	1	
	3.2	Perfect Competition –Features-Long run and Short run equilibrium of firm and industry-supply curve-shut down point	4	
	3.3	Monopoly – features - Short run and long run equilibrium - discriminating monopoly-degrees and types of price discrimination	4	
	3.4	Measuring monopoly power-Lerner Index.	3	
Practicum: 1.Case Study-to analyse real world examples of dumping and its affect on domestic industries .			**10**	**4**
Module	**Units**	**Course Description**	**Hours**	
4		Monopolistic Competition & Oligopoly	**10**	**3,4**
	4.1	Monopolistic competition – Features - Short and long run equilibrium - Chamberlin model	3	
	4.2	Oligopoly – Nature of oligopoly – price stickiness – kinked demand curve.	3	
	4.3	Collusive oligopoly – cartels and price leadership – low-cost firm – dominant and barometric – Duopoly models – market with asymmetric information (concept only)	4	
Practicum: 1. Debate- a debate on the advantages and disadvantages of collusion in oligopolistic markets 2. Discussion on markets with asymmetric information and their impact on efficiency			**10**	**3,4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. A Koutsoyiannis (1979). Modern Microeconomics. Palgrave McMillan.

2. Dominic Salvatore. Micro Economic Theory and Application.4th Ed. New Delhi: Oxford University Press.

3. Robert S. Pindyck, et al. (recent edition). Microeconomics. Delhi. Pearson Education.

4. G. S Maddala, Ellen Miller. (2004). Micro Economics. Theory and Application. Delhi. Tata McGraw Hill.

5. Case, Karl E& Ray C. Fair. (2007). Principles of Economics. (8th Edition). Delhi. Pearson Education.

6. Varian. H. (2000). Intermediate microeconomics: Affiliated East West Press Pvt Ltd.

7. Watson and Getz. (1996). Price Theory and its Uses. New Delhi: AITRS Publisher.

8. Schaum's Outline of Microeconomics, 4th Edition.

COURSE 04 – MACROECONOMIC ANALYSIS

Discipline/Programme	**Economics**
Semester	**3**
Type of Course	Discipline Specific Course
Course Code	24UECODSC202
Course Title	**Macroeconomic Analysis**
Course Level	200-299
Course Summary	The students are expected to learn the theoretical framework of macroeconomics and understand the functioning of the economy as a whole. The paper also gives insight to the students about the basic concepts used in Macroeconomics and policy alternatives used in controlling the economy.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any:	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops ability to compare and contrast micro and macroeconomics and understand the basics, importance, and application of macroeconomics.	U	1
2	Able to examine the contributions made by classical economics and analyze the relevance of those theories.	An	1
3	Appraise the transformation of the economy based on macroeconomic variables.	E	2

4	Able to illustrate the Keynesian model of income determination.	A	1, 2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Macroeconomics**	**13**	**1**
	1.1	Circular flow of economic activity in the two-sector model – Three and four sector model.		
	1.2	National Income – Concepts, Methods of Measurement.		
	1.3	Social accounting method – Limitations of national income accounting, Real and Nominal GNP -actual GNP and Potential GNP		
	1.4	Environmental concerns in national income accounts - Net Economic Welfare - Green GNP.		
Practicum: 1. Seminar Presentation on the trend of GDP growth for the past 10 Years			**10**	**1,3**
Module	**Units**	**Course Description**	**Hours**	
2		**Classical Macro Economics**	**10**	**2**
	2.1	Say's Law of Markets - Classical Theory of Employment and Output determination – Wage-price flexibility and full employment equilibrium.		
	2.2	Classical theory of interest – Quantity Theory of money (Fisher's version) – Cash transactions and cash balance approach – Neutrality of money - Classical Dichotomy.		
	2.3	Keynes' Criticism of Classical Theory.		
Practicum: 1. Quiz			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	

3		**Keynesian Macroeconomics**	**9**	**1,4**
	3.1	The background of Keynesian macroeconomics – Principle of effective demand		
	3.2	Consumption function, psychological law of consumption – Factors determining consumption - Savings function – Algebraic, and numerical illustration and estimation of APC, MPC, APS, and MPS.		
	3.3	The investment function – Determinants of investment - the role of expectations.		
Practicum: 1. Prepare an expenditure diary of students for a month			**10**	**4**
Module	**Units**	**Course Description**	**Hours**	
4		**Keynesian Model of Income Determination**	**13**	**4**
	4.1	Two sector Keynesian cross model of income determination - Algebraic derivation- Underemployment equilibrium – Multiplier and its types.		
	4.2	Three-sector Keynesian Cross model - The effects of changes in taxes and public expenditure on income.		
	4.3	Four-sector Keynesian Cross model. Two-sector IS-LM model of income determination (model only).		
Practicum: 1. Debate on Classical and Keynesian Views of Economics			**5**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.

	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem-based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. N. Gregory Mankiw (recent edition), Macro Economics, Worth Publications, New York
2. Richard T. Froyen (recent edition), Macro Economics - Theories and Policies, Pearson Education.
3. Lipsey R.G and K.A Christal (1999) "Principles of Economics" 9th Ed. Oxford University Press.
4. Branson, W.A (1989), "Macroeconomics: Theory and Policy", 3rd Ed. Harper and Harper and Row, New York
5. Eugene Diulio (2004), Macro Economics – Schaum's Outline Series, Tata McGraw Hill, New Delhi.
6. Shapiro, Edward (1982), Macro Economic Analysis, Galgotia Publications (reprint edition)
7. Sampat Mukerjee (2008), Analytical Macro Economics: From Keynes to Mankiw, New Central Book Agency, Calcutta.
8. Andrew B. Abel (2011), Macro Economics, Pearson, Delhi.

COURSE 05 – DEVELOPMENT ECONOMICS

Discipline/Programme	**Economics**
Semester	**4**
Type of Course	Discipline Specific Course
Course Code	**24UECODSC201**
Course Title	**Development Economics**
Course Level	**200-299**
Course Summary	Development Economics examines the economic aspects of the development process in low-income countries. This undergraduate course provides students with a comprehensive understanding of the theories, policies, and practices related to economic development.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develop knowledge on the basic concepts of development economics.	U	5
2	Analyse various theories of growth and development and apply the same in various circumstances.	A	4, 5
3	Assess various factors that affect the process of growth and development of the economy.	E	4, 5
4	Able to relate the importance of Human Resource Development in economic progress	U	2

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Development Economics**	**15**	
	1.1	Growth and Development: meaning, distinction and determinants.		1, 2
	1.2	Measurement of development- Income and non-income indices.		3
	1.3	Development redefined: Development as a total social process - Development as freedom.		2
	1.4	Characteristics of an underdeveloped economy – Economic and non-economic factors of economic growth.		2
	1.5	Poverty: absolute and relative.		3
Practicum: 1. Analyse HDI, MPI of a particular locality and submit a report. 2. Examine the level of poverty and inequality in India.			**7**	
Module	**Units**	**Course Description**	**Hours**	
2		**Approaches to Development**	**10**	**2**
	2.1	Structuralist – dependency - market- friendly approaches to development.		**4**
	2.2	Vicious circle of poverty – Stage Theory of Rostow, Sector thesis – Low level equilibrium trap.		**4**
	2.3	Critical minimum effort thesis – Big push – Lewis model – Fie Ranis model.		**4**
	2.4	Balanced vs Unbalanced growth strategy – Dualistic theories.		**4**
Practicum: 1. A debate on the appropriate strategy for development of the state of Kerala.			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	

3		**Theories and Factors in the Development Process**	**10**	**3**
	3.1	Classical, Marxian and Schumpeterian theories of development		4
	3.2	Role of agriculture in development.		2
	3.3	Choice of technique of production: capital intensive, labour intensive, and appropriate technology.		2
	3.4	Trade and economic development.		3
	3.5	Process of cumulative causation.		2
Practicum: 1. Panel discussion on the role of agriculture, industry, and services on development 2. A debate on the choice of technique for India.			**8**	**3**
Module	**Units**	**Course Description**	**Hours**	
4		**Human Resource and Development**	**10**	**4**
	4.1	Man power planning – concept of intellectual capital and its size		1
	4.2	Optimum theory of population –theory of demographic transition – ageing and younging issues - Migration		4
	4.3	Role of education and health in economic development		2
	4.4	Gender and development – women in the labour force.		3
Practicum: 1. Seminar on the demographic changes of India since 1921. 2. Seminar on the role of education, health and gender development on economic growth.			**10**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

1. Meier, G. M., & Rauch, James. E. (2007). *Leading Issues in Economic Development* (9th ed.). Oxford University Press.

2. Taneja, M. L., & Myer, R. M. (2011). *Economics of Development and Planning*. Vishal Publishing Co.

3. Thirlwall, A. P. (2016). *Growth and development, with special reference to developing economies* (9th ed.). Macmillan Education.

4. Todaro, M., & Smith, S. (2017). *Economic Development* (12th ed.). Pearson Education.

COURSE 06 – QUANTITATIVE TECHNIQUES FOR ECONOMIC ANALYSIS

Discipline/Programme	**Economics**
Semester	**4**
Type of Course	Discipline Specific Course
Course Code	24UECODSC204
Course Title	**Quantitative Techniques for Economic Analysis**
Course Level	200-299
Course Summary	Quantitative Techniques for Economic Analysis is designed to equip students with the necessary mathematical and statistical tools to analyse economic phenomena rigorously. This course covers a wide range of quantitative techniques commonly used in economic research and policy analysis. Students will learn how to apply these techniques to solve real-world economic problems, interpret data, and make informed decisions.
Lecture/Practical Hours	**60 (Theory)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops basic understanding of quantitative and statistical analysis.	U	1
2	Ability to use central tendencies and dispersion in statistical analysis	A	1, 2
3	Getting familiar with the uses of index numbers and	An	1, 2

	time series analysis.		
4	Develop skills to use the concept of probability in economic / statistical analysis.	A	1, 2
5	Capable of using correlation and regression analysis	A	1, 2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Basics of Quantitative and Statistical Analysis**	**10**	**1**
	1.1	Related concepts: Variables, constants, parameters, equations		
	1.2	Sequences and progressions - arithmetic and geometric.		
	1.3	Statistical Data – Types, Methods of Data collection		
	1.4	Classification and Tabulation of Data – Characteristics, Types - Presentation of Data - Histogram, Polygon, frequency curve, Bar chart, Pie diagram, Radar diagram.		
Module	**Units**	**Course Description**	**Hours**	
2		**Central Tendencies and Dispersion**	**10**	**2**
	2.1	Measures of Central Tendency – Arithmetic Mean, Median, Mode and its application in Economics.		
	2.2	Measures of Dispersion – Range, quartile deviation, mean deviation, standard deviation		
	2.3	Skewness and Kurtosis - Measurement - Definition and types (graphic representation)		
Module	**Units**	**Course Description**	**Hours**	
3		**Index Numbers and Time Series Analysis**	**12**	**3**
	3.1	Index Numbers: Meaning and uses.		
	3.2	Measurement: Laspeyre's, Paasche's, Fisher's, Dorbish-Bowley, Marshall-Edgeworth and Kelley's Methods		
	3.3	Time series analysis: uses, components		

	3.4	Measurement of trend: Free hand method, Semi-average method, Moving average method, Method of least squares.		

Module	Units	Course Description	Hours	CO No.
4		**Theory of Probability**	**13**	**4**
	4.1	Scope of probability in Economics - The case of uncertainty – concepts - Rules of probability (addition and multiplication theorem – statement only) - Economic problems at application level.		
	4.2	Probability distributions – binomial and normal – estimation of probabilities using binomial theorem and standard normal table - their properties- Uses and applications in Economics.		
Module	**Units**	**Course Description**	**Hours**	
5		**Correlation and Regression Analysis**	**15**	**5**
	5.1	Correlation and regression compared – types of correlation – measurement, scatter diagram, Karl Pearson's correlation coefficient (for raw data only). Rank correlation		
	5.2	Regression- meaning and significance-regression equations/regression lines-the line of best fit – prediction based on regression equations		

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Group discussions, Problem-based learning, Case studies, Lecture-based Learning, Discussion-based Learning, Project-Based Learning, Case-based Learning, Experiential Learning, Cooperative Learning, Inquiry-Based Learning, Game-Based Learning, Peer Teaching, Simulations and Role-Playing, Online Learning, Blended Learning, Differentiated Instruction, Mind Mapping, Reflective Practice, Interdisciplinary Learning, and Mentorship are diverse teaching and learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:**

	Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments (excel) / Individual project report / Team project report**.** **Practical:** Nil

References:

Barauh, S. (2002). Basic Mathematics and Its Application in Economics. Macmillan.

Chiang, A. C. (2005). Fundamental Methods of Mathematical Economics. McGraw Hill.

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Srivastava, U. K., et al. (n.d.). Quantitative Techniques for Managerial Decisions. New Age International Publishers.

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COURSE 07 – PUBLIC ECONOMICS

Discipline/Programme	**Economics**
Type of Course	**Discipline Specific Elective Course**
Semester	5
Course Code	**24UECODSE301**
Course Title	**Public Economics**
Course Level	**300-399**
Course Summary	Public Economics is a subject that deals with the fundamental principles that govern the fiscal operations of the government and its effect on production, consumption, income distribution, employment, and economic growth.
Lecture/Practical Hours	**60 (60/0)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Getting familiar with the basic concepts of public economics.	U	5
2	Compare various theories of public economics.	U	1
3	Assess the role and significance of government in public policy making.	A	1, 5
4	Identify the problems and prospects associated	A	1

	with government intervention in the economy.		
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		Introduction To Public Economics	**15**	
	1.1	Public Economics: Nature and scope, comparison of public and private finance.		1
	1.2	Role of state in economic activities: Allocation, distribution and stabilisation functions.		3
	1.3	Properties of public goods, public vs private goods.		1
	1.4	Principle of maximum social advantage, free rider problem.		4
Module	**Units**	**Course Description**	**Hours**	
2		**Public Revenue**	**15**	**2**
	2.1	Canons and principles of taxation.		2
	2.2	Theories of taxation: benefit principle and ability to pay theory, impact and incidence of taxation.		2
	2.3	Effects of taxation, concept of taxable capacity, Laffer curve.		3
	2.4	Tax and Non tax revenue, types and volume of taxes in India, non-tax revenues in India.		**4**
Module	**Units**	**Course Description**	**Hours**	
3		**Public Expenditure and Public Debt**	**15**	**3**
	3.1	Meaning of public expenditure, Canons of public expenditure, effects of public expenditure		3
	3.2	theories of expenditure growth: Wagner's hypothesis and Peacock- Wiseman hypothesis		2

	3.3	Public debt: meaning and types, debt redemption.		3
	3.4	Burden of public debt, public debt in India.		4
Module	**Units**	**Course Description**	**Hours**	
4		**Fiscal Federalism**	**15**	**4**
	4.1	Meaning and Importance of fiscal federalism.		1
	4.2	Vertical and horizontal equity in fiscal federalism.		2
	4.3	Fiscal federalism in India – role of Finance commission, recommendations of the recent finance commission.		4

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

Bhatia, H. L. (2022). *Public Finance* (31st ed.). Vikas Publishing.

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COURSE 08 – MATHEMATICAL ECONOMICS

Discipline/Programme	**Economics**
Semester	**5**
Type of Course	Discipline Specific Course
Course Code	24UECODSC302
Course Title	**Mathematical Economics**
Course Level	300-399
Course Summary	The course in Economics is designed to equip students with a basic foundation in mathematical economics, utilizing diverse teaching methods and assessment tools, with opportunities for practical experiences, and a focus on preparing graduates for successful careers in mathematical economics.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develop basic mathematical skills required for Economic analysis.	U	1
2	Get a holistic understanding of the relationship between economics and mathematics	U	1
3	Demonstrate how economic theory can be analysed using mathematical tools.	A	2

4	Use technology in analysing the mathematical software.	An	1,2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Mathematical Economics**	**15**	**1**
	1.1	Mathematical Economics: Meaning and Importance- Mathematical Representation of Economic Models		
	1.2	Economic functions: Demand function, Supply function, Utility function, Consumption function, Production function, Cost function, Revenue function, Profit function, saving function, Investment function.		
	1.3	Marginal concepts		
Module	**Units**	**Course Description**	**Hours**	
2		**Functions of one real variable**	**15**	**2**
	2.1	Types of functions- constant- polynomial- rational- exponential-logarithmic- Economic applications.		
	2.2	Graphs and graphs of functions- Limit and continuity of functions- slope of curvilinear function.		
	2.3	The Derivatives—rules of differentiation- higher–order derivatives- implicit differentiation-Economic application.		
Module	**Units**	**Course Description**	**Hours**	
3		**Optimization**	**15**	**3**
	3.1	Optimization of single/multivariable functions - Constrained optimisation with Lagrange Multiplier – the significance of Lagrange Multiplier.		
	3.2	Economic applications: Utility Maximisation, Cost Minimisation, Profit Maximisation.		

Module	Units	Course Description	Hours	
4		**Integral Calculus**	**15**	**4**
	4.1	The indefinite integral-integration-rule of integration-integration by substitution and by part.		
	4.2	The definite integral- properties of definite integrals-area under a curve- area between curves.		
	4.3	Economic application- consumer and producer surplus.		
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1.Dowling E.T (2003), Introduction to Mathematical Economics, 2nd Edition, Schaum_sOutline Series, McGraw-Hill, New York (ETD).

2.Carl P Simon and Lawrence Blue (2002): Mathematics for Economists, WW Norton

3. Chiang A.C. and K. Wainwright (2013), Fundamental Methods of Mathematical Economics, Tata McGraw-Hill Education; Fourth edition.

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5. Henderson, J. M. and R.E. Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.

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7.Knut Sydsaeter, Peter Hammond and Arne Strom (2012): Essential Mathematics for Economic Analysis 4th Ed, Pearson India,.(Chapters-4-9)

8.A. Koutsoyiannis (2003), Modern Microeconomics, Palgrave Macmillan; 2nd Revised edition.

9. Mike Roser (2014): Basic Mathematics for Economists,2nd Ed, Routledge(Ch-8-11)

10. Mik Wisneiwski (1998): Introductory Mathematical Methods in Economics, 2nd Ed

McGraw-Hill,. (Chapters -7-10 and 13).

COURSE 09 – INTRODUCTORY ECONOMETRICS

Discipline/Programme	**Economics**
Semester	**6**
Type of Course	Discipline Specific Course
Course Code	**24UECODSC303**
Course Title	**Introductory Econometrics**
Course Level	**300-399**
Course Summary	The introduction to econometrics aims to develop student's skills in building predictive models to aid decision-making and conducting social science research using empirical data with econometric tools. The course helps the students to develop intuition about how econometric tools work in practical scenarios.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any:	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Gain an understanding of what econometrics entails and develop intuition about how econometric tools work in practical scenarios.	U	1
2	Apply regression analysis to diverse data sets to familiarize students with estimation of economic parameters and prediction of economic outcomes	A	2
3	Explore various econometric methods employed in economics, finance, and business.	A	1, 2
4	Equip the students to generate and interpret results	An	4, 6, 2

	of econometric analysis.		
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Econometrics**	**10**	**1**
	1.1	Definition and Scope of Econometrics - Methodology of Econometrics - Types of Data: Time series-Cross-section –Pooled, Panel, Engineering data		
	1.2	Basic Concepts of estimation, Point estimation and interval estimation - Properties of estimators		
	1.3	The concept of linearity in econometrics—stochastic interpretation and its significance — Sample regression function (SRF)		
Module	**Units**	**Course Description**	**Hours**	
2		**Linear Models**	**15**	**2**
	2.1	Population regression function (PRF) - Estimation of PRF - The method of OLS		
	2.2	Gauss - Markov Theorem and the assumptions of Classical Linear Regression Model		
	2.3	Goodness of fit -Coefficient of determination- R Square -Adjusted R Square-– Reliability and Precision of OLS estimators—Standard Error of the OLS Estimator and the Estimate		
Module	**Units**	**Course Description**	**Hours**	
3		**Multiple Regression Model - Model Diagnosis**	**20**	**3**
	3.1	Introduction to multiple regression model – Three variable model - Assumptions, interpretation of multiple regression equation.		
	3.2	Population parameter - Sample statistic - Margin of error - Confidence interval		

	3.3	Test of hypothesis–Critical Region -Type I and Type II Errors-Level of Significance -Power of a test -Z and T (Concept Only).		
Module	**Units**	**Course Description**	**Hours**	
4		**Violation of the Assumptions of CLRM**	**15**	**4**
	4.1	Relaxing the assumption of classical linear regression model – Heteroscedasticity - nature, estimation in its presence—detection and remedial measures.		
	4.2	Autocorrelation - nature and estimation in its presence - detection and remedial measures.		
	4.3	Multicollinearity - nature, estimation in its presence - detection and remedial measures.		
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

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COURSE 10 – INTERNATIONAL ECONOMICS

Discipline/Programme	**Economics**
Semester	**6**
Type of Course	Discipline Specific Course
Course Code	24UECODSC304
Course Title	**International Economics**
Course Level	300-399
Course Summary	This course provides the students with a thorough understanding of the basic principles that tend to govern the flow of trade in goods and services at the global level. The contents of the paper spread over various modules, lay emphasis both on the theory and applied nature of the subject.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the basic concepts and tools of international economics and the basis of international trade	U	1
2	Apply major concepts and theories in international economics to analyse real-world economic scenarios.	A	1

3	Assess and interpret global events, fostering a nuanced perspective on international affairs.	An	1
4	Familiarise policies, rules, and regulations in international trade and assess the role of international organizations in shaping global economic policies.	U, An	2,4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to the Theory of International Trade**	**15**	**1,2**
	1.1	International Economics – Meaning and Significance – Pure theory of international trade		
	1.2	Basic concepts – terms of trade - offer curve – community indifference curve –opportunity cost- gains from trade		
	1.3	Absolute advantage –Comparative advantage- Reciprocal Demand –Heckscher– Ohlin theory –Factor price equalization theorem- Leontief Paradox		
Module	**Units**	**Course Description**	**Hours**	
2		**Balance of Payments**	**15**	**2,3**
	2.1	Meaning and structure of BOP		
	2.2	Equilibrium and disequilibrium in the BOP – measures to correct disequilibrium		
	2.3	Devaluation and BOP –effects of currency depreciation and capital movements on BOPs- Marshall Lerner condition- J-curve effect.		
Module	**Units**	**Course Description**	**Hours**	
3		**Foreign Exchange Rate**	**15**	**2**
	3.1	Equilibrium Rate of Exchange – theories of exchange rate determination –purchasing power parity theory – BOP theory.		

	3.2	Fixed and flexible exchange rate - forward rate – spot rate – nominal, real, and effective rate of exchange.		
	3.3	Foreign exchange risks – hedging and speculation – currency derivatives –future options – currency swaps-international liquidity.		
Module	**Units**	**Course Description**	**Hours**	
4		**Trade Policy and Financial Systems**	**15**	**3,4**
	4.1	Commercial policy – free trade vs protection – Tariffs and Quotas - their effects		
	4.2	Gold standard& Mint parity- Bretton Woods System - IMF – IBRD		
	4.3	WTO -Economic integration- Trade Creation and Trade diversion		

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Dominic Salvatore, Schaum's Outlines, Theory and Problems of International Economics. Tata McGraw Hill, Delhi.

2. Dominic Salvatore, (Recent Edition), International Economics: Trade and Finance, John Wiley and Sons, Limited.

3. Francis Cherunilam, International Economics, Mc Graw Hill, Education

4. Giancarlo Gandolfo (2006) Elements of International Economics, Springer (India) Private Limited.

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COURSE 11 – INDIAN ECONOMY

Discipline/Programme	**Economics**
Semester	**6**
Type of Course	Discipline Specific Course
Course Code	**24UECODSC304**
Course Title	**Indian Economy**
Course Level	**300-399**
Course Summary	This course provides an understanding of the process of growth achievements of the Indian economy as an emerging economic power.
Lecture/Practical Hours	**60 (60/0)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops knowledge on the background of India's economic growth.	U	4
2	Asses the characteristics of the growth process of the Indian economy.	A	1, 4
3	Compare and contrast the strategy of economic growth process adopted by India.	E	1, 4
4	Evaluate the issues faced by Indian economy and	E	1, 4

	suggest remedies for the same.		
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Indian Economy Prior to 1991**	**15**	
	1.1	Mixed Economic Framework of the Indian Economy.		1
	1.2	Economic policies of India prior to 1991		1
	1.3	Five year plans; objectives, achievements and failures of five year plans.		2
	1.4	Key and Strategic Role of PSUs.		4
Module	**Units**	**Course Description**	**Hours**	
2		**Indian Economy since 1991**	**15**	**2**
	2.1	New economic reforms of 1991 and rationale behind it.		**1**
	2.2	Effects of liberalisation, privatisation, and globalisation on Indian economy.		2
	2.3	External Sector Reforms since 1991 - Trade and Currency Reforms, - foreign capital - FDI, portfolio investments and MNCs.		3
	2.4	Role of NITI Aayog and modernisation strategy of the nation.		**3**
Module	**Units**	**Course Description**	**Hours**	
3		**Demographic Features of India**	**15**	**3**
	3.1	Population: characteristics, size and structure since 1921.		1
	3.2	Occupational distribution, rural-urban migration.		3
	3.3	Problems of overpopulation and demographic dividend.		4

	3.4	Population policy of the country.		2
	3.5	Women empowerment and gender inequality in India.		4
Module	**Units**	**Course Description**	**Hours**	
4		**National Income and Development Issues**	**15**	**4**
	4.1	Trends in India's National Income and per capita income.		1
	4.2	Development issues: unemployment, black money and corruption, inflation, energy crisis.		
	4.3	Microfinance and its significance to growth.		2
	4.4	Role of infrastructure in India's development.		4
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

Agrawal, A. N., & Agarwal, M. K. (2023). *Indian Economy Problems of Development and Planning* (Vol. 44th). New Age International.

Datt, G., & Mahajan, A. (2022). *Indian Economy* (Vol. 72nd). S. Chand.

Puri, V. K., Misra, S. K., & Garg, B. (2022). *Indian Economy* (41st ed.). Himalaya Publishing House.

COURSE 12 - RESEARCH METHODS IN ECONOMICS

Discipline/Programme	**Economics**
Semester	**7**
Type of Course	**Discipline Specific Course**
Course Code	24UECODSC401
Course Title	Research Methods in Economics
Course Level	**400-499**
Course Summary	The course provides a roadmap for research scholars in Economics to the principles for organizing, planning, designing, and conducting research in a systematic, rigorous, and objective manner.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops knowledge on the basic concepts and principles of economic research.	U	1
2	Capable to formulate a research design with valid hypothesis.	An	1, 2
3	Develops skills in the collection of data, processing and its analysis	A	2

4	Ability to apply acquired knowledge to address real-world economic issues through a culminating research project.	A	2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Research Methodology**	**10**	**1**
	1.1	Meaning and definition of research - Classification of research (pure, applied, exploratory, descriptive, historical, diagnostic, experimental, qualitative, quantitative).		
	1.2	Importance, applications and limitations of social science research - Interdisciplinary and trans-disciplinary approaches in social science research.		
	1.3	Identifying and defining research problems - Formulating research questions and objectives -		
Practicum: 1. Identify some relevant research problems and evaluate the viability for research work.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Research Design and Sample Design**	**10**	**2**
	2.1	Research Design - Meaning, features. Types of research design - Evaluation of research design and steps.		
	2.2	Panel studies, Blind Studies, Case study method		
	2.3	Sample design - Probability and non-probability sampling - Sampling errors.		
Practicum: 1. Seminar presentations on Research design and sampling design.			**5**	**2**

Module	Units	Course Description	Hours	
3		**Data Collection and Processing**	**15**	**3**
	3.1	Methods of collecting primary data- questionnaire and schedules- sources of secondary data.		
	3.2	Sources of hypothesis - Procedure for testing hypothesis - One tailed and two tailed tests - Basics of the important parametric and non-parametric tests.		
	3.3	Processing of data - Use of statistical packages for data analysis (SPSS and EXCEL).		
Practicum: 1. Prepare survey questionnaires on a topic of interest and present before the class. 2. Invited talk on SPSS / Excel.			**10**	**3**

Module	Units	Course Description	Hours	
4		**Data Analysis, Interpretation of Data and Research Report**	**10**	**4**
	4.1	Analysis and Interpretation of data, Methods of footnotes and referencing, Bibliography,		
	4.2	Style Manuals (APA, MLA)		
	4.3	Structure of a research report- Types of reports - Ethics in publication, plagiarism.		
Practicum: 1. Students are asked to collect data on certain relevant topic and perform analyses, interpret results, and draw conclusions.			**10**	**4**

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*.

	Practical: Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

1. Trivedi, P. (2016). Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications.

2. Yadav, R. (2016). Research Methodology: A Step-by-Step Guide for Beginners. Pearson.

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6. Marc Blaug (1992), The Methodology of Economics, or How Economics Explain, Cambridge University Press, New York.

7. Kothari, C. R (2008), Research Methodology, Methods and Techniques, New Age International, New Delhi

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COURSE 13 – ADVANCED MICROECONOMICS

Discipline/Programme	**Economics**
Semester	**7**
Type of Course	Discipline Specific Course
Course Code	24UECODSC402
Course Title	**Advanced Microeconomics**
Course Level	400-499
Course Summary	Advanced Microeconomics delves into recent developments in consumer behaviour theory, explores decision-making under uncertainty, and analyses the intricate relationship between production, costs, and firm behaviour.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Gain insight into consumer behaviour through recent advancements in traditional demand theories and evaluate the enhanced efficacy of these theories compared to traditional models.	U, E	1
2	Get equipped with the knowledge and skill in effective decision making under uncertain market situations	U, A	1,2
3	Understands various production functions and analyse the superiority of modern theory of cost	U	1

	over traditional theory		
4	Proficient in analysing various welfare theories and equipping them with the skills to evaluate policies for maximizing societal well-being	An	4,5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Recent Developments in the Theory of Consumer Behaviour**	**15**	**1**
	1.1	Recent developments in the theory of market demand: Pragmatic approach and Linear expenditure system		
	1.2	Homothetic utility functions - Dynamic demand functions: Nerlove, Houthakker		
	1.3	Household Time Allocation model of Garry S. Becker-Characteristics model of Kelvin Lancaster		
	1.4	Network externalities: positive and negative (Bandwagon, Snob and Veblen effects)		
Module	**Units**	**Course Description**	**Hours**	
2		**Choice under Uncertainty**	**15**	**2**
	2.1	St. Petersburg Paradox and Bernoullian Hypothesis		
	2.2	Neumann-Morgenstern Utility Index		
	2.3	Attitudes (Preferences) towards risk: Risk averse, risk loving & risk neutral		
	2.4	Friedman and Savage Hypothesis-Markowitz Hypothesis		
Module	**Units**	**Course Description**	**Hours**	
3		**Theory of Production and Costs**	**15**	**3**

	3.1	Homogeneous and non-homogeneous production function-Technical progress and production function	3	
	3.2	Cobb Douglas, CES and VES (Variable Elasticity Substitution) and Translog Production functions and their properties	5	
	3.3	Modern theory of cost, Derivation of cost functions from production functions	3	
	3.4	Economics of scale and economics of scope, -learning curve	2	
Module	**Units**	**Course Description**	**Hours**	
4		**General Equilibrium and Welfare Economics**	**15**	**4**
	4.1	Partial and general equilibrium - 2x2x2 model of general equilibrium (Walrasian system) - Existence, Uniqueness and stability of equilibrium		
	4.2	Welfare Economics - Pareto optimality – Kaldor - Hicks compensation criterion		
	4.3	Social welfare function of Bergson - Arrow's Impossibility Theorem and Sen's Capability Theory - Rawls' Theory of Justice		
	4.4	Contemporary issues and case studies - Easterlin Paradox and Human Happiness Index		

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments /

	Individual project report / Team project report**.** **Practical:** Nil

References:

1. Koutsoyiannis A. (1979), Microeconomic Theory (2nd edition), Macmillan, London.

2. Hal R. Varian, Intermediate Microeconomics - A Modern Approach, East - West Press Pvt. Ltd. New Delhi, 2010.

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8. PRG Layard & AA Wallters, "Microeconomic Theory", McGraw-Hill International Editions. 1987.

9. Baumol W. J. (1985), Economic Theory and Operations Analysis, Prentice Hall (Chapter 22)

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11. Alchian A. and Demsetz H. (1972), Production, Information costs and economic organization, *American Economic Review*, LX11(5) 777-95.

COURSE 14 – ADVANCED MACROECONOMICS

Discipline/Programme	**Economics**
Semester	**7**
Type of Course	Discipline Specific Course
Course Code	24UECODSE403
Course Title	**Advanced Macroeconomics**
Course Level	400-499
Course Summary	The Advanced Macroeconomics course offers students the chance to learn about various economic theories developed after Keynes, including different branches of Keynesian thought. It delves deeply into the theoretical discussions between Classical and Keynesian economists, while also allowing students to explore the debates surrounding policy interventions.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Describe the primary points of contention among	A	1

	various adherents to Keynesian economics		
2	Assess the significance of Monetarism in attempting to revive Classical Macroeconomics.	An	1
3	Develop knowledge on the Neo-Keynesian and Disequilibrium models	U	2
4	Understand the concepts and theories of New Keynesian macroeconomics	U	1
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Macroeconomic framework-Keynesian Conflicts**	**20**	**1,3**
	1.1	Keynesian Fixed Price Model: Income - Expenditure Model up to four sectors, IS-LM Model: Liquidity Trap - Fiscal and Monetary Policies - Crowding Out Effect – Mundell-Fleming Open Economy Model		
	1.2	Keynesian Flexible Price Model: AD-AS Framework-Policy Implications- Ricardian Equivalence Labour Market: Classical versus Keynes -Pigouvian effect, Keynes Effect, and Real Balance Effect, DMP (Diamond, Mortenson, Pissarides model)		
	1.3	Neo-Keynesian Analysis (Disequilibrium Models): Walrasian Vs. Keynesian Models. Effective Demand and Notional Demand - Incompatibility of Walras Law and Neoclassical Synthesis of Keynes's General Theory- Disequilibrium models of Robert Clower - Leijonhufvud's, Barro-Grossman and Malinvaud.		
Module	**Units**	**Course Description**	**Hours**	
2		**Monetarism**	**10**	**2**
	2.1	Main Propositions of Monetarism - Friedman's Re-statement of Quantity Theory of Money - Monetarist Inflation Theory - Adaptive Expectation Hypothesis.		
	2.2	Monetarism and the Philips Curve: The Friedman-Phelps Expectations-Augmented Phillips Curve - Natural Rate of Unemployment Hypothesis-Accelerationist Hypothesis and NAIRU. Policy		

		Implications- Business Cycles and Monetary Policy: Rule Versus Discretion - Cold Turkey versus Gradualism - Taylor rule - Inflation Targeting.		
Module	**Units**	**Course Description**	**Hours**	
3		**New Classical Macroeconomics**	**15**	**1,2**
	3.1	Main Propositions of NCM: The Rational Expectations Hypothesis-Continuous Market Clearing - The Lucas Supply Curve		
	3.2	The New Classical Economics and the Business Cycle - The Ineffectiveness of Government Intervention - The Lucas Critique		
	3.3	Monetary Policy in the NCM and the Philips Curve - Credibility and Dynamic Time-Inconsistency.		
Module	**Units**	**Course Description**	**Hours**	
4		**New Keynesian Macroeconomics**	**15**	**4**
	4.1	Imperfect Competition and Price Setting – Sticky Nominal Wages—Staggered Wage - Contract Theory.		
	4.2	Sticky Price Model: Menu Costs and Demand Externality. Sticky Real Wages: Asymmetric Information Model-Implicit Contract Theory- Insider Outsider Model and Hysteresis		
	4.3	Efficiency Wage Theories of Involuntary Unemployment: - Shapiro–Stiglitz Model - Turnover Cost-Selective Theory—On the Job Efficiency -Shirking Theory and Coordination Failure- Policy Implications of NKE.		
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required*

	for specific course by the course faculty. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem-based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Gregory Mankiw, N (2010): Macroeconomics, 7th Ed, Worth Publishers, Dufield, U.K.

2. Kamran Dadkhah (2010): The Evolution of Macroeconomic Theory and Policy, Springer, London.

3. Rudiger Dornbusch, Stanley Fisher and Richard Startz (2007) 7th ed: Macroeconomics, TMH, New Delhi.

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5. Richard T. Froyen (2008) L: Macroeconomics- Theories and Policies, Pearson, Singapore.

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7. A.J. Westaway and T. G. Weyman Johnes (1978): Macroeconomics, Theory, Evidence and Policy, Longman, New York.

8.Andrew B. Abel and Ben S. Bernanke (2010): Macroeconomics 4th Ed. Pearson, Singapore.

9. Olivier Blanchard (2011): Macroeconomics 4th Ed- Pearson, Singapore.

10. Errol D'Souza (2008): Macroeconomics, Pearson, Singapore.

11. Lefteris Tsoulfidis: (2010), Competing Schools of Economic Thought, Springer, London.

12. Brian Snowdon and Howard R. Vane (Ed) (2003): A Macroeconomics Reader, Routledge, London.

COURSE 15 – DEVELOPMENT ISSUES OF INDIAN ECONOMY

Discipline/Programme	**Economics**
Semester	**8**
Type of Course	Discipline Specific Course
Course Code	**24UECODSC404**
Course Title	**Development Issues of the Indian Economy**
Course Level	**400-499**
Course Summary	This course provides an in depth understanding of the development issues of the Indian economy, its structure, and its emerging issues related to agriculture, industry, services and foreign trade.
Lecture/Practical Hours	**60 (60/0)**
Credits	**4**
Pre-requisites if any	**Must have completed and introductory course in Indian Economy of 300 level**

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops knowledge on the basic issues related to the functioning of the various sectors of the Indian economy.	U	4

2	Examine the trends in growth pattern of various sectors of the economy.	An	1, 4
3	Able to apply various theories of economics in analysing the growth process of Indian Economy.	An	1, 4
4	Evaluate the level of growth of various sectors and formulate policy resolutions that help further growth of each sector.	E	1, 4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		Macroeconomic Policies and Their Impact	**20**	
	1.1	Fiscal Policy		1
	1.2	Trade and investment policy		1
	1.3	Financial and monetary policies		2
	1.4	Lbour regulations in India		4
Module	**Units**	**Course Description**	**Hours**	
2		Policies and Performance in Agriculture	**15**	**2**
	2.1	Growth and productivity of Indian agriculture		**1**
	2.2	Agrarian structure and technology and capital formation		2
	2.3	Trade; pricing and procurement.		3
Module	**Units**	**Course Description**	**Hours**	
3		**Industrial Performance and Policy**	**15**	**3**
	3.1	Growth, productivity, and diversification of Indian Industrial sector.		1

	3.2	Small, Medium, and Micro Enterprises: role and performance.		3
	3.3	Public sector: Role, importance and policies.		4
	3.4	Foreign investment in India		2
Module	**Units**	**Course Description**	**Hours**	
4		**Trends and Performance in Service Sector**	**10**	**4**
	4.1	Role and Performance of Service sector in Indian Economy.		1
	4.2	Role of infrastructure in economic growth.		

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

Agrawal, A. N., & Agarwal, M. K. (2023). *Indian Economy Problems of Development and Planning* (Vol. 44th). New Age International.

Datt, G., & Mahajan, A. (2022). *Indian Economy* (Vol. 72nd). S. Chand.

Puri, V. K., Misra, S. K., & Garg, B. (2022). *Indian Economy* (41st ed.). Himalaya Publishing House.

COURSE 16 – ADVANCED ECONOMETRICS

Discipline/Programme	**Economics**
Semester	**7**
Type of Course	Discipline Specific Course
Course Code	
Course Title	Advanced Econometrics
Course Level	
Course Summary	Advanced econometrics course typically builds upon foundational econometric concepts and methods, delving into more sophisticated techniques for analysing economic data. The emphasis of the course is on contemporary econometric methodologies, encompassing both technical derivations and their practical applications. The course will explore applications in the realms of microeconomics, macroeconomics, and finance.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO

1	Demonstrate a comprehensive understanding of the concepts underlying multiple regression analysis.	U	1
2	Achieves mastery in interpreting models that incorporate qualitative information.	A	2
3	Provide students with the requisite knowledge and skills to comprehend, estimate, and interpret models that encompass simultaneous equations within economic contexts.	E	1, 2
4	Develop critical thinking skills to assess the assumptions, limitations, and potential biases in dynamic econometric modelling.	A	4, 2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Violation of the Assumptions of Classical Model and Some Extensions**	**10**	**1**
	1.1	Issues of Regression through Origin -Scaling and Units of Measurement- Different Functional Forms of Regression Models and their applications (Log-linear, Semi- log, Double log, Reciprocal and Log Reciprocal Models)—Choice of Functional Form		
	1.2	Model Specification and Errors: Consequences—Under fitting and Over fitting— Measurement Errors (Concepts only)		
Practicum: 1. Group Project: Divide students into groups and assign each group a different functional form of regression model to study in-depth. Have each group present their findings to the class, including a discussion of the strengths, weaknesses, and applications of the assigned functional form.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Regression with Qualitative Variables and Simultaneous Equations**	**10**	**2**
	2.1	Dummy Variable Regression–Techniques and Uses- Models with Qualitative Dependent Variables- Logit, Probit, and Tobit Models.		

	2.2	Simultaneous equation Methods: Structural and reduced forms, Endogenous and exogenous variables, Identification problems and conditions		
	2.3	Recursive Models, Indirect Least squares, Two stage (2SLS) and Three Stage Least Squares (3SLS)		
Practicum: 1. Provide students with a set of simultaneous equations representing an economic system. Ask them to derive the reduced form equations, identify the endogenous and exogenous variables, and discuss the identification problems that may arise. Have them analyze the system using structural and reduced form approaches.			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Dynamic Econometric Model**	**15**	**3**
	3.1	Auto Regressive and Distributed Lag Models-Koyck Model		
	3.2	Instrumental Variables- Problem of Auto- Correlation, Application- Almon Approach to Distributed Lag Models		
	3.3	Causality Test , Granger Test, Unit Root and Random walk		
1. **Practicum:** Students will formulate research questions and design questionnaires. They will then collect data from a sample population, such as classmates or friends. Students will work in groups to enter the collected data into SPSS and perform descriptive statistics, including measures of central tendency and variability, as well as creating charts and graphs to interpret the results.			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	
4			**10**	**4**
	4.1	Structure of panel data – Panel OLS – Fixed Effects (FE) Models – Random Effect (RE) Models		
	4.2	Model Selection – (FE vs RE) – Hausman Test - Endogeneity – Instrumental Variables (IV)		
	4.3	Estimation of Fixed Effects (FE) &Random Models – Instrumental Variables (IV) Estimation		
Practicum: Practical/Seminar /Assignment : Implementing panel data analysis using statistical software (e.g., Stata, R, Python)/Analyzing real-world datasets			**10**	**4**

employing fixed effects, random effects, and dynamic panel data models/Interpreting and presenting results from panel data estimations		

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **C. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	D. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

Gujarati, Damodar (2003), Basic Econometrics, 4th edition, McGraw Hill, New York.

Gujarati, Damodar (2012), Econometrics by Example, Palgrave Macmillan, London.

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Hatekar, Neeraj R (2010), Principles of Econometrics, Sage Publications, New Delhi.

Gujarati, Damodar (1992), Essentials of Econometrics, 4th edition, McGraw Hill, New York.

Greene, William H (2012), Econometric Analysis, 7th Edition, Pearson Education Ltd, Essex, England.

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	HOURS PER WEEK	
					Theory	Practicum

Salvatore, Dominic and Reagle Derrick (2011), 2nd Edition, Statistics and Econometrics, McGraw Hill, New York.

4. Syllabus for Discipline Specific Elective Courses in Economics

3	24UECODSE201	**Modern Banking**	200-299	4	4	0
4	24UECODSE202	**Entrepreneurship Development**	200-299	4	3	2
5	24UECODSE301	**Human Resource Management**	300-399	4	4	0
5	24UECODSE302	**Behavioural Economics**	300-399	4	4	0
5	24UECODSE303	**Economics of Financial Markets**	300-399	4	3	2
6	24UECODSE304	**Industrial Economics**	300-399	4	3	2
7	24UECODSE401	**Kerala Economy**	400-499	4	4	0
7	24UECODSE402	**Economics of Social Sector**	400-499	4	4	0
7	24UECODSE403	**Labour Economics**	400-499	4	4	0
8	24UECODSE404	**Agricultural Economics**	400-499	4	3	2
8	24UECODSE405	**Monetary Economics**	400-499	4	4	0
8	24UECODSE406	**Digital Economy and Business Transformation**	400-499	4	3	2

COURSE 01 – MODERN BANKING

Discipline/Programme	**Economics**
Semester	**3**
Type of Course	**Discipline Specific Elective Course**
Course Code	24UECODSE201
Course Title	**Modern Banking**
Course Level	

	200-299
Course Summary	Modern banking course covers fundamental aspects of the industry, including bank types, products, and services. It explores financial markets, risk management strategies, and compliance with regulatory frameworks. The impact of technology, fintech innovations, and the rise of digital banking are integral components, emphasizing the role of data analytics and artificial intelligence.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any	

COURSE 01 – MODERN BANKING

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops knowledge on different systems of banking and the historical context of their development.	U	1
2	Examine the structure and functioning of Indian banking system.	A	2, 7
3	Develops understanding and ability to use IT based banking services.	A	2
4	Develops basic knowledge about practical and legal aspects of banking	E	4, 2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Banking: Structure and Theories**	**15**	**1**
	1.1	Brief history of commercial banking in India – Structure of commercial banks		
	1.2	Central Bank – meaning – Functions of Central Bank		

		with reference to RBI - Theories of Banking		
	1.3	Credit creation – Branch banking – Unit banking – Mixed banking – Chain banking		
Module	**Units**	**Course Description**	**Hours**	
2		**Banking Sector Reforms and Emerging Trends**	**15**	**2**
	2.1	Banking sector reforms - New generation banks and emerging trends in banking.		
	2.2	Mobile banking, RTGS, NEFT, SWIFT, MICR cheques / drafts.		
	2.3	Digital Payment System in India – Prepaid Payments instruments – Small Finance Bank – Payment Bank.		
Module	**Units**	**Course Description**	**Hours**	
3		**Rural Banking**	**15**	**3**
	3.1	Rural banking - Co-operative banks – Primary Agricultural credit societies		
	3.2	Central Co-operative banks – State co-operative banks		
	3.3	Regional Rural Banks (RRBs) - NABARD - Features of NABARD		
Module	**Units**	**Course Description**	**Hours**	
4		**Practical Banking**	**15**	**4**
	4.1	Practical Banking – Banker - customer relationship – General and special relations.		
	4.2	Garnishee order – Know Your Customer (KYC)		
	4.3	Negotiable instruments – Credit instruments – Cheques, drafts, promissory notes, bills of exchange.		
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

1. Jyotsna Sethi and Niswan Bhatia (2008), prentice Hall India

2. Hajela, T. N., (2009), Money and Banking, Ane Books Pvt. Ltd., New Delhi.

3. Sundharam KPM, Banking: Theory, Law and Practice, Sultan Chand and Sons, New Delhi (recent edition)

4. M. R. Baye, D.W. Jansen (1996), Money, Banking and Fin. Markets, AITBS (Indian ed.)

5. K.C. Sekhar: Banking – Theory and Practice, Vikas Publishing House, New Delhi (recent edition).

COURSE 02 – ENTREPRENEURSHIP DEVELOPMENT

Discipline/Programme	**Economics**
Semester	**4**
Type of Course	Discipline Specific Elective Course
Course Code	24UECODSE202
Course Title	**Entrepreneurship Development**

Course Level	200-299
Course Summary	The goals of this programme are to inspire students and help them imbibe an entrepreneurial mind-set. The students will learn what entrepreneurship is and how it has impacted the economy and their social life.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develop awareness about entrepreneurship and successful entrepreneurs.	U	1
2	Develop an entrepreneurial mind-set by learning about its various dimensions and key skill requirements.	U	3
3	Capability to transform ideas into business opportunities	U	7
4	Gaining knowledge on project formulation and submission	A	1, 2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Entrepreneurship**	**15**	**1**
	1.1	Meaning and definition of entrepreneurship - Characteristics, functions and types of entrepreneurships – Entrepreneurship and enterprise.		

	1.2	Role of entrepreneurs in economic development - Factors affecting growth of entrepreneurship.		
	1.3	The entrepreneurial mindset, Traits of successful entrepreneurship.		
Practicum: 1. Invited talk by industry expert to share the entrepreneurial experiences and insights.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Recent Trends in Entrepreneurship**	**10**	**2**
	2.1	New generations of entrepreneurship viz. social, Health, Tourism and Women entrepreneurship - Barriers to entrepreneurship.		
	2.2	Entrepreneurship skill - Types of entrepreneurship skills - Measures to improve entrepreneurial skills		
	2.3	Artificial intelligence in entrepreneurship		
Practicum: 1. Presentation of inspiring entrepreneurial success stories of prominent business leaders.			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Identification of Business Opportunities**	**10**	**3**
	3.1	Sources and steps involved in identification of business opportunities. Environment scanning.		
	3.2	Idea generation: Transformation of ideas into opportunities.		
	3.3	Idea & opportunity assessment - Market assessment - Trend spotting - Creativity & innovation - Innovative process - Selection of the right opportunity.		
Practicum: 1. Reflection and action planning: Students can reflect on their learning experiences, identify strengths and areas for growth, and develop action plans for pursuing entrepreneurial opportunities. 2. Seminar presentation: Students have to develop feasibility studies for their chosen business ideas by analysing factors such as market demand, resource availability, regulatory requirements, and potential risks.			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	

4		**Project Formulation and Report**	**10**	**4**
	4.1	Formulation of a project - Stages in project formulation		
	4.2	Preparation of a project report - contents		
	4.3	Project appraisal - various aspects of appraisal		
Practicum: 1. Discussion on emerging start-ups in various industries - identify key factors contributing to their success, such as innovative business models, disruptive technologies, and effective execution strategies. 2. Project report formulation, presentation and submission.			**10**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Desai, Vasant. Dynamics of Entrepreneurship Development, Himalaya publishing house
2. Drucker, Peter. Innovation and Entrepreneurship-Practice and Principles
3. Mascarenhas, Romeo. Entrepreneurship Management. Vipul Prakashan
4. Khanka, S.S. Entrepreneurial Development. Sultan Chand publication
5. Shankaraiah. A. et al, Entrepreneurship Development, Kalyani Publishers

6. Panthalookaran, V., (2022). Entrepreneurial Intellection: Shades of Black & White. Kochi:

7. Gordon, Natarajan. Entrepreneurship Development. Himalaya publishing house

8. Anjan, R. Managing New Ventures, Concepts and Cases in Entrepreeurship, New Delhi, PHI Learning Private limited.

9. Bhide A, The Origin and Evolution of New Businesses, N Y, Oxford University Press.

10. Brandt, S. C. (1997). Entrepreneuring: The 10 Commandments for Building a Growth Company. New Delhi: Mc Millan Business Books.

11. Manjunath, N. (2008). Entrepreneurship & Management. Bangalore: Sanguine Technical Publishers.

12. Panthalookaran, V. (2023). Pedagogy of the Digital Natives: An Introduction to Entrepreneurial Education. Kochi, Pallikkutam Publications.

COURSE 03 – HUMAN RESOURSE MANAGEMENT

Discipline/Programme	**Economics**
Semester	**5**
Type of Course	Discipline Specific Elective Course
Course Code	24UECODSC301
Course Title	**Human Resource Management**

Course Level	300-399
Course Summary	This course provides a comprehensive overview of Human Resource Management (HRM) practices and principles. Emphasis will be placed on understanding the strategic importance of HRM in achieving organizational objectives and fostering a positive work environment.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any:	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the basics of Human resource Management, its importance and functions.	U	1
2	Ability to analyse the importance of recruitment and selection processes in effective human resource management.	An	3, 4
3	Develop the knowledge, skills, and competencies required to design, implement, and evaluate training and development programs effectively.	E	1, 2
4	Comprehends the role of performance appraisal in assessing and enhancing employee motivation.	An	3, 4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Human Resource Management**	**10**	**1**
	1.1	Understanding the evolution and importance of HRM – Nature, scope and objectives of HRM.		
	1.2	Role and Functions of HRM in organizations – Personal Management vs Human Resource Management		

	1.3	HRM Trends and Challenges		
Module	**Units**	**Course Description**	**Hours**	
2		**Recruitment and Selection**	**8**	**2**
	2.1	Job Analysis and job design		
	2.2	Recruitment strategies and sources		
	2.3	Selection methods and techniques		
	2.4	Placement and induction		
Module	**Units**	**Course Description**	**Hours**	**3**
3		**Training and Development**		
	3.1	Strategic role and importance of training and development in HRM – Understanding training needs.		
	3.2	The training and development process		
	3.3	Current Trends in training and development		
Module	**Units**	**Course Description**	**Hours**	**4**
4		**Motivation and Performance Appraisal**		
	4.1	Motivation: Meaning and objectives - Importance of motivation in the workplace.		
	4.2	Employee morale and productivity – Factors influencing morale.		
	4.3	Performance appraisal: Definition and objectives – Importance of performance appraisal in HRM – Methods of performance appraisal.		
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Group discussions, Problem-based learning, Case studies, flipped classroom, Lecture-based Learning, Discussion-based Learning, Project-Based Learning, Case-based Learning, Experiential Learning, Cooperative

	Learning, Inquiry-Based Learning, Game-Based Learning, Socratic Method, Peer Teaching, Simulations and Role-Playing, Online Learning, Blended Learning, Differentiated Instruction, Mind Mapping, Reflective Practice, Interdisciplinary Learning, and Mentorship are diverse teaching and learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Michael V. P. (1998), Human Resource Management and Human Relations, Himalaya Publishing House, New Delhi .

2. M. N. Rudrabasavaraj (1998), Cases in Human Resource Management, Himalaya Publishing House, New Delhi.

3. H. John Bernardin and Richard W. Beauty (1984), Performance Appraisal: Assessing Human Behaviour at Work, Kent, Bosten.

4. George T. Milkovich and John W. Boudreu (1998), Personal Human Resource Management: A Diagnostic Approach, Ed. Plano, TX Business Publications.

5. Dessler, Human Resource Management, 11th edition, Pearson Education, Delhi

6. Biswanath Ghosh, Human Resource Development and Management, Vikas Pubblishing House, Delhi

7. Anuradha Sharma & Aradhana Khandekar (2006), Strategic Human Resource Management, Response Books, New Delhi

8. Bohlander and Shell (2007), Human Resource Management, Cengage Learning, Delhi.

9. Aswathappa, Human Resource and Personnel Management, 3rd edition, Tata McGraw Hill, Delhi.

COURSE 04 – BEHAVIOURAL ECONOMICS

Discipline/Programme	**Economics**
Semester	**5**
Type of Course	**Discipline Specific Elective Course**
Course Code	**24UECODSE302**
Course Title	**Behavioural Economics**

Course Level	300-399
Course Summary	This course in Behavioural Economics covers the historical evolution, objectives, and scope of the field, exploring its interdisciplinary connections. It delves into themes and methodologies such as preferences, choices, decision-making, heuristics, biases, and mental accounting, with practical applications through group discussions and decision-making simulations.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Perceive the importance of behavioural economics as a discipline in Social Science.	U	4
2	Gain a comprehensive understanding about the economic decision making, heuristics and emotional influence on choices.	U	1
3	Develop the ability to apply behavioural perceptions to real world economic phenomena	A	4
4	Examine how behavioural insights can shape public policies	An	2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Behavioural Economics**	**15**	**1**
	1.1	History and Evolution of Behavioural Economics	2	
	1.2	Objectives and Scope of Behavioural economics	2	
	1.3	Relation of Behavioural economics with other disciplines	2	
	1.4	Themes and methodology of Behavioural Economics-Applications	4	

Module	Units	Course Description	Hours	
2		**Preferences, Choices and Decision Making**	**15**	**2**
	2.1	Values, Preferences and choices. Heuristics and Biases	4	
	2.2	Decision making under risk and uncertainty. Attitudes towards risk-risk aversion, risk love, risk neutral	6	
	2.3	Mental accounting and its applications	3	
Module	**Units**	**Course Description**	**Hours**	
3		**Behavioural Game Theory**	**15**	**3**
	3.1	Behavioural Game Theory-nature, equilibrium, mixed strategies, bargaining	3	
	3.2	Iterated games, signalling, learning and its applications	3	
	3.3	Modelling of social preferences- nature and factors affecting social preferences	3	
	3.4	Reciprocity models, evidence and policy implications	3	
Module	**Units**	**Course Description**	**Hours**	
4		**Behavioural Economics in Public Policy**	**15**	**3,4**
	4.1	Applications of Behavioural Economics in public policy	3	
	4.2	Nudging-definition, examples and application	3	
	4.3	Behavioural Experiments in policy: design and implementation	4	
Teacher specific course components:				
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Group discussions, Problem-based learning, Case studies, Flipped classroom, Lecture-based Learning, Discussion-based Learning, Project-Based Learning, Case-based Learning, Experiential Learning, Cooperative Learning, Inquiry-Based Learning, Game-Based Learning, Peer Teaching, Simulations and Role-Playing, Online Learning, Blended Learning, Differentiated Instruction, Mind Mapping, Reflective Practice, Interdisciplinary Learning, and Mentorship are diverse teaching and learning approaches.			

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1.Altman. (2007). Handbook of Contemporary Behavioural Economics: Foundation and Developments. Prentice Hall India.

2.Angner, E. (2016). Course in Behavioral Economics. Palgrave Macmillan.

3.Camerer, C. (2003). Behavioral Game Theory.

4.Camerer, C., Loewenstein, G., & Rabin, M. (2004). Advances in Behavioral Economics.

5.Cartwright. (2011). Behavioural Economics. Routledge.

6.Kahneman. (2011). Thinking Fast and Slow. Penguin Books.

7.Kahneman, D., & Tversky, A. (2000). Choices, Values, and Frames.

COURSE 05 – ECONOMICS OF FINANCIAL MARKET

Discipline/Programme	**Economics**
Semester	**5**
Type of Course	Discipline Specific Elective Course
Course Code	**24UECODSE303**

Course Title	Economics of Financial market
Course Level	**300-399**
Course Summary	This course provides an in-depth exploration of financial markets, examining the mechanisms, instruments, participants, and regulations that shape them. Through a combination of theoretical frameworks, real-world case studies, and practical applications, students will gain a comprehensive understanding of the functioning and significance of financial markets in the global economy.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any:	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops better understanding of Indian financial system	U	1
2	Get familiar with money market operations in the country.	A	2
3	Practice and demonstrate basic capital market operations.	A	1, 2
4	Attain knowledge about major financial market institutions in India.	U	8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Indian Financial System**	**10**	**1**
	1.1	Structure of Indian financial system – Role and functions of financial system in economic development		

	1.2	Monetary and non-monetary (banking and non-banking) financial intermediaries.		
	1.3	Insurance companies, pension funds and provident funds, mutual funds, investment banks, asset management companies, venture capital funds.		
Practicum: 1. Quiz / seminar on India's financial system.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Money Market**	**10**	**2**
	2.1	Money market – Meaning, features, functions.		
	2.2	Money market instruments: T-bills, Commercial papers, Certificate of deposits, Bankers' acceptance, Participation certificate, Call money, notice money & term money, Gilt-edged securities, REPOs, CBLOs.		
	2.3	Sub-markets of money market: Call money market, Collateral loan market, Acceptance market, Bill market, Market for CDs and CPs, Short term loan market.		
Practicum: 1. Conduct seminar sessions on money market instruments 2. Make a presentation on various sub-markets of money market.			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Capital Market**	**15**	**3**
	3.1	Capital market- Meaning, Functions – Role of capital market in economic development.		
	3.2	Instruments of Capital market: Equity shares, preference shares, deferred shares, bonds and debentures, ESOPs, depository receipts, Exchange Traded Funds (ETFs).		
	3.3	Primary market (New Issue market): Functions of NIM - Methods of public issue: IPO and FPO – Bonus shares, Rights, stock splits – Private placement.		
	3.4	Secondary Market: Nature and functions - Stock exchanges in India: BSE, NSE, MCX. Online trading – Demat account.		
	3.5	Derivatives Market: Derivatives – meaning, benefits – types of derivative contracts: Forwards, futures, options,		

		warrants and swaps.		
Practicum: 1. Conduct seminar on capital market instruments 2. Conduct online trading demonstration.			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	
4		**Major Financial Institutions and Services**	**10**	**4**
	4.1	Role of RBI in Indian financial market – Functions of Securities and Exchange Board of India.		
	4.2	Role of Insurance Regulatory Development Authority - Employees' Provident Fund Organization.		
	4.3	Credit rating institutions in India: CRISIL, ICRA and CARE – Functioning of depositories in India: NSDL, CDSL.		
Practicum: 1. Field Visit: Organize visits to banks / stock exchanges / insurance companies or regulatory agencies. 2. Evaluate the interventions of RBI with monetary indices.			**10**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.**

	Practical: Nil

References:

1. S.B. Gupta (2001). Monetary Economics: Institutions, Theory and Policy, S. Chand & Co, New Delhi, Part I

2. L.M. Bhole (recent edition). Financial Institutions and Markets, Tata McGraw Hill, New Delhi.

3. V.A. Avadhani, Investment and Securities Market in India, Himalaya Publishing House, Bombay (recent edition)

4. Zuvi Bodie, Robert C Merton et al. (2009), Financial Economics, Pearson Education (Ch.1 (1.1, 1.2), Ch.2 (2.1, 2.5, 2.7) only.

5. M.Y. Khan (recent edition) Indian Financial System, Tata McGraw Hill, New Delhi.

6. Suraj B. Gupta (2012), Monetary Economics, Institutions Theory and Policy, S Chand and Company Limited, New Delhi.

COURSE 06 – INDUSTRIAL ECONOMICS

Discipline/Programme	**Economics**
Semester	**6**
Type of Course	Discipline Specific Elective Course
Course Code	24UECODSE107

Course Title	**Industrial Economics**
Course Level	300-399
Course Summary	The course provides a comprehensive outlook on India's industrial sector. It focuses on industrial growth, availability of finance, and Government policy initiatives.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops knowledge on the basics of industries and the core concepts of Industrial Economics.	U	1
2	Gain knowledge about the theoretical background of industrial locations and its strategic importance in business.	U	1, 2
3	Examine the significance of industrial finance in economic development.	An	1
4	Develop skills to analyse various Government policy initiatives for industrial progress.	An	1, 4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Framework of Industrial Economics**	**10**	**1**
	1.1	Meaning, nature, and scope of Industrial Economics		
	1.2	Basic concepts: Plant, Firm and Industry, Market organization of a firm; Classification of firms on the basis of ownership (Public, private, joint and cooperative sectors).		

	1.3	Industrial combinations - Causes, mergers & acquisitions and amalgamations.		
Practicum: 1. Industry analysis: Students are divided in to groups and assign each group to analyse a specific industry. They can research market trends, competition, regulatory environment, and technological advancements affecting the industry.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Industrial Location and Development**	**10**	**2**
	2.1	Introduction - The general determinants of industrial location: Technical factors, economic & infrastructural factors, other factors.		
	2.2	Theories of industrial location: Alfred Weber, Sargent Florence & August Losch.		
	2.3	Industrial Concentration: Causes and Effects - Location policy in India, Industrial location trend in India.		
Practicum: 1. Field trip: Organize field trips to industrial zones or manufacturing plants in the nearby region.			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Industrial Growth and Finance in India**	**10**	**3**
	3.1	Recent trends in Indian industrial growth and structural transformation in India.		
	3.2	Changing role of public enterprises - Efficiency, productivity and performance constraints.		
	3.3	Sources of institutional finance in India - Role, and types of institutional finance - IFCI, IDBI, SIDBI, SFCs, SIDC, Commercial banks - Trends and problems of industrial finance in India.		
Practicum: 1. Discussion on various sources of industrial finance in India. 2. Quiz on India's industrial sector.			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	

4		**Issues in Indian Industry and Government Policies**	**15**	**4**
	4.1	Performance and problems of Micro, Small and Medium Enterprises (MSME) - Role of MNCs in economic growth.		
	4.2	Industrial Backwardness, problems of regional Imbalance, industrial sickness. Major elements of New Industrial Policy, 1991.		
	4.3	Government schemes related to industries: Make in India, Start-up India, The national industrial corridor, Atmanirbhar Bharat Rojgar Yojana (ABRY), Digital India.		
Practicum: 1. Assignment: India's industrial growth and structural transformation since New Industrial Policy. 2. Policy analysis: Students are directed to analyse government policies and incentives aimed at promoting industrial development in different regions.			**10**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Barthwal R.R. (2022), Industrial Economics: An Introductory Textbook, 3rd Edn, NewAge International Publishers.

2. Bhalerao N & Desai SSM (2010), Industrial Economy of India, 5th Edition, Himalaya Publishing House, Bombay.

3. Cherunilam, F. (1994), Industrial Economics: Indian Perspective, Himalaya Publishing House, Mumbai.

4. Ahluwalia, I.J. (1985), Industrial Growth in India, Oxford University Press, New Delhi.

5. Ferguson Paul R. and Glenys J. Ferguson (1994), Industrial Economics: Issues and Perspective, The Macmillan Press Ltd.

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COURSE 07 – KERALA ECONOMY

Discipline/Programme	**Economics**
Semester	**7**
Type of Course	Discipline Specific Elective Course

Course Code	**24UECODSE401**
Course Title	**Kerala Economy**
Course Level	**400-499**
Course Summary	This course provides an in depth understanding of the development issues of Kerala economy, its structure, and its emerging issues related to agriculture, industry, services and foreign trade.
Lecture/Practical Hours	**60 (60/0)**
Credits	**4**
Pre-requisites if any	Must have had an introductory course on Indian Economy of at least 300 level.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the basic issues related to the functioning of the various sectors of Kerala economy.	U	4
2	Compare the trends in growth pattern of various sectors of Kerala economy.	An	1, 4
3	Able to apply various theories of economics in analysing the growth process of Kerala Economy.	An	1, 4
4	Evaluate the level of growth of various sectors and formulate policy resolutions that help further growth of each sector in Kerala.	E	1, 4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Structure of Kerala Economy**	**15**	

	1.1	An overview of the Kerala economy		1
	1.2	Kerala's development since the formation of the state		1
	1.3	Features of the Economy- Structural composition – Primary, Secondary and Tertiary Sectors		2
	1.4	Changes over the years in NSDP, GSDP and PCI of the state		
	1.5	Kerala Model of Development		
	1.6	A comparison with the highest SDP state in India		
	1.7	HDI status of Kerala		4
Module	**Units**	**Course Description**	**Hours**	
2		**Demographic Features of Kerala**	**15**	**2**
	2.1	Demographic Aspects (birth rate, death rate, infant mortality rate, sex ratio, age distribution)		**1**
	2.2	Urbanisation, Migration and Emigration-Economic and social Impacts of Migration, return migration and interstate migration		2
	2.3	Nature and Magnitude of Urban, Rural and Educated Unemployment		
	2.4	Trends in Urban and Rural Poverty in Kerala- Major poverty alleviation schemes		3
	2.5	Problem of Ageing population		**3**
Module	**Units**	**Course Description**	**Hours**	
3		**Agriculture sector**	**15**	**3**
	3.1	Land reforms- Measures of Land reforms		1
	3.2	Growth of Agriculture in Kerala Economy		3
	3.3	Trends in Agricultural production and Productivity – Determinants of Agricultural Productivity – Cropping Pattern		4
	3.4	Irrigation: Sources and Trends		2

	3.5	Food Security in Kerala.		
	3.6	Agricultural Credit and Indebtedness		4
Module	**Units**	**Course Description**	**Hours**	
4		**Industry & Service sectors**	**15**	**4**
	4.1	Structure of Kerala Industry – Growth and Pattern of Industrial Development		1
	4.2	Industrial policy of Kerala – Special Economic Zones (SEZ)		
	4.3	Role of Small-scale Industries in Kerala – Problems & remedial measures of Small-scale Industries: Issue of Sickness		2
	4.4	Industrial Finance in Kerala		
	4.5	Service Sector, Infrastructure, Transport, Energy, Communication & IT		4
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized Test (MCQ) / Open book / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

Agrawal, A. N., & Agarwal, M. K. (2023). *Indian Economy Problems of Development and Planning* (Vol. 44th). New Age International.

Datt, G., & Mahajan, A. (2022). *Indian Economy* (Vol. 72nd). S. Chand.

Puri, V. K., Misra, S. K., & Garg, B. (2022). *Indian Economy* (41st ed.). Himalaya Publishing House.

COURSE 08 – ECONOMICS OF SOCIAL SECTOR

Discipline/Programme	**Economics**
Semester	**7**
Type of Course	

	Discipline Specific Elective Course
Course Code	24UECODSE402
Course Title	**Economics of Social Sector**
Course Level	**400-499**
Course Summary	"Economics of Social Sector" course investigates into the economic principles and challenges associated with providing essential services to society. It covers the allocation of resources in sectors such as education, healthcare, and social welfare, emphasizing the economic impact of public policies and interventions. The course also examines the economic implications of various social sector programs, including their efficiency, equity, and sustainability.
Lecture/Practical Hours	**60**
Credits	**4**
Pre-requisites if any:	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Able to explain the economic principles underlying the social sector, exploring how economic concepts apply to areas such as education, healthcare, and social welfare.	U	4
2	Students will learn to evaluate the allocation of resources within the social sector, considering the economic implications of budgetary decisions, funding mechanisms, and resource distribution to address societal needs.	A	5
3	Aims to equip students with the ability to critically evaluate social policies and interventions from an economic perspective.	E	1, 6
4	Examine the problems of social inequalities and understand the need of promoting equitable access to essential services for diverse populations.	E	5, 7
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Social Sector**	**15**	**1**
	1.1	Social sector – meaning and components - Role in economic development		
	1.2	Theoretical Framework: Contributions of Schultz and Becker		
	1.3	Components of Human capital - Human Capital vs. Physical Capital		
	1.4	Human capital and human development		
Module	**Units**	**Course Description**	**Hours**	
2		**Costs and Benefits of Education**	**15**	**2**
	2.1	Definition and scope of Economics of Education - Education as Consumption and Investment goods.		
	2.2	Cost and Benefits of education		
	2.3	Contribution of Education to economic growth		
Module	**Units**	**Course Description**	**Hours**	
3		**Introduction to Economics of Health**	**15**	**3**
	3.1	Definition and scope of Economics of Health		
	3.2	Health as Consumption and an Investment goods - The role of health in economic development		
	3.3	Economic Dimensions of Health Care - Demand and Supply of Health Care - India's National Health Policy		
Module	**Units**	**Course Description**	**Hours**	
4		**Financing and Institutional Issues in Health Care**	**15**	**4**
	4.1	Resource Mobilisation and Utilisation of health care in India - Equity and Efficiency Effects of health care financing.		
	4.2	Health Care and Resource Constraints		

	4.3	Inequalities in Health and health care in India - Institutional Issues in Health Care Delivery.		

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **E. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	F. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

1. Banerjee, A. V., & Duflo, E. (2019). & quot; Good Economics for Hard Times & quot;

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2. Barr, N. (2012). & quot; Economics of the Welfare State & quot; Oxford University Press.

3. Dreze, J., & amp; Sen, A. (2013). & quot; An Uncertain Glory: India and its Contradictions & quot; Princeton University Press.

4. Government of India, Ministry of Health and Family Welfare. (2019). & quot; National Health Accounts Estimates for India (2016-17). & quot; NHA Estimates

5. Government of India, Ministry of Rural Development. & quot; Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). & quot; MGNREGA

6. Government of India, Ministry of Human Resource Development. & quot; Annual Status of

Education Report (ASER) & quot; ASER

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Princeton University Press.
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COURSE 09 – LABOUR ECONOMICS

Discipline/Programme	**Economics**
Semester	**8**

Type of Course	Discipline Specific Elective Course
Course Code	**24UECODSE403**
Course Title	**Labour Economics**
Course Level	**300-399**
Course Summary	Labour Economics offers students a comprehensive understanding of the complexities of labour markets and equips them with analytical skills to tackle real-world labour market challenges.
Lecture/Practical Hours	**60 (60/0)**
Credits	**4**
Pre-requisites if any	Must have had an introductory course on Indian Economy of at least 300 level.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Able to explain the basic concepts of labour economics.	U	1
2	Examine the labour market dynamics to interpret trends, patterns and policy implications of the same.	An	2
3	Asses and evaluate the unintended consequences and distributional impacts of various labour policies.	E	4
4	Practice economic models and analytical tools to address real world labour market issues.	A	8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Labour Markets and Demand for Labour**	**15**	
	1.1	Nature and characteristics of labour markets in developing countries like India		1
	1.2	Paradigms of labour market analysis — Classical, neo-classical and dualistic economy		1

	1.3	Demand for labour in relation to size and pattern of investment		2
	1.4	Choice of technologies and labour policies		3
Module	**Units**	**Course Description**	**Hours**	
2		**Supply of labour**	**15**	**2**
	2.1	Supply of labour in relation to growth of labour force		**1**
	2.2	Labour market policies; Mobility and productivity of labour		**3**
	2.3	Rationalization; Methods of recruitment and placement		2
	2.4	Employment service organization in India.		**3**
Module	**Units**	**Course Description**	**Hours**	
3		**Employment**	**15**	
	3.1	Employment and development relationship		3
	3.2	Poverty and unemployment in developing countries		2
	3.3	Unemployment — Concept, Types, and Measurement, particularly in India		1
	3.4	Impact of rationalization, technological change and modernization on employment in organized private industry, Public sector and employment in agricultural sector.		4
	3.5	Analysis of educated unemployment.		3
Module	**Units**	**Course Description**	**Hours**	
4		**Wage Determination**	**15**	
	4.1	Classical, neo-classical and bargaining theories of wage determination		2
	4.2	Concepts of minimum wage, living wage and fair wage in theory and practice		1

	4.3	Discrimination in labour markets		3
	4.4	Wage determination in various sectors — rural, urban, organized, unorganized and in informal sectors		4

Teacher specific course components:	
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

1. Borjas, G. J. (2012, January 1). *Labor Economics*. McGraw-Hill Professional Publishing.

2. Sloane, P., Latreille, P., & O'Leary, N. (2013, March 5). *Modern Labour Economics*. Routledge.

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5. Hutchinson, G., & Treble, J. (2018, December 7). *Recent Advances in Labour Economics*. Routledge.

COURSE 10 – AGRICULTURAL ECONOMICS

Discipline/Programme	**Economics**

Semester	**8**
Type of Course	Discipline Specific Elective
Course Code	**24UECODSE404**
Course Title	**Agricultural Economics**
Course Level	**300-399**
Course Summary	This course is designed to expose the students to the nature, scope and Principles of agricultural Economics. The emphasis of this course is on concepts and introduction of various tools required for analysis in agricultural economics. In particular, the course aims to deepen students' understanding of how economic theory can be applied to analyse policy problems of agricultural sectors. It also focuses on analysing the Principles of Agricultural production, costs and prices.
Lecture/Practical Hours	**60 (60/0)**
Credits	**4**
Pre-requisites if any	Must have had an introductory course on Indian Economy of at least 300 level.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Able to comprehend the role of agriculture in economic growth and development.	U	1
2	Examine the progress and changing nature of agricultural sector.	An	2
3	Asses the contribution of agriculture to the economy as a whole.	E	4
4	Develop knowledge on economic theories applicable in analysing the problems of agricultural production, costs and prices.	U	8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		Overview of Agricultural Economics	**14**	
	1.1	Nature and scope of agriculture: Traditional agriculture and its modernization.		2
	1.2	Role of Agriculture in economic development; Interdependence of Agriculture and Industry.		1
	1.3	Mellor's approach and Lewis Model; Linkages between agriculture and industry; Sustainable agricultural development.		2
	1.4	Ranis – Fei Model of Agricultural Growth.		2
Module	**Units**	**Course Description**	**Hours**	
2		Principles of Agricultural Economics	**10**	
	2.1	Farm Management; Features and Kinds of firm ownership.		**1**
	2.2	Farm Size and Productivity.		**2**
	2.3	Intensive and Extensive Cultivation.		3
	2.4	Classification of Agricultural Products (Cash and Food Crops, Cereal and Non-Cereal Crops).		**1**
Module	**Units**	**Course Description**	**Hours**	
3		Principles of Agricultural Production	**10**	
	3.1	Production and Production Functions: Short Run and Long Run Production Function.		2
	3.2	Relationship between TPP, APP and MPP.		4
	3.3	Factor-Product Relationship.		3
	3.4	Factor-Factor Relationship: Isoquant, Iso Cost line, least cost combination.		3
	3.5	Laws of Returns: Law of Increasing Returns, Law of Constant Returns and Law of Diminishing Returns.		

	3.6	Product-Product Relations: Production Possibility Curve, Iso Revenue line, Optimum Product combination.		4
Module	**Units**	**Course Description**	**Hours**	
4		Agricultural Marketing and Agricultural Prices	**10**	
	4.1	Meaning and scope of Agricultural Marketing.		2
	4.2	Significance of Agricultural Marketing.		3
	4.3	Marketed and Marketable Surplus.		3
	4.4	Agricultural Prices: Meaning and determination of agricultural Prices, Trends in Agricultural Prices, Causes and impact of price fluctuations.		4
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

Andrew Barkley, Principles of Agricultural Economics, Routledge Taylor and Francis, London and New York.

Sadhu, A. N. and Singh Amarjeet: Fundamental of Agricultural Economics, Himalaya Publ. House, New Delhi.

Lekhi, R. K. & Singh, Joginder: Agricultural Economics-An Indian Perspective, Kalyani Publishers, New Delhi.

S. Subba Reddy, P. Raghu Ram, T.V. Neelakanta Sastry, I. Bhavani Devi: Agricultural Economics, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.

Arun Katyan, Krishi Vigyan ke Sidhant, Kitab Mahal Publishers, New Delhi.

COURSE 11 – MONETARY ECONOMICS

Discipline/Programme	**Economics**

Semester	**8**
Type of Course	Discipline Specific Elective
Course Code	24UECODSE405
Course Title	**Monetary Economics**
Course Level	400-499
Course Summary	This paper aims to equip students with a comprehensive understanding of monetary economics, encompassing theoretical frameworks, policy implications, and practical applications. By exploring concepts such as money demand, supply, central banking, and monetary policy tools, students will develop analytical skills to evaluate macroeconomic phenomena, comprehend the role of monetary policy in economic stabilization, and critically assess contemporary monetary policy debates and challenges.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Enables the students to understand basic concepts regarding money and the functioning of the pecuniary economy.	U	1
2	Gives the students an insight into the different schools of thought regarding the demand for money and facilitates the students to have a thorough understanding of various theoretical approaches to the determinants and measures of money supply and its role in causing business cycles	A	1
3	Provide students an insight into interest rate differentials.	U	2
4	Gives the students awareness of the monetary policy formulations, its targets, objectives, and monetary transmission mechanism, and creates interest in analysing the recent monetary reforms initiated in	An	2

	India.		
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Monetary economics**	**10**	**1**
	1.1	Overview of Monetary Economics: Definition, scope, and importance in macroeconomic analysis. Historical Evolution: Understanding the role of money in economies from barter systems to modern monetary systems.		
	1.2	Money and near money (Basic concepts), classification of money- the static and dynamic functions of money- liquidity theory of money: the Radcliffe committee - the Gurley-Shaw – Newlyn, Concept of neutrality of money.		
Practicum: 1. Seminar Presentation on the rise of digital currencies in the 21st century.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Money Demand and Money Supply**	**15**	**2**
	2.1	Theories of demand for money-classical approach- Fishers' equation, neo-classical approach – Cambridge versions (Marshall, Pigou, Robertson), Keynes' liquidity preference approach– aggregate demand for money, Liquidity trap – Friedman's restatement.		
	2.2	Post Keynesian theories of the demand for money- James Tobin and William J. Baumol- classical dichotomy- real balance effect – Patinkin's integration of value theory and monetary theory. FCNR- currency swaps		
	2.3	Financial Intermediation- A mechanic model of bank deposit determination (High powered money and money multiplier/money multiplier theory – Mechanical approach)- behavioural model of money supply determination.		

	2.4	Money supply determination in an open economy- A demand-determined view of the money supply process- methods of monetary control - measures of money supply in India- monetary business cycle theory of Hawtrey and Hayek.		
Practicum: 1. Case study analysis: Historical examples of business cycles and their relationship with money supply changes. 2. Quiz on understanding the intricacies of money supply dynamics.			**10**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Term Structure of Interest Rates**	**10**	**3**
	3.1	Dispersion (interest rate differentials) of interest rates: sources (reasons) - Yield curve.		
	3.2	Theories of the term structure of interest rates: - segmented approach, expectations approach, and liquidity premium approach – monetary equilibrium criteria (Wicksell).		
Practicum: 1. Assignment: Yield Curve construction- Collect data on interest rates for short-term, medium-term, and long-term maturities from a reliable financial source such as a central bank website or financial database and construct yield curves for the selected maturities.			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	
4		**Monetary Policy**	**10**	**4**
	4.1	Monetary policy- Goals (objectives), targets, indicators, and instruments of monetary policy.		
	4.2	Transmission mechanism of monetary policy- classical, Keynesian, Friedman - rule versus discretion- lags in monetary policy -monetary reforms in India.		
Practicum: 1. Debate on the topic: "Should the Reserve Bank of India prioritize inflation targeting over economic growth?"			**5**	**4**
Teacher-specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem-based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Suraj B. Gupta, Monetary Economics, S Chand & Co Delhi

2. L M Bhole, Financial Institutions and Market

3. V M Avadhani, Studies in Indian Financial System

4. Levacic and Rebmann, Macro Economics, Macmillan

5. Laidler David E, The Demand for Money: Theories and Evidence

6.S C Patnaik, Supply and Demand for money: An equilibrium Analysis

7.D G Pierce and D M Shaw, Monetary Economics

8. Don Patinkin, Money Interest and Prices

9. Myron B. Slovin and Marie Elisabeth Sushka- Money and Economic Activity, Lexington Books

10. Lewis, M.K. and P.D. Mizen, Monetary Economics. (Oxford; New York: Oxford University Press, 2000)

11. Goodhart, C.A.E. Money, Information and Uncertainty. (London: Macmillan, (1989).

12. Michael R Bayes and Denni S W Jansen, Money, Banking and Financial Markets All India Traveller Book Seller, New Delhi.

COURSE 12 - DIGITAL ECONOMY AND BUSINESS TRANSFORMATION

Discipline/Programme	**Economics**
Semester	**8**
Type of Course	Discipline Specific Elective
Course Code	24UECODSE406
Course Title	**Digital Economy and Business Transformation**
Course Level	**400-499**
Course Summary	This Course is aimed to promote digital entrepreneurship by empowering students with digital skills that helps them for starting own digital business. Basic purpose of the course is to provide a first hand and basic information and skills in digital business transformation avenues from the digital economy angle with an interdisciplinary approach.
Lecture/Practical Hours	**75 (45/30)**
Credits	**4**
Pre-requisites if any:	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develop knowledge on the opportunities and methods for transforming business in the digital economy and the power of network economics.	U	1.3
2	Practice a structured approach to develop own digital business enterprise.	A	1,2,7
3	Apply the skills on the various methods of digital business transformation and design an effective promotional campaign and branding for digital business.	A	1, 7
4	Examine the ethical and safety principles in the digital world.	E	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**An introduction to Digital Economy and Business Transformation.**	**10**	**1**
	1.1	Digital Economy and Digital Transformation and Digital Entrepreneurship- Meaning and Significance.		
	1.2	Overview of the digital economy and digital technologies including social media, Cloud, AI, Blockchain Technology etc.– the rise of Platform Economy.		
	1.3	Benefits of Digital Transformation: Productivity and Efficiency gains, Business Expansion and Growth.		
	1.4	Network Economics- Network effects and Metcalfe's Law-Case Studies-Startup Policy in India.		
Practicum: a) Group Discussion: Network economics and its benefits for corporate like Google and Meta. b) Group Discussion: The significance of building a community in digital platforms.			**5**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Platforming Digital Business Transformation- Basic Tools and Security Issues.**	**10**	**2**
	2.1	Establishing Digital Business- Digital Platforms for Enterprise Development including Google Business Profile-Google Workspace-Google Analytics etc.		
	2.2	Location and mapping solutions for business: Google Maps API-Social Networking, userbase and branding-YouTube and meta platform.		
	2.3	Digital Security-Digital Privacy-Data Security -User Authentication and Authorisation-IPR and Digital Rights-Ethical, Safety, Security and other principles-Edge computing.		
	2.4	Social engineering attacks-Government regulations in India regarding digital security.		

Practicum: 1. Group Discussion: Evolution of educational content- the rise of video- in place of text -merits and demerits. **2.** Mini Project: How to start a Google Business Page/Google Map API for your business.			**5**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Digital Tools and Strategies for Modern Enterprise Management and E-Learning**	**15**	**3**
	3.1	Office 365-Cloud for storage-HRM Software and their use in enterprise management.		
	3.2	Content Management Systems-Learning Management Systems-Personalised/Adaptive Learning and their significance in e-learning.		
	3.3	Website Domain Creation-Hosting and Search Engine Optimisation (concepts only)- Apps and their significance in digital business.		
	3.4	Ecommerce payment gateways-ecommerce platforms (concept only), Setting up of an online store /creating online seller license in ecommerce platforms- NPCI/UPI payment ecosystem-Getting Aadhar verification services for business-Government e Marketplace-Digilocker-Digital Finance		
Practicum: 1. Experimental Learning: Use of various Microsoft office applications and cloud storage in business facilitation. 2. Discussion: the role of Learning Management Systems in education.			**10**	**3**
Module	**Units**	**Course Description**	**Hours**	
4		**Overview of Digital Branding, AI, IoT, and International Trade**	**10**	**4**
	4.1	Branding in digital economy: Digital branding-the advantages of digital advertising -Meta platform, google ad sense-ad settings/ads manager-importance of lead generation.		
	4.2	An overview of Artificial Intelligence and IoT - challenges and opportunities.		
	4.3	AI in enterprise productivity enhancement- An overview of different AI tools in productivity enhancement-Case study of large language models in different applications including text, visuals etc- Digital economy and international Trade: Cross national data flows.		

Practicum: 1. Group discussion: Use of AI in skill formation. 2. Industry Visit: To corporate that provide important digital business services.	**10**	**4**
Teacher specific course components:		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ / Open book / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

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2. Big Tech and the Digital Economy: The Oligopoly Scenario, Nicolas Petit, OUP Oxford, 2022.

3. Cyber Security, Artificial Intelligence, Data Protection and the Law, Rober Walters, Marko Novak, Springer, 2021.

4. The Digital Economy (Anniversary Edition): Rethinking Promise and Peril in the Age of Networked Intelligence, Don Tapscott, McGraw-Hill Education; 2nd edition, 2014.

5. Digital Economy (practical Guide): Economic Development and Digital transformation, Gilbert Saldivar, Lew Temple, FRESHMAN, Kindle Edition, 2021.

6. The Cosmo-Creative Society: Logistical Networks in a Dynamic Economy-(Advances in Spatial and Network Economics), Ake E. Andersson E Ake, Batten F David, Kobayashi Kiyoshi, Springer, 2012.

7. The Oxford Handbook of the Economics of Networks, Yann Bramoull, Andrea Galeotti, et al., Oxford Handbooks, 2016.

8. Digital Transformation: Build Your Organization's Future for the Innovation Age, Herbert Lindsay, Bloomsbury Business India, 2017.

9. Working with Microsoft Office 365 – Running Your Small Business in the Cloud, Hill Brett, Microsoft Press US, 2012.

10. Winning in The Digital Age, Penguin Enterprise, Seth Nithin, 2021.

11. Digital Transformation: Survive and Thrive in an Era of Mass Extinction, Siebel M Thomas, Rodin Books, 2019.

12. Digital and Social Media Marketing: A Results-Driven Approach, Routledge; 2nd edition, Heinze Aleksej, 2020.

5. Syllabus for Multi-Disciplinary Courses (MDC)

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	HOURS PER WEEK	
					Theory	Practicum
1	24UECOMDC101	**Essentials of Economics**	100-199	3	3	0
2	24UECOMDC102	**Economics in Everyday Life**	100-199	3	3	0
3	24UECOMDC201	**Indian Economic Thought**	200-299	3	3	0

COURSE 01 – ESSENTIALS OF ECONOMICS

Discipline/Programme	**Economics**
Semester	**1**
Type of Course	**Multidisciplinary Course (MDC)**
Course Code	**24UECOMDC101**
Course Title	**Essentials of Economics**
Course Level	**100-199**
Course Summary	This course provides an overview of the functioning and interdependence of various aspects and sectors of the economy.
Lecture/Practical Hours	**60 (30/30)**
Credits	**3 (2+1)**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develop knowledge on the basic concepts of economics required for everyday life.	U	1
2	Conceptualise the interdependence of various sectors of the economy.	U	1, 2
3	Appreciate the basic theories of economics and understand the rationale behind it.	U	1, 2
4	Assess the functioning of economy and formulate one's own financial decisions based on it.	A	4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Basic Concepts of Economics**	**10**	
	1.1	Economics – micro and macroeconomics, basic economic problems, production possibility curve.		1
	1.2	Utility - total and marginal utility.		1
	1.3	Demand: individual and market demand, elasticity of demand		3
	1.4	Supply: Law of supply.		3
Practicum: 1. Field analysis of various factors which affect the demand of various products. 2. Field analysis of the factors which affect the supply of various products. 3. Role play: Students can take on the roles of policy makers to suggest some remedial measures to solve supply demand bottlenecks of various products.			**10**	**4**
Module	**Units**	**Course Description**	**Hours**	
2		**Public Economics**	**10**	
	2.1	Public economics: State vs Market, public revenue and public expenditure.		**1**
	2.2	Tax revenue – direct and indirect taxes. Non-tax revenue.		**4**
	2.3	Budget – role and importance of budget.		**4**
	2.4	Public debt – Need and effects of public debt.		**2**
	2.5	Federal finance- division of powers and devolution of resources, role of finance commission		**2**
Practicum: 1. Prepare an assignment on the nature and extent of the debt of the state of Kerala and India. 2. Analyse the division of resources between the centre and states. Suggest changes that would lead to a more equitable distribution of resources.			**10**	**2**

Module	Units	Course Description	Hours	
3		**National Income and Foreign Trade**	**10**	
	3.1	National income – meaning, components of national income.		1
	3.2	GDP: sectoral contribution to GDP in India.		4
	3.3	Trade cycle and its phases - fiscal and monetary policies as tools for combating inflation and deflation		2
	3.4	Trade: Gains from trade. Foreign exchange - exchange rate; spot, forward, fixed, and floating.		3
Practicum: 1. Seminar presentations: Contribution of various sectors to the GDP and employment generation of the country. 2. Seminar presentations: The compositions of India's international trade since independence.			**10**	**2**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

Bhatia, H. L. (2022). *Public Finance* (31st ed.). Vikas Publishing.

Puri, V. K., Misra, S. K., & Garg, B. (2022). *Indian Economy* (41st ed.). Himalaya Publishing House.

Salvatore, D. (2017). *Schaums Outlines Microeconomic Theory* (3rd ed.). McGraw Hill Education.

Samuelson, P., & Nordhaus, W. (2009). *Economics* (19th ed.). McGraw-Hill Education.

Sundharam, V. (2009). *Money Banking & Public Finance*. Alfa Publication.

COURSE 02 – ECONOMICS IN EVERYDAY LIFE

Discipline/Programme	**Economics**
Semester	**2**
Type of Course	**Multidisciplinary Course**
Course Code	**24UECOMDC102**
Course Title	**Economics in Everyday Life**
Course Level	**100-199**
Course Summary	This course provides a basic understanding of the concepts and theories of economics.
Lecture/Practical Hours	**60 (30/30)**
Credits	**3**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develop knowledge on the basic concepts of economics theory.	U	1
2	Conceptualise the interdependence of various sectors of the economy.	U	7
3	Appreciate the basic theories of economics and understand the rationale behind it.	U	2
4	Assess the functioning of economy and formulate one's own financial decisions based on it.	A	2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Consumer Behaviour**	**10**	**1**
	1.1	Nature and Scope of Economics. Basic economic problem.		1
	1.2	Consumption; The Concept of Utility, Cardinal Utility and Ordinal Utility.		1

	1.3	The law of diminishing marginal utility, consumer's surplus.		3
	1.4	Demand; individual and market demand, law of demand, elasticity of demand.		2
	1.5	Supply; law of supply, elasticity of supply. Changes in demand and supply.		2
Practicum: 1. Field analysis of the factors which affect the utility of consumers. 2. Analysis of the elasticity of demand and supply of various products during different seasons.			**10**	**4**
Module	**Units**	**Course Description**	**Hours**	
2		**Theory of Production**	**10**	**2**
	2.1	Factors of production, Production function, short run and long run.		**1**
	2.2	Concepts of cost: total cost, average cost, marginal cost, opportunity cost.		**1**
	2.3	Concepts of revenue: total revenue, average revenue and marginal revenue. Breakeven point.		**3**
	2.4	Economies of scale.		**2**
Practicum: 1. Prepare an assignment on the traditional and modern theories of cost and analyse the same based on various sectors of production. 2. Field analysis of the economies and diseconomies of scale of various industrial or production units in Kerala.			**10**	**4**
Module	**Units**	**Course Description**	**Hours**	
3		**Markets and Factor Pricing**	**10**	**3**
	3.1	Market structures: Perfect competition, Monopoly (concepts only)		1
	3.2	Monopolistic competition and oligopoly (concepts only)		3
	3.3	Factor pricing: wages, interest, rent and profit.		2
	3.4	Marginal productivity theory of distribution.		3

Practicum: 1. Seminar presentations: Examine various industries and analyse its market structure. 2. Seminar presentations: Analyse the wage differences across various sectors and explicate the reasons for the same.	**10**	**4**
Teacher specific course components:		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

Salvatore, D. (2017). *Schaums Outlines Microeconomic Theory* (3rd ed.). McGraw Hill Education

Samuelson, P., & Nordhaus, W. (2009). *Economics* (19th ed.). McGraw-Hill Education.

Sundharam, V. (2009). *Money Banking & Public Finance*. Alfa Publication.

Dwivedi, D. N. (2009). *Microeconomics Theory & applications* (2nd ed.). Pearson.

Salvatore, D. (2008). *Microeconomics* (5th ed.). Oxford University Press.

Course 03 – Indian Economic Thought

Discipline/Programme	**Economics**
Semester	**3**
Type of Course	**Multidisciplinary Course**
Course Code	24UECOMDC201
Course Title	**Indian Economic Thoughts**
Course Level	**200-299**
Course Summary	This course provides an overview of the evolution of economic thought in India. It examines the contributions of Indian economists to economic theory and policy, focusing on key concepts, theories, and debates that have shaped India's economic development.
Lecture/Practical Hours	**45**
Credits	**3**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Comprehend the basic themes and ideas in Indian economic thought.	U	1.3
2	Become familiar with the contributions of Indian economists to economic theory and policy.	U	1
3	Analyse the evolution of economic ideas in India and their impact on economic development.	A	4, 8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Foundations of Indian Economic Thought**	**15**	**1**
	1.1	Introduction to Indian economic thought: Historical context and key concepts - Ancient Indian economic ideas: Insights from Vedas, Upanishads, and		

		Arthashastra.		
	1.2	Medieval economic thought: Contributions of scholars like Chanakya and the Bhakti movement.		
	1.3	Colonial influences: Impact of British rule on Indian economy and indigenous economic thought.		
	1.4	Emergence of modern Indian economic thought: Contributions of Raja Ram Mohan Roy, Dadabhai Naoroji, M.G Ranade and others.		
Module	**Units**	**Course Description**	**Hours**	
2		**Schools of Economic Thought in India**	**15**	**2**
	2.1	Gandhian Economics: Principles of decentralization, self-sufficiency, and trusteeship etc.		
	2.2	Economic planning and development strategies: Contributions of M. N Roy, J. C Kumarappa, P. C. Mahalanobis, B.R. Shenoy, K.N Raj, John Mathai and others.		
	2.3	Emergence of socialist and Marxist ideologies in Indian context: Influence of international movements.		
Module	**Units**	**Course Description**	**Hours**	
3		**Contemporary Indian Economists: Shaping Economic Thought and Policy**	**15**	**3**
	3.1	Indian Nobel laureates: Economic views of Amartya Sen – Abhijith Banerjee		
	3.2	Economic insights of Kausik Basu, Jagdish Bagwati and Bibek Debroy.		
	3.3	Neo-liberal economic reforms: Analysing the post-1991 economic liberalization and its impact on Indian economic thought – Dr. Manmohan Singh and others.		
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based

	assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized Test (MCQ) / Open book / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References

1. Sen, A. K. (1982). Poverty and Famines: An Essay on Entitlement and Deprivation. Oxford University Press.

2. Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University Press

3. Bardhan, P. (1984). The Political Economy of Development in India. Oxford University Press.

4. Drèze, J., & Sen, A. K. (2013). An Uncertain Glory: India and Its Contradictions. Princeton University Press.

5. Basu, K. (2011). Beyond the Invisible Hand: Groundwork for a New Economics. Princeton University Press.

6. Ghatak, M. (2008). Introduction to Development Economics. Routledge.

6. Syllabus for Skill Enhancement Courses (SEC)

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	HOURS PER WEEK	
					Theory	Practicum
4	24UECOSEC201	**Dynamics of Gig Economy**	200-299	3	3	0
5	24UECOSEC301	**Databases and Basic Computational Techniques for Data Analysis**	300-399	3	2	1
6	24UECOSEC302	**Fundamentals of Capital market**	300-399	3	2	1

COURSE 01 – DYNAMICS OF GIG ECONOMY

Discipline/Programme	**Economics**
Semester	**4**
Type of Course	**Skill Enhancement Course**
Course Code	**24UECOSEC201**
Course Title	**Dynamics of Gig Economy**
Course Level	**200-299**
Course Summary	This syllabus provides a comprehensive understanding of the dynamics, challenges, and opportunities presented by the gig economy, specifically tailored to the Indian context, and encourages critical thinking and research skills among undergraduate students of Economics.
Lecture/Practical Hours	**60 (30/30)**
Credits	**3**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops basic knowledge of the concept, characteristics and functions of gig economy.	U	1
2	Attain knowledge about the labour market, legal framework and economic impact of gig economy.	U	1
3	Getting insights to students on how technological, economic, and social developments may shape the landscape of gig work in the years to come.	An	1, 2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.

1		**Overview of Gig Economy**	**10**	**1**
	1.1	Definition and concept of gig economy - Key characteristics and distinguishing features - Types of gig works.		
	1.2	Historical evolution and emergence of gig economy in the global context - Current landscape and size of gig economy in India.		
	1.3	Major sectors and industries involved - Contribution to GDP and economic growth - Growth trends and projections.		
Practicum: 3. Entrepreneurship and Innovation Projects: Develop business plans or prototypes for new gig economy startups or ventures targeting specific niches or underserved markets in India. 4. Seminar presentations: Emergence and growth of gig economy in Indian context.			**10**	**1**
Module	**Units**	**Course Description**	**Hours**	**CO No.**
2		**Economic Analysis of Gig Economy**	**10**	**2**
	2.1	Labour market dynamics: Flexibility vs. job security debate - Impact on wages and income inequality - Skill development and human capital implications.		
	2.2	Regulatory environment: Legal framework governing gig work in India - Challenges and debates surrounding regulation of gig economy.		
	2.3	Economic impacts: Pros and cons of gig economy - Effects on productivity and innovation - Disruption of traditional industries and business models.		
Practicum: 1. Discussion on how the rise of gig platforms has disrupted traditional business models, employment patterns, and consumer behaviour. 2. Debate: Growth of gig economy – boon or bane?			**10**	**2**
Module	**Units**	**Course Description**	**Hours**	**CO No.**
3		**Future Prospects of Gig Economy in India**	**10**	**3**
	3.1	Technological advancements and innovation: Emerging technologies shaping the gig economy (e.g., AI, blockchain, IoT) - Impact of automation and machine learning on gig work - Opportunities in new tech-driven sectors (e.g., virtual reality, digital marketing)		

	3.2	Economic and Social Transformation: Role of gig economy in post-pandemic recovery and resilience - Addressing unemployment and underemployment through gig work.		
	3.3	Policy and Regulatory Challenges: Adapting labour laws and social security systems to accommodate gig workers - Ensuring fair competition and consumer protection in gig platforms.		
Practicum: 1. Examine the business models, revenue streams, user demographics and social impacts of gig platforms on both workers and consumers. 2. Assignment: Role of gig economy in addressing economic and social transformation.			**10**	**3**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Ghosh, Amitava. *Gig* Economy in India Rising. Evince-pub Publishing, 1st edition, 11 August 2020.
2. ASSOCHAM-Primus Report. (2020). *The rising gig economy of India*. Primus Partners. https://www.primuspartners.in/the-rising-gig-economy-of-india/

3. Banwari V. (2018). Gig economy: Challenges and opportunities in India. *JETIR*, 5(11), 413–420.
4. NITI Aayog. India's Booming Gig and Platform Economy: A Report. June 2022.
5. Sarah Kessler (2018), Gigged: The End of the Job and the Future of Work.
6. Arun Sundararajan (2021), The Sharing Economy: The End of Employment and the Rise of Crowd-Based Capitalism.

COURSE 02 – DATABASES AND BASIC COMPUTATIONAL TECHNIQUES FOR DATA ANALYSIS

Discipline/Programme	**Economics**
Semester	**5**
Type of Course	Skill Enhancement Course
Course Code	**24UECOSEC301**
Course Title	**Databases and Basic Computational Techniques for Data Analysis**
Course Level	**300-399**
Course Summary	The course intends to provide the students the benefits of secondary data and introduces the secondary sources of socio-economic data in India and the world. Along with hands-on-training on how to derive the data and do basic data analysis using Gretl, introduction to R Studio, JASP and various Spreadsheet software.
Lecture/Practical Hours	**60 (30/30)**
Credits	**3**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Students will be able to comprehend various the secondary sources of socio-economic data across the globe	U	1
2	Students will be able to handle various secondary sources of socio- economic data.	A	2
3	Students will be able to perform data analysis using open-source statistical software.	An	4
4	The students will be fit for modern data analytical jobs.	C	8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		Introduction to secondary data sources	**15**	
	1.1	Databases on the Indian Economy –Money, Banking and Stock Markets - BoP & External Sector - RBI databases – Government of India, Ministry of Statistics and Programme Implementation Reports		2
	1.2	Economic Survey – Use of Administrative Data		2
	1.3	Cross country databases - World Bank Indicators - UN data sets – Penn World Tables Weather and Spatial Data.		1
	1.4	Methods of extraction of Unit Level Data - NSSO – ASI – CMIE.		2
	1.5	Data sources on Kerala – Economic Review – Kerala Migration Surveys		2
Practicum: 1. Extract data from any three data sources (state level, national level, and international level) and map the source and method of extraction of the same. **2.** Formulate a hypothesis related to the data extracted that has to be tested in future.			**6**	**4**
Module	**Units**	**Course Description**	**Hours**	
2		**Basic computational techniques for data analysis**	**15**	
	2.1	Data entry & Data Cleaning in Microsoft Excel, Google Spread Sheets, Gretl, R-Studio and JASP.		**3**
	2.2	Cross section and Panel data data – Basic Arithmetic Operations.		**3**
	2.3	Graphical analysis of data Percentages –Measures of Central Tendencies.		3
	2.4	Growth – Index and Splicing – Output and Prices - Indexes of India.		**3**
Practicum: **1.** Do data cleaning, state the kind of data and run the basic arithmetic operations for the earlier extracted data.			**10**	**4**

2. Present the descriptive statistics and present the same graphically using any two softwares among Gretl, R-Studio and JASP				
Module	**Units**	**Course Description**	**Hours**	
3		Computational techniques for data analysis	**15**	
	3.1	Measures of Dispersion – Use of Scatter plot – Range – Standard deviation – Co-efficient of Variation – Skewness – Kurtosis.		4
	3.2	Interest rate Calculation – EMI calculation.		4
	3.3	Measures of association – Covariance and Correlation.		4
	3.4	Regression analysis- Linear regression – Interpretation of coefficients.		4
	3.5	Hypothesis testing using , p value and confidence interval – normal test, *t*-test, chi-square test.		4
Practicum: 1. Analyse the extracted data and find measures of association for the data if there is any. 2. Do regression analysis for the data and interpret the coefficients. 3. Testing of the hypothesis is done with interpretation of the significant values.			**14**	**4**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.

	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

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World Bank. 2021. World Development Report 2021: Data for Better Lives. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/35218

Narayana., Ranjan and Tyagi. 2021. Basic Computational Techniques for Data Analysis: An Exploration in MS-Excel. Sage India.

COURSE 03 – FUNDAMENTALS OF CAPITAL MARKET

Discipline/Programme	**Economics**
Semester	**6**
Type of Course	Skill Enhancement Course
Course Code	**24UECOSEC302**
Course Title	**Fundamentals of Capital Market**
Course Level	**300-399**
Course Summary	This course provides an introduction to the functioning and structure of capital markets in India. It covers the basic concepts, instruments, institutions, regulations, and practices involved in the Indian capital market.
Lecture/Practical Hours	**60 (30/30)**
Credits	**4**
Pre-requisites if any:	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops basic knowledge about the role and functions of capital market	U	1
2	Gains practical knowledge in stock market operations	A	1, 2
3	Comprehend the functioning of major capital market institutions in India	U	1, 2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Capital Market**	**5**	**1**

	1.1	Capital Market: Meaning, importance and functions		
	1.2	Historical development of capital markets in India		
	1.4	Major instruments and investment avenues in capital market.		
Practicum: 1. Quiz / seminar on the role and importance of capital market in India.			**10A**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Practical Guidance to Stock Market**	**15**	**2**
	2.1	Primary market (New Issue market): Functions of NIM - Methods of public issue: IPO and FPO – Bonus shares, rights, stock splits – Private placement.		
	2.2	Secondary market: What is stock market? Major stock exchanges in India: NSE, BSE, MCX – Stock market indices – Demat account – Online trading - Regulatory framework - SEBI.		
	2.3	Derivatives Market: Meaning, benefits – Types of derivative contracts: Forwards, futures, options, warrants and swaps.		
Practicum: 1. Online trading demonstration 2. Discussion on the factors influencing stock prices in stock market.			**10**	**2**
Module	**Units**	**Course Description**	**Hours**	
3		**Major Financial Institutions and Services**	**10**	**3**
	3.1	Role and functions of SEBI - Role of IRDA - Employees' Provident Fund Organization		
	3.2	Major credit rating institutions in India: CRISIL, ICRA and CARE – Functions and importance.		
	3.3	Functioning of depositories in India: NSDL, CDSL.		
Practicum: 1. Field Visit: Organize visits to banks / stock exchanges / insurance companies or regulatory agencies.			**10**	**3**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. S.B. Gupta (2001). Monetary Economics: Institutions, Theory and Policy, S. Chand & Co, New Delhi, Part I

2. L.M. Bhole (recent edition). Financial Institutions and Markets, Tata McGraw Hill, New Delhi.

3. V.A. Avadhani, Investment and Securities Market in India, Himalaya Publishing House, Bombay (recent edition)

4. Zuvi Bodie, Robert C Merton et al. (2009), Financial Economics, Pearson Education (Ch.1 (1.1, 1.2), Ch.2 (2.1, 2.5, 2.7) only.

5. M.Y. Khan (recent edition) Indian Financial System, Tata McGraw Hill, New Delhi.

6. Suraj B. Gupta (2012), Monetary Economics, Institutions Theory and Policy, S Chand and Company Limited, New Delhi.

7. Syllabus for Value Addition Courses (VAC)

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	HOURS PER WEEK	
					Theory	Practicum
3	24UECOVAC201	**Gender Dynamics in Society**	200-299	3	3	0
4	24UECOVAC202	**Entrepreneurship in Sports and Fitness Industry**	200-299	3	2	1
6	24UECOVAC301	**Environmental Economics**	300-399	3	2	1

COURSE 01 – GENDER DYNAMICS IN SOCIETY

Discipline/Programme	**Economics**
Semester	**3**
Type of Course	**Value Addition Course**
Course Code	**24UECOVAC201**
Course Title	**Gender Dynamics in Society**
Course Level	**200-299**
Course Summary	This course helps to systematically perceive how the gender factor can Impact on economic and demographic development. It examines the theoretical concepts enables the students to conduct gender review of socio economic and demographic development programmes and strategies.
Lecture/Practical Hours	**45 (45/0)**
Credits	**3**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develops knowledge on the basic concepts of gender economics.	U	5, 4
2	Become familiar with the various measures of gender equality.	U	5, 4
3	Identify the role of various international agencies on gender equality.	An	7, 4
4	Identify various strategies required to ensure gender equality in an economy	An	5, 4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Basic Concepts**	**10**	
	1.1	The subject of Gender Economics, Interdisciplinary Approach in gender studies.		1
	1.2	Gender equality indices: GDI and GEM.		2
	1.3	Concept of Missing women, gender status in India and Kerala.		4
Module	**Units**	**Course Description**	**Hours**	
2		**Economic Growth and Gender Equality**	**12**	
	2.1	Women's contribution to GDP, Feminization of poverty - Basic causes.		**1**
	2.2	Impact of gender equality on economic growth and socio-economic development.		**4**
	2.3	Positive and negative impact of globalization on gender status, occupational segregation.		**3**
	2.4	Gender discrimination in Education, Health, Employment, Political participation, and decision making.		**3**
Module	**Units**	**Course Description**	**Hours**	
3		**Demographic Changes and Gender Status**	**10**	
	3.1	The gender factor in demographic development, Global demographic changes.		2
	3.2	Gender shift and demographic development, Impact on gender status.		2
	3.3	Gender differences in mortality, concepts and factors.		3
Module	**Units**	**Course Description**	**Hours**	
3		**Gender Policy**	**13**	
	4.1	Objectives and methods of gender policy.		1

	4.2	Global and National gender policy.		1
	4.3	Main gender issues in socio economic development in developed and developing countries.		2
	4.4	International organizations and the role of gender studies and gender policy implementation.		3
	4.5	Gender Budgeting: Approaches and principles, Budgeting policies to reduce gender disparities.		4

Teacher specific course components:

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty*. **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report**.** **Practical:** Nil

References:

1. Association, A. P. (2020). *Publication manual of the American Psychological Association*. American psychological association.

2. Habraken, J. (2021, Dec. 16). *Microsoft Office Inside Out (Office 2021 & Microsoft 365)*.

3. Lambert, J., & Frye, C. (2018, November 30). *Microsoft Office 2019 Step by Step*. Microsoft Press.

4. Wilson, K. (2020, December 7). *Exploring Microsoft Office*. Elluminet Press.

COURSE 02 – ENTREPRENEURSHIP IN SPORTS AND FITNESS INDUSTRY

Discipline/Programme	**Economics**
Semester	**4**
Type of Course	**Value Added Course**
Course Code	24UECOVAC202
Course Title	**Entrepreneurship in Sports and Fitness Industry**
Course Level	200-299
Course Summary	This syllabus covers various aspects of entrepreneurship in the sports and fitness industry, from initial ideation to sustainable growth, providing students with a comprehensive understanding of starting and managing ventures in this dynamic sector.
Lecture/Practical Hours	**60(30/30)**
Credits	**3**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Develop knowledge on the fundamental concepts of entrepreneurship and its application within the sports and fitness industry, enabling them to recognize entrepreneurial opportunities in this sector.	U	1
2	Aware of the legal and regulatory considerations relevant to sports and fitness businesses. They will also understand various funding options and be able to develop effective marketing and branding strategies for their ventures.	U	1
3	Able to scale their sports and fitness ventures effectively while maintaining sustainability and understand the importance of innovation and adaptation in this industry and be able to implement sustainable practices in their businesses.	A	2

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Entrepreneurship in Sports and Fitness**	**10**	**1**
	1.1	Introduction to entrepreneurship: Definition, importance, and characteristics. Overview of the sports and fitness industry: Trends, market size, and opportunities.		
	1.2	Market analysis and segmentation within the sports and fitness industry- Identifying niche markets and consumer needs.		
	1.3	Basics of business planning: Mission, vision, and goals-Developing a business model canvas for sports and fitness ventures.		
Practicum: 1. Discussions on Case studies of successful sports and fitness entrepreneurs. 2. Guest speaker session: Successful entrepreneurs sharing their experience in identifying opportunities.			**10**	**1**
Module	**Units**	**Course Description**	**Hours**	
2		**Launching and Managing a Sports and Fitness Venture**	**10**	**2**
	2.1	Understanding legal structures for sports and fitness businesses- Intellectual property rights: Trademarks, copyrights, and patents-Compliance with industry regulations and standards.		
	2.2	Funding options for sports and fitness startups: Bootstrapping, angel investors, venture capital, and crowdfunding-Financial planning and budgeting for startup costs-Pitching your business to investors: Crafting an effective pitch deck.		
	2.3	Developing brand identity for sports and fitness ventures- Marketing strategies: Digital marketing, social media, influencer partnerships-Customer acquisition and retention techniques in the sports and fitness industry.		
Practicum: 3. Partner with Local Businesses: Collaborate with local gyms, sports			**10**	**3**

clubs, or health food stores to offer joint promotions or events.				
Module	**Units**	**Course Description**	**Hours**	
3		**Growth and Sustainability in Sports and Fitness**	**10**	**3**
	3.1	Scaling strategies for sports and fitness ventures: Expansion, franchising, partnerships- Operational challenges and solutions during growth phases- Managing and retaining talent in a growing organization.		
	3.2	The role of innovation in the sports and fitness industry- Adapting to technological advancements and changing consumer preferences.		
	3.3	Environmental sustainability considerations for sports and fitness businesses- Social responsibility and community engagement initiatives.		
Practicum: 1. Create a Fitness Challenge: Organize a fitness challenge within your community or online. Develop a program with daily workouts, nutrition tips, and motivation.			**10**	**3**
Teacher-specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.
	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem-based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Ratten, V., & Ferreira, J. J. (2016). Sports entrepreneurship and innovation

2. Ratten, V. (2018). Sport Entrepreneurship. In Management for Professionals.

Additional readings:

1. González-Serrano, M. H., Sanz, V. A., & González-García, R. J. (2020). Sustainable Sport Entrepreneurship and Innovation: A bibliometric analysis of this emerging field of research. Sustainability, 12(12), 5209. https://doi.org/10.3390/su12125209

2. Hammerschmidt, J., Kraus, S., & Jones, P. (2022). Sport Entrepreneurship: Definition and Conceptualization. Journal of Small Business Strategy, 32(2). https://doi.org/10.53703/001c.31718

3. Lednev, V. A. (2022). Entrepreneurship in the Russian sports industry: current development trends. Sovremennaâ Konkurenciâ, 16(6), 117–125. https://doi.org/10.37791/2687-0657-2022-16-6-117-125

4. Parks, J. B., & Zanger, B. R. K. (1990). Sport & Fitness Management: career strategies and professional content. https://eric.ed.gov/?id=ED320887

5. Ratten, V. (2018). Sport Entrepreneurship. In Management for professionals. https://doi.org/10.1007/978-3-319-73010-3

6. Ratten, V. (2020). Coronavirus disease (COVID-19) and sport entrepreneurship. International Journal of Entrepreneurial Behaviour & Research, 26(6), 1379–1388. https://doi.org/10.1108/ijebr-06-2020-0387.

COURSE 03 – ENVIRONMENTAL ECONOMICS

Discipline/Programme	**Economics**
Semester	**6**
Type of Course	**Value Added Course**
Course Code	24UECOVAC301
Course Title	**Environmental Economics**
Course Level	300-399
Course Summary	Provides a comprehensive understanding of environmental economics, emphasizing the importance of preserving natural resources and biodiversity while addressing environmental pollution through sustainable measures, and evaluating global efforts to achieve a balance between the economy and the environment.
Lecture/Practical Hours	**60 (30/30)**
Credits	**3**
Pre-requisites if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the nature and scope of environmental economics and the need for preserving natural resources and the ecosystem	U	1,4
2	Assess the importance and threats to biodiversity and get convinced of the measures to check environmental pollution	A	4,5
3	Examine the environment-economy linkage and evaluates the need for sustainability and global efforts to bring balance between economy and environment	E	2,4,7
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Environmental Economics**	**10**	**1**
	1.1	Definition, scope and importance-Need for public awareness.		
	1.2	Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers		
	1.3	Energy flow in the ecosystem - Ecological succession - Food chains, food webs and ecological pyramids.		
Practicum: 1.Debate on controversial environmental topics, where students argue different sides of issues like carbon pricing, deforestation, or sustainable agriculture.			**10**	**1,3**
Module	**Units**	**Course Description**	**Hours**	
2		**Biodiversity and its conservation**	**10**	**2**
	2.1	Introduction - Bio-geographical classification of India - Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. India as a mega-diversity nation		
	2.2	Environmental pollution- Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - Nuclear hazards- Role of an individual in prevention of pollution		
	2.3	Solid waste Management: Causes, effects and control measures of urban and industrial wastes.		
Practicum: 1. Field Trip to Biodiversity Hotspot-field trip to a local biodiversity			**10**	**2**

	hotspot or conservation area, where students can observe diverse species and ecosystems, and discuss conservation efforts.			
Module	**Units**	**Course Description**	**Hours**	
3		**Social Issues and the Environment**	**10**	**3**
	3.1	Environment - economy interaction (linkages) – material balance model – relation between environment and development – Environment as a necessity and luxury.		
	3.2	Population growth and Environment – market failure – tragedy of commons -sustainable development - policy approach to sustainable development		
	3.3	Urban problems related to energy- Water conservation, rain water harvesting, water shed management- Climate change, global warming: Case studies.		
Practicum: 1. Environmental Impact Assessment (EIA) Role Play-Divide students into groups representing environmental NGOs, government agencies, and local communities, and conduct a role-play exercise where they negotiate and debate the environmental impact of a proposed development project.			**10**	**3**
Teacher specific course components:				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, lecture-based learning, experiential learning, peer teaching, group discussions, discussion-based learning, inquiry-based learning, blended learning, and other innovative learning approaches.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Self and Peer assessments, Written test, Problem based assignment, Group discussion. *Any other method as may be required for specific course by the course faculty.* **Practical:** Any relevant method as may be required for specific course by the course faculty.

	B. End Semester Examination (ESE) **Theory:** Written test / Standardized test (MCQ) / Problem based assignments / Individual project report / Team project report**.** **Practical:** Nil

References:

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)

2. Jadhav. H & Bhosale. V. M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi.

3. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut

4. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)XI

5. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)

6. Rabindra N Bhattacharya. (2007). Environmental Economics an Indian Perspective. Oxford University Press.

7. Charls D. Kolstad. (2007). Environmental Economics. New Delhi: OUP.

8. S. P. Mirsa, Pandey (2008), Essential Environmental Studies. New Delhi: Ane Books.

9. Katar Singh and Shishodia. (2007) Environmental Economics- Theory and application. New Delhi: Sage publication.

10. Ulaganathan Sankar. (2009) Environmental Economics. New Delhi: OUP.

11. N. Das Guptha (1997). Environmental Accounting. Wheeler and Co New Delhi.

12. Thomas and Callan (2007). Environmental Economics. Thomas South-Western.

13. Nick Hanley. (2009) Environmental Economics in Theory and Practice. Palgrave McMillian, New York.

14. Baumol. (1988). Theory of Environmental Policy (second edition). Cambridge University Press, Cambridge

15. P. R. Trivedi. (2014), Environmental Impact Assessment. APH Publishing Corporation.

8. Minor Courses in Economics

(Ref. Syllabus for Discipline Specific Courses)

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	HOURS PER WEEK	
					Theory	Practicum
1	24UECODSC101	**Fundamentals of Economics I**	100-199	4	3	1
2	24UECODSC102	**Fundamentals of Economics II**	100-199	4	3	1
3	24UECODSE202	**Entrepreneurship Development**	200-299	4	3	1

8(a). Minor Courses in Economics (S/F)

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	HOURS PER WEEK	
					Theory	Practicum
1	24ECODSC103	Indian Banking System	100-199	4	3	1
2	24UECODSC104	Trends and Innovations in Banking	100-199	4	3	1
3	24UECODSC205	Dimensions and Dynamics of Banking	200-299	4	3	1