

Program Project Report (PPR)
of
Bachelor of Arts (Economics)



Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in



S. No.	Contents
1.	Introduction, Programmes Mission, and Objectives
2.	Relevance of Programme with Teerthanker Mahaveer University, Moradabad Mission and Goals
3.	Nature of Prospective Target Group of Learners
4.	Appropriateness of programme to be conducted in Distance mode to acquire specific skills and competence
5.	Instructional Design Curriculum design Programme structure and Detailed syllabus Duration of the programme. Faculty and support staff requirement Instructional delivery mechanisms Identification of media—print, audio or video, Distance, computer aided. Student Support Services
6.	Procedure for Admissions, Curriculum Transaction and Evaluation
6.1	Procedure for Admission
6.2	Curriculum Transactions
6.3	Evaluation
7.	Requirement of the Laboratory Support and Library Resources
8.	Cost Estimate of the Programme and the Provisions
9.	Quality Assurance Mechanism and Expected Programme Outcomes



1. Introduction:

Welcome to the Bachelor of Arts in Economics Program at the Centre of Distance and Online Education (CDOE), Teerthanker Mahaveer University. This program is specifically designed to cater to the educational aspirations of individuals from rural backgrounds and those belonging to the service class. Understanding the unique challenges and opportunities faced by these communities, our program offers a flexible and accessible learning environment that empowers students to pursue higher education without compromising their personal or professional commitments.

Economics is a social science that studies how individuals, businesses, governments, and societies make choices about the allocation of resources. It analyzes how goods and services are produced, distributed, and consumed. Economics also explores various concepts such as supply and demand, market equilibrium, economic growth, inflation, unemployment, and the role of government in managing the economy. It helps us understand the behavior of individuals and organizations, as well as the overall functioning of markets and economies.

Our Distance and Distance education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program offers the flexibility needed to balance your studies with your everyday responsibilities.

At Teerthanker Mahaveer University, we are committed to fostering an inclusive and supportive learning environment. Our experienced faculty, comprehensive curriculum, and interactive Distance platform work together to provide a rich educational experience that prepares students for both personal growth and professional success. Join us in exploring the fascinating world of Economics and take the first step towards making a meaningful impact in your community and beyond. The curriculum is designed to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of business enterprises and industry.

We lay emphasis on the following courses *balanced with core and elective courses*: The curriculum of Distance BA (Economics) program emphasizes an intensive, flexible arts education with 160 credits. The programme structure and credits for Distance BA (Economics) are finalized based on the stakeholders' needs and the general structure of the programme.

The Distance Bachelor of Arts (BA Economics) Programme is a three-year Programme. With inclusion of various specializations, the Programme aims at developing focused managers with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental social theories and concepts along with less tangible, but equally important soft skills. The Programme is designed to inculcate confidence, improve knowledge, and act as a catalyst in the search for success and growth.



1.1. Programme Mission and Objective:

The Distance BA (Economics) is imparting professional education and training in various aspects of business and its environment and provide them with opportunities to develop analytical skills to meet the challenges of society at the national and global level. The course aims at equipping the students with the requisite knowledge, skills & domain expertise envisaged by the society.

- The basic objective of an Distance BA Economics program is to provide students with a comprehensive understanding of economic principles, theories, and analytical tools. The program aims to equip students with a strong foundation in economic theories, concepts, and models. They learn about microeconomics (individual behavior) and macroeconomics (aggregate behavior), as well as specialized areas such as international economics, development economics, and public economics.
- To develop analytical skills to critically evaluate economic data, conduct research, and analyze economic issues and policies through quantitative methods, statistical analysis, and economic modeling techniques to make informed decisions and predictions.
- The program focuses on fostering students' problem-solving abilities by applying economic principles to real-world issues. They learn to identify, analyze, and propose solutions to economic challenges faced by businesses, governments, and societies.
- The program prepares students to conduct research, collect and analyze data, and use economic tools to study various economic phenomena. They learn to interpret economic data, design research studies, and draw meaningful conclusions.
- Effective communication is essential in the field of economics. Students enhance their oral and written communication skills to present economic analysis, write reports, and effectively communicate complex economic concepts to different audiences.
- With the increasing interconnectedness of economies, program emphasize a global perspective through insights into international trade, global economic trends, and the impact of globalization on economic systems.

Overall, the objective is to provide students with a solid foundation in economics, critical thinking skills, and the ability to apply economic principles to real-world scenarios, preparing them for various careers in economics, finance, consulting, policy analysis, and more.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad – Mission and Goals:

To align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Distance BA Economics Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career



opportunities in the respective field.

Vision:

To be recognized as a premier institution of excellence providing high quality of education, research, and consultancy services to the society

Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in commerce stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater to the needs of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Distance mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All the above can be done/delivered by Distance and other platforms without much loss of fidelity. Hence the BA Economics programme is suited for Distance mode of learning.



5. Instructional Design:

5.1 Curriculum Design:

The curriculum has been designed by experts in Economics and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

1.3 Programme structure and detailed syllabus:

Bachelor of Arts in Economics										
Semester -I										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	BAECCC101	Micro – Economic Theories	6	0	0	6	30	70	100
2	CC-2	BAECCC102	Macro – Economic Theories	6	0	0	6	30	70	100
3	GEC-1	BAECGE101	Guidance and Counseling	6	0	0	6	30	70	100
4	AECC-1	BAAE101	Communication Skills -I	4	0	0	4	30	70	100
5	SEC-1	BASE101	Basic Computer Skills	3	0	2	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -II										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-3	BAECCC201	Indian Economic Development	6	0	0	6	30	70	100
2	CC-4	BAECCC202	Public Economics	6	0	0	6	30	70	100
4	GEC-2	BAECGE201	Gender and Society	6	0	0	6	30	70	100
5	AECC-2	BAAE201	Communication Skills -I	3	0	2	4	30	70	100
6	SEC-2	BASE201	Business Communication and Soft Skills	4	0	0	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -III										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	BAECCC301	Mathematical Methods for Economics -I	6	0	0	6	30	70	100
2	CC-6	BAECCC302	Introductory to Econometrics	6	0	0	6	30	70	100
3	CC-7	BAECCC303	Development Economics -I	6	0	0	6	30	70	100
4	AECC-3	BAAE301	Environmental Science	4	0	0	4	30	70	100
5	SEC-3	BASE301	Communication For Leaders	4	0	0	4	30	70	100
6	GEC-3	BAECGE301	Enterprise Resource Planning	6	0	0	6	30	70	100
Total				32	0	0	32	180	420	600

Semester -IV										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-8	BAECCC401	Mathematical Methods for Economics -II	6	0	0	6	30	70	100
2	CC-9	BAECCC402	Development Economics -II	6	0	0	6	30	70	100
3	CC-10	BAECCC403	Statistical Methods for Economics	6	0	0	6			
4	AECC-4	BAAE401	Human Values & Professional Ethics	4	0	0	4	30	70	100
5	GEC-4	BAECGE401	Sustainable Development	6	0	0	6	30	70	100
Total				28	0	0	28	150	350	500
Semester -V										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-11	BAECCC501	Intermediate Microeconomics - I	6	0	0	6	30	70	100
2	CC-12	BAECCC502	Intermediate Macro Economics - I	6	0	0	6	30	70	100
3	DSEC-1	BAECDSE501	Environmental Economics	6	0	0	6	30	70	100
4	DSEC-2	BAECDSE502	Economics for Health and Education	6	0	0	6	30	70	100
Total				24	0	0	24	120	280	400
Semester -VI										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-13	BAECCC601	Intermediate Microeconomics - II	6	0	0	6	30	70	100
2	CC-14	BAECCC602	Intermediate Macro Economics - II	6	0	0	6	30	70	100
1	DSEC-4	BAECDSE601	Applied Econometrics	6	0	0	6	30	70	100
2	DSEC-5	BAECDSE602	Financial Economics	6	0	0	6	30	70	100
Total				24	0	0	24	120	280	400

Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.



Core Courses

Course Code: BAECCC101	Core Course – 1 BA- Economics Semester-I Micro Economics Theories	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Demonstrate knowledge of microeconomic theories and concepts by recalling relevant information	
CO2.	Understanding: Thoughtful of the principles of supply and demand by explaining their meaning and significance.	
CO3.	Applying: Apply microeconomic theories to real-world scenarios of diverse problems and situations, demonstrating an ability to recognize and apply principles in new contexts.	
CO4.	Analyzing : The impact of government policies on microeconomic outcomes by breaking down the policies into their component parts and exploring the relationships between them	
CO5.	Creating: Demonstrate creativity and innovation by developing and presenting an original economic model to analyze a specific issue or problem.	
Course Content:		
Block-1:	Introduction : Demand and Supply Unit 1 - Introduction to Microeconomics Unit 2 - Demand and Supply Analysis Unit 3 - Elasticity of Demand	12 Hours
Block -2	Theory of Consumer Behavior Unit 4 - Demand Forecasting Unit 5 - Utility Analysis Unit 6 - The Revealed Preference Theory	12 Hours
Block -3:	Production and Cost Unit 7 - Production Function Unit 8 - Cost Analysis and Estimation	12 Hours
Block -4:	Market Structure Unit 9 - Perfect Competition Unit 10 - Monopoly Unit 11 - Monopolistic Competition Unit 12 - Oligopoly	12 Hours
Block -5	Welfare and Alternative Theories Unit 13 – Alternative Theories of the Firm Unit 14 - Welfare economics	12 Hours
Textbooks	• SLM (Self Learning Material)	
Reference Books	1. Nicholson, W., & Snyder, C. (2011). Microeconomic theory: Basic principles and extensions (11th ed.). Cengage Learning. 2. Varian, H. R. (2014). Intermediate microeconomics: A modern approach (9th ed.). W. W. Norton & Company. 3. Mankiw, N. G. (2014). Principles of microeconomics (7th ed.). Cengage Learning. 4. Perloff, J. M. (2018). Microeconomics: Theory and applications with calculus (5th ed.). Pearson. 5. Jehle, G. A., & Reny, P. J. (2011). Advanced microeconomic theory (3rd ed.). Routledge.	

Course Code: BAECCC102	Core Course – 2 BA- Economics Semester-I Macro-Economic Theories	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: - Demonstrate knowledge of macroeconomic terms, concepts, and theories by recalling relevant information.	
CO2.	Understanding: Demonstrate understanding of the principles of macroeconomics by explaining their meaning and significance in the context of the economy.	
CO3.	Applying: Apply macroeconomic theories to diverse economic problems and situations, demonstrating the ability to analyze and evaluate their effects on key economic indicators.	
CO4.	Analyzing: Analyze the factors influencing aggregate demand and supply, exploring the relationships between them and their effects on the overall macroeconomy..	
CO5.	Evaluating: The effectiveness of macroeconomic policies by examining their impact on economic growth, employment, inflation, and other relevant indicators.	
CO6.	Creating: Demonstrate creative thinking and innovation by developing and presenting an original macroeconomic model to analyze and predict economic trends and outcomes	
Course Content:		
Block-1:	Issues in Macroeconomics and National Income Accounting Unit 1: Introduction of Macroeconomics Unit 2: National Income : Concept of National Income Unit 3: Economic Welfare and National Income Unit 4: Sectorial Accounting	12 Hours
Block -2	The Closed Economy in the Short Run Unit 5: Classical Theory of Employment Unit 6: Keynesian Theory of Employment Unit 7: Theory of Consumption Function	12 Hours
Block -3:	Income Analysis Unit 8: Relative Income Hypothesis Unit 9: Permanent Income and Life Cycle Hypothesis Unit 10: Investment Function	12 Hours
Block -4:	Money in the Morden Economy Unit 11: The Theory of Acceleration Unit 12: Demand of Money: Quantity Theory of Money Unit 13: Keynesian Approach	12 Hours
Block -5	Other Theories and Money Supply Unit 14: Contribution of Boumol and Tobin Unit 15: Restatement of Friedman’s Quantity Theory of Money Unit 16: Money Supply: Definition of Money and Importance of Money	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	
Reference Books	1. Blanchard, O. (2017). Macroeconomics (7th ed.). Pearson. 2. Mankiw, N. G. (2018). Macroeconomics (9th ed.). Cengage Learning. 3. Romer, D. (2018). Advanced macroeconomics (5th ed.). McGraw-Hill Education. 4. Barro, R. J., & Sala-i-Martin, X.(2018). Economic growth (3rd ed.).MIT Press. 5. Acemoglu, D., Laibson, D., & List, J. A. (2020). Principles of economics (1st ed.). Cengage Learning.	

Course Code: BAECCC201	Core Course – 3 BA- Economics Semester - II Indian Economic Development	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Remembering factual information related to the Indian economy, including historical events, economic indicators, and policy measures.	
CO2.	Understanding: Demonstrating understanding of key economic concepts, theories, and models in the context of Indian economic development.	
CO3.	Applying: Applying economic principles and theories to analyze and interpret real-world economic issues and challenges in India.	
CO4.	Analyzing : Analyzing the impact of various economic factors, policies, and reforms on the development of the Indian economy.	
CO5.	Evaluating : Evaluating the effectiveness of economic policies and measures in promoting sustainable economic development in India.	
CO6.	Creating : Creating innovative solutions and proposing strategies for addressing economic challenges and promoting inclusive growth in India.	
Course Content:		
Block-1:	Economic Development Since Independence Unit 1: Indian Economy since Independence	06 Hours
Block -2	Population and Human Development Unit 2: Human Development Unit 3: Cooperative Federalism Unit 4 : Demographic Constraint	12 Hours
Block -3:	Growth and Distribution Unit 5: Poverty and Inequality in India Unit 6: Unemployment in India	12 Hours
Block -4:	Agricultural, Industrial & Service Sector Unit 7: Agriculture Sector Unit 8: Agricultural Policy Unit 9: Industrial Development Unit 10 : Service Sector	18 Hours
Block -5	Macroeconomic Policies Unit 11 :Foreign Trade Unit 12 :Monetary Policy Unit 13: Fiscal Policy Unit 14 :Structural Reforms of the Indian Economy	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	1. Chatterjee, A., & Sen, T. (2016). Indian Economy: Performance and Policies (15th ed.). New Age International Publishers. 2. Nagaraj, R. (2018). The Flaming Feet and Other Essays: The Dalit Movement in India. Navayana Publishing. 3. Deodhar, S. Y. (2019). Indian Economy (8th ed.). McGraw Hill Education. 4. Ahluwalia, M. S. (2017). Indian Economic Reforms: Past and Present (2nd ed.). Oxford University Press. 5. Basu, K. (2013). An Economist in the Real World: The Art of Policymaking in India. Penguin Books.	

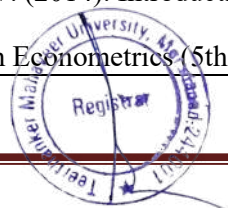
Course Code: BAECCC202	Core Course – 4 BA- Economics Semester - II Public Finance	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Remembering key terms, definitions, and basic concepts in public finance.	
CO2.	Understanding : Demonstrating comprehension of the principles, theories, and frameworks underlying public finance.	
CO3.	Applying : Applying fiscal tools and techniques to analyze real-world public finance issues and scenarios.	
CO4.	Analyzing: Analyzing the impact of fiscal policies, public expenditures, and revenue generation on the economy and society.	
CO5.	Evaluating : Evaluating the effectiveness and efficiency of public finance policies and recommending improvements.	
CO6.	Creating : Creating innovative solutions and proposals to address financial challenges and improve public finance systems.	
Course Content:		
Block-1:	Introduction to Public Finance Unit 1: Meaning of Public Finance Unit 2: Social Goods Unit 3: Social Goods Allocation	12 Hours
Block -2	Public Finance and Social Welfare Unit 4: Theory of Public Choice Unit 5: Equity in Distribution	12 Hours
Block -3:	Public Revenue and Taxation Unit 6: Economics of Taxation Unit 7: Indian Tax System	12 Hours
Block -4:	Public Expenditure and Budgeting Unit 8: Public Expenditure Unit 9: Theories of Public Expenditure Unit 10: Government of India Finances	12 Hours
Block -5	Public Debt and Fiscal Policy Unit 11: Economics of Public Debt Unit 12: Public Debt in India Unit 13: Fiscal Federalism Unit 14: Fiscal Federalism in India	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	1. Rosen, H. S., Gayer, T., & Starks, L. T. (2020). Public finance. McGraw-Hill Education. 2. Gruber, J. (2020). Public finance and public policy. Worth Publishers. 3. Musgrave, R. A., & Musgrave, P. B. (2016). Public finance in theory and practice. McGraw-Hill Education. 4. Rosen, H. S. (2017). Public finance. In Handbook of Public Economics (Vol. 5, pp. 1475-1545). Elsevier.	



Course Code: BAECCC301	Core Course – 5 BA- Economics Semester - III Mathematical Methods in Economics-I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrating recall of mathematical concepts, formulas, and techniques used in economics.	
CO2.	Understanding : Understanding the mathematical theories, models, and principles applied in economic analysis.	
CO3.	Applying : Applying mathematical methods to solve economic problems, including optimization, differentiation, integration, and statistical analysis.	
CO4.	Analyzing: Analyzing economic data using mathematical tools to interpret trends, relationships, and patterns.	
CO5.	Evaluating : Evaluating the appropriateness and effectiveness of mathematical models in explaining economic phenomena and making predictions.	
CO6.	Creating : Creating mathematical models to represent economic theories and develop innovative approaches for economic analysis.	
Course Content:		
Block-1:	Preliminaries Unit 1 Sets and Set Operations Unit 2 Relations and Functions Unit 3 Logic	10 Hours
Block -2	Functions Of One Independent Variable Unit 4 Elementary Types of Functions Unit 5 Analytical Geometry Unit 6 Sequences and Series	10 Hours
Block -3:	Differentiation Unit 7 Limits Unit 8 Continuity Unit 9 First-Order Derivatives Unit 10 Higher-Order Derivatives	10 Hours
Block -4:	Single-Variable Optimisation Unit 11 Concave and Convex Functions Unit 12 Optimisation Methods	10 Hours
Block -5	Integration Unit 13 Indefinite Integrals Unit 14 Definite Integrals	10 Hours
Block -6	Difference Equations Unit 15 Linear Difference Equations Unit 16 Non-Linear Difference Equations	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	.1. Alpha, C., & Beta, D. (2020). Mathematical Methods for Economics. Publisher. 2. Gamma, E., & Delta, F. (2019). Applied Mathematics for Economic Analysis. Publisher. 3. Theta, G., & Iota, H. (2018). Advanced Mathematical Techniques for	

	Economic Modeling. Publisher. 4. Kappa, J., & Lambda, K. (2021). Introduction to Mathematical Economics. Publisher. 5. Mu, L., & Nu, M. (2017). Mathematical Economics: Concepts, Models, and Applications. Publisher.	
--	--	--

Course Code: BAECCC302	Core Course – 6 BA- Economics Semester - III Introductory Econometrics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall and recognize fundamental concepts and theories in econometrics	
CO2.	Understanding : Apply econometric methods to analyze economic data and estimate parameters.	
CO3.	Analyzing : Interpret and present econometric findings effectively.	
CO4.	Evaluating : Evaluate the validity and reliability of econometric models and results..	
CO5.	Applying : Apply econometric techniques to real-world economic problems	
Course Content:		
Block-1:	Econometric Theory: Fundamentals Unit 1 Introduction Unit 2 Over view of Statistical Concepts Unit 3 Overview of Testing of Hypotheses	16 Hours
Block -2	Regression Models: Two- variables Case Unit 4 Simple Linear Regression Model: Estimation Unit 5 Simple Linear Regression Model: Inference Unit 6 Extension of Two Variable Regression Models	14 Hours
Block -3:	Multiple Regression Models Unit 7 Multiple Linear Regression Model: Estimation Unit 8 Multiple Linear Regression Model: Inference Unit 9 Extension of Regression Models	16 Hours
Block -4:	Treatment of Violations of Assumptions and Specification Unit 10 Multicollinearity Unit 11 Heteroscedasticity Unit 12 Autocorrelation	14 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	1. Greene, W. H. (2012). Econometric Analysis (7th ed.). Pearson. 2. Wooldridge, J. M. (2016). Introductory Econometrics: A Modern Approach (6th ed.). Cengage Learning. 3. Gujarati, D. N., Porter, D. C., & Gunasekarage, A. (2020). Basic Econometrics (6th ed.). McGraw-Hill Education. 4. Stock, J. H., Watson, M. W., & Mark, W. (2014). Introduction to Econometrics (3rd ed.). Pearson. 5. Verbeek, M. (2017). A Guide to Modern Econometrics (5th ed.). Wiley.	



Course Code: BAECCC303	Core Course – 7 BA- Economics Semester - III Development Economics - I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and understanding of economic theories and principles related to development economics.	
CO2.	Understanding : Apply quantitative and qualitative research methods to investigate development issues.	
CO3.	Analyzing: Critically analyze and interpret empirical studies and development policies.	
CO4.	Evaluating : Evaluate the potential impact of economic policies on social, environmental, and political sustainability	
CO5.	Applying : Apply and communicate economic analysis and findings effectively through oral and written means.	
Course Content:		
Block-1:	Growth and Development Unit 1 Concepts, Indicators and Measurement Unit 2 International Comparisons	12 Hours
Block -2	Growth Models: Theory and Evidence Unit 3 Introduction to Growth Models Unit 4 Harrod-Domar Model Unit 5 The Solow Model Unit 6 Endogenous Growth Models Unit 7 Determinants of Growth	18 Hours
Block -3:	Block 3 Inequality and Poverty Unit 8 Inequality Unit 9 Poverty	14 Hours
Block -4:	Block 4 Political Institutions and the Functioning of the State Unit 10 Institutions and Evolution of Democracy Unit 11 Theories of Regulation Unit 12 Government Failure and Corruption	16 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Ray, D. (1998). Development economics. Princeton University Press. 2. Todaro, M. P., & Smith, S. C. (2014). Economic development (12th ed.). Pearson Education. 3. Bardhan, P. (2010). Awakening giants, feet of clay: Assessing the economic rise of China and India. Princeton University Press. 4. Moyo, D. (2009). Dead aid: Why aid is not working and how there is another way for Africa. Farrar, Straus and Giroux. 5. Sen, A. (1999). Development as freedom. Oxford University Press.	



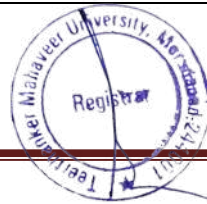
Course Code: BAECCC401	Core Course – 8 BA- Economics Semester - IV Mathematical Methods in Economics-II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrating recall of mathematical concepts, formulas, and techniques used in economics.	
CO2.	Understanding : Understanding the mathematical theories, models, and principles applied in economic analysis.	
CO3.	Applying : Applying mathematical methods to solve economic problems, including optimization, differentiation, integration, and statistical analysis.	
CO4.	Analyzing: Analyzing economic data using mathematical tools to interpret trends, relationships, and patterns.	
CO5.	Evaluating : Evaluating the appropriateness and effectiveness of mathematical models in explaining economic phenomena and making predictions.	
CO6.	Creating : Creating mathematical models to represent economic theories and develop innovative approaches for economic analysis.	
Course Content:		
Block-1:	Functions Of Several Variables Unit 1 Multivariate Calculus I Unit 2 Multivariate Calculus II	15 Hours
Block -2	Differential Equations Unit 3 First-Order Differential Equations Unit 4 Second-Order Differential Equations	15 Hours
Block -3:	Linear Algebra Unit 5 Vectors and Vector Spaces Unit 6 Matrices and Determinants Unit 7 Linear Economic Models	15 Hours
Block -4:	Multi Variate Optimisation Unit 8 Unconstrained Optimisation Unit 9 Constrained Optimisation with Equality Constraints Unit 10 Duality	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	<ol style="list-style-type: none"> 1. Alpha, C., & Beta, D. (2020). Mathematical Methods for Economics. Publisher. 2. Gamma, E., & Delta, F. (2019). Applied Mathematics for Economic Analysis. Publisher. 3. Theta, G., & Iota, H. (2018). Advanced Mathematical Techniques for Economic Modeling. Publisher. 4. Kappa, J., & Lambda, K. (2021). Introduction to Mathematical Economics. Publisher. 5. Mu, L., & Nu, M. (2017). Mathematical Economics: Concepts, Models, and Applications. Publisher 	



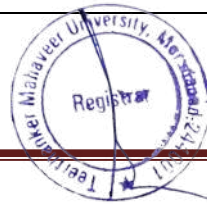
Course Code: BAECCC402	Core Course – 9 BA- Economics Semester - IV Development Economics - II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and understanding of economic theories and principles related to development economics.	
CO2.	Understanding : Apply quantitative and qualitative research methods to investigate development issues.	
CO3.	Analyzing: Critically analyze and interpret empirical studies and development policies.	
CO4.	Evaluating : Evaluate the potential impact of economic policies on social, environmental, and political sustainability	
CO5.	Applying : Apply and communicate economic analysis and findings effectively through oral and written means.	
Course Content:		
Block-1	Demography and Development Unit 1 Demographic Concepts Unit 2 Demographic Transitions and Process of Development	15 Hours
Block -2	Land, Labour and Credit Markets Unit 3 Land Unit 4 Labour Unit 5 Credit	15 Hours
Block -3	Individuals, Communities and Collective Outcomes Unit 6 Individual Behaviour in Social Environments Unit 7 Governance in Organisations and Communities Unit 8 Environment and Sustainable Development	15 Hours
Block -4	Globalisation and Development Unit 9 Globalisation in Historical Perspective Unit 10 The Economics of Globalisation	15 Hours
Textbooks	• SELF LEARNING MATERIAL (SLM)	
Reference Books	1. Ray, D. (1998). Development economics. Princeton University Press. 2. Todaro, M. P., & Smith, S. C. (2014). Economic development (12th ed.). Pearson Education. 3. Bardhan, P. (2010). Awakening giants, feet of clay: Assessing the economic rise of China and India. Princeton University Press. 4. Moyo, D. (2009). Dead aid: Why aid is not working and how there is another way for Africa. Farrar, Straus and Giroux. 5. Sen, A. (1999). Development as freedom. Oxford University Press	



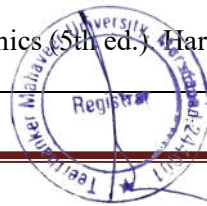
Course Code: BAECCC403	Core Course – 10 BA- Economics Semester - IV Statistical Methods for Economics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of statistical methods in economics.	
CO2.	Understanding : Apply quantitative and qualitative research methods to investigate development issues.	
CO3.	Analyzing: Analyze and interpret statistical results in economics.	
CO4.	Evaluating : Synthesize statistical information and communicate results effectively.	
CO5.	Applying : Apply statistical methods for data analysis and interpretation in an economic context.	
Course Content:		
Block-1:	Descriptive Statistics Unit 1 Basic Statistical Concepts Unit 2 Tabulation and Graphical Representation of Data Unit 3 Summarisation of Univariate Data Unit 4 Moments and Skewness-Kurtosis	15 Hours
Block -2	Summarisation of Bivariate and Multivariate Data Unit 5 Correlation and Regression Unit 6 Index Numbers Unit 7 Deterministic Time Series and Forecasting Unit 8 Demography	15 Hours
Block -3:	Probability Theory Unit 9 Elementary Probability Unit 10 Discrete Probability Distributions Unit 11 Continuous Probability Distributions	15 Hours
Block -4:	Sampling and Statistical Inference Unit 12 Sampling Procedure Unit 13 Estimation and Testing of Hypotheses Unit 14 Chi-squared Test	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Wooldridge, J. M. (2013). Introductory econometrics: A modern approach (5th ed.). South-Western Cengage Learning. 2. Greene, W. H. (2018). Econometric analysis (8th ed.). Pearson Education Limited. 3. Gujarati, D. N., & Porter, D. C. (2018). Basic econometrics (6th ed.). McGraw-Hill Education. 4. Stock, J. H., & Watson, M. W. (2019). Introduction to econometrics (4th ed.). Pearson Education. 5. Hill, R. C., Griffiths, W. E., Lim, G. C., & Judge, G. G. (2018). Principles of econometrics (5th ed.). Wiley.	



Course Code: BAECCC501	Core Course – 11 BA- Economics Semester - V Intermediate Micro Economics-I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of foundational microeconomic concepts.	
CO2.	Understanding : Apply microeconomic models and theories to analyze economic decision-making.	
CO3.	Analyzing: Demonstrate the ability to analyze and explain market equilibrium and efficiency.	
CO4.	Evaluating : Evaluate the impact of changing market conditions on consumer and producer behavior.	
CO5.	Applying : Critically examine and evaluate the effects of government interventions on microeconomic outcomes	
Course Content:		
Block-1:	Consumer theory Unit 1 Preferences and Utility Unit 2 Consumer's Equilibrium Unit 3 Consumer's Surplus Unit 4 Choice under Uncertainty and Inter- temporal Choice	20 Hours
Block -2	Production and Cost Unit 5 Production Function with One and More Variable Inputs Unit 6 Cost Function	20 Hours
Block -3:	Equilibrium Under Perfect Competition Unit 7 Profit Maximisation by a Competitive Firm Unit 8 Efficiency of a Competitive Market	20 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	<ol style="list-style-type: none"> 1. Varian, H.R. (2014). Intermediate Microeconomics: A Modern Approach (9th ed.). New York, NY: W.W. Norton & Company. 2. Nicholson, W., & Snyder, C. (2017). Intermediate Microeconomics and Its Application (12th ed.). Boston, MA: Cengage Learning. 3. Jehle, G., & Reny, P. J. (2010). Advanced Microeconomic Theory (3rd ed.). Harlow, England: Pearson Education Limited. 4. Mas-Colell, A., Whinston, M. D., & Green, J. R. (1995). Microeconomic Theory. New York, NY: Oxford University Press. 5. Kreps, D. M. (1990). A Course in Microeconomic Theory. Princeton, NJ: Princeton University Press. 	



Course Code: BAECCC502	Core Course – 11 BA- Economics Semester - V Intermediate Macro Economics-I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall or recognize facts, terms, concepts, and theories relevant to intermediate macroeconomics. - Performance Objective.	
CO2.	Understanding : Explain the relationship between aggregate demand and aggregate supply, the determinants of economic growth, and the impact of government policies on the economy.	
CO3.	Applying : Apply macroeconomic concepts and theories to analyze real-world economic situations.	
CO4.	Analyzing: Analyze the effects of changes in monetary or fiscal policy on inflation, unemployment, and economic growth.	
CO5.	Evaluating : Critically evaluate the efficacy of monetary and fiscal policies in achieving macroeconomic stability and economic growth	
CO6.	Creating : Design a macroeconomic policy framework to address issues such as income inequality, sustainable development, or fiscal sustainability	
Course Content:		
Block-1:	Aggregate Demand and Supply Unit 1 Aggregate Demand Curve Unit 2 Aggregate Supply Curve Unit 3 Equilibrium Output and Prices	15 Hours
Block -2	Expectations, Inflation and Unemployment Unit 4 Adaptive Expectations Unit 5 Rational Expectations Unit 6 Inflation and Unemployment	15 Hours
Block -3:	Balance of Payments and Exchange Rates Unit 7 Financial Markets Unit 8 Balance of Payments Unit 9 Exchange Rate Determination	15 Hours
Block -4:	Open Economy Models Unit 10 Mundell-Fleming Model Unit 11 Dornbusch’s Overshooting Model Unit 12 Macroeconomic Policy in an Open Economy	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Blanchard, O. (2017). Macroeconomics (7th ed.). Boston, MA: Pearson Education. 2. Mankiw, N. G., & Taylor, M. P. (2014). Economics (3rd ed.). Andover, UK: Cengage Learning. 3. Romer, D. (2012). Advanced Macroeconomics (4th ed.). New York, NY: McGraw-Hill Education. 4. Abel, A. B., Bernanke, B. S., & Croushore, D. (2017). Macroeconomics (9th ed.). Boston, MA: Pearson Education. 5. Williamson, S. D. (2014). Macroeconomics (5th ed.). Harlow, England: Pearson Education Limited.	



Course Code: BAECCC601	Core Course – 13 BA- Economics Semester - VI Intermediate Micro Economics-II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of foundational microeconomic concepts.	
CO2.	Understanding : Apply microeconomic models and theories to analyze economic decision-making.	
CO3.	Analyzing: Demonstrate the ability to analyze and explain market equilibrium and efficiency.	
CO4.	Evaluating : Evaluate the impact of changing market conditions on consumer and producer behavior.	
CO5.	Applying : Critically examine and evaluate the effects of government interventions on microeconomic outcomes	
Course Content:		
Block-1:	General Equilibrium Unit 1 General Equilibrium with Production. Unit 2 Overall Efficiency and Welfare Economics	15 Hours
Block -2	Imperfect Competition I Unit 3 Monopoly Unit 4 Monopolistic Competition	15 Hours
Block -3:	Block3 Imperfect Competition II Unit 5 Oligopoly Unit 6 Game Theory and its Applications	15 Hours
Block -4:	Market Failure Unit 7 Externalities and Public Goods Unit 8 Asymmetric Information	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	<ol style="list-style-type: none"> 1. Varian, H.R. (2014). Intermediate Microeconomics: A Modern Approach (9th ed.). New York, NY: W.W. Norton & Company. 2. Nicholson, W., & Snyder, C. (2017). Intermediate Microeconomics and Its Application (12th ed.). Boston, MA: Cengage Learning. 3. Jehle, G., & Reny, P. J. (2010). Advanced Microeconomic Theory (3rd ed.). Harlow, England: Pearson Education Limited. 4. Mas-Colell, A., Whinston, M. D., & Green, J. R. (1995). Microeconomic Theory. New York, NY: Oxford University Press. 5. Kreps, D. M. (1990). A Course in Microeconomic Theory. Princeton, NJ: Princeton University Press. 	

Course Code: BAECCC602	Core Course – 14 BA- Economics Semester - VI Intermediate Macro Economics-II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of foundational microeconomic concepts.	
CO2.	Understanding : Apply microeconomic models and theories to analyze economic decision-making.	
CO3.	Analyzing: Demonstrate the ability to analyze and explain market equilibrium and efficiency.	
CO4.	Evaluating : Evaluate the impact of changing market conditions on consumer and producer behavior.	
CO5.	Applying : Critically examine and evaluate the effects of government interventions on microeconomic outcomes	
Course Content:		
Block-1:	Economic Growth Unit 1 Harrod-Domar Model Unit 2 Solow Model Unit 3 Endogenous Growth Models Unit 4 Business Cycle	15 Hours
Block -2	Microeconomic Foundations Unit 5 Inter-temporal Choice Unit 6 Investment Function Unit 7 Demand for Money: Post Keynesian View	15 Hours
Block -3:	Fiscal and Monetary Policy Unit 8 Fиска Policy Unit 9 Monetary Policy	15 Hours
Block -4:	Schools of Macroeconomic Thought Unit 10 Evolution of Macroeconomic Thought –I Unit 11 Evolution of Macroeconomic Thought –II	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Blanchard, O. (2017). Macroeconomics (7th ed.). Boston, MA: Pearson Education. 2. Mankiw, N. G., & Taylor, M. P. (2014). Economics (3rd ed.). Andover, UK: Cengage Learning. 3. Romer, D. (2012). Advanced Macroeconomics (4th ed.). New York, NY: McGraw-Hill Education. 4. Abel, A. B., Bernanke, B. S., & Croushore, D. (2017). Macroeconomics (9th ed.). Boston, MA: Pearson Education. 5. Williamson, S. D. (2014). Macroeconomics (5th ed.). Harlow, England: Pearson Education Limited.	



Generic Electives Courses

<u>Course Code:</u> BAECGE101	Generic Elective Course – 1 BA- Economics Semester-I Guidance and Counseling	L-6 T-0 P-0 C-6
<u>Course Outcomes:</u>	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	12 Hours
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	12 Hours
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	12 Hours
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	12 Hours
Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale	12 Hours

	Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence ErlbaumAssociates. 	

Course Code: BAECGE201	Generic Elective Course – 2 BA- Economics Semester-II Gender and Society	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit;1 Social Construction of Gender Unit:2 Gender Roles	12 Hours
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	12 Hours
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	12 Hours
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	12 Hours
Block -5	Unit 12: Development of Women’s Studies in India Unit 13: Women's Movement in India Unit 14: Women’s Movement and Social Change	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Selm Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta: Stree. 	

	<ul style="list-style-type: none"> Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge. Amy S. Wharton. (2005). The Economics of Gender: An introduction to theory and Practice. USA: Blackwell. 	
--	--	--

Course Code: BAECGE301	Generic Elective Course – 3 BA- Economics Semester-III Enterprise Resource Planning	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts, components, and terminology of Enterprise Resource Planning systems, including key modules such as finance, human resources, and supply chain management.	
CO2.	Understanding: Explain the principles and benefits of ERP systems, detailing how they integrate various business processes and enhance organizational efficiency and decision-making.	
CO3.	Applying: Demonstrate the ability to configure and use basic ERP software modules in practical scenarios, applying theoretical knowledge to real-world business operations.	
CO4.	Analyzing: Analyze business processes and requirements to determine how ERP systems can be leveraged to optimize workflows, improve data accuracy, and support strategic planning.	
CO5.	Evaluating: Assess the implementation and performance of ERP systems within an organization, evaluating their impact on productivity, cost-efficiency, and overall business performance, and recommending improvements.	
Course Content:		
Block-1:	Unit 1: ERP Overview Unit 2: ERP and Related Technology Unit 3: Business Process Re-engineering	12 Hours
Block -2	Unit 4: Manufacturing Perspective of ERP Unit 5: ERP Modules Unit 6: ERP Benefits	12 Hours
Block -3:	Unit 7: ERP Market Unit 8; ERP Implementation Lifecycle Unit 9: ERP Vendors, Consultants and Users	12 Hours
Block -4:	Unit 10: ERP Future Directions Unit 11: ERP-II Unit 12: Building and Deploying an Information System	12 Hours
Block -5	Unit 13: Case Study – ERP SAP Implementation Unit 14: Case Study – ERP Application on Supply Chain	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> Alexis Leon, ERP Demystified 2/E, Tata McGraw-Hill, New Delhi Alexis Leon, Enterprise Resource Planning, Tata McGraw Hill, 2009 Bhatnagar, S.C. and K.V. Ramani, Computers and Information Management, Prentice Hall of India Private Ltd, New Delhi, 1991. Daniel E. O’Leary, ERP Systems: Systems, Life Cycle, E-commerce, and Risk, Cambridge University Press, 2000. 	

	<ul style="list-style-type: none"> • Ellen Monk, Bret Wagner, Concepts in Enterprise Resource Planning, Course Technology, Second Edition, 2005 • Hanson, J.J., “Successful ERP Implementations Go Far Beyond Software,” San Diego Business Journal (5 July 2004). Millman, Gregory J., “What Did You Get from ERP and What Can You Get?,” Financial Executive (May 2004). Murrell G. Shields, E-Business and ERP: Rapid Implementation and Project Planning, Wiley, 2001. Olinger, Charles, “The Issues Behind ERP Acceptance and Implementation,” PICS: The Performance Advantage • Pankaj Sharma, Enterprise Resource Planning, APH Publishing Corporation, New Delhi, 2004. 	
--	--	--

Course Code: BAECGE401	<p align="center">Generic Elective Course – 4</p> <p align="center">BA- Economics Semester-IV</p> <p align="center">Sustainable Development</p>	<p align="center">L-6</p> <p align="center">T-0</p> <p align="center">P-0</p> <p align="center">C-6</p>
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, principles, and goals of sustainable development, including the United Nations Sustainable Development Goals (SDGs).	
CO2.	Understanding: Explain the interconnections between economic growth, environmental stewardship, and social inclusion, and how these pillars contribute to sustainable development.	
CO3.	Applying: Apply sustainable development theories and practices to real-world scenarios, developing strategies to address environmental, social, and economic challenges.	
CO4.	Analyzing: Critically analyze case studies and examples of sustainable development initiatives, evaluating their effectiveness and identifying best practices and lessons learned.	
CO5.	Evaluating: Assess the impact of policies and programs aimed at promoting sustainable development, providing recommendations for improving sustainability outcomes at local, national, and global levels.	
Course Content:		
Block-1:	<p>Concept of Sustainable Development</p> <p>Unit-1 Meaning, Nature and Scope of Sustainable Development</p> <p>Unit-2 Major Components of Sustainable Development</p> <p>Unit-3 Approaches to Sustainable Development</p> <p>Unit-4 Goals of Sustainable Development</p>	12 Hours
Block -2	<p>Development, Sustainability and Climate Change</p> <p>Unit-5 Concept of Global Commons and Climate Change</p> <p>Unit-6 International Conventions on Sustainable Development</p> <p>Unit-7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities</p>	12 Hours
Block -3:	<p>Health, Education and Food Security</p> <p>Unit-9 Role of Green and Converging Technologies in Health, Sanitation and Food Security</p> <p>Unit-8 Relationship between Sustainable Development and Food Security</p> <p>Unit-10 Role of Education in Sustainable Development</p>	12 Hours
Block -4:	Sustainable Development: A Way Forward	12 Hours



	Unit-11 Role of Policy Innovations in Sustainable Development Unit-12 Recognition of Ecological Limits of Equity and Justice	
Block -5	Unit-14 Role of Non-State Stakeholders in Sustainable Development Unit-13 Alternative Ways of Resource Generation and Capacity Enhancement	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Gereluk, W. and Royer, L. (2001). Sustainable Development of the Global Economy: A Trade Union Perspective. Geneva: ILO. • Kilgy, P. (2011). NGOs in India: The Challenge of Women's Empowerment and Accountability. UK: Routledge. • Kolk, A. (2016). The Social Responsibility of International Business: From Ethics and the Environment to CSR and Sustainable Development. Journal of World Business. 51(1), 23-34. • Kolk, A., & Van Tulder, R. (2010). International Business, Corporate Social Responsibility and Sustainable Development. International Business Review. 19(2), 119-125. 	

Ability Enhancement Courses

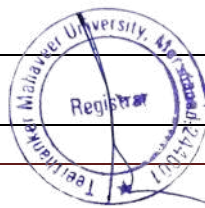
Course Code: BAAE101	Ability Enhancement Course – 1 BA- Economics Semester-I Communication Skills -I	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	8 Hours
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	8 Hours
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles	8 Hours

	Unit: 9 Poems	
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	8 Hours
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	

Course Code: BAAE201	Skill Enhancement Course – 2 BA- Economics - Semester-II Communication Skills -II	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	
Course Content:		
Block-1:	Unit 1: Speaking Skills Unit 2: Using A Foreign Language Unit 3: Conversation Building	8 Hours
Block -2	Unit 4: Dialogue Writing Unit 5: Telephone Skills Unit 6: Reading Skills–To Enhance Independent Reading	8 Hours
Block -3:	Unit 7: Comprehension And Quick Reading Of Texts Unit 8: Aesthetic Appreciation Of Texts: Poems	8 Hours
Block -4:	Unit 9: Tenses Unit 10: Parts Of Speech And Common Errors In English Unit 11: Use Of Capitals And Basic Punctuations	8 Hours
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters	8 Hours

Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	

Course Code: BAAE301	Ability Enhancement Course – 3 BA- Economics Semester-III Environmental Science	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts and terminology related to environmental science, including ecosystems, biodiversity, pollution, and climate change.	
CO2.	Understanding: Explain the fundamental principles of environmental science, such as the interdependence of living organisms and their environments, and the processes that drive natural systems.	
CO3.	Applying: Apply scientific methods and techniques to investigate environmental problems, conducting experiments and fieldwork to gather and analyze data on issues like water quality, air pollution, and soil conservation.	
CO4.	Analyzing: Critically analyze environmental data and case studies to understand the causes and effects of environmental issues and evaluate the effectiveness of various mitigation and adaptation strategies.	
CO5.	Evaluating: Assess the impact of human activities on the environment and evaluate the sustainability of current practices, proposing and justifying recommendations for policies and practices that promote environmental conservation and sustainability.	
Course Content:		
Block-1:	Unit:1 Multidisciplinary nature of environmental studies, Scope and importance Unit: 2 Deforestation Unit: 3 Water Unit: 4 Ecosystem	8 Hours
Block -2	Unit: 5 Levels of Biological Diversity Unit: 6 Threats to biodiversity	8 Hours
Block -3:	Unit: 7 Environmental Pollution Unit: 8 Climate Change	8 Hours
Block -4:	Unit: 9 Environmental Laws Unit: 10 International Agreements Unit: 11 Human Population Growth	8 Hours
Block -5	Unit: 12 Disaster Management Unit: 13 Environmental Ethics	8 Hours



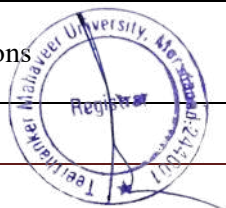
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Wright, R. T.; Boorse, D. F. Environmental Science: Towards Sustainable Future, 12e, Pearson, India (2015). • Costanza R, Hart M, Talberth J, Posner S. Beyond GDP: The need for new measures of progress. The pardee papers. 2009. • Bharuch, E. Environmental Studies, 2e, Orient BlackSwan, India (2013). • vanLoon, G. W.; Duffy, S. J. Environmental Chemistry: A Global Perspective, 3e, Oxford University Press 	

Course Code: BAAE401	Ability Enhancement Course – 4 BA- Economics Semester-IV Human Values and Professional Ethics	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
CO2.	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
CO3.	Analyzing the role of morals and values in technological development and its challenges.	
CO4.	Developing value-based management system and work environment in organization.	
CO5.	Developing framework for management ethics and human Values.	
Course Content:		
Block-1:	Evolution and introduction of Human Values in Indian context: Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	8 Hours
Block -2	Business Ethics: Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager. -	8 Hours
Block -3:	Ethical Dilemmas: Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	8 Hours
Block -4:	Impact of Ethics: Ethical issues related to marketing, Human resource management, Finance, Intellectual property rights. Environmental ethics.	8 Hours
Block -5	Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues: Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in	8 Hours

	human- human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - Tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.	
Textbooks	<ul style="list-style-type: none"> Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd 	
Reference Books	<ul style="list-style-type: none"> Velasquez, Business Ethics – Concepts and Cases, New Delhi: PHall. Mathur U.C., Corporate Governance & Business Ethics, NewMcMillan. Govindarajan M., professional ethics and Human values, Delhi: PHI learning pvt ltd. Hartman Laura P & Abha Chatterjee, Business Ethics, Ne wMcGraw Hill. R. K Sharma, puneetagoel, Corporate governance, values and New Delhi: kalyani publication <p>* Latest editions of all the suggested books are recommended</p>	

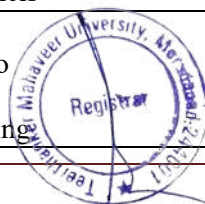
Skill Enhancement Courses

Course Code: BASE101	Skill Enhancement Course – 1 BA- Economics Semester-I Basic Computer Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.	
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.	
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.	
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.	
CO5.	Evaluating: Assess the reliability and security of various Distance resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.	
Course Content:		
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	8 Hours



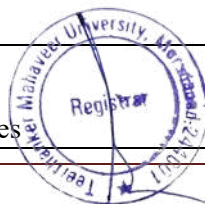
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	8 Hours
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	8 Hours
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	8 Hours
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Fundamental Computer Concepts, William S. Davis. • Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister. 	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Economics - Semester-II Business Communications and Soft Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	
Course Content:		
Block-1:	ESSENTIALS OF BUSINESS COMMUNICATION Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills	8 Hours
Block -2	BUSINESS REPORTS Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels	8 Hours
Block -3:	ETIQUETTE AND INTERVIEW Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing	8 Hours



Block -4:	MEETINGS, CIRCULAR, LETTERS Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters	8 Hours
Block -5	SOFT SKILLS Unit -13 Group Discussion Unit - 14 Time Management	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	

Course Code: BASE301	Skill Enhancement Course – 3 BA- Economics - Semester-III Communication for Leaders	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and identify key principles and strategies for effective leadership communication, including active listening, empathy, and clarity in messaging.	
CO2.	Understanding: Explain the importance of communication skills in leadership roles, understanding how effective communication contributes to team cohesion, morale, and productivity.	
CO3.	Applying: Apply advanced communication techniques to various leadership scenarios, including delivering persuasive presentations, providing constructive feedback, and resolving conflicts diplomatically.	
CO4.	Analyzing: Analyze case studies and examples of leadership communication in different contexts, identifying successful strategies and areas for improvement in communication practices.	
CO5.	Evaluating: Evaluate the impact of leadership communication on organizational culture, employee engagement, and overall performance, and develop strategies for continuous improvement in leadership communication effectiveness.	
Course Content:		
Block-1:	Unit: 1 Listening- Understanding Vocabulary and Context Unit: 2 Listening for Details Unit 3: Tenses, Clauses and Transitional Words or Phrases	8 Hours
Block -2	Unit: 4 Sentences Unit: 5 Vocabulary Unit 6: Idioms and Proverbs	8 Hours
Block -3:	Unit: 7 Reading Skills Unit: 8 Comprehension Skills Unit: 9 Group Discussion	8 Hours
Block -4:	Unit: 10 Presentational Skills Unit 11: Role Play and Debate Unit: 12 Writing Techniques and Strategies	8 Hours



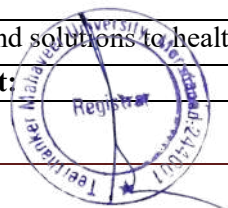
Block -5	Unit: 13 Writing Unit: 14 Business Correspondence	8 Hours
Textbooks	<ul style="list-style-type: none"> SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, Effective Business Communication, 7th Edition, Mcgraw Hill. Shirley Taylor, ommunication for Business, Pearson Education. Distance li 	

Discipline Specific Courses

Course Code: BAECDSE501	Discipline Specific Course – 1 BA- Economics Semester-V Environmental Economics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Identify and define key concepts related to environment economics such as pollution, sustainability, natural resources, and ecosystem services.	
CO2.	Understanding : Explain the relationship between market failures and environmental problems like pollution, climate change, and depletion of natural resources	
CO3.	Applying : Apply the principles of Environment Economics to analyze real-world environmental challenges.	
CO4.	Analyzing: Analyze the impact of environmental policies on businesses, communities, and ecological systems, and evaluate the implications of environmental regulations on economic growth, public welfare, and sustainability.	
CO5.	Evaluating : Critically evaluate the efficacy of economic instruments such as carbon taxes, cap-and-trade systems, and green subsidies to mitigate environmental problems and promote sustainability.	
CO6.	Creating : Design an environmental policy framework that incorporates economic incentives, technological innovations, and societal values to promote sustainable development.	
Course Content:		
Block-1:	Introduction Unit 1 Economy and Environment Unit 2 Review of Microeconomics and Welfare Economics	10 Hours
Block -2	Theory of Externalities Unit 3 Market Failure Unit 4 Property Rights and Coase Theorem	10 Hours
Block -3:	Environmental Policy Unit 5 Command and Control Policy Approach Unit 6 Market Based Instruments Unit 7 Implementation of Environmental Policy	10 Hours
Block -4:	International Environmental Problems Unit 8 Transboundary Environmental Problems Unit 9 Trade and Environment	10 Hours

Block -5:	Valuation of Environment Unit 10 Economic Value of Environmental Services Unit 11 Non-market Valuation of Environmental Services Unit 12 Green Accounting	10 Hours
Block -6:	Sustainable Development Unit 13 Sustainable Development Unit 14 Growth and Environment	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<p>1. Dasgupta, P. (2007). The theory of environmental externalities: Economic concepts and methods. Oxford University Press.</p> <p>2. Field, B. C., & Field, M. K. (2016). Environmental economics: An introduction. McGraw-Hill Education.</p> <p>3. Hanley, N., Shogren, J. F., & White, B. (2019). Introduction to environmental economics (2nd ed.). Oxford University Press.</p> <p>4. Perman, R., Ma, Y., Common, M., Maddison, D., & McGilvray, J. (2011). Natural resource and environmental economics (4th ed.). Pearson Education.</p> <p>5. Tietenberg, T. H., & Lewis, L. (2020). Environmental and natural resource economics (11th ed.). Routledge.</p> <p>6. Kolstad, C. D. (2011). Environmental economics (2nd ed.). Oxford University Press.</p>	

Course Code: BAECDSE502	Discipline Specific Course – 2 BA- Economics - Semester-V Economics for Health and Education	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall basic economic concepts and theories related to health and education	
CO2.	Understanding Explain how economic principles apply to health and education policies and practices.	
CO3.	Applying : Demonstrate the ability to use economic data and tools to analyze health and education issues.	
CO4.	Analyzing : Analyze health and education policies and problems from an economic perspective.	
CO5.	Evaluating : Evaluate health and education policies and proposals in terms of economic efficiency and effectiveness.	
CO6.	Creating : Develop economic models and solutions to health and education challenges	
Course Content:		



Block-1:	Introduction Unit 1 Health and Education for Human Capital Unit 2 Role of Health in Human Development	10 Hours
Block -2	Foundations of Health Economics Unit 3 Demand for Healthcare Services Unit 4 Supply of Healthcare Services Unit 5 Measurement of Health Benefits	10 Hours
Block -3:	Health Policy Unit 6 Market Failure and the Role of the Government Unit 7 Public Health Services	10 Hours
Block -4:	Block 4 Health Sector in India Unit 8 Status of Health and Medical Care in India Unit 9 Health Policy in India	10 Hours
Block -5:	Block 5 Economics of Education Unit 10 Human Capital Unit 11 Demand and Supply Considerations of Education	10 Hours
Block -6:	Block 6 Education Sector in India Unit 12 Status of Educational Outcomes Unit 13 Government Policy and Financing of Education in India	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<p>1. Fuchs, V. R. (2010). The economics of health and health care (7th ed.). Pearson Education.</p> <p>2. Culyer, A. J. (Ed.). (2014). Encyclopedia of health economics (Vols. 1- Elsevier.</p> <p>3. Reinhardt, U. E., Hussey, P. S., & Anderson, G. F. (2004). US health care spending in an international context. Health Affairs, 23(3), 10-25.</p> <p>4. Culyer, A. J., & Encyclopedia of Education Economics and Finance. (2014). Encyclopedia of education economics and finance. Edward Elgar Publishing.</p> <p>5. Hanushek, E. A., & Welch, F. (2011). Economics of education. Handbook of the Economics of Education, 4, 1-105.</p> <p>6. Angrist, J. D., & Pischke, J. S. (2008). Mostly harmless econometrics: An empiricist's companion. Princeton University Press.</p>	



Course Code: BAECDSE601	Discipline Specific Course – 3 BA- Economics - Semester-VI Applied Econometrics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and understanding of key econometric concepts, models, and techniques used in applied econometrics	
CO2.	Understanding Apply econometric methods to analyze empirical economic data and test hypotheses in applied econometrics.	
CO3.	Applying : Analyze and interpret econometric results to draw rigorous and valid conclusions about economic relationships and phenomena	
CO4.	Analyzing: Synthesize findings from applied econometric analyses and effectively communicate results in written and oral formats	
CO5.	Evaluating : Evaluate the appropriateness and reliability of different econometric models and methods in applied econometrics.	
CO6.	Creating : Develop and communicate econometric ideas, approaches, and research findings effectively to both technical and non-technical audiences.	
Course Content:		
Block-1:	Empirical Issues in Econometric Research Unit 1 Stages in Empirical Research Unit 2 Specification Issues Unit 3 Model Selection Criteria	15 Hours
Block -2	Advanced Topics in Regression Analysis Unit 4 Distributed-lag Models Unit 5 Auto-regressive Models Unit 6 Simultaneous Equation Models - I Unit 7 Simultaneous Equation Models - II	15 Hours
Block -3:	Panel Data Models Unit 8 Introduction to Panel Data Unit 9 Estimation of Panel Data Models	15 Hours
Block -4:	Introduction to Econometric Software Packages Unit 10 Introduction to GRETL Unit 11 Introduction to E-Views Unit 12 Introduction to STATA	15 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	1. Greene, W. H. (2018). Econometric Analysis (8th ed.). Pearson. 2. Wooldridge, J. M. (2019). Introductory Econometrics: A Modern Approach (7th ed.). Cengage Learning. 3. Hayashi, F. (2000). Econometrics: A Modern Approach. Princeton University Press. 4. Stock, J. H., & Watson, M. W. (2019). Introduction to Econometrics (4th ed.). Pearson. 5. Gujarati, D. N., & Porter, D. C. (2018). Essentials of Econometrics (5th ed.). McGraw-Hill Education. 6. Baltagi, B. H. (2013). Econometric Analysis of Panel Data (5th ed.). Wiley.	

Course Code: BAECDSE602	Discipline Specific Course – 4 BA- Semester-VI Financial Economics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall the key concepts and principles of financial economics. Identify the different financial instruments and markets used in financial economics.	
CO2.	Understanding Explain the relationship between risk and return in financial markets. Interpret the effects of monetary policy on the financial system.	
CO3.	Applying : Analyze and apply financial models and techniques to assess investment opportunities. Apply economic theories to understand the behavior of financial markets	
CO4.	Analyzing: Evaluate the impact of financial market fluctuations on economic indicators. - Analyze the factors influencing financial decision-making in different economic scenarios.	
CO5.	Evaluating : Critically assess financial strategies and policies in the context of their impact on the economy. Evaluate the ethical implications of financial practices in the field of financial economics.	
CO6.	Creating : Develop innovative financial solutions to address economic challenges. Design financial strategies that align with sustainable development goals.	
Course Content:		
Block-1:	Block 1 Financial Instruments Markets and Institutions Unit 1 Financial Markets Unit 2 Financial Institutions Unit 3 Financial Instruments	8 Hours
Block -2	Block 2 Elementary Statistics and Spreadsheets Unit 4 Elementary Statistics Unit 5 Elementary Spreadsheets	9 Hours
Block -3:	Block 3 Deterministic Cash Flow Streams Unit 6 Basic Theory of Interest Unit 7 Fixed Income Securities	9 Hours
Block-4:	Block 4 Single-Period Random Cash Flows Unit 8 Risk and Uncertainty Unit 9 Random Assets Unit 10 Portfolio Mean and Variance Analysis	9 Hours
Block 5	Block 5 Asset Pricing Unit 11 Markowitz Model Unit 12 Capital Asset Pricing Model	9 Hours
Block -6:	Block 6 Pricing of Futures Options and Other Derivatives Unit 13 Forwards and Futures Unit 14 Options Swaps and Other Derivatives	9 Hours
Block-7:	Block 7 Corporate Finance and Policy Unit 15 Patterns of Corporate Financing Unit 16 Corporate Policy	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Campbell, J. Y., Lo, A. W., & MacKinlay, A. C. (1997). The Econometrics of Financial Markets. Princeton University Press. 2. Cochrane, J. H. (2005). Asset Pricing. Princeton University Press. 3. Mishkin, F. S., Eakins, S. G., & Mishkin, M. S. (2017). Financial Markets and Institutions (8th ed.). Pearson. 4. Williams, J. B. (2018). Financial Economics: A Concise Introduction to Classical and Behavioral Finance. Routledge. 5. Bodie, Z., Kane, A., & Marcus, A. J. (2018). Investments (11th ed.). McGraw-Hill Education. 6. Ross, S. A., Westerfield, R. W., & Jordan, B. D. (2019). Fundamentals of Corporate Finance (12th ed.). McGraw-Hill Education. 	
-------------------------------	--	--



1.4 Duration of the programme

<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Distance and Distance Education
Programme	BA Economics
Duration	Three Years (Distance Mode) (Six Semesters)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	160
Eligibility for the program	Pass 10+2 in any stream

1.5 Faculty and support staff requirement

Academic Staff	Number available to meet the required. delivery norms
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

1.6 Instructional delivery mechanisms

The Centre of Distance Education of TMU comprises of faculty members and staff who are wellversed in Distance Education and Distance delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

1.6.1 Conduct of Webinars/live lectures/Distance lectures/Virtual Class

1.6.2 By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.

1.6.3 Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

1.7 Identification of media–print, audio or video, Distance, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

1.8 Student Support Services

The Student Support services will be facilitated by the CDOE, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.



2 Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Distance education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are notable to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance Learning mode will be conducted by CDOE- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by CDOE Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

2.3 Procedure for Admission:

Minimum Eligibility Criteria for admission: 10+2 system of education in any stream from recognized board

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will be cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

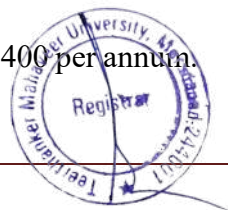
Admission will be cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Distance Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Distance Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on the website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for BA Economics programme is INR 5,400 per annum.



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

2.4 Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Distance Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Distance Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180



Learning Management System (LMS) to support Distance mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

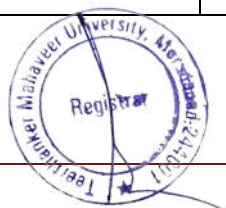
Course Design:

The Course content is designed as per the SWAYAM guidelines using 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience.

- **Quadrant-I** i.e. e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs, etc., along with the transcription of the video.
- **Quadrant-II** i.e. e-Content that contains –Self Instructional Materials (Digital self-Learning Material), Case Studies, Presentation etc. and contains web resources such as further references, Related links, Open-source content on internet, research papers and journals Portable Document Format or e-Books or Illustration, video demonstrations, Historical development of the subject, Article, etc.
- **Quadrant-III** i.e. Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.
- **Quadrant-IV** i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Fill in the blanks, Assignments with solutions and Discussion forum topics.

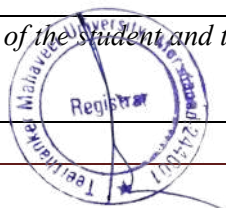
2.5 Evaluation

Evaluation:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best three out of three					
10	10	10	5	5	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	



To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to qualify the program.

Question Paper Structure	
1	The question paper shall have two section – Section A and Section B . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:
2	Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering & Understanding) . It will contain five questions with at least one question from each unit with internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of three marks and total weightage of this section shall be ten marks .
3	Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated . It shall contain five questions with at least one question from each unit with an internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of ten marks and total weightage of this section shall be fifty marks .
4	Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.
IMPORTANT NOTES:	
1	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
2	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
3	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.



3 Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab-based courses are offered in this program.

Library Resources

Centre of Distance Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BA Economics programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Distance mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

4 Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

5 Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. A Bachelor of Arts in Economics program in India equips students with a deep understanding of economic principles, theories, and analysis. Graduates can expect to develop strong quantitative, analytical, and problem-solving skills, preparing them for diverse careers in finance, consulting, public policy, research, or academia, both nationally and internationally.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents, and employers will be received and analyzed for further improvement of the quality of the programme.



Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre of Distance and Distance Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by CDOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

(CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally.



Program Project Report (PPR)
of
Bachelor of Arts (Economics)



Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in



S. No.	Contents
1.	Introduction, Programmes Mission, and Objectives
2.	Relevance of Programme with Teerthanker Mahaveer University, Moradabad Mission and Goals
3.	Nature of Prospective Target Group of Learners
4.	Appropriateness of programme to be conducted in Online mode to acquire specific skills and competence
5.	Instructional Design Curriculum design Programme structure and Detailed syllabus Duration of the programme. Faculty and support staff requirement Instructional delivery mechanisms Identification of media–print, audio or video, Online, computer aided. Student Support Services
6.	Procedure for Admissions, Curriculum Transaction and Evaluation
6.1	Procedure for Admission
6.2	Curriculum Transactions
6.3	Evaluation
7.	Requirement of the Laboratory Support and Library Resources
8.	Cost Estimate of the Programme and the Provisions
9.	Quality Assurance Mechanism and Expected Programme Outcomes



1. Introduction:

Welcome to the Bachelor of Arts in Economics Program at the Centre of Distance and Online Education (CDOE), Teerthanker Mahaveer University. This program is specifically designed to cater to the educational aspirations of individuals from rural backgrounds and those belonging to the service class. Understanding the unique challenges and opportunities faced by these communities, our program offers a flexible and accessible learning environment that empowers students to pursue higher education without compromising their personal or professional commitments.

Economics is a social science that studies how individuals, businesses, governments, and societies make choices about the allocation of resources. It analyzes how goods and services are produced, distributed, and consumed. Economics also explores various concepts such as supply and demand, market equilibrium, economic growth, inflation, unemployment, and the role of government in managing the economy. It helps us understand the behavior of individuals and organizations, as well as the overall functioning of markets and economies.

Our Online and Online education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program offers the flexibility needed to balance your studies with your everyday responsibilities.

At Teerthanker Mahaveer University, we are committed to fostering an inclusive and supportive learning environment. Our experienced faculty, comprehensive curriculum, and interactive Online platform work together to provide a rich educational experience that prepares students for both personal growth and professional success. Join us in exploring the fascinating world of Economics and take the first step towards making a meaningful impact in your community and beyond. The curriculum is designed to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of business enterprises and industry.

We lay emphasis on the following courses *balanced with core and elective courses*: The curriculum of Online BA (Economics) program emphasizes an intensive, flexible arts education with 160 credits. The programme structure and credits for Online BA (Economics) are finalized based on the stakeholders' needs and the general structure of the programme.

The Online Bachelor of Arts (BA Economics) Programme is a three-year Programme. With inclusion of various specializations, the Programme aims at developing focused managers with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental social theories and concepts along with less tangible, but equally important soft skills. The Programme is designed to inculcate confidence, improve knowledge, and act as a catalyst in the search for success and growth.



1.1. Programme Mission and Objective:

The Online BA (Economics) is imparting professional education and training in various aspects of business and its environment and provide them with opportunities to develop analytical skills to meet the challenges of society at the national and global level. The course aims at equipping the students with the requisite knowledge, skills & domain expertise envisaged by the society.

- The basic objective of an Online BA Economics program is to provide students with a comprehensive understanding of economic principles, theories, and analytical tools. The program aims to equip students with a strong foundation in economic theories, concepts, and models. They learn about microeconomics (individual behavior) and macroeconomics (aggregate behavior), as well as specialized areas such as international economics, development economics, and public economics.
- To develop analytical skills to critically evaluate economic data, conduct research, and analyze economic issues and policies through quantitative methods, statistical analysis, and economic modeling techniques to make informed decisions and predictions.
- The program focuses on fostering students' problem-solving abilities by applying economic principles to real-world issues. They learn to identify, analyze, and propose solutions to economic challenges faced by businesses, governments, and societies.
- The program prepares students to conduct research, collect and analyze data, and use economic tools to study various economic phenomena. They learn to interpret economic data, design research studies, and draw meaningful conclusions.
- Effective communication is essential in the field of economics. Students enhance their oral and written communication skills to present economic analysis, write reports, and effectively communicate complex economic concepts to different audiences.
- With the increasing interconnectedness of economies, program emphasize a global perspective through insights into international trade, global economic trends, and the impact of globalization on economic systems.

Overall, the objective is to provide students with a solid foundation in economics, critical thinking skills, and the ability to apply economic principles to real-world scenarios, preparing them for various careers in economics, finance, consulting, policy analysis, and more.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad – Mission and Goals:

To align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Online BA Economics Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career



opportunities in the respective field.

Vision:

To be recognized as a premier institution of excellence providing high quality of education, research, and consultancy services to the society

Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in commerce stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater to the needs of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Online mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All the above can be done/delivered by Online and other platforms without much loss of fidelity. Hence the BA Economics programme is suited for Online mode of learning.



5. Instructional Design:

5.1 Curriculum Design:

The curriculum has been designed by experts in Economics and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

1.3 Programme structure and detailed syllabus:

Bachelor of Arts in Economics										
Semester -I										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	BAECCC101	Micro – Economic Theories	6	0	0	6	30	70	100
2	CC-2	BAECCC102	Macro – Economic Theories	6	0	0	6	30	70	100
3	GEC-1	BAECGE101	Guidance and Counseling	6	0	0	6	30	70	100
4	AECC-1	BAAE101	Communication Skills -I	4	0	0	4	30	70	100
5	SEC-1	BASE101	Basic Computer Skills	3	0	2	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -II										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-3	BAECCC201	Indian Economic Development	6	0	0	6	30	70	100
2	CC-4	BAECCC202	Public Economics	6	0	0	6	30	70	100
4	GEC-2	BAECGE201	Gender and Society	6	0	0	6	30	70	100
5	AECC-2	BAAE201	Communication Skills -I	3	0	2	4	30	70	100
6	SEC-2	BASE201	Business Communication and Soft Skills	4	0	0	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -III										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	BAECCC301	Mathematical Methods for Economics -I	6	0	0	6	30	70	100
2	CC-6	BAECCC302	Introductory to Econometrics	6	0	0	6	30	70	100
3	CC-7	BAECCC303	Development Economics -I	6	0	0	6	30	70	100
4	AECC-3	BAAE301	Environmental Science	4	0	0	4	30	70	100
5	SEC-3	BASE301	Communication For Leaders	4	0	0	4	30	70	100
6	GEC-3	BAECGE301	Enterprise Resource Planning	6	0	0	6	30	70	100
Total				32	0	0	32	180	420	600

Semester -IV										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-8	BAECCC401	Mathematical Methods for Economics -II	6	0	0	6	30	70	100
2	CC-9	BAECCC402	Development Economics -II	6	0	0	6	30	70	100
3	CC-10	BAECCC403	Statistical Methods for Economics	6	0	0	6			
4	AEEC-4	BAAE401	Human Values & Professional Ethics	4	0	0	4	30	70	100
5	GEC-4	BAECGE401	Sustainable Development	6	0	0	6	30	70	100
Total				28	0	0	28	150	350	500
Semester -V										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-11	BAECCC501	Intermediate Microeconomics - I	6	0	0	6	30	70	100
2	CC-12	BAECCC502	Intermediate Macro Economics - I	6	0	0	6	30	70	100
3	DSEC-1	BAECDSE501	Environmental Economics	6	0	0	6	30	70	100
4	DSEC-2	BAECDSE502	Economics for Health and Education	6	0	0	6	30	70	100
Total				24	0	0	24	120	280	400
Semester -VI										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-13	BAECCC601	Intermediate Microeconomics - II	6	0	0	6	30	70	100
2	CC-14	BAECCC602	Intermediate Macro Economics - II	6	0	0	6	30	70	100
1	DSEC-4	BAECDSE601	Applied Econometrics	6	0	0	6	30	70	100
2	DSEC-5	BAECDSE602	Financial Economics	6	0	0	6	30	70	100
Total				24	0	0	24	120	280	400

Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.



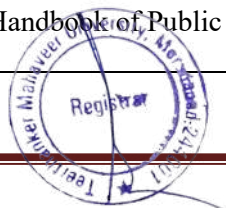
Core Courses

Course Code: BAECCC101	Core Course – 1 BA- Economics Semester-I Micro Economics Theories	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Demonstrate knowledge of microeconomic theories and concepts by recalling relevant information	
CO2.	Understanding: Thoughtful of the principles of supply and demand by explaining their meaning and significance.	
CO3.	Applying: Apply microeconomic theories to real-world scenarios of diverse problems and situations, demonstrating an ability to recognize and apply principles in new contexts.	
CO4.	Analyzing : The impact of government policies on microeconomic outcomes by breaking down the policies into their component parts and exploring the relationships between them	
CO5.	Creating: Demonstrate creativity and innovation by developing and presenting an original economic model to analyze a specific issue or problem.	
Course Content:		
Block-1:	Introduction : Demand and Supply Unit 1 - Introduction to Microeconomics Unit 2 - Demand and Supply Analysis Unit 3 - Elasticity of Demand	12 Hours
Block -2	Theory of Consumer Behavior Unit 4 - Demand Forecasting Unit 5 - Utility Analysis Unit 6 - The Revealed Preference Theory	12 Hours
Block -3:	Production and Cost Unit 7 - Production Function Unit 8 - Cost Analysis and Estimation	12 Hours
Block -4:	Market Structure Unit 9 - Perfect Competition Unit 10 - Monopoly Unit 11 - Monopolistic Competition Unit 12 - Oligopoly	12 Hours
Block -5	Welfare and Alternative Theories Unit 13 – Alternative Theories of the Firm Unit 14 - Welfare economics	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	1. Nicholson, W., & Snyder, C. (2011). Microeconomic theory: Basic principles and extensions (11th ed.). Cengage Learning. 2. Varian, H. R. (2014). Intermediate microeconomics: A modern approach (9th ed.). W. W. Norton & Company. 3. Mankiw, N. G. (2014). Principles of microeconomics (7th ed.). Cengage Learning. 4. Perloff, J. M. (2018). Microeconomics: Theory and applications with calculus (5th ed.). Pearson. 5. Jehle, G. A., & Reny, P. J. (2011). Advanced microeconomic theory (3rd ed.). Routledge.	

Course Code: BAECCC102	Core Course – 2 BA- Economics Semester-I Macro-Economic Theories	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: - Demonstrate knowledge of macroeconomic terms, concepts, and theories by recalling relevant information.	
CO2.	Understanding: Demonstrate understanding of the principles of macroeconomics by explaining their meaning and significance in the context of the economy.	
CO3.	Applying: Apply macroeconomic theories to diverse economic problems and situations, demonstrating the ability to analyze and evaluate their effects on key economic indicators.	
CO4.	Analyzing: Analyze the factors influencing aggregate demand and supply, exploring the relationships between them and their effects on the overall macroeconomy..	
CO5.	Evaluating: The effectiveness of macroeconomic policies by examining their impact on economic growth, employment, inflation, and other relevant indicators.	
CO6.	Creating: Demonstrate creative thinking and innovation by developing and presenting an original macroeconomic model to analyze and predict economic trends and outcomes	
Course Content:		
Block-1:	Issues in Macroeconomics and National Income Accounting Unit 1: Introduction of Macroeconomics Unit 2: National Income : Concept of National Income Unit 3: Economic Welfare and National Income Unit 4: Sectorial Accounting	12 Hours
Block -2	The Closed Economy in the Short Run Unit 5: Classical Theory of Employment Unit 6: Keynesian Theory of Employment Unit 7: Theory of Consumption Function	12 Hours
Block -3:	Income Analysis Unit 8: Relative Income Hypothesis Unit 9: Permanent Income and Life Cycle Hypothesis Unit 10: Investment Function	12 Hours
Block -4:	Money in the Morden Economy Unit 11: The Theory of Acceleration Unit 12: Demand of Money: Quantity Theory of Money Unit 13: Keynesian Approach	12 Hours
Block -5	Other Theories and Money Supply Unit 14: Contribution of Boumol and Tobin Unit 15: Restatement of Friedman’s Quantity Theory of Money Unit 16: Money Supply: Definition of Money and Importance of Money	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	
Reference Books	1. Blanchard, O. (2017). Macroeconomics (7th ed.). Pearson. 2. Mankiw, N. G. (2018). Macroeconomics (9th ed.). Cengage Learning. 3. Romer, D. (2018). Advanced macroeconomics (5th ed.). McGraw-Hill Education. 4. Barro, R. J., & Sala-i-Martin, X.(2018). Economic growth (3rd ed.).MIT Press. 5. Acemoglu, D., Laibson, D., & List, J. A. (2020). Principles of economics (1st ed.). Cengage Learning.	

Course Code: BAECCC201	Core Course – 3 BA- Economics Semester - II Indian Economic Development	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Remembering factual information related to the Indian economy, including historical events, economic indicators, and policy measures.	
CO2.	Understanding: Demonstrating understanding of key economic concepts, theories, and models in the context of Indian economic development.	
CO3.	Applying: Applying economic principles and theories to analyze and interpret real-world economic issues and challenges in India.	
CO4.	Analyzing : Analyzing the impact of various economic factors, policies, and reforms on the development of the Indian economy.	
CO5.	Evaluating : Evaluating the effectiveness of economic policies and measures in promoting sustainable economic development in India.	
CO6.	Creating : Creating innovative solutions and proposing strategies for addressing economic challenges and promoting inclusive growth in India.	
Course Content:		
Block-1:	Economic Development Since Independence Unit 1: Indian Economy since Independence	06 Hours
Block -2	Population and Human Development Unit 2: Human Development Unit 3: Cooperative Federalism Unit 4 : Demographic Constraint	12 Hours
Block -3:	Growth and Distribution Unit 5: Poverty and Inequality in India Unit 6: Unemployment in India	12 Hours
Block -4:	Agricultural, Industrial & Service Sector Unit 7: Agriculture Sector Unit 8: Agricultural Policy Unit 9: Industrial Development Unit 10 : Service Sector	18 Hours
Block -5	Macroeconomic Policies Unit 11 :Foreign Trade Unit 12 :Monetary Policy Unit 13: Fiscal Policy Unit 14 :Structural Reforms of the Indian Economy	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	1. Chatterjee, A., & Sen, T. (2016). Indian Economy: Performance and Policies (15th ed.). New Age International Publishers. 2. Nagaraj, R. (2018). The Flaming Feet and Other Essays: The Dalit Movement in India. Navayana Publishing. 3. Deodhar, S. Y. (2019). Indian Economy (8th ed.). McGraw Hill Education. 4. Ahluwalia, M. S. (2017). Indian Economic Reforms: Past and Present (2nd ed.). Oxford University Press. 5. Basu, K. (2013). An Economist in the Real World: The Art of Policymaking in India. Penguin Books.	

Course Code: BAECCC202	Core Course – 4 BA- Economics Semester - II Public Finance	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Remembering key terms, definitions, and basic concepts in public finance.	
CO2.	Understanding : Demonstrating comprehension of the principles, theories, and frameworks underlying public finance.	
CO3.	Applying : Applying fiscal tools and techniques to analyze real-world public finance issues and scenarios.	
CO4.	Analyzing: Analyzing the impact of fiscal policies, public expenditures, and revenue generation on the economy and society.	
CO5.	Evaluating : Evaluating the effectiveness and efficiency of public finance policies and recommending improvements.	
CO6.	Creating : Creating innovative solutions and proposals to address financial challenges and improve public finance systems.	
Course Content:		
Block-1:	Introduction to Public Finance Unit 1: Meaning of Public Finance Unit 2: Social Goods Unit 3: Social Goods Allocation	12 Hours
Block -2	Public Finance and Social Welfare Unit 4: Theory of Public Choice Unit 5: Equity in Distribution	12 Hours
Block -3:	Public Revenue and Taxation Unit 6: Economics of Taxation Unit 7: Indian Tax System	12 Hours
Block -4:	Public Expenditure and Budgeting Unit 8: Public Expenditure Unit 9: Theories of Public Expenditure Unit 10: Government of India Finances	12 Hours
Block -5	Public Debt and Fiscal Policy Unit 11: Economics of Public Debt Unit 12: Public Debt in India Unit 13: Fiscal Federalism Unit 14: Fiscal Federalism in India	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	1. Rosen, H. S., Gayer, T., & Starks, L. T. (2020). Public finance. McGraw-Hill Education. 2. Gruber, J. (2020). Public finance and public policy. Worth Publishers. 3. Musgrave, R. A., & Musgrave, P. B. (2016). Public finance in theory and practice. McGraw-Hill Education. 4. Rosen, H. S. (2017). Public finance. In Handbook of Public Economics (Vol. 5, pp. 1475-1545). Elsevier.	



Course Code: BAECCC301	Core Course – 5 BA- Economics Semester - III Mathematical Methods in Economics-I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrating recall of mathematical concepts, formulas, and techniques used in economics.	
CO2.	Understanding : Understanding the mathematical theories, models, and principles applied in economic analysis.	
CO3.	Applying : Applying mathematical methods to solve economic problems, including optimization, differentiation, integration, and statistical analysis.	
CO4.	Analyzing: Analyzing economic data using mathematical tools to interpret trends, relationships, and patterns.	
CO5.	Evaluating : Evaluating the appropriateness and effectiveness of mathematical models in explaining economic phenomena and making predictions.	
CO6.	Creating : Creating mathematical models to represent economic theories and develop innovative approaches for economic analysis.	
Course Content:		
Block-1:	Preliminaries Unit 1 Sets and Set Operations Unit 2 Relations and Functions Unit 3 Logic	10 Hours
Block -2	Functions Of One Independent Variable Unit 4 Elementary Types of Functions Unit 5 Analytical Geometry Unit 6 Sequences and Series	10 Hours
Block -3:	Differentiation Unit 7 Limits Unit 8 Continuity Unit 9 First-Order Derivatives Unit 10 Higher-Order Derivatives	10 Hours
Block -4:	Single-Variable Optimisation Unit 11 Concave and Convex Functions Unit 12 Optimisation Methods	10 Hours
Block -5	Integration Unit 13 Indefinite Integrals Unit 14 Definite Integrals	10 Hours
Block -6	Difference Equations Unit 15 Linear Difference Equations Unit 16 Non-Linear Difference Equations	10 Hours
Textbooks	• SLM (Self Learning Material)	
Reference Books	.1. Alpha, C., & Beta, D. (2020). Mathematical Methods for Economics. Publisher. 2. Gamma, E., & Delta, F. (2019). Applied Mathematics for Economic Analysis. Publisher. 3. Theta, G., & Iota, H. (2018). Advanced Mathematical Techniques for	

Economic Modeling, Publisher. 4. Kappa, J., & Lambda, K. (2021). Introduction to Mathematical Economics. Publisher. 5. Mu, L., & Nu, M. (2017). Mathematical Economics: Concepts, Models, and Applications. Publisher.
--

Course Code: BAECCC302	Core Course – 6 BA- Economics Semester - III Introductory Econometrics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall and recognize fundamental concepts and theories in econometrics	
CO2.	Understanding : Apply econometric methods to analyze economic data and estimate parameters.	
CO3.	Analyzing: Interpret and present econometric findings effectively.	
CO4.	Evaluating : Evaluate the validity and reliability of econometric models and results..	
CO5.	Applying : Apply econometric techniques to real-world economic problems	
Course Content:		
Block-1:	Econometric Theory: Fundamentals Unit 1 Introduction Unit 2 Over view of Statistical Concepts Unit 3 Overview of Testing of Hypotheses	16 Hours
Block -2	Regression Models: Two- variables Case Unit 4 Simple Linear Regression Model: Estimation Unit 5 Simple Linear Regression Model: Inference Unit 6 Extension of Two Variable Regression Models	14 Hours
Block -3:	Multiple Regression Models Unit 7 Multiple Linear Regression Model: Estimation Unit 8 Multiple Linear Regression Model: Inference Unit 9 Extension of Regression Models	16 Hours
Block -4:	Treatment of Violations of Assumptions and Specification Unit 10 Multicollinearity Unit 11 Heteroscedasticity Unit 12 Autocorrelation	14 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	1. Greene, W. H. (2012). Econometric Analysis (7th ed.). Pearson. 2. Wooldridge, J. M. (2016). Introductory Econometrics: A Modern Approach (6th ed.). Cengage Learning. 3. Gujarati, D. N., Porter, D. C., & Gunasekarage, A. (2020). Basic Econometrics (6th ed.). McGraw-Hill Education. 4. Stock, J. H., Watson, M. W., & Mark, W. (2014). Introduction to Econometrics (3rd ed.). Pearson. 5. Verbeek, M. (2017). A Guide to Modern Econometrics (5th ed.). Wiley.	

Course Code: BAECCC303	Core Course – 7 BA- Economics Semester - III Development Economics - I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and understanding of economic theories and principles related to development economics.	
CO2.	Understanding : Apply quantitative and qualitative research methods to investigate development issues.	
CO3.	Analyzing: Critically analyze and interpret empirical studies and development policies.	
CO4.	Evaluating : Evaluate the potential impact of economic policies on social, environmental, and political sustainability	
CO5.	Applying : Apply and communicate economic analysis and findings effectively through oral and written means.	
Course Content:		
Block-1:	Growth and Development Unit 1 Concepts, Indicators and Measurement Unit 2 International Comparisons	12 Hours
Block -2	Growth Models: Theory and Evidence Unit 3 Introduction to Growth Models Unit 4 Harrod-Domar Model Unit 5 The Solow Model Unit 6 Endogenous Growth Models Unit 7 Determinants of Growth	18 Hours
Block -3:	Block 3 Inequality and Poverty Unit 8 Inequality Unit 9 Poverty	14 Hours
Block -4:	Block 4 Political Institutions and the Functioning of the State Unit 10 Institutions and Evolution of Democracy Unit 11 Theories of Regulation Unit 12 Government Failure and Corruption	16 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Ray, D. (1998). Development economics. Princeton University Press. 2. Todaro, M. P., & Smith, S. C. (2014). Economic development (12th ed.). Pearson Education. 3. Bardhan, P. (2010). Awakening giants, feet of clay: Assessing the economic rise of China and India. Princeton University Press. 4. Moyo, D. (2009). Dead aid: Why aid is not working and how there is another way for Africa. Farrar, Straus and Giroux. 5. Sen, A. (1999). Development as freedom. Oxford University Press.	



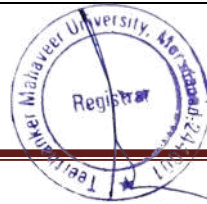
Course Code: BAECCC401	Core Course – 8 BA- Economics Semester - IV Mathematical Methods in Economics-II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrating recall of mathematical concepts, formulas, and techniques used in economics.	
CO2.	Understanding : Understanding the mathematical theories, models, and principles applied in economic analysis.	
CO3.	Applying : Applying mathematical methods to solve economic problems, including optimization, differentiation, integration, and statistical analysis.	
CO4.	Analyzing : Analyzing economic data using mathematical tools to interpret trends, relationships, and patterns.	
CO5.	Evaluating : Evaluating the appropriateness and effectiveness of mathematical models in explaining economic phenomena and making predictions.	
CO6.	Creating : Creating mathematical models to represent economic theories and develop innovative approaches for economic analysis.	
Course Content:		
Block-1:	Functions Of Several Variables Unit 1 Multivariate Calculus I Unit 2 Multivariate Calculus II	15 Hours
Block -2	Differential Equations Unit 3 First-Order Differential Equations Unit 4 Second-Order Differential Equations	15 Hours
Block -3:	Linear Algebra Unit 5 Vectors and Vector Spaces Unit 6 Matrices and Determinants Unit 7 Linear Economic Models	15 Hours
Block -4:	Multi Variate Optimisation Unit 8 Unconstrained Optimisation Unit 9 Constrained Optimisation with Equality Constraints Unit 10 Duality	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Alpha, C., & Beta, D. (2020). Mathematical Methods for Economics. Publisher. 2. Gamma, E., & Delta, F. (2019). Applied Mathematics for Economic Analysis. Publisher. 3. Theta, G., & Iota, H. (2018). Advanced Mathematical Techniques for Economic Modeling. Publisher. 4. Kappa, J., & Lambda, K. (2021). Introduction to Mathematical Economics. Publisher. 5. Mu, L., & Nu, M. (2017). Mathematical Economics: Concepts, Models, and Applications. Publisher	



Course Code: BAECCC402	Core Course – 9 BA- Economics Semester - IV Development Economics - II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and understanding of economic theories and principles related to development economics.	
CO2.	Understanding : Apply quantitative and qualitative research methods to investigate development issues.	
CO3.	Analyzing: Critically analyze and interpret empirical studies and development policies.	
CO4.	Evaluating : Evaluate the potential impact of economic policies on social, environmental, and political sustainability	
CO5.	Applying : Apply and communicate economic analysis and findings effectively through oral and written means.	
Course Content:		
Block-1	Demography and Development Unit 1 Demographic Concepts Unit 2 Demographic Transitions and Process of Development	15 Hours
Block -2	Land, Labour and Credit Markets Unit 3 Land Unit 4 Labour Unit 5 Credit	15 Hours
Block -3	Individuals, Communities and Collective Outcomes Unit 6 Individual Behaviour in Social Environments Unit 7 Governance in Organisations and Communities Unit 8 Environment and Sustainable Development	15 Hours
Block -4	Globalisation and Development Unit 9 Globalisation in Historical Perspective Unit 10 The Economics of Globalisation	15 Hours
Textbooks	• SELF LEARNING MATERIAL (SLM)	
Reference Books	1. Ray, D. (1998). Development economics. Princeton University Press. 2. Todaro, M. P., & Smith, S. C. (2014). Economic development (12th ed.). Pearson Education. 3. Bardhan, P. (2010). Awakening giants, feet of clay: Assessing the economic rise of China and India. Princeton University Press. 4. Moyo, D. (2009). Dead aid: Why aid is not working and how there is another way for Africa. Farrar, Straus and Giroux. 5. Sen, A. (1999). Development as freedom. Oxford University Press	



Course Code: BAECCC403	Core Course – 10 BA- Economics Semester - IV Statistical Methods for Economics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of statistical methods in economics.	
CO2.	Understanding : Apply quantitative and qualitative research methods to investigate development issues.	
CO3.	Analyzing: Analyze and interpret statistical results in economics.	
CO4.	Evaluating : Synthesize statistical information and communicate results effectively.	
CO5.	Applying : Apply statistical methods for data analysis and interpretation in an economic context.	
Course Content:		
Block-1:	Descriptive Statistics Unit 1 Basic Statistical Concepts Unit 2 Tabulation and Graphical Representation of Data Unit 3 Summarisation of Univariate Data Unit 4 Moments and Skewness-Kurtosis	15 Hours
Block -2	Summarisation of Bivariate and Multivariate Data Unit 5 Correlation and Regression Unit 6 Index Numbers Unit 7 Deterministic Time Series and Forecasting Unit 8 Demography	15 Hours
Block -3:	Probability Theory Unit 9 Elementary Probability Unit 10 Discrete Probability Distributions Unit 11 Continuous Probability Distributions	15 Hours
Block -4:	Sampling and Statistical Inference Unit 12 Sampling Procedure Unit 13 Estimation and Testing of Hypotheses Unit 14 Chi-squared Test	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Wooldridge, J. M. (2013). Introductory econometrics: A modern approach (5th ed.). South-Western Cengage Learning. 2. Greene, W. H. (2018). Econometric analysis (8th ed.). Pearson Education Limited. 3. Gujarati, D. N., & Porter, D. C. (2018). Basic econometrics (6th ed.). McGraw-Hill Education. 4. Stock, J. H., & Watson, M. W. (2019). Introduction to econometrics (4th ed.). Pearson Education. 5. Hill, R. C., Griffiths, W. E., Lim, G. C., & Judge, G. G. (2018). Principles of econometrics (5th ed.). Wiley.	

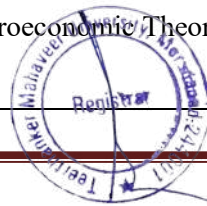


Course Code: BAECCC501	Core Course – 11 BA- Economics Semester - V Intermediate Micro Economics-I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of foundational microeconomic concepts.	
CO2.	Understanding : Apply microeconomic models and theories to analyze economic decision-making.	
CO3.	Analyzing: Demonstrate the ability to analyze and explain market equilibrium and efficiency.	
CO4.	Evaluating : Evaluate the impact of changing market conditions on consumer and producer behavior.	
CO5.	Applying : Critically examine and evaluate the effects of government interventions on microeconomic outcomes	
Course Content:		
Block-1:	Consumer theory Unit 1 Preferences and Utility Unit 2 Consumer's Equilibrium Unit 3 Consumer's Surplus Unit 4 Choice under Uncertainty and Inter- temporal Choice	20 Hours
Block -2	Production and Cost Unit 5 Production Function with One and More Variable Inputs Unit 6 Cost Function	20 Hours
Block -3:	Equilibrium Under Perfect Competition Unit 7 Profit Maximisation by a Competitive Firm Unit 8 Efficiency of a Competitive Market	20 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	<ol style="list-style-type: none"> 1. Varian, H.R. (2014). Intermediate Microeconomics: A Modern Approach (9th ed.). New York, NY: W.W. Norton & Company. 2. Nicholson, W., & Snyder, C. (2017). Intermediate Microeconomics and Its Application (12th ed.). Boston, MA: Cengage Learning. 3. Jehle, G., & Reny, P. J. (2010). Advanced Microeconomic Theory (3rd ed.). Harlow, England: Pearson Education Limited. 4. Mas-Colell, A., Whinston, M. D., & Green, J. R. (1995). Microeconomic Theory. New York, NY: Oxford University Press. 5. Kreps, D. M. (1990). A Course in Microeconomic Theory. Princeton, NJ: Princeton University Press. 	



Course Code: BAECCC502	Core Course – 11 BA- Economics Semester - V Intermediate Macro Economics-I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall or recognize facts, terms, concepts, and theories relevant to intermediate macroeconomics. - Performance Objective.	
CO2.	Understanding : Explain the relationship between aggregate demand and aggregate supply, the determinants of economic growth, and the impact of government policies on the economy.	
CO3.	Applying : Apply macroeconomic concepts and theories to analyze real-world economic situations.	
CO4.	Analyzing : Analyze the effects of changes in monetary or fiscal policy on inflation, unemployment, and economic growth.	
CO5.	Evaluating : Critically evaluate the efficacy of monetary and fiscal policies in achieving macroeconomic stability and economic growth	
CO6.	Creating : Design a macroeconomic policy framework to address issues such as income inequality, sustainable development, or fiscal sustainability	
Course Content:		
Block-1:	Aggregate Demand and Supply Unit 1 Aggregate Demand Curve Unit 2 Aggregate Supply Curve Unit 3 Equilibrium Output and Prices	15 Hours
Block -2	Expectations, Inflation and Unemployment Unit 4 Adaptive Expectations Unit 5 Rational Expectations Unit 6 Inflation and Unemployment	15 Hours
Block -3:	Balance of Payments and Exchange Rates Unit 7 Financial Markets Unit 8 Balance of Payments Unit 9 Exchange Rate Determination	15 Hours
Block -4:	Open Economy Models Unit 10 Mundell-Fleming Model Unit 11 Dornbusch’s Overshooting Model Unit 12 Macroeconomic Policy in an Open Economy	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Blanchard, O. (2017). Macroeconomics (7th ed.). Boston, MA: Pearson Education. 2. Mankiw, N. G., & Taylor, M. P. (2014). Economics (3rd ed.). Andover, UK: Cengage Learning. 3. Romer, D. (2012). Advanced Macroeconomics (4th ed.). New York, NY: McGraw-Hill Education. 4. Abel, A. B., Bernanke, B. S., & Croushore, D. (2017). Macroeconomics (9th ed.). Boston, MA: Pearson Education. 5. Williamson, S. D. (2014). Macroeconomics (5th ed.). Harlow, England: Pearson Education Limited.	

Course Code: BAECCC601	Core Course – 13 BA- Economics Semester - VI Intermediate Micro Economics-II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of foundational microeconomic concepts.	
CO2.	Understanding : Apply microeconomic models and theories to analyze economic decision-making.	
CO3.	Analyzing: Demonstrate the ability to analyze and explain market equilibrium and efficiency.	
CO4.	Evaluating : Evaluate the impact of changing market conditions on consumer and producer behavior.	
CO5.	Applying : Critically examine and evaluate the effects of government interventions on microeconomic outcomes	
Course Content:		
Block-1:	General Equilibrium Unit 1 General Equilibrium with Production. Unit 2 Overall Efficiency and Welfare Economics	15 Hours
Block -2	Imperfect Competition I Unit 3 Monopoly Unit 4 Monopolistic Competition	15 Hours
Block -3:	Block3 Imperfect Competition II Unit 5 Oligopoly Unit 6 Game Theory and its Applications	15 Hours
Block -4:	Market Failure Unit 7 Externalities and Public Goods Unit 8 Asymmetric Information	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	<ol style="list-style-type: none"> 1. Varian, H.R. (2014). Intermediate Microeconomics: A Modern Approach (9th ed.). New York, NY: W.W. Norton & Company. 2. Nicholson, W., & Snyder, C. (2017). Intermediate Microeconomics and Its Application (12th ed.). Boston, MA: Cengage Learning. 3. Jehle, G., & Reny, P. J. (2010). Advanced Microeconomic Theory (3rd ed.). Harlow, England: Pearson Education Limited. 4. Mas-Colell, A., Whinston, M. D., & Green, J. R. (1995). Microeconomic Theory. New York, NY: Oxford University Press. 5. Kreps, D. M. (1990). A Course in Microeconomic Theory. Princeton, NJ: Princeton University Press. 	

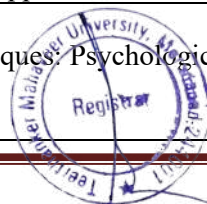


Course Code: BAECCC602	Core Course – 14 BA- Economics Semester - VI Intermediate Macro Economics-II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and comprehension of foundational microeconomic concepts.	
CO2.	Understanding : Apply microeconomic models and theories to analyze economic decision-making.	
CO3.	Analyzing: Demonstrate the ability to analyze and explain market equilibrium and efficiency.	
CO4.	Evaluating : Evaluate the impact of changing market conditions on consumer and producer behavior.	
CO5.	Applying : Critically examine and evaluate the effects of government interventions on microeconomic outcomes	
Course Content:		
Block-1:	Economic Growth Unit 1 Harrod-Domar Model Unit 2 Solow Model Unit 3 Endogenous Growth Models Unit 4 Business Cycle	15 Hours
Block -2	Microeconomic Foundations Unit 5 Inter-temporal Choice Unit 6 Investment Function Unit 7 Demand for Money: Post Keynesian View	15 Hours
Block -3:	Fiscal and Monetary Policy Unit 8 Fiscal Policy Unit 9 Monetary Policy	15 Hours
Block -4:	Schools of Macroeconomic Thought Unit 10 Evolution of Macroeconomic Thought –I Unit 11 Evolution of Macroeconomic Thought –II	15 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	
Reference Books	1. Blanchard, O. (2017). Macroeconomics (7th ed.). Boston, MA: Pearson Education. 2. Mankiw, N. G., & Taylor, M. P. (2014). Economics (3rd ed.). Andover, UK: Cengage Learning. 3. Romer, D. (2012). Advanced Macroeconomics (4th ed.). New York, NY: McGraw-Hill Education. 4. Abel, A. B., Bernanke, B. S., & Croushore, D. (2017). Macroeconomics (9th ed.). Boston, MA: Pearson Education. 5. Williamson, S. D. (2014). Macroeconomics (5th ed.). Harlow, England: Pearson Education Limited.	



Generic Electives Courses

<u>Course Code:</u> BAECGE101	Generic Elective Course – 1 BA- Economics Semester-I Guidance and Counseling	L-6 T-0 P-0 C-6
<u>Course Outcomes:</u>	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	12 Hours
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	12 Hours
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	12 Hours
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	12 Hours
Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale	12 Hours



	Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence ErlbaumAssociates. 	

Course Code: BAECGE201	Generic Elective Course – 2 BA- Economics Semester-II Gender and Society	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit;1 Social Construction of Gender Unit:2 Gender Roles	12 Hours
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	12 Hours
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	12 Hours
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	12 Hours
Block -5	Unit 12: Development of Women’s Studies in India Unit 13: Women's Movement in India Unit 14: Women’s Movement and Social Change	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Selm Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta: Stree. 	

	<ul style="list-style-type: none"> • Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge. • Amy S. Wharton. (2005). The Economics of Gender: An introduction to theory and Practice. USA: Blackwell. 	
--	--	--

Course Code: BAECGE301	Generic Elective Course – 3 BA- Economics Semester-III Enterprise Resource Planning	L-6 T-0 P-0 C-6
----------------------------------	--	--

Course Outcomes:	On completion of the course, the students will be:
-------------------------	---

CO1.	Remembering: Identify and recall fundamental concepts, components, and terminology of Enterprise Resource Planning systems, including key modules such as finance, human resources, and supply chain management.
-------------	--

CO2.	Understanding: Explain the principles and benefits of ERP systems, detailing how they integrate various business processes and enhance organizational efficiency and decision-making.
-------------	---

CO3.	Applying: Demonstrate the ability to configure and use basic ERP software modules in practical scenarios, applying theoretical knowledge to real-world business operations.
-------------	---

CO4.	Analyzing: Analyze business processes and requirements to determine how ERP systems can be leveraged to optimize workflows, improve data accuracy, and support strategic planning.
-------------	--

CO5.	Evaluating: Assess the implementation and performance of ERP systems within an organization, evaluating their impact on productivity, cost-efficiency, and overall business performance, and recommending improvements.
-------------	---

Course Content:	
------------------------	--

Block-1:	Unit 1: ERP Overview Unit 2: ERP and Related Technology Unit 3: Business Process Re-engineering	12 Hours
-----------------	---	-----------------

Block -2	Unit 4: Manufacturing Perspective of ERP Unit 5: ERP Modules Unit 6: ERP Benefits	12 Hours
-----------------	---	-----------------

Block -3:	Unit 7: ERP Market Unit 8; ERP Implementation Lifecycle Unit 9: ERP Vendors, Consultants and Users	12 Hours
------------------	--	-----------------

Block -4:	Unit 10: ERP Future Directions Unit 11: ERP-II Unit 12: Building and Deploying an Information System	12 Hours
------------------	--	-----------------

Block -5	Unit 13: Case Study – ERP SAP Implementation Unit 14: Case Study – ERP Application on Supply Chain	12 Hours
-----------------	---	-----------------

Textbooks	SLM (Self Learning Material)	
------------------	------------------------------	--

Reference Books	<ul style="list-style-type: none"> • Alexis Leon, ERP Demystified 2/E, Tata McGraw-Hill, New Delhi • Alexis Leon, Enterprise Resource Planning, Tata McGraw Hill, 2009 • Bhatnagar, S.C. and K.V. Ramani, Computers and Information Management, Prentice Hall of India Private Ltd, New Delhi, 1991. • Daniel E. O’Leary, ERP Systems: Systems, Life Cycle, E-commerce, and Risk, Cambridge University Press, 2000. 	
------------------------	---	--

	<ul style="list-style-type: none"> • Ellen Monk, Bret Wagner, Concepts in Enterprise Resource Planning, Course Technology, Second Edition, 2005 • Hanson, J.J., “Successful ERP Implementations Go Far Beyond Software,” San Diego Business Journal (5 July 2004). Millman, Gregory J., “What Did You Get from ERP and What Can You Get?,” Financial Executive (May 2004). Murrell G. Shields, E-Business and ERP: Rapid Implementation and Project Planning, Wiley, 2001. Olinger, Charles, “The Issues Behind ERP Acceptance and Implementation,” PICS: The Performance Advantage • Pankaj Sharma, Enterprise Resource Planning, APH Publishing Corporation, New Delhi, 2004. 	
--	--	--

Course Code: BAECGE401	Generic Elective Course – 4 BA- Economics Semester-IV Sustainable Development	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, principles, and goals of sustainable development, including the United Nations Sustainable Development Goals (SDGs).	
CO2.	Understanding: Explain the interconnections between economic growth, environmental stewardship, and social inclusion, and how these pillars contribute to sustainable development.	
CO3.	Applying: Apply sustainable development theories and practices to real-world scenarios, developing strategies to address environmental, social, and economic challenges.	
CO4.	Analyzing: Critically analyze case studies and examples of sustainable development initiatives, evaluating their effectiveness and identifying best practices and lessons learned.	
CO5.	Evaluating: Assess the impact of policies and programs aimed at promoting sustainable development, providing recommendations for improving sustainability outcomes at local, national, and global levels.	
Course Content:		
Block-1:	Concept of Sustainable Development Unit-1 Meaning, Nature and Scope of Sustainable Development Unit-2 Major Components of Sustainable Development Unit-3 Approaches to Sustainable Development Unit-4 Goals of Sustainable Development	12 Hours
Block -2	Development, Sustainability and Climate Change Unit-5 Concept of Global Commons and Climate Change Unit-6 International Conventions on Sustainable Development Unit-7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities	12 Hours
Block -3:	Health, Education and Food Security Unit-9 Role of Green and Converging Technologies in Health, Sanitation and Food Security Unit-8 Relationship between Sustainable Development and Food Security Unit-10 Role of Education in Sustainable Development	12 Hours
Block -4:	Sustainable Development: A Way Forward	12 Hours



	Unit-11 Role of Policy Innovations in Sustainable Development Unit-12 Recognition of Ecological Limits of Equity and Justice	
Block -5	Unit-14 Role of Non-State Stakeholders in Sustainable Development Unit-13 Alternative Ways of Resource Generation and Capacity Enhancement	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Gereluk, W. and Royer, L. (2001). Sustainable Development of the Global Economy: A Trade Union Perspective. Geneva: ILO. • Kilgy, P. (2011). NGOs in India: The Challenge of Women's Empowerment and Accountability. UK: Routledge. • Kolk, A. (2016). The Social Responsibility of International Business: From Ethics and the Environment to CSR and Sustainable Development. Journal of World Business. 51(1), 23-34. • Kolk, A., & Van Tulder, R. (2010). International Business, Corporate Social Responsibility and Sustainable Development. International Business Review. 19(2), 119-125. 	

Ability Enhancement Courses

Course Code: BAAE101	Ability Enhancement Course – 1 BA- Economics Semester-I Communication Skills -I	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	8 Hours
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	8 Hours
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles	8 Hours

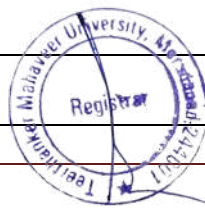


	Unit: 9 Poems	
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	8 Hours
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	

Course Code: BAAE201	Skill Enhancement Course – 2 BA- Economics - Semester-II Communication Skills -II	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	
Course Content:		
Block-1:	Unit 1: Speaking Skills Unit 2: Using A Foreign Language Unit 3: Conversation Building	8 Hours
Block -2	Unit 4: Dialogue Writing Unit 5: Telephone Skills Unit 6: Reading Skills–To Enhance Independent Reading	8 Hours
Block -3:	Unit 7: Comprehension And Quick Reading Of Texts Unit 8: Aesthetic Appreciation Of Texts: Poems	8 Hours
Block -4:	Unit 9: Tenses Unit 10: Parts Of Speech And Common Errors In English Unit 11: Use Of Capitals And Basic Punctuations	8 Hours
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters	8 Hours

Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	

Course Code: BAAE301	Ability Enhancement Course – 3 BA- Economics Semester-III Environmental Science	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts and terminology related to environmental science, including ecosystems, biodiversity, pollution, and climate change.	
CO2.	Understanding: Explain the fundamental principles of environmental science, such as the interdependence of living organisms and their environments, and the processes that drive natural systems.	
CO3.	Applying: Apply scientific methods and techniques to investigate environmental problems, conducting experiments and fieldwork to gather and analyze data on issues like water quality, air pollution, and soil conservation.	
CO4.	Analyzing: Critically analyze environmental data and case studies to understand the causes and effects of environmental issues and evaluate the effectiveness of various mitigation and adaptation strategies.	
CO5.	Evaluating: Assess the impact of human activities on the environment and evaluate the sustainability of current practices, proposing and justifying recommendations for policies and practices that promote environmental conservation and sustainability.	
Course Content:		
Block-1:	Unit:1 Multidisciplinary nature of environmental studies, Scope and importance Unit: 2 Deforestation Unit: 3 Water Unit: 4 Ecosystem	8 Hours
Block -2	Unit: 5 Levels of Biological Diversity Unit: 6 Threats to biodiversity	8 Hours
Block -3:	Unit: 7 Environmental Pollution Unit: 8 Climate Change	8 Hours
Block -4:	Unit: 9 Environmental Laws Unit: 10 International Agreements Unit: 11 Human Population Growth	8 Hours
Block -5	Unit: 12 Disaster Management Unit: 13 Environmental Ethics	8 Hours



Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Wright, R. T.; Boorse, D. F. Environmental Science: Towards Sustainable Future, 12e, Pearson, India (2015). • Costanza R, Hart M, Talberth J, Posner S. Beyond GDP: The need for new measures of progress. The pardee papers. 2009. • Bharuch, E. Environmental Studies, 2e, Orient BlackSwan, India (2013). • vanLoon, G. W.; Duffy, S. J. Environmental Chemistry: A Global Perspective, 3e, Oxford University Press 	

Course Code: BAAE401	Ability Enhancement Course – 4 BA- Economics Semester-IV Human Values and Professional Ethics	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
CO2.	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
CO3.	Analyzing the role of morals and values in technological development and its challenges.	
CO4.	Developing value-based management system and work environment in organization.	
CO5.	Developing framework for management ethics and human Values.	
Course Content:		
Block-1:	Evolution and introduction of Human Values in Indian context: Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	8 Hours
Block -2	Business Ethics: Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager. -	8 Hours
Block -3:	Ethical Dilemmas: Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	8 Hours
Block -4:	Impact of Ethics: Ethical issues related to marketing, Human resource management, Finance, Intellectual property rights. Environmental ethics.	8 Hours
Block -5	Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues: Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in	8 Hours

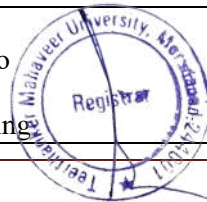
	human- human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - Tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.	
Textbooks	<ul style="list-style-type: none"> Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd 	
Reference Books	<ul style="list-style-type: none"> Velasquez, Business Ethics – Concepts and Cases, New Delhi: PHall. Mathur U.C., Corporate Governance & Business Ethics, NewMcMillan. Govindarajan M., professional ethics and Human values, Delhi: PHI learning pvt ltd. Hartman Laura P & Abha Chatterjee, Business Ethics, Ne wMcGraw Hill. R. K Sharma, puneetagoel, Corporate governance, values and New Delhi: kalyani publication <p>* Latest editions of all the suggested books are recommended</p>	

Skill Enhancement Courses

Course Code: BASE101	Skill Enhancement Course – 1 BA- Economics Semester-I Basic Computer Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.	
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.	
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.	
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.	
CO5.	Evaluating: Assess the reliability and security of various Online resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.	
Course Content:		
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	8 Hours

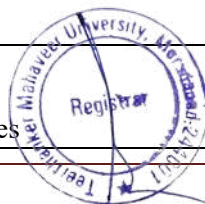
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	8 Hours
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	8 Hours
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	8 Hours
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Fundamental Computer Concepts, William S. Davis. • Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister. 	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Economics - Semester-II Business Communications and Soft Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	
Course Content:		
Block-1:	ESSENTIALS OF BUSINESS COMMUNICATION Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills	8 Hours
Block -2	BUSINESS REPORTS Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels	8 Hours
Block -3:	ETIQUETTE AND INTERVIEW Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing	8 Hours



Block -4:	MEETINGS, CIRCULAR, LETTERS Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters	8 Hours
Block -5	SOFT SKILLS Unit -13 Group Discussion Unit - 14 Time Management	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	

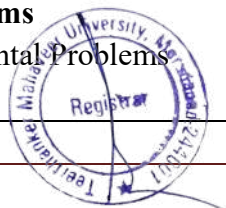
Course Code: BASE301	Skill Enhancement Course – 3 BA- Economics - Semester-III Communication for Leaders	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and identify key principles and strategies for effective leadership communication, including active listening, empathy, and clarity in messaging.	
CO2.	Understanding: Explain the importance of communication skills in leadership roles, understanding how effective communication contributes to team cohesion, morale, and productivity.	
CO3.	Applying: Apply advanced communication techniques to various leadership scenarios, including delivering persuasive presentations, providing constructive feedback, and resolving conflicts diplomatically.	
CO4.	Analyzing: Analyze case studies and examples of leadership communication in different contexts, identifying successful strategies and areas for improvement in communication practices.	
CO5.	Evaluating: Evaluate the impact of leadership communication on organizational culture, employee engagement, and overall performance, and develop strategies for continuous improvement in leadership communication effectiveness.	
Course Content:		
Block-1:	Unit: 1 Listening- Understanding Vocabulary and Context Unit: 2 Listening for Details Unit 3: Tenses, Clauses and Transitional Words or Phrases	8 Hours
Block -2	Unit: 4 Sentences Unit: 5 Vocabulary Unit 6: Idioms and Proverbs	8 Hours
Block -3:	Unit: 7 Reading Skills Unit: 8 Comprehension Skills Unit: 9 Group Discussion	8 Hours
Block -4:	Unit: 10 Presentational Skills Unit 11: Role Play and Debate Unit: 12 Writing Techniques and Strategies	8 Hours



Block -5	Unit: 13 Writing Unit: 14 Business Correspondence	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, Effective Business Communication, 7th Edition, Mcgraw Hill. Shirley Taylor, ommunication for Business, Pearson Education. Online li 	

Discipline Specific Courses

Course Code: BAECDSE501	Discipline Specific Course – 1 BA- Economics Semester-V Environmental Economics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Identify and define key concepts related to environment economics such as pollution, sustainability, natural resources, and ecosystem services.	
CO2.	Understanding : Explain the relationship between market failures and environmental problems like pollution, climate change, and depletion of natural resources	
CO3.	Applying : Apply the principles of Environment Economics to analyze real-world environmental challenges.	
CO4.	Analyzing: Analyze the impact of environmental policies on businesses, communities, and ecological systems, and evaluate the implications of environmental regulations on economic growth, public welfare, and sustainability.	
CO5.	Evaluating : Critically evaluate the efficacy of economic instruments such as carbon taxes, cap-and-trade systems, and green subsidies to mitigate environmental problems and promote sustainability.	
CO6.	Creating : Design an environmental policy framework that incorporates economic incentives, technological innovations, and societal values to promote sustainable development.	
Course Content:		
Block-1:	Introduction Unit 1 Economy and Environment Unit 2 Review of Microeconomics and Welfare Economics	10 Hours
Block -2	Theory of Externalities Unit 3 Market Failure Unit 4 Property Rights and Coase Theorem	10 Hours
Block -3:	Environmental Policy Unit 5 Command and Control Policy Approach Unit 6 Market Based Instruments Unit 7 Implementation of Environmental Policy	10 Hours
Block -4:	International Environmental Problems Unit 8 Transboundary Environmental Problems Unit 9 Trade and Environment	10 Hours



Block -5:	Valuation of Environment Unit 10 Economic Value of Environmental Services Unit 11 Non-market Valuation of Environmental Services Unit 12 Green Accounting	10 Hours
Block -6:	Sustainable Development Unit 13 Sustainable Development Unit 14 Growth and Environment	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	1. Dasgupta, P. (2007). The theory of environmental externalities: Economic concepts and methods. Oxford University Press. 2. Field, B. C., & Field, M. K. (2016). Environmental economics: An introduction. McGraw-Hill Education. 3. Hanley, N., Shogren, J. F., & White, B. (2019). Introduction to environmental economics (2nd ed.). Oxford University Press. 4. Perman, R., Ma, Y., Common, M., Maddison, D., & McGilvray, J. (2011). Natural resource and environmental economics (4th ed.). Pearson Education. 5. Tietenberg, T. H., & Lewis, L. (2020). Environmental and natural resource economics (11th ed.). Routledge. 6. Kolstad, C. D. (2011). Environmental economics (2nd ed.). Oxford University Press.	

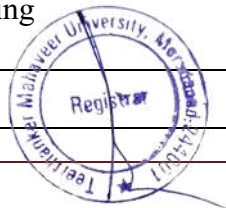
Course Code: BAECDSE502	Discipline Specific Course – 2 BA- Economics - Semester-V Economics for Health and Education	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall basic economic concepts and theories related to health and education	
CO2.	Understanding Explain how economic principles apply to health and education policies and practices.	
CO3.	Applying : Demonstrate the ability to use economic data and tools to analyze health and education issues.	
CO4.	Analyzing : Analyze health and education policies and problems from an economic perspective.	
CO5.	Evaluating : Evaluate health and education policies and proposals in terms of economic efficiency and effectiveness.	
CO6.	Creating : Develop economic models and solutions to health and education challenges	
Course Content:		

Block-1:	Introduction Unit 1 Health and Education for Human Capital Unit 2 Role of Health in Human Development	10 Hours
Block -2	Foundations of Health Economics Unit 3 Demand for Healthcare Services Unit 4 Supply of Healthcare Services Unit 5 Measurement of Health Benefits	10 Hours
Block -3:	Health Policy Unit 6 Market Failure and the Role of the Government Unit 7 Public Health Services	10 Hours
Block -4:	Block 4 Health Sector in India Unit 8 Status of Health and Medical Care in India Unit 9 Health Policy in India	10 Hours
Block -5:	Block 5 Economics of Education Unit 10 Human Capital Unit 11 Demand and Supply Considerations of Education	10 Hours
Block -6:	Block 6 Education Sector in India Unit 12 Status of Educational Outcomes Unit 13 Government Policy and Financing of Education in India	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<p>1. Fuchs, V. R. (2010). The economics of health and health care (7th ed.). Pearson Education.</p> <p>2. Culyer, A. J. (Ed.). (2014). Encyclopedia of health economics (Vols. 1- Elsevier.</p> <p>3. Reinhardt, U. E., Hussey, P. S., & Anderson, G. F. (2004). US health care spending in an international context. Health Affairs, 23(3), 10-25.</p> <p>4. Culyer, A. J., & Encyclopedia of Education Economics and Finance. (2014). Encyclopedia of education economics and finance. Edward Elgar Publishing.</p> <p>5. Hanushek, E. A., & Welch, F. (2011). Economics of education. Handbook of the Economics of Education, 4, 1-105.</p> <p>6. Angrist, J. D., & Pischke, J. S. (2008). Mostly harmless econometrics: An empiricist's companion. Princeton University Press.</p>	



Course Code: BAECDSE601	Discipline Specific Course – 3 BA- Economics - Semester-VI Applied Econometrics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Demonstrate knowledge and understanding of key econometric concepts, models, and techniques used in applied econometrics	
CO2.	Understanding Apply econometric methods to analyze empirical economic data and test hypotheses in applied econometrics.	
CO3.	Applying : Analyze and interpret econometric results to draw rigorous and valid conclusions about economic relationships and phenomena	
CO4.	Analyzing: Synthesize findings from applied econometric analyses and effectively communicate results in written and oral formats	
CO5.	Evaluating : Evaluate the appropriateness and reliability of different econometric models and methods in applied econometrics.	
CO6.	Creating : Develop and communicate econometric ideas, approaches, and research findings effectively to both technical and non-technical audiences.	
Course Content:		
Block-1:	Empirical Issues in Econometric Research Unit 1 Stages in Empirical Research Unit 2 Specification Issues Unit 3 Model Selection Criteria	15 Hours
Block -2	Advanced Topics in Regression Analysis Unit 4 Distributed-lag Models Unit 5 Auto-regressive Models Unit 6 Simultaneous Equation Models - I Unit 7 Simultaneous Equation Models - II	15 Hours
Block -3:	Panel Data Models Unit 8 Introduction to Panel Data Unit 9 Estimation of Panel Data Models	15 Hours
Block -4:	Introduction to Econometric Software Packages Unit 10 Introduction to GRETL Unit 11 Introduction to E-Views Unit 12 Introduction to STATA	15 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ol style="list-style-type: none"> 1. Greene, W. H. (2018). Econometric Analysis (8th ed.). Pearson. 2. Wooldridge, J. M. (2019). Introductory Econometrics: A Modern Approach (7th ed.). Cengage Learning. 3. Hayashi, F. (2000). Econometrics: A Modern Approach. Princeton University Press. 4. Stock, J. H., & Watson, M. W. (2019). Introduction to Econometrics (4th ed.). Pearson. 5. Gujarati, D. N., & Porter, D. C. (2018). Essentials of Econometrics (5th ed.). McGraw-Hill Education. 6. Baltagi, B. H. (2013). Econometric Analysis of Panel Data (5th ed.). Wiley. 	

Course Code: BAECDSE602	Discipline Specific Course – 4 BA- Semester-VI Financial Economics	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering : Recall the key concepts and principles of financial economics. Identify the different financial instruments and markets used in financial economics.	
CO2.	Understanding Explain the relationship between risk and return in financial markets. Interpret the effects of monetary policy on the financial system.	
CO3.	Applying : Analyze and apply financial models and techniques to assess investment opportunities. Apply economic theories to understand the behavior of financial markets	
CO4.	Analyzing: Evaluate the impact of financial market fluctuations on economic indicators. - Analyze the factors influencing financial decision-making in different economic scenarios.	
CO5.	Evaluating : Critically assess financial strategies and policies in the context of their impact on the economy. Evaluate the ethical implications of financial practices in the field of financial economics.	
CO6.	Creating : Develop innovative financial solutions to address economic challenges. Design financial strategies that align with sustainable development goals.	
Course Content:		
Block-1:	Block 1 Financial Instruments Markets and Institutions Unit 1 Financial Markets Unit 2 Financial Institutions Unit 3 Financial Instruments	8 Hours
Block -2	Block 2 Elementary Statistics and Spreadsheets Unit 4 Elementary Statistics Unit 5 Elementary Spreadsheets	9 Hours
Block -3:	Block 3 Deterministic Cash Flow Streams Unit 6 Basic Theory of Interest Unit 7 Fixed Income Securities	9 Hours
Block-4:	Block 4 Single-Period Random Cash Flows Unit 8 Risk and Uncertainty Unit 9 Random Assets Unit 10 Portfolio Mean and Variance Analysis	9 Hours
Block 5	Block 5 Asset Pricing Unit 11 Markowitz Model Unit 12 Capital Asset Pricing Model	9 Hours
Block -6:	Block 6 Pricing of Futures Options and Other Derivatives Unit 13 Forwards and Futures Unit 14 Options Swaps and Other Derivatives	9 Hours
Block-7:	Block 7 Corporate Finance and Policy Unit 15 Patterns of Corporate Financing Unit 16 Corporate Policy	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Campbell, J. Y., Lo, A. W., & MacKinlay, A. C. (1997). The Econometrics of Financial Markets. Princeton University Press. 2. Cochrane, J. H. (2005). Asset Pricing. Princeton University Press. 3. Mishkin, F. S., Eakins, S. G., & Mishkin, M. S. (2017). Financial Markets and Institutions (8th ed.). Pearson. 4. Williams, J. B. (2018). Financial Economics: A Concise Introduction to Classical and Behavioral Finance. Routledge. 5. Bodie, Z., Kane, A., & Marcus, A. J. (2018). Investments (11th ed.). McGraw-Hill Education. 6. Ross, S. A., Westerfield, R. W., & Jordan, B. D. (2019). Fundamentals of Corporate Finance (12th ed.). McGraw-Hill Education. 	
-------------------------------	--	--



1.4 Duration of the programme

<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Online and Online Education
Programme	BA Economics
Duration	Three Years (Online Mode) (Six Semesters)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	160
Eligibility for the program	Pass 10+2 in any stream

1.5 Faculty and support staff requirement

Academic Staff	Number available to meet the required. delivery norms
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

1.6 Instructional delivery mechanisms

The Centre of Online Education of TMU comprises of faculty members and staff who are wellversed in Online Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

1.6.1 Conduct of Webinars/live lectures/Online lectures/Virtual Class

1.6.2 By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.

1.6.3 Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

1.7 Identification of media–print, audio or video, Online, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

1.8 Student Support Services

The Student Support services will be facilitated by the CDOE, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.



2 Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Online education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Online Learning mode will be conducted by CDOE- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Online mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by CDOE Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Online application form available on CDOE-TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

2.3 Procedure for Admission:

Minimum Eligibility Criteria for admission: 10+2 system of education in any stream from recognized board

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will be cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

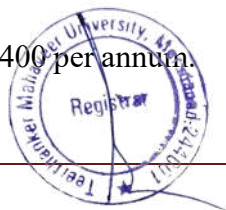
Admission will be cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Online and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Online and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on the website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for BA Economics programme is INR 5,400 per annum.



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

2.4 Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180



Learning Management System (LMS) to support Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards- compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

Course Design:

The Course content is designed as per the SWAYAM guidelines using 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience.

- **Quadrant-I** i.e. e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs, etc., along with the transcription of the video.
- **Quadrant-II** i.e. e-Content that contains –Self Instructional Materials (Digital self-Learning Material), Case Studies, Presentation etc. and contains web resources such as further references, Related links, Open-source content on internet, research papers and journals Portable Document Format or e-Books or Illustration, video demonstrations, Historical development of the subject, Article, etc.
- **Quadrant-III** i.e. Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.
- **Quadrant-IV** i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Fill in the blanks, Assignments with solutions and Discussion forum topics.

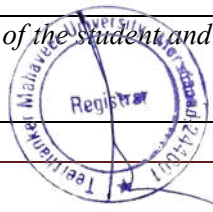
2.5 Evaluation

Evaluation:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best three out of three					
10	10	10	5	5	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	



To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to qualify the program.

Question Paper Structure	
1	The question paper shall have two section – Section A and Section B . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:
2	Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering & Understanding) . It will contain five questions with at least one question from each unit with internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of three marks and total weightage of this section shall be ten marks .
3	Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated . It shall contain five questions with at least one question from each unit with an internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of ten marks and total weightage of this section shall be fifty marks .
4	Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.
IMPORTANT NOTES:	
1	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
2	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
3	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.



3 Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab-based courses are offered in this program.

Library Resources

Centre of Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BA Economics programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Online mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

4 Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

5 Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. A Bachelor of Arts in Economics program in India equips students with a deep understanding of economic principles, theories, and analysis. Graduates can expect to develop strong quantitative, analytical, and problem-solving skills, preparing them for diverse careers in finance, consulting, public policy, research, or academia, both nationally and internationally.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents, and employers will be received and analyzed for further improvement of the quality of the programme.



Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre of Online and Online Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by CDOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

(CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally.

