



M.O.P. VAISHNAV COLLEGE FOR WOMEN
(AUTONOMOUS)

Choice Based Credit System

Course of Study for the batch of Candidates
admitted in

2020 – 2021

2019 – 2020

2018 – 2019

ACADEMIC YEAR 2020 – 2021
B.A. Economics

Activities / Content with direct bearing on
Employability/ Entrepreneurship/ Skill
Development

M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI-34.

Effective for the batch of candidates admitted in 2020-2021

B.A. ECONOMICS

**Choice Based Credit System
Course of Study for the batch of
Candidates admitted in 2020-2021**

B.A. ECONOMICS

CORE I – INTRODUCTORY MICROECONOMICS

COURSE CODE: 20UECO301	YEAR/SEM: I/I	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To develop foundation of the microeconomic principles and economic way of thinking in individual economic decision-making process

COURSE OBJECTIVES (Co):

CO No.	Course Objective
Co1	To introduce the foundation concepts and methodology of economic theory
Co2	To elaborate the basic laws of demand and supply and their functioning in the market and daily life
Co3	To explore the concept of consumer equilibrium and changes in consumer behaviour due to changes in prices and income
Co4	To describe the various types of production and cost functions and identify various economies and diseconomies of scale
Co5	To classify different kinds of market structures and price output determination mechanism

COURSE CONTENT

Unit – I: Introduction to Microeconomics

The scope and methods of economics, scarcity and choice - Basic problems of economic system

Basic Concepts – Production Possibility Frontier, Opportunity Cost, Equilibrium, time and efficiency

(10 Hours)

Unit – II: Demand and Supply Analysis

Demand – demand function, determinants, law of demand, shifts in demand, exceptions to the law of demand – Elasticity of demand – price, income, cross, factors affecting elasticity of demand, measurement of elasticity of demand, applications of elasticity of demand, Supply- supply function, determinants, law of supply, supply curves, Elasticity of supply and its application

(15 Hours)

Unit – III: Consumer Behaviour

Cardinal utility Analysis –law of diminishing marginal utility, law of equi-marginal utility consumer equilibrium, Ordinal utility analysis – indifference curve and schedule, Marginal Rate of Substitution (MRS), properties of indifference curves, Consumer equilibrium -price, income and substitution effects – introduction to revealed preference theory – Concept of consumer surplus

(10 Hours)

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Unit – IV: Theory of Production and Costs

Production – short run and long run production function, production function with two variable factors, Costs – cost concepts and classifications, cost output relations, Economies and diseconomies to the scale of production

(15 Hours)

Unit – V: Market Structures – I

Revenue Concepts, Market classification - firm and industry concepts - time element , Price and Output determination under perfect competition, Monopoly – Characteristics, Price and output determination under Monopoly in short run and long run, price discrimination – degrees of price discrimination; applications of price discrimination and case of dumping

(10 hours)

Text Book:

- H.L. Ahuja (2018), Advance Economic Theory, S. Chand Publication, 21e
- Robert Pindyck and Daniel Rubinfeld (2017), Microeconomics, Pearson Publication, 8th edition

Reference Books:

- Paul A Samuelson & William D Nordhaus (2013), Economics, McGraw Hill Publication, 19e
- Karl E. Case and Ray C. Fair (2007), Principles of Economics, Pearson Education Inc., 8th Edition.
- N. Gregory Mankiw, Economics: Principles and Applications (2007), India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition.
- Joseph E. Stiglitz and Carl E. Walsh (2007), Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition.

WEB RESOURCES:

- <https://openstax.org/details/books/principles-microeconomics-2e>
- https://ocw.mit.edu/ans7870/14/14.01SC/MIT14_01SCF11_rtttext.pdf
- <https://www.youtube.com/watch?v=Vss3nofHpZI&list=PL61533C166E8B0028&index=1>
- <https://www.businessstopia.net/economics/micro/uses-price-elasticity-demand-business-decision-making>
- <https://mh.bmj.com/content/29/2/81.full>
- <https://www.investopedia.com/ask/answers/042215/what-difference-between-economies-scope-and-economies-scale.asp>
- https://www.researchgate.net/publication/326122139_Regulating_monopoly_price_discrimination
- https://link.springer.com/chapter/10.1007/978-1-349-01860-4_2
- <https://fee.org/articles/competition-monopoly-and-the-role-of-government/>

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(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Think-Pair- share: Introduction to Microeconomics	Cooperative learning		
2	Activity: Take a survey of the selfishness of at least 10 random people and record your observations	Survey skills		
3	Hands-on activity: Opportunity cost	Experiential learning		Decision making skills
4	Activity: Prepare an elaborate list of items used at home and classify them in various categories of goods. Record the changes in purchase with a change in prices and comment on elasticity of demand	Experiential Learning Economic way of thinking		
5	MCQ preparation		Competitive exam skills	
6	Class activity: Drawing of indifference curve, budget line and equilibrium with the help of hypothetical data.	Illustration skills		
7	Class discussion: "How do you spend pocket money received from your parents? Justify."		Application of economic concepts (Consumer utility analysis) to expenditure in real life	
8	Panel Discussion: Topic: "Are Large scale industries more efficient in capacity utilisation?"	Interactive learning		Optimization of production and cost
9	Class Discussion: Indian Railways and monopoly practices.	Participatory learning		

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COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Define, elaborate and examine core economic terms, concepts, and methodology of microeconomics	1	An
CO 2	Graphically illustrate and critically explain various laws and theories	1	E
CO 3	Develop rational thinking in consumer decision making process	4	C
CO 4	Elaborate and test the relationship between short run and long run production function, short run and long run cost functions	1, 2	E
CO 5	Distinguish between the various forms of market and establish market equilibrium under perfect competition and monopoly	2	An

***PSO – Programme Specific Outcome; Co – Course Objective; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

B.A. ECONOMICS
CORE II - INDIAN ECONOMY - I

COURSE CODE: 20UECO302	YEAR/SEM:I/I	MAX. MARKS: 100
COURSE TYPE:THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To equip students with conceptual foundations and relevant data on macroeconomic concepts and sectors of Indian economy.

COURSE OBJECTIVES (Co):

CO No.	COURSE OBJECTIVE
Co1	To outline the nature of Indian economy during the colonial era
Co2	To discuss the objectives and strategies of planned economic development since 1950
Co3	To provide qualitative and quantitative overview of national income accounts and population
Co4	To discuss the prominent issues and challenges related to poverty and unemployment in the Indian economy
Co5	To assess the importance of agriculture and various policy developments for its growth

Unit – I Introduction to Indian Economy

An overview of Indian economy in colonial rule – features of Indian Economy – nature of Indian economy – major issues of development in India

(12 hours)

Unit – II Indian Economy Since 1950-51

Planned Economic Development in India – Objectives and development strategy in India – Broad achievements and failures of planning in India – economic crisis and rationale behind economic reforms – New Economic Policy (LPG) 1991 – NITI AYOJ

(12 hours)

Unit – III National Income and Human Development Index

National income – sectoral contributions and economic transition in India – Inequality - income and regional inequality – causes and corrective measures; – HDI – International comparisons

(12 hours)

Unit – IV Poverty and Unemployment

Poverty – definition and estimate, Gini Coefficient, SEN Index, poverty line, poverty alleviation programs, Unemployment – concepts, measurement, types, causes and remedial measures

(12 hours)

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Unit – V Agriculture

Indian agriculture – role, nature and cropping patterns – trends in production and productivity in agriculture –land reforms – green revolution – rural credit –agricultural pricing - agricultural marketing – food security

(12 hours)

TEXT BOOK:

- P. K. Dhar (2018), Indian Economy – Its Growing Dimensions, Kalyani Publications 25th edition.

REFERENCE BOOKS

- Ahluwalia, I. J. and IMD Little (Eds.) (1998). India's Economic Reforms and Development, Oxford University Press, New Delhi.
- Byres, T.J. (Ed.) (1997), The State, Development Planning and Liberalization in India, Oxford University Press, New Delhi.
- Byres, T.J. (Ed.) (1998), The Indian Economy: Major Debates Since Independence, Oxford University Press, New Delhi.
- KausikBasu (Ed.) (2012), Oxford Companion to Indian Economy, 3rd Edition, OUP, New Delhi.
- Uma Kapila (Ed.) (2017-18) Indian Economy Since Independence , Academic Foundation, New Delhi, 28th Edition.
- AshimaGoyal(Ed.) The Oxford Handbook of the Indian Economy in the 21st Century: Understanding the Inherent Dynamism, Oxford University Press.

WEB RESOURCES:

- www.economicsonline.co.uk
- www.weforum.org
- www.yourarticlelibrary.com
- www.worldpopulationreview.com
- www.climate-policy-watcher.org
- www.rbi.org.in
- www.ijesit.com
- www.ejolt.org
- www.planningcommission.nic.in

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(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Scrapbook Assignment	Research skills, Presentation skills		
2	Group Discussions :Topics of Importance from Competitive exams point of view: NEP 1991	Interactive learning	Competitive exam skills	Exposure to economic environment
3	Trend analysis: India's National income	Data Analysis skills	Competitive exam skills	
4	Group Assignment : To Present The Various Poverty Alleviation Programs	Presentation skills, Report writing skills	Research skills	
5	MCQ quiz: Trends in agricultural production and productivity		Competitive exam skills	
6	Debate: Green revolution	Critical thinking skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Appraise the nature and problems of Indian economy	2	An
CO 2	Describe the role of planned development and analyse the performance of the Indian Economy in the planning and post-planning era	3	An
CO 3	Evaluate the performance of various sectors and population demographics using data	4	E
CO 4	Compare the different indices to measure poverty and inequality and assess the causes of Poverty, Inequality and Unemployment in India	1	An
CO 5	Evaluate the contribution of Agricultural sector and argue various policy programmes aimed at its growth	5	E

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B.A. ECONOMICS

ALLIED I-QUANTITATIVE TECHNIQUES FOR ECONOMICS I

SUBJECT CODE: 20UECO303, 20UECO303P	YEAR/SEMESTER:I/I	MAXIMUM MARKS:100	80 Theory
COURSE TYPE: THEORY & PRACTICAL	CREDITS: 5	TOTALTEACHING HOURS: 75	20 Practical
			55 Theory
			20 Practical

GENERAL OBJECTIVE:

To apply statistical tools in analysis, interpretation of data, draw meaningful conclusions and provide a systematic understanding of derivatives in economic laws and relationships.

COURSE OBJECTIVES (Co):

Co.No.	COURSE OBJECTIVE
Co1	To recognize various data collection methods, present data using suitable measures of diagrammatic representation.
Co2	To understand the concepts of measures of central tendency(mean, median, mode) & dispersion (standard deviation, coefficient of variation) and recognize the characteristics of the distribution.
Co3	To identify the appropriate tools of hypothesis testing (large sample tests, small sample tests, Chi-square tests) and draw relevant conclusions in decision making.
Co4	To obtain the derivatives for simple algebraic functions and obtain their maxima and minima.
Co5	To apply differentiation for finding total, average, marginal cost/revenue functions, obtain their maxima /minima and elasticity of demand.

UNIT I Collection and Presentation of Data

Collection of data – Primary data and Secondary data, Methods of collecting Primary data, Drafting the Questionnaire, Sources of secondary data, Editing primary data and secondary data. Classification of data – meaning and objectives of classification, types of classification, Tabulation of data – difference between classification and tabulation, parts of a table.

Diagrammatic and Graphical Presentation - Significance of Diagrams and Graphs, General rules for constructing Diagrams, Types of Diagrams – one dimensional diagrams or bar diagrams – types of bar diagrams – simple bar diagrams, sub-divided bar diagrams, multiple bar diagrams, percentage bars, Pie diagrams, Graphs of Frequency Distributions – histogram, frequency polygon, smoothed frequency curve, cumulative frequency curve or Ogives, Limitations of diagrams and graph

(10 hours)

UNIT II Measures of Central Tendency and Dispersion

Central Tendency: Measures of Central Tendency – Mean, Median and Mode.

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Dispersion: Measures of Dispersion – Introduction, Significance, Range, Quartile deviation, Mean deviation, Standard deviation, Co-efficient of Variation.

(10 hours)

UNIT III Testing of Hypothesis

Introduction, Procedure of Testing Hypothesis, Two types of Errors, One tailed and two tailed tests, Standard Error.

Large samples- Tests of significance for Single Mean, Difference of Means.

Small Samples- t test for Single Mean, Difference of Means, Paired t test.

Non-Parametric test- Chi-Square for goodness of fit (excluding fitting of distributions) and test for association of attributes.

(11 hours)

UNIT IV Differential Calculus (Only Algebraic Functions)

Geometry of Marginal Analysis and its relation to calculus, Process of differentiation, Rules of differentiation, Some Standard results (except differentiation of implicit functions), Second derivatives and applications – maximum and minimum values of a function (no derivations).

(12 hours)

UNIT V Applications of Simple Derivatives

Differential Coefficient and Elasticity of Demand, Total, Average and Marginal Cost Curves, Relation Between Average and Marginal Cost Curves, Minimum Average Cost, Total, Average and Marginal Revenue Curves, Relationship between Average Revenue, Marginal Revenue and Elasticity of Demand, Maximum Total Revenue, Conditions for Profit Maximization (no derivations).

(12 hours)

TEXT BOOKS

- S.P. Gupta (2016), Statistical Methods, Sultan Chand & Sons Publishers.
Unit I, Unit II & Unit III.
- B.C Mehta G.M.K Madnani (2018), Mathematics for Economists, Sultan Chand & Sons Publishers.
Unit IV: Chapter 6 -Sections 6.1- 6.4, 6.8.
Unit V: Chapter 7 -Sections 7.1- 7.4, 7.6-7.8.

E RESOURCES

Web links

- www.slideshare.net
- Wolfram MathWorld: The Web's Most Extensive Mathematics Resource
- <https://www.khanacademy.org/>

YouTube Video links

<https://www.youtube.com/watch?v=AdH5vfobH5E>
<https://www.youtube.com/watch?v=70nwS0Fs5DM>
<https://www.youtube.com/watch?v=BiLLcCtXmm0>
<https://www.youtube.com/watch?v=DlwOTOydeyk>

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<https://www.youtube.com/watch?v=fiMFqfatieE>

<https://www.youtube.com/watch?v=IvLpN1G1Ncg>

<https://www.youtube.com/watch?v=esxNDR1epeo>

<https://www.youtube.com/watch?v=YprjxuGo4O0>

<https://www.youtube.com/watch?v=9VwKtb00v68>

ACTIVITIES WITH DIRECT BEARING ON SKILL DEVELOPMENT

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative, the Faculty member can innovate)

- **Class presentation** on IMPACT OF COVID 19 IN GLOBAL ECONOMY: Data can be represented using diagrammatic and graphical representation
- **Group Activity**: Students analyze data pertaining to per capita income and understand the significance of mean, median, mode.
- **Individual learning**: Students integrate theoretical knowledge with applicable skills and compute range, coefficient of variation of their marks secured in the courses (first semester).
- **Case study Analysis** on Hypothesis testing: Students make inferences about population based on random sample using testing of hypothesis (Chi-Square for goodness of fit).
- **Worksheets** on Differential Calculus: Compute derivatives of simple algebraic functions using rules and standard results.
- **Participatory learning**: Group discussion on different application of derivatives such as average cost / revenue, marginal cost/revenue and elasticity of demand, in global market.
- Students determine whether two categorical data are likely to be related or not using Chi-square test by applying excel tools.

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COURSE OUTCOMES:

On completion of the course the students will be able to

CO No.	COURSE OUTCOME	PSOs ADRESSED	COGNITIVE LEVEL
CO1	Apply the various methods of data collection and present data using appropriate tools of diagrammatic/graphical representation.	1,2	Ap
CO2	Determine the measures of central tendency (mean, median, mode), dispersion and employ them to formulate economic policies in national/global environment.	2,4	E
CO3	Choose appropriate statistical analysis tools, apply them in hypothetical environments and evaluate economic behaviours.	1,2,4	E
CO4	Evaluate the derivatives of simple algebraic functions using standard rules ,employ them in managerial decision making and develop decision making skills needed for employment.	1,2	E
CO5	Determine cost/revenue functions related to derivatives and apply the principles of maxima/ minima in economic analysis.	1,2,3	E

***PSO – Programme Specific Outcome; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create.**

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**ALLIED I QUANTITATIVE TECHNIQUES FOR ECONOMICS I –
PRACTICAL**

- **DIAGRAMMATIC REPRESENTATION**
Simple bar diagram, Sub-divided bar diagram, Multiple bar diagram, Percentage bar diagram, Pie diagram.
- **METHODS OF CENTRAL TENDENCY**
Mean, Median, Mode.
- **MEASURES OF DISPERSION**
Standard deviation, Quartile deviation, Range, Coefficient of variation.
- **TESTS OF SIGNIFICANCE**
Small samples- t test for single mean, difference of means and paired t test.
Chi-square test for independence of attributes.

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CORE III: INTERMEDIATE MICROECONOMICS

COURSE CODE: 20UECO304	YEAR/SEM:I/II	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To build on the intuition learned in introductory microeconomics and introduce necessary tools for understanding microeconomics at the intermediate level

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To illustrate market equilibrium under imperfect competition
Co2	To define the core concepts of game theory and explain its significance in decision making
Co3	To classify classical and modern factor pricing theories
Co4	To elucidate the theories on Rent, Interest and Profit
Co5	To distinguish between Partial and General Equilibrium analysis and introduce the concept of welfare economics

Unit – I: Market Structures - II

Monopolistic competition – meaning, features, price and output determination in the short-run and long run – non price competition (selling cost), excess capacity under monopolistic competition, Oligopoly -Characteristics, Pricing and Output determination under Price Leadership - kinked demand curve model

(13 hrs.)

Unit - II Game Theory

Game Theory – Introduction, cooperative and non-cooperative games, dominant strategy, Nash Equilibrium, maximin and minimax strategy, saddle point, prisoner’s dilemma, instability of cartel, entry deterrence

(12 hrs.)

Unit – III: Theory of Factor Pricing - I

Theory of distribution - a general view: Pricing of factors in Competitive and Imperfect Markets: MRP, VMP, Factor-Employment equilibrium, General Conditions, factor pricing under Monopsony, Exploitation of Labour under different market situations.

(13hrs.)

Unit – IV: Theory of Factor Pricing - II

Various concepts of rent – Ricardian Theory of rent: Scarcity rent, differential rent and Quasi – rent. Classical theory of interest, Keynes’s Liquidity preference theory of interest – Profit as a Dynamic Surplus, Innovation and profits, Risk, Uncertainty and Profits

(12 hrs.)

Unit – V: General Equilibrium and Welfare Economics

General equilibrium – Walras’ Analysis – General Equilibrium under pure exchange and production, Welfare economics – concept and conditions of Pareto Optimality – compensation principle

(10 hrs.)

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TEXT BOOK:

- H.L. Ahuja (2018), Advance Economic Theory, S. Chand Publication, 21st edition
- Robert Pindyck and Daniel Rubinfeld (2017), Microeconomics, Pearson Publications, 8th edition

REFERENCE BOOKS:

- Paul A Samuelson & William D Nordhaus (2013), Economics, McGraw Hill Publication, 19th edition
- Karl E. Case and Ray C. Fair 2007, Principles of Economics, Pearson Education Inc., 8th Edition.
- N. Gregory Mankiw, Economics (2007): Principles and Applications, Cengage Learning India Private Limited, 4th edition.
- Joseph E. Stiglitz and Carl E. Walsh, Economics (2007), W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition.

WEB RESOURCES:

- https://www.researchgate.net/publication/326122139_Regulating_monopoly_price_discrimination
- https://link.springer.com/chapter/10.1007/978-1-349-01860-4_2
- <https://fee.org/articles/competition-monopoly-and-the-role-of-government/>
- <https://www.economist.com/game-theory/2015/02/03/threes-a-charm>
- <https://kids.frontiersin.org/article/10.3389/frym.2017.00066>
- https://www.researchgate.net/publication/256473555_A_REVIEW_OF_GAME_THEORY
- <https://www.epi.org/publication/how-todays-unions-help-working-people-giving-workers-the-power-to-improve-their-jobs-and-unrig-the-economy/>
- <https://www.ippr.org/files/2018-06/cej-trade-unions-may18-.pdf>
- <https://ctaar.rutgers.edu/gag/NOTES/micnotes11.html>
- https://www.researchgate.net/publication/335023002_Profit_Theory_1
- https://www.researchgate.net/publication/323388526_Theory_of_Interest_Rate
- https://www.soas.ac.uk/cedep-demos/000_P570_IEEP_K3736-Demo/unit1/page_26.htm
- <https://www.economics.utoronto.ca/osborne/2x3/tutorial/PE.HTM>
- <https://stason.org/TULARC/ideology/anarchy/15-a-The-concept-and-uses-of-Pareto-optimality-in-economics.html>

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ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1.	Group Discussion: Price Wars in Indian Telecom Industry	Analytical Skill collaborative Learning		
2.	Group Assignment: A report on MRTP act 1969 and the subsequent changes made in the Act.	Academic Writing Skills Presentation Skills		
3.	MCQ quiz		competitive exam skills	
4.	Case Study Analysis “Are the Big Four Audit Firms Too Big to Fail” – Illustrating how the Oligopolistic Market Structures apply their Pricing Strategies to Compete with other firms.	Problem Solving Skills		

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5.	Game Theory: Simulation Model – “Evolution of Trust “– Game Simulation Model to Depict the Examples for Nash Equilibrium, Dominant Strategy, Co- Operative and Non-Co- operative, Prisoners Dilemma.	Experiential Learning		
6.	Article review	Research Skills Critical Thinking, Analytical Skills		
7.	Open Forum: Topic: “Are innovative companies more profitable”	Interactive Learning		

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COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Distinguish between the various forms of market and establish market equilibrium under monopolistic competition and oligopoly	1, 2	An
CO 2	Develop strategies by applying the tools and concepts of game theory in decision making	4	C
CO 3	Analyse various kinds of factor markets and price determination process of factor inputs	2, 3	An
CO 4	Evaluate the various theories of rent, interest and profits	1	E
CO 5	Analyse General Equilibrium and welfare using Edgeworth box	1, 2	An

***PSO – Programme Specific Outcome; Co – Course Objective; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

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CORE IV - INDIAN ECONOMY – II

COURSE CODE: 20UECO306	YEAR/SEM: I/II	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To equip students with conceptual foundations and relevant data on macroeconomic concepts and sectors of Indian economy

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To assess the performance of industries and service sector and policy reforms
Co2	To identify the causes and remedial measures for labour issues
Co3	To describe the components of international trade and analyse India's Balance of Payments
Co4	To explain the structure of Indian financial sector with special reference to role of RBI
Co5	To identify various components of revenue and expenditure in the Union budget

UNIT-I Industry and Service Sector

Industrial Development – trends and problems, review of industrial growth under planning; MSMEs – role, problems, and policy perspective to help MSMEs – Industrial policy 1991 and recent developments – Overview of Services Sector in India

(12 hours)

UNIT-II Labour issues in India

Agricultural Labour – growth, features, problems and prominent issues – Industrial Labour Features, causes and magnitude of industrial disputes –social security measures – labour issues in unorganised sector – gender discrimination – gender wage gap

(12 hours)

UNIT-III Foreign Trade

Importance of foreign trade for a developing economy-composition and direction of India's foreign trade- role of FDI-BOP crisis- India's trade policy.

(12 hours)

UNIT-IV Financial sector in India

Financial sector reforms – organisation of India's money market –changing roles of RBI- development financial institutions –Indian capital market and SEBI -NBFIs

(12 hours)

UNIT-V Government Budget (Expenditure and Revenue)

Trends in revenue and expenditure of central and state Governments-deficit finance in India-current year budget of government of India-Finance commission- role and functions, federal finance in India – Economic Survey of India

(12 hours)

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- Ahluwalia, I. J. and IMD Little (Eds.) (1998). India's Economic Reforms and Development, Oxford University Press, New Delhi.
- Byres, T.J. (Ed.) (1997), The State, Development Planning and Liberalization in India, Oxford University Press, New Delhi.
- Byres, T.J. (Ed.) (1998), The Indian Economy: Major Debates Since Independence, Oxford University Press, New Delhi.
- KausikBasu (Ed.) (2012), Oxford Companion to Indian Economy, 3rd Edition, OUP, New Delhi.
- Uma Kapila (Ed.) (2017-18) Indian Economy Since Independence , Academic Foundation, New Delhi, 28th Edition.
- Ashima Goyal (Ed.) The Oxford Handbook of the Indian Economy in the 21st Century: Understanding the Inherent Dynamism, Oxford University Press

WEB RESOURCES:

- <https://www.livemint.com/Sundayapp/GeflSNMjdRctaEbPAzXg9M/Indias-industrial-reforms-of-1991-The-inside-story.html>
- <https://prsindia.org/billtrack/overview-of-labour-law-reforms>
- <https://iclg.com/practice-areas/employment-and-labour-laws-and-regulations/india>
- http://mospi.nic.in/sites/default/files/Statistical_year_book_india_chapters/ch14.pdf
- https://www.un.org/esa/sustdev/publications/industrial_development/3_1.pdf
- https://www.tcd.ie/Economics/assets/pdf/SER/1999/Hambrock_Hauptman.pdf
- <https://www.dfat.gov.au/geo/india/ies/chapter-10.html>

B.A. ECONOMICS

ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Group Assignment: Analyse the growth of industries in pre and post reform era	Analytical skills, Presentation skills	Competitive exam skills	
2	Introduction to Various Data Sources: Searching and filtering data	Research skills		
3	Panel discussion: Reviewing labour laws in India	Collaborative learning		
4	Hands on activity: India's foreign trade in comparison to other countries	Experiential learning		
5	Trend analysis of India's foreign trade		Competitive exam skills	
6	Group discussion: Role of financial institutions in economic development	Cooperative learning		Exposure to financial institutions and avenues for credit
7	MCQ quiz on RBI		Competitive exam skills	
8	Group activity on Budget 2021-2022	Presentation skill, Analytical skills		
9	MCQ quiz on Economic survey of India		Competitive exam skills	

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B.A. ECONOMICS

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Distinguish between different kinds of Industries and analyse their contribution to Economic growth	2	An
CO 2	Evaluate the various social security measures for labour	5	E
CO 3	Compare the composition and direction of Foreign trade in India and evaluate the Balance of Payments position	1, 2	An
CO 4	Analyse the structure of Financial system in India and the role of Central Bank	3	An
CO 5	Examine the nature and scope of Public Finance in India with special reference to Union Budget and Fiscal deficit	4, 5	An

***PSO – Programme Specific Outcome; Co – Course Objective; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

B.A. ECONOMICS

ALLIED II QUANTITATIVE TECHNIQUES FOR ECONOMICS II

SUBJECT CODE: 20UECO305 & 20UECO305P	YEAR/SEMESTER:I/II	MAXIMUM MARKS :100	80 Theory
			20 Practical
COURSE TYPE:THEORY & PRACTICAL	CREDITS: 5	TOTALTEACHING HOURS: 75	55 Theory
			20 Practical

GENERAL OBJECTIVE:

To provide an insight into the basic principles of mathematics, statistics, operation research and apply appropriate computational tools to frame national/global economic policies.

COURSE OBJECTIVES (Co):

CoNo.	COURSE OBJECTIVE
Co1	To identify the relationship between variables using correlation to describe how regression analysis is used to predict values.
Co2	To understand the fundamental concepts of probability, learn different methods of constructing index numbers.
Co3	To formulate and solve Linear programming problems using graphical method.
Co4	To find the initial basic solution of Transportation problem using Least cost method, North west corner rule, Vogel's approximation and obtain the optimal solution of assignment problem by Hungarian method.
Co5	To understand the basic rules of integration, apply it to compute consumer's and producer's surplus.

UNIT I

Correlation

Correlation- Introduction, Significance, Types of correlation, Karl Pearson's co-efficient of correlation and Rank correlation co-efficient.

Regression

Regression - Introduction, Uses of regression, Difference between correlation and regression, Regression equations (only ungrouped data).

(10 hours)

UNIT II

Probability

Introduction, definitions, Addition and Multiplication Theorem, Simple Problems (Statement only for all the theorems).

Index Numbers

B.A. ECONOMICS

Introduction, Uses of Index Numbers, **Methods of Constructing Index Numbers**:
Unweighted Index Numbers- Simple Aggregative Method, Weighted Index Numbers –
Laspeyre's, Paasche's, Bowley's and Fischer's Ideal Index numbers, Tests of Adequacy of
Index number Formulae – Time and Factor Reversal Tests, Cost of living index- Aggregate
Expenditure Method, Family Budget Method.

(12 hours)

UNIT III

Linear Programming

Introduction to Operations Research, Meaning and Scope of OR, Models in OR, **Linear
Programming Problem- Formulation and Graphical method**

(9 hours)

UNIT IV

Transportation Model

Introduction, Mathematical Formulation, Methods for finding **Initial basic feasible
solution** – North West corner rule, Least cost method, Vogel's approximation method,
Assignment Problem

Introduction, Mathematical Formulation, **Hungarian Method** - Minimization Problem,
Unbalanced problem.

(12 hours)

UNIT V

Integral Calculus (Only Algebraic Functions)

Introduction, Basic rules of integration, Standard results, Methods of Integration-
Substitution Method, Definite integrals - Definition and applications -Total cost function,
Marginal cost function, Total Revenue function, Average Revenue function, **Consumer's
surplus, Producer's surplus**, Simple Problems (no derivations).

(12 hours)

Text Books

- S.P. Gupta (2016), Statistical Methods, Sultan Chand & Sons Publishers.
Unit I, Unit II
- Prof.V.Sundaresan, K.S.Ganapathy Subramanian and K.Ganesan (2000), Resource
Management Techniques, A.R.Publications, Chennai.
Unit III & Unit IV.
- B.C Mehta G.M.K Madnani (2018), Mathematics for Economists, Sultan Chand &
Sons Publishers.
**Unit V: Chapter 12-Sections 12.1-12.5. Chapter 13- Sections 13.1, 13.4,
13.9,13.10.**

E RESOURCES

Web links

- www.slideshare.net
- Wolfram MathWorld: The Web's Most Extensive Mathematics Resource
- <https://www.khanacademy.org/>

B.A. ECONOMICS

YouTube Video links

- <https://youtu.be/wRZwrcPnmc4>
- <https://www.youtube.com/watch?v=KT726O6gDZY>
- <https://www.youtube.com/watch?v=jdxLEyBXd2s&list=RDCMUCqedkv6AYxh3hk99EPtGlmQ&index=5>
- <https://www.youtube.com/watch?v=ItOuvM2KmD4>
- <https://www.youtube.com/watch?v=rrfFTdO2Z7I>
- <https://www.youtube.com/watch?v=8mOgg8Y6wxI>
-

ACTIVITIES WITH DIRECT BEARING ON SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

- **Case study Analysis:** Predict trends to adjust product and services or advertising & marketing campaigns, and then take the best approaches in business scenario using coefficient of correlation and regression analysis.
- **Worksheets:** Problems on construction of index numbers using Laspeyre's, Paasche's, Bowley's and Fischer's Ideal Index numbers.
- **Assignment on LPP:** Modeling real world application as LPP and apply appropriate techniques (Graphical) to find its optimal solution.
- **Class discussion** on application of transportation / assignment models for transporting goods/allocate resources in business scenario.
- **Drag- And-Drop (Ability to link and apply):** Recognizing the principles/techniques of integral calculus and apply it in obtaining solution of producer's & consumer's surplus in Economics.
- Students solve LPP(Graphical method,simplex method) by applying software tools.

B.A. ECONOMICS

ALLIED II QUANTITATIVE TECHNIQUES FOR ECONOMICS II – PRACTICAL

- **CORRELATION**
Correlation co-efficient
Rank Correlation (without repeated ranks)
Regression co-efficient and Regression lines
- **LINEAR PROGRAMING PROBLEM**
Graphical Method
- **TRANSPORTATION PROBLEM**
Methods for finding Initial basic feasible solution:
North West corner rule
Least cost method
Vogel's approximation method
- **ASSIGNMENT PROBLEM**
Balanced, Unbalanced problems

COURSE OUTCOMES:

On completion of the course the students will be able to

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Determine the correlation coefficient, line of regression and apply them in the field of econometrics.	1,3	E
CO2	Determine index numbers using different methods and apply the notion of probability to solve economic problems in global environment	1,2,4	E
CO3	Formulate practical situations into a linear programming model and compute the optimal solution using appropriate techniques.	1,2,4	C
CO4	Explain the procedure of solving transportation & assignment models and apply it in resource mobilization/job allocation in any organization to meet local needs.	1,2	E
CO5	Evaluate cost function, revenue function, consumer's and producer's surplus using methods of integration.	1,2,4	E

*PSO – Programme Specific Outcome; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create.

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B.A. ECONOMICS

**Choice Based Credit System
Course of Study for the batch of
Candidates admitted in 2019-2020**

B.A. ECONOMICS
CORE V: INTRODUCTORY MACROECONOMICS

COURSE CODE: 19UECO304	YEAR/SEM: II/III	MAX. MARKS: 100
COURSE TYPE:THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To develop foundation for basic tools and ideas necessary to understand the aggregate economy and to make informed opinions about different economic policies

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co 1	To introduce the basic “building block” concepts of macroeconomics
Co 2	To analyse the classical theory of income and employment
Co 3	To study consumption and its role in the economy
Co 4	To explore investment and multiplier concepts
Co 5	To evaluate the Classical and Keynesian approaches

COURSE CONTENT

Unit I – Introduction to Macroeconomics and National Income

Nature and scope of Macroeconomics – origin and growth of Macroeconomics, difference between micro and macro, need to study macroeconomics, limitations of macroeconomics – Circular flow of Income and Expenditure in various sectors.

National income - Definitions and Concepts of National Income –Real and Nominal concepts of National Income - Methods of Measurement of National Income – income method, product method, expenditure method– difficulties in the measurement of National Income - Importance of measurement of National Income – concept of green GDP

(12 hours)

Unit II – Classical Theory of Output and Employment

The Classical theory of income and employment – Say’s Law of Markets- implications, Criticism of the Law of Markets -wage-price flexibility and full employment – Full employment classical model - neutrality of money and classical dichotomy – Keynes criticism of classical theory – Principles of effective demand - aggregate demand and aggregate supply

(12 hours)

B.A. ECONOMICS

Unit III – Consumption Function

Consumption function – introduction, meaning, properties, Keynes - Psychological law of consumption, determinants of consumption function, propensity to consume and propensity to save – Theories of consumption functions – absolute income hypothesis, relative income hypothesis, permanent income hypothesis, life cycle hypothesis.

(12 hours)

Unit IV – Investment Function

Investment – meaning, types, **marginal efficiency of capital**, marginal efficiency of investment, concept of multiplier – investment multiplier, dynamic multiplier– principle of acceleration and super multiplier.

(12 hours)

Unit V – Saving Function and Classical Vs. Keynes Model

Saving function – meaning, determinants, paradox of thrift – saving and investment equality - **Classical vs Keynes** models of income and employment – summary and comparisons

(12 hours)

Text Book:

- H.L.Ahuja (2018), Macro Economic – Theory and Policy, S. Chand Publication, 20th edition
- M. L. Jhingan (2018), Macro Economic Theory, Vrinda Publications (P) Ltd. 13th edition

Reference Books:

- Dornbusch, Fischer and Startz, (2010) Macroeconomics, McGraw Hill, 11th edition.
- Dwivedi D. N (2011), Macroeconomics: Theory and Policy, 2nd edition, Tata McGraw-Hill Education.
- Gregory Mankiw. (2010). Macroeconomics, Worth Publishers, 7th edition.
- Shapiro .E(1982) Macro Economic Analysis, Thomson Learning; 5th Revised edition

WEB RESOURCES

- <https://www.toppr.com/guides/fundamentals-of-economics-and-management/national-income/concept-of-national-income/>
- <http://www.economicdiscussion.net/theory-of-income/classical-theory-of-income-and-employment-economics/259>
- <http://www.economicdiscussion.net/consumption-function/consumption-function-concept-characteristics-and-possibility/20695>
- <http://www.economicdiscussion.net/consumption-function/top-4-types-of-hypothesis-in-consumption-with-diagram/16024>
- <http://www.yourarticlelibrary.com/economics/the-investment-function-meaning-types-determinants-and-distinction/29174>
- <http://www.economicdiscussion.net/multiplier-extensions/top-3-types-of-multiplier-in-economics/7817>
- <http://www.economicdiscussion.net/theory-of-income/keynes-saving-function-characteristics-and-equations/6219>

B.A. ECONOMICS

ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Class discussion – “Why study macroeconomics?”	Participatory learning		
2	MCQ – Knowledge Check	Time Management , Critical Thinking	Competitive exam skills	
3	Group Presentations: Consumption function	Collaborative learning, Presentation skills		
4	Problems on Marginal Efficiency of Capital (MEC) and simple investment multiplier	Computational skills		
5	Class discussion – Differences between classical and Keynesian thought.	Critical thinking		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Explain and examine the basic concepts of Macroeconomics and National Income	1	An
CO 2	Differentiate the classical and Keynesian approaches to income, output and employment	1, 3	An
CO 3	Critically analyse the different theories on consumption	1	E
CO 4	Evaluate the various theoretical approaches to investment	1	E
CO 5	Compare and contrast between classical and Keynesian models of economic equilibrium	3	An

***PSO – Programme Specific Outcome; Co – COURSE OBJECTIVES; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

B.A. ECONOMICS
ALLIED – III: PRINCIPLES OF FINANCE

COURSE CODE: 19UECO305	YEAR/SEM: II/III	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS:75

GENERAL OBJECTIVE:

To create an understanding on the financial environment of business along with developing analytical skills by associating the tools and techniques to analyze with various concepts and to have an in-depth knowledge about security and portfolio management which acquaints the students with capital market trends.

Co.No	COURSE OBJECTIVESS
Co1	To enable the students to gain an understanding of basic functions of finance, its objectives, its interface with other functional areas and various sources of finance.
Co2	To enable the students to understand the concept of time value of money and analyse the ways of raising capital in different circumstances.
Co3	To enable the students to understand the concept of dividend, its Policy, types & theories and assess the value of financial products such as bonds & shares
Co4	To enable the students to apply several capital budgeting techniques and gain an understanding of ways to incorporate risk and uncertainty into capital budgeting decisions
Co5	To enable the students build a diversified portfolio and assess portfolio performance and acquaint them with capital market trends

UNIT I - Functions of Finance and Sources of Finance

Financial Management: Meaning, Definition, Scope, Nature and Objectives- Profit Maximization – Wealth Maximization – **Financial Management Functions.**

Composition and Sources of Long Term Finance and Short Term Finance - Difference between Short and Long Term Finance

UNIT II – Cost of Capital & Capital Structure

Time Value of Money- Meaning, Methods of Analysis, Compounding Technique, Discounting or Present value Techniques

Cost of Capital- Basic concepts, Cost of equity, Cost of Debt, Cost of Preference capital, Cost of Retained Earnings, Weighted Average **Cost of capital.** (Problem based)

Capital structure

Capital structure planning (basic aspects) - Determining Debt and Equity proportion- Theories of capital structure

B.A. ECONOMICS

UNIT III - Dividend Theories and Valuation

Dividend - Introduction, Meaning, Types of Dividend, Nature of Dividend Policy, Objectives of Dividend Policy, Factors Determining Dividend Policy. Dividend Theories- Walter & Gordon, MM theory.

Valuation of Bonds and shares

Bond Valuation, Return on Bonds, YTM, Duration concepts, Pricing, simple problems on bond valuation. - Equity share valuation, Yield basis earnings approach, Valuation based on accounting information, valuation based on dividends, MM hypothesis, Gordon's model, Walter's model, P/E ratio, Explicit resale price method - simple problems

UNIT IV – Capital Budgeting

Meaning, Definition, Need and Significance of Capital Budgeting, Factors Influencing Capital Budgeting Decisions- Capital Budgeting Process-Evaluation of Capital Budgeting Proposals- Payback, Discounted Cash flow, NPV, ARR, IRR and Profitability Index. (Problem based).23

Risk Analysis in Capital Budgeting: Incorporation of Risk Factor in Capital Budgeting-General Techniques- Risk Adjusted Discount Rate Method, Certainty Equivalent Method, Sensitivity Analysis, Probability Assignment, Standard Deviation & Coefficient of Variation, Decision Tree Analysis(Theory based).

UNIT V – Principles of Portfolio

Security risk - Systematic and unsystematic risk-Portfolio return risk and trade off- Basic principles of portfolio construction, **Portfolio Construction**, simple computation problems – CAPM Model

PROBLEMS CAN BE ASKED FROM UNIT II, III, IV AND V. PROBLEM: THEORY RATIO= 60:40

TEXT BOOKS

- A.Murthy, Financial Management, Second Edition Reprint 2018, Margham Publications
- Dr.S.N.Maheshwari, Elements of Financial Management, Edition 2010,Sultan Chand & Sons, New Delhi
- Dr. Kulkarni and Dr. Sathya Prasad, Financial Management, 13th Revised Edition 2011
- Natarajan (2013), Investment Management, Margham Publishers

REFERENCES BOOKS

- PrasanaChandra,Financial Management, 2008 Tata Mc.GrawHill, New Delhi
- I.M.Pandey, Financial Management, 2009 Vikas Publishing
- Khan &Jain ,Financial Management, Edition 2009, Sultan Chand & Sons
- Natarajan, K,Gordon., (2016) -Financial Markets and Financial Services-Himalaya Publishing Company
- Pandian,P., (2016).Security Analysis and Portfolio Management Vikas Publisher, 2nd Edition Reprint

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ACTIVITY PLANNER:

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

● **Group Presentation** on various sources of Finance

- **Quiz** on Various sources of Finance
- **Crossword** on Various sources of Finance
- **Problem Solving:**

1) Time Value of Money

2) **Cost of Capital**

3) Capital Structure

- **Problem Solving:**

1) Dividends

2) Bonds

3) Equity Valuation

- **Kahoot Quiz** on Bonds
- **Problem Solving:** Capital Budgeting
- **Quiz:** Types of Risk & Portfolio Construction
- **Assignment** on various types of Risk

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COURSE OUTCOMES:

On completion of the course the student will be able to

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Illustrate the scope, goals and the objectives of Financial Management including the role of finance managers and distinguish between the characteristics and sources of short term and long-term finance	1	Ap
CO 2	Choose the right capital mix at the optimal cost for a company and compute the cost of capital that impacts the capital investments decisions for a business	1,4	E
CO3	Estimate the value of equity and debt instruments using various methods and determine the value of dividend in case of a firm	1	C
CO 4	Adapt various capital budgeting proposals for effective decision-making and analyse the risk involved in capital budgeting decisions.	1,4	C
CO5	Analyse risk along with return & the association that exists between risk & return. Demonstrate the ways of managing Risk & Return in case of a Portfolio from the perspective of a Portfolio manager.	1, 4	An

***PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome;
R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

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B.A. ECONOMICS
ELECTIVE I SOCIO-ECONOMIC POLICY

COURSE CODE: 19UECO306	YEAR/SEM: II/III	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS:75

GENERAL OBJECTIVE:

To orient the students on theoretical premises and empirical approaches to the various domains in the socio-economic policy making and to examine sector-specific policies with special emphasis on health, education, financial inclusion, rural urban divide and migration

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To introduce a framework for understanding the socio-economic dimension of policy making in health and highlight a few determinants that need immediate policy attention from a socio-economic perspective
Co2	To illustrate theoretical framework on thoughts of education and build arguments on education as an important pillar of development
Co3	To evaluate media as the 4th pillar of democracy and its role in policy implementations
Co4	To describe framework for microfinance and financial inclusion and their role in inclusive development
Co5	To identify the gaps in socio-economic development of rural and urban population and highlight the causes of rural urban divide and measures taken to bridge the divide

COURSE CONTENT:

Unit I – Health Policy Paradigms

Theoretical Understanding – Definition Of Health, Socio-Economic Determinants Of Health - Health As A Merit Good – Market Failures In Provisioning Of Health Services - Health Policy In India – Urban Vs. Rural Health Policies; Occupational Health – Needs, Examples Of Existing Policies - Private Sector In Healthcare – Regulations, Criticisms

(15 hours)

Unit II – Education Policy

Theoretical Understanding – Definitions of Education, Ambedkar, Gandhian And Marx’s Perspectives, Types Of Education Systems; Should Education Be A Public Good? - Role Of Education In An Economy – Schultz’s Theory; Relationship Between Literacy Levels And Wages - Existing Policies – Analysis And Criticisms; Concerns With Quality Of Education – Possible Incentives: National Policy Of Education (1986) & Amendment (1992), SarvaSiksha Abhiyan, Right To Education, TVET, New Education Policy

(15 hours)

Unit III – Media Policy

Theoretical Understanding – Definitions of Media; Historical Perspective On The Rights Of The Media; Media As Fourth Pillar Of Democracy - Role Of Media In Reducing Information Asymmetry; Impact On Consumer Preferences. - Regulation Of Media – Existing Regulatory Framework and Criticisms - Media Globalization

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(15 hours)

Unit IV – Micro-Finance Policy

Background And Features of Microfinance – Definitions, Need, And Scope - **Microfinance Models and Schemes**/Guidelines In India – Analysis And Criticisms - Microfinance And Financial Inclusion.

(15 hours)

Unit V – Urban and Rural Policy Paradigms

Urban Vs. Rural Policies – Overview of Differences and Similarities - **Debate – Are the Differences Necessary?** - Development Of Rural Economies - Migration and Overcrowding – Associated Problems, Possible Solutions.

(15 hours)

Reference Books and e-materials:

- Todaro Michael and C Smith Stephen (2017) Economic Development , Pearson Education
- Saumitra Mohan, Indian Policy and Development (2018), McGraw Hill Education, 2nd edition
- Block 6 - Institution and Policies– MEC 108 Economics of Social Sector and Environment, IGNOU Study Material
- Rangarajan (Chairman) committee “Report of the Committee on Financial inclusion 2008
- https://unevoc.unesco.org/up/India_Country_Paper.pdf
- <https://www.diplomatie.gouv.fr/IMG/pdf/KevalKumar.pdf>
- <https://www.prindia.org/theprsblog/regulation-media-india-brief-overview>
- <https://home.kpmg/in/en/home/insights/2019/12/mfi-microfinance-contributions-to-financial-inclusion.html#:~:text=The%20role%20of%20Microfinance%20has,a%20branch%20C%20business%20correspondent%20model>.
- https://m.rbi.org.in/Scripts/BS_SpeechesView.aspx?Id=1088
- http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf
- https://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
- https://www.researchgate.net/publication/265190427_Evolution_of_Health_Policy_in_India
- https://shodhganga.inflibnet.ac.in/bitstream/10603/145095/15/15_chapter%205.pdf
- https://unevoc.unesco.org/up/India_Country_Paper.Pdf
- <https://www.diplomatie.gouv.fr/IMG/pdf/Kevalkumar.Pdf>
- <https://www.prindia.org/theprsblog/regulation-media-india-brief-overview>
- <https://home.kpmg/in/en/home/insights/2019/12/mfi-microfinance-contributions-to-financial-inclusion.html#:~:Text=The%20role%20of%20Microfinance%20has,A%20branch%20C%20business%20correspondent%20model>.

M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI-34*Effective for the batch of candidates admitted in 2019-2020***B.A. ECONOMICS****Activity Planner**

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Class Discussion: India's health policy- Need for modification to tackle pandemics like SARS-COVID 19	Analytical Skills	Exposure to nature and status of policies governing health care sector in India	
2	Student Panel Discussion: New Education Policy	Communication skills	Exposure to nature status of policies governing education sector in India	
3	Article review: Does education at all levels cause growth? India- A case study	Critical thinking skills		
4	Class seminar: Role of Media in implementing various socio-economic campaigns.	Presentation skills Analytical skills		
5	Student seminar: Analysis of Microfinance models in a country of their choice	Research skills Presentation skills Communication skills,		
6	Group presentations: Urban-Rural divide	Critical thinking skills, Presentation skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Describe the concept of health, identify the issues pertaining to health in India, analyse the health policy and recommend measures to make it more effective	1, 2, 5	C
CO 2	Explain various thoughts on education, identify the gaps in policies and suggest solutions to address the gaps in the field of education.	2, 3, 5	C
CO 3	Examine the role of media in creating awareness and reducing information asymmetry	4	An
CO 4	Evaluate the impact of microfinance in financial inclusion	2	E
CO 5	Formulate and defend policy recommendations that help in reducing rural-urban divide	2, 5	C

*PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

B.A. ECONOMICS
CORE VI INTERMEDIATE MACROECONOMICS

COURSE CODE: 19UECO308	YEAR/SEM: II/IV	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To develop fundamentals for tools and ideas necessary to understand the aggregate economy and to make informed opinions about different economic policies

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To illustrate the interplay between the goods market, money market and external sector and their impact on income and output
Co2	To compare and contrast classical and modern thought on macroeconomics
Co3	To analyse the theoretical framework on inflation and unemployment
Co4	To explain the concept of fluctuations in economic activity and its impact on macroeconomic variables
Co5	To evaluate the various tools of macroeconomic policy and their role in economic stabilisation

Unit – I: IS-LM Model

Goods and money market – derivation of IS curve – shifts in IS curve – derivation of LM curve – shifts in LM curve – IS-LM equilibrium – derivation of aggregate demand curve – linkages between IS-LM and monetary and fiscal policies

(12 hours)

Unit – II: Modern Macroeconomics

Modern macroeconomics - Introduction – adaptive and rational expectation hypothesis- supply side economics – new Keynesian economics – features – Mankiw’s sticky prices model – implications of new Keynesian economics

(12 hours)

Unit – III: Inflation

Inflation – meaning, types – demand pull and cost push, effects of inflation – inflation and unemployment trade-off – Philip curve – short run and long run – sacrifice ratio – deflation - stagflation – meaning, causes, stag inflation in India

(12 hours)

Unit – IV: Business Cycles

Business cycles – meaning, phases, features – theories of business cycle- Sun-Spot theory, Hawtrey’s theory, Under – consumption theory, Over-investment theory, Keynes’ theory, Hick’s theory, real business theory

(12 hours)

Unit – V: Macroeconomic Policy and Economic Stabilisation

Macroeconomic Policy – meaning, objectives, trade-off in policy objectives, lags in effects of economic policy

Economic stabilisation and macroeconomic policy – an overview

(12 hours)

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B.A. ECONOMICS

Text Book:

- H.L.Ahuja (2018), Macro Economic – Theory and Policy, S. Chand Publication, 20th edition
- M. L. Jhingan (2018), Macro Economic Theory, Vrinda Publications (P) Ltd. 13th edition

Reference Books:

- Richard T Froyen (2013) Macroeconomics: Theories and Policies, Pearson Education India; 10 edition
- Dornbusch, Fischer and Startz, (2010) Macroeconomics, McGraw Hill, 11th edition.
- Dwivedi D. N (2011), Macroeconomics: Theory and Policy, 2nd edition, Tata McGraw-Hill Education.
- Gregory Mankiw. (2010). Macroeconomics, Worth Publishers, 7th edition.
- Shapiro E (1982) Macro Economic Analysis, Thomson Learning; 5th Revised edition

WEB RESOURCES:

- <https://www.yourarticlelibrary.com/notes/macroeconomics/the-supply-side-economics-features-and-policy-prescription/31217>
- <https://www.econlib.org/library/Enc/RationalExpectations.html>
- <https://openstax.org/details/books/principles-economics-2e>
- <https://www.researchgate.net/publication/24114971>
- <https://www.researchgate.net/publication/303458400> Revisiting of Philips Curve a Case Study from Pakistan
- <https://www.youtube.com/watch?v=78-BIZXm7wA>
- <https://www.youtube.com/watch?v=nE8Bw7Se1NU&t=25s>
- <https://rbidocs.rbi.org.in/rdocs/Speeches/PDFs/DGVVAS34AEAD82174B44EA854710B1103E0988.PDF>
- <https://ncert.nic.in/ncerts/l/leec106.pdf>

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B.A. ECONOMICS

ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Exploration of Macroeconomic data	Research Skills		Analysis of macroeconomic variables
2	IS and LM curves derivation	Illustration skills		
3	Think-Pair-Share: Comparison of Keynesian and Post-Keynesian schools	Participatory learning		
4	Capstone Project: Real vs Nominal Interest rates	Computational Skills	Investment planning	
5	Assignment: Data Visualization and interpretation on business cycles	Experiential learning		Exposure to fluctuations in business activity
6	Class discussion: Macroeconomic policies in covid era	Critical Thinking		

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COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Examine macroeconomic models by describing relationships among macroeconomic variables	1	An
CO 2	Outline the shift in macroeconomic modelling	2	An
CO 3	Differentiate the types, analyse the causes of inflation and establish the relationship between inflation and unemployment	1,4	An
CO 4	Critically evaluate the causes of fluctuation in economic activity.	2	E
CO 5	Evaluate the various tools of macroeconomic policy	5	E

***PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

B.A. ECONOMICS

ALLIED IV: DEMOGRAPHY

COURSE CODE: 19UECO307	YEAR/SEM: II/IV	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS:75

GENERAL OBJECTIVE:

To acquaint students with basic concepts of demographic measurements like mortality, fertility, migration, population projections and age patterns that influence changes in population size and composition

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To introduce the meaning and scope of demography and the significant theories related to population
Co2	To classify and differentiate the measures of birth and death rate and the uses of the life table
Co3	To identify the causes and consequences of migration and trace recent trends in migration
Co4	To compare and contrast demographic trends in developing and developed countries
Co5	To critically examine recent developments in population policies in India

COURSE CONTENT

Unit I Introduction

Meaning scope of Demography – Components of Population Growth – Theories of Population growth – Malthusian Theory – Optimum theory and Theory of Demographic transition.

(15 hours)

Unit II Birth Rate, Death Rate and Fertility

Life Table: Meaning of its columns and its uses – Reproductive and Child health in India – Temporal and Spatial Variation in Sex Ratios – Crude birth and death rate, Age Specific birth and death rates – Standardized birth and death rates – Study of fertility – Total fertility Rate – Gross Reproductive Rate – Net Reproductive Rate.

(15 hours)

Unit III Migration and Urbanisation

Migration and Urbanisation – Concept and types – Temporary, internal and International effects on population growth and pattern – Factors affecting Migration and its impact on the distribution of rural-urban population – recent trends in migration.

(15 hours)

B.A. ECONOMICS

Unit IV Population trends

Population trends in the 20th Century – International aspects of population growth and distribution – Population and environment pattern of age and sex structure in developed and developing countries – Age pyramids and projections – sources of census data

(15 hours)

Unit V Population policy in India

Evolution of population policy in India – Population and strategies for human development of different social groups – Evaluation of population policy in India – Task before the National Population Commission – The recent population policies.

(15 hours)

TEXTBOOKS:

- V.C. Sinha and Easo Zacharia (1996) - Elements of Demography, Allied Publishers Pvt. Ltd, 2nd Edition
- Rajendra K. Sharma (2007) - Demography and Population Problems, Atlantic Publishers and Distributors Pvt. Ltd.

REFERENCE BOOKS:

- Agarwala S.N. (1985), India's Population Problem, Tata McGraw-Hill, Bombay.
- Bhende, A. and T.R. Kanitkar (1982), Principles of Population Studies, Himalaya Publishing House, Bombay.
- Bogue, D.J. (1969), Principles of Demography, John Wiley, New York
- Bose A. (1996), India's Basic Demographic Statistics, B.R. Publishing Corporation, New Delhi
- Choubey, P.K. (2000), Population Policy in India, Kanishka Publications, New Delhi
- Mishra S. (2000), Voluntary Action in Health and Population, Sage, New Delhi
- Simon, J. L. (1988), Population & Development in poor countries, Princeton University
- Press Novell, C. Methods and Models in Demography, Bellhaven Press, London
- Srinivasan, K., (1997), Basic Demographic Techniques and Application, Sage, New Delhi.

WEB RESOURCES:

- <https://www.economicdiscussion.net/theory-of-population/top-3-theories-of-population-with-diagram/18461>
- <https://data.worldbank.org/indicator/SP.DYN.TFRT.IN>
- https://mpra.ub.uni-muenchen.de/76484/1/MPRA_paper_76484.pdf

B.A. ECONOMICS

ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Presentations: Theories of Population growth	Critical thinking skills	Ability to use multi-media/medium	
2	Assignment: Construction of Life tables		Computational Skills	
3	Group activity: Computing mortality and natality rates		Computational Skills	
4	Concept Mapping: Factors affecting migration	Critical thinking skills		
5	Assignment: Interpreting Age pyramids		Computational Skills	
6	Analysing Census data	Analytical Skills		
7	Critical Analysis: Population policies in India	Analytical Skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Compare and contrast the various theories of demography such as Malthus, Optimum and Demographic Transition	1	An
CO 2	Examine the demographic terms such as birth rate, death rate, sex ratio, fertility ratio	1	An
CO 3	Evaluate the causes and impact of migration on rural-urban population distribution	2	E
CO 4	Analyze the major demographic trends and their determinants	3	An
CO 5	Evaluate population policy of India	5	E

*PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

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**Choice Based Credit System
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B.A. ECONOMICS
CORE VII: MACROECONOMICS – I

COURSE CODE: 18UECO308	YEAR/SEM: III/V	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To develop foundation for basic tools and ideas necessary to understand the aggregate economy and to make informed opinions about different economic policies

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co 1	To introduce the basic “building block” concepts of macroeconomics
Co 2	To analyse the classical and Keynesian theory of income and employment
Co 3	To examine the Keynesian theory, multipliers and Post Keynesian models of income determination
Co 4	To study consumption and its role in the economy
Co 5	To explore investment and accelerator concepts

COURSE CONTENT

Unit I: Introduction

Concepts – Endogenous, exogenous variables identities-stocks and flows – statics – comparative statics – Dynamics – Ex ante and Ex post Variables – Difference between Micro and Macro Economics-Partial and General equilibrium analysis
 (12 hours)

Unit II: Classical theory of output and employment

Classical theory of output and employment – Product Market, Labour Market, Money Market and Capital Market Equilibrium – J.B Say's Law of Markets-Fishers Quantity theory of Money – Wage – Price flexibility – Derivation of Aggregate Supply Curve – Full Employment Equilibrium – Keynesian Theory of output and employment – Wage rigidity – Derivation of aggregate Supply curve – Aggregate Expenditure function – Effective demand – Full Employment Equilibrium
 (12 hours)

Unit III: Keynesian theory

Keynesian theory of income determination – Behavioral equations – cross diagrams - multipliers-closed and open economy models. Post-Keynesian income determination: IS-LM analysis-Integration of real sector with money sector: Multipliers – General equilibrium – Effects of monetary and fiscal policies on the real rate of interest and real national income
 (12 hours)

Unit IV: Consumption

Keynesian Absolute Income Hypothesis – Psychological Law of Consumption – Post Keynesian consumption functions – Dusenberry's Relative Income hypothesis – Milton Friedman's Permanent Income Hypothesis, Franco Modigliani's Life Cycle Hypothesis. The implications and propositions of consumption function-Objective and subjective factors determining consumption function.
 (12 hours)

B.A. ECONOMICS

Unit V: Theory of demand for investment

Classical theory of investment demand – Rate of interest-Keynesian theory of demand for investment: MEC, Rate of discount, NPV, Prospective yield, Supply price: Post Keynesian theory of investment demand-Acceleration Principle – Samuelson's and Hick's theories of accelerator.

(12 hours)

TEXT BOOK:

- D.N. Dwivedi (2017), Macroeconomics: Theory and Policy, McGraw Hill Education; 4th edition
- Gupta R.D. and R. K. Lekhi (2013) Keynes Post Keynesian Economics, Kalyani Publishers

REFERENCE BOOKS:

- Richard T Froyen (2013) Macroeconomics: Theories and Policies, Pearson Education India; 10 edition
- H.L.Ahuja (2018), Macro Economic – Theory and Policy, S. Chand Publication, 20th edition
- M. L. Jhingan (2018), Macro Economic Theory, Vrinda Publications (P) Ltd. 13th edition
- Vaish .M.C. (2010) - Macro Economic Theory, Vikas Publishing House, 14th Edition
- Shapiro .E (1982) Macro Economic Analysis, Thomson Learning; 5th Revised edition
- Gupta R.D. - Introduction to Post Keynesian Economics, Kalyani Publishers
- Mithani. D.M.(2015) - Macro Economics, Himalaya Publishing House,

WEB RESOURCES:

- <https://www.economicdiscussion.net/macroeconomics/concepts/basic-concepts-of-macroeconomics/11300>
- <http://www.economicdiscussion.net/theory-of-income/classical-theory-of-income-and-http://www.economicdiscussion.net/consumption-function/consumption-function-concept-characteristics-and-possibility/20695>
- <http://www.economicdiscussion.net/consumption-function/top-4-types-of-hypothesis-in-consumption-with-diagram/16024employment-economics/25971>
- <https://www.economicdiscussion.net/national-income/keynesian-theory-of-national-income-determination/4029#:~:text=Keynes%20believed%20that%20there%20are,be%20estimated%20when%20AD%3DAS.>
- https://saylordotorg.github.io/text_economics-theory-through-applications/s35-36-the-is-lm-model.html
- [https://www.economicdiscussion.net/theories/classical-theory-of-interest-and-its-criticism-with-diagram/1823#:~:text=The%20Classical%20theory%20is%20also,on%20the%20side%20of%20supply.&text=The%20actual%20rate%20of%20interest,and%20saving%20\(supply%20side\).](https://www.economicdiscussion.net/theories/classical-theory-of-interest-and-its-criticism-with-diagram/1823#:~:text=The%20Classical%20theory%20is%20also,on%20the%20side%20of%20supply.&text=The%20actual%20rate%20of%20interest,and%20saving%20(supply%20side).)
- <https://www.yourarticlelibrary.com/macro-economics/theories-macro-economics/the-principle-of-acceleration-and-super-multiplier-in-business-economics/30907#:~:text=T.N.,by%20J.%20M.%20Clark%20in%201917.>

M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI-34*Effective for the batch of candidates admitted in 2018-2019***B.A. ECONOMICS****ACTIVITY PLANNER**

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Using excel to numerically work out the concepts of statics and dynamics in class	Computational skills		
2	Class discussion – Differences between classical and Keynesian thought.	Comparative analysis skill		
3	Working out the difference in the impact of Tax multiplier and Govt. expenditure multiplier in class.	Computational skills		
4	Summary - Consumption function	Summarization skills		
5	Numerical problems on NPV and MEC	Computational skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO. No.	COURSE OUTCOME	PSOs Addressed	Cognitive Level
CO 1	Describe and examine core macroeconomic concepts and explain them using appropriate terminology	1	An
CO 2	Compare and contrast between classical and Keynesian models of economic equilibrium	1,3	An
CO 3	Illustrate and outline the concept of IS-LM and multiplier	1	An
CO 4	Critically analyse the different theories on consumption	1	E
CO 5	Evaluate the various theoretical approaches to investment	5	E

***PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

B.A. ECONOMICS

CORE VIII: MONETARY ECONOMICS- I

COURSE CODE: 18UECO309	YEAR/SEM: III/V	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To familiarize the students with theoretical backgrounds and fundamentals of Monetary economics

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To outline the evolution of the Money and its various forms
Co2	To explain the theories on determination of value of money
Co3	To illustrate the development of different monetary standards
Co4	To assess the factors and theoretical approaches to Money supply
Co5	To classify the phases of economic fluctuations and recommend control mechanisms

COURSE CONTENT

Unit – I Introduction

Money - Functions and classification - **Role of money in capitalist, socialist and mixed economies**

(10 hours)

Unit – II Value of Money

Value of money - Fishers equation - Cambridge equation - **superiority of Cambridge equation over Cash Transaction**

(15 hours)

Unit – III Monetary Standards

Monetary standards - Paper currency -Systems of note issue - Indian currency system - Development and problems

(10 hours)

Unit – IV Supply of Money

Factors influencing money supply - Money supply and price level - Keynesian approach - Neutrality of money - Real balance effect - Patinkin - Friedman's Restatement of quantity theory of Money.

(15 hours)

B.A. ECONOMICS

Unit – V Business Cycles and Inflation

Business Cycles: - Phases, types and Theories – Inflation: Causes, types and remedies -
Effects of inflation on Production, Consumption and distribution - Deflation - effects and control.

(10 hours)

TEXT BOOKS:

- R.R. Paul (2013), Monetary Economics, Kalyani Publishers, 10th revised edition

REFERENCE BOOKS:

- Jagadish Handa: Monetary Economics, Routledge; 1st Edition (18 September 2008)
- Pierce and Shaw, (1985), Monetary Economics: Theories, Evidence and Policy, Butterworth-Heinemann Ltd; 2nd revised edition
- R.Cauvery, N.Kruparani, U.K., Sudhanayak, A.Manimekhalai, (2012), Monetary Economics, S.Chand and Company limited.
- Vaish M C (1985), Money, Banking, Trade and Finance, Wiley Eastern Publication

WEB RESOURCES:

- <https://www.economicdiscussion.net/money/money-functions-approaches-and-types/4061>
- <https://www.microeconomicsnotes.com/money/money-in-economics-definition-types-functions-characteristics-importance-and-evils-economics/15100>
- <https://www.yourarticlelibrary.com/economics/money/the-keynesian-theory-of-money-and-prices-assumptions-superiority-and-criticisms-economics/10961>
- <https://www.youtube.com/watch?v=VwRJzVEUcIA>

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(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Open forum discussions : Role of money in capitalist, socialist and mixed economies	Collaborative learning		
2	Think-Pair-Share: Superiority of Cambridge equation over Cash Transaction	Analytical skills		
3	MCQ quizzes on monetary policy in India.		Competitive exam skills	
4	Scrapbook Assignment – monetary policy and money phenomena.	Research skills, Presentation skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Explain and outline the evolution of money and its functions	3	An
CO 2	Evaluate the theories of Money demand	1	E
CO 3	Appraise the different monetary standards	1,3	An
CO 4	Categorise the components of Money Supply	1	An
CO 5	Investigate the impact of economic fluctuations on macroeconomic variables	2	An

*PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

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CORE IX: FISCAL ECONOMICS - I

COURSE CODE: 18UECO310	YEAR/SEM: III/V	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To introduce and evaluate the fundamentals of public expenditure and public revenue

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To outline the importance of the study of public finance
Co2	To appraise the theories of public expenditure
Co3	To explain and analyse the principles of taxation
Co4	To illustrate the theories related to shifting and incidence of taxation
Co5	To examine the factors determining taxable capacity

COURSE CONTENT

Unit I: Introduction

Public finance – Meaning and Scope – Public and Private Finance – Principle of Maximum Social Advantage – Public Goods and Private Goods.

(12 hours)

Unit II: Public Expenditure

Meaning and Definition of Public Expenditure – Reasons for the Growth of Public Expenditure – Views of Economists on Public Expenditure: Wagner's Hypothesis and Peacock – Wiseman Hypothesis, Canons of Public Expenditure – Effects of Public Expenditure

(12 hours)

Unit III: Public Revenue

Sources of Public Revenue – Taxes – Canons of Taxation – Principles of Taxation
Classification of Tax – Direct and Indirect taxes – Effects of Taxes

(12 hours)

Unit IV: Shifting and Incidence of Taxes

Shifting and Incidence of Taxes – Theories of Shifting and Incidence – Concentration theory – Diffusion Theory – Modern Theory of Incidence

(12 hours)

Unit V: Taxable Capacity

Meaning – Factors determining Taxable Capacity – Types of Taxable capacity – Significance – Limits of Taxable Capacity – Measurement of Taxable Capacity

(12 hours)

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TEXT BOOKS:

- R. K. Lekhi & Joginder Singh (2017), Public Finance, Kalyani Publication, 11th edition.
- Musgrave. Richard and Peggy. Musgrave, (2018, 21st reprint), Public finance in Theory and Practice. Mcgraw-Hill Publications, 5th edition

REFERENCE BOOKS:

- Tyagi B. P. (2005). Breham Prakash, Public Finance, Jai Prakash Nath and Co., Meerut
- Rosen, Harvey(2013), Public Finance, McGraw Hill Publications 8th edition
- Mithani .D.M. (2019) : Modern Public Finance : Theory and Policy , Himalaya Publishing House, 3rd edition.
- Bhatia, H.L. (2004). Public Finance, Vikas Publications, New Delhi.
- Chellaiah .R.(2011) : Fiscal policy in underdeveloped countries, Routledge, 3rd edition

WEB RESOURCES:

- <https://economictimes.indiatimes.com/news/economy/policy/finance-ministry-puts-a-leash-on-expenses-in-times-of-covid/articleshow/76206464.cms>
- <https://www.youtube.com/watch?v=bWRO-M47eCY>
- <https://mgkvp.ac.in/Uploads/Lectures/28/3482.pdf>

M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI-34*Effective for the batch of candidates admitted in 2018-2019***B.A. ECONOMICS****ACTIVITY PLANNER**

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Group discussion: Public and Private finance	Collaborative learning		
2	Think-Pair-Share: Reasons for growth of public expenditure	Cooperative learning, Analytical skills		
3	Debate: Effects of Public Expenditure	Critical thinking, Participatory learning		Exposure to Economic environment
4	MCQ quiz: Types of Taxes	Time management skills	Competitive exam skills	
5	Criticise and converse: Theories on incidence of taxation	Critical thinking, Research skills		
6	Mind-Mapping: Taxable capacity	Summarization skills, Presentation skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Explain and outline theoretical concepts of fiscal economics including graphical representation of these concepts	1	An
CO 2	Evaluate the theories of public expenditure	1,5	E
CO 3	Examine the canons of taxation	1,5	An
CO 4	Analyse the effects of taxation on production and distribution	2	An
CO 5	Discuss taxable capacity and critically explain factors determining taxable capacity	1	E

*PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome;
R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

B.A. ECONOMICS
CORE X: INTERNATIONAL ECONOMICS - I

COURSE CODE: 18UECO311	YEAR/SEM: III/V	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To provide an analysis of the economic relationships between countries and introduce the fundamentals of international economics

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To outline the dynamics of international trade and explain the theories of international trade
Co2	To define terms of trade and identify the factors influencing terms of trade
Co3	To compare and contrast free trade and protectionism
Co4	To describe different trade policy instruments and their impact on foreign trade
Co5	To explain the concept of Balance of Payments and its relationship with IS - LM

Unit – I Introduction

Foreign Trade - **Need, Inter Regional and International Trade**, Theories of International Trade - Adam Smith - Ricardo, Haberler and Heckscher - Ohlin Theory – Trade offer curve.
 (15 hours)

Unit – II Terms of Trade

Terms of Trade - different Concepts of Terms of Trade - Determinants of Terms of trade - static and dynamic gains from trade - capital saving and labour saving technologies and its **impact on terms of trade**
 (10 hours)

Unit – III Trade Policy - I

Gains from trade - Trade Policy - **Free Trade**: Meaning -Case for and against Free Trade. Protection: Meaning -Arguments for and against **protection**.
 (10 hours)

Unit – IV Trade Policy – II

Tariff: Meaning and types - Effects of Tariff. Quotas: Meaning and Types - **Effects** of quotas on imports.
 (10 hours)

Unit V – Balance of Payment

Balance of Payments – meaning, structure – BOT vs. BOP –disequilibrium in BOP – kinds, causes and corrective measures – **trade-off between internal balance and external balance** – **Mundell and Flemming model**
 (15 hours)

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B.A. ECONOMICS

TEXT BOOKS:

- D.M. Mithani (2017), International Economics, Himalaya Publishing House, Mumbai, 8th revised edition.
- Dennis Appleyard and Alfred Field (2014), International Economics, McGraw Hill Publication, 8th edition

REFERENCE BOOKS:

- Dominick Salvatore (2014), International Economics, John Wiley International Student Edition.
- Paul Krugman, Maurice Obstfeld and Marc Melitz, Addison (2014) – Wesley International Economics: Theory and Policy, Pearson Education Indian Edition.
- Jhingan. M.L.(2016). : International Economics, Vikas Publishing House, 7th edition
- Cherunilam Francis (2008) : International Economics, McGraw Hill Education India Pvt Ltd, 5th Edition

WEB RESOURCES:

- <http://www.strongandherd.co.uk/international-trade-articles/july-2017-the-wto-trade-facilitation-agreement/>
- <http://www.strongandherd.co.uk/international-trade-articles/july-2017-brexite-where-are-we-now/>
- <http://www.strongandherd.co.uk/international-trade-articles/july-2017-the-wto-trade-facilitation-agreement/>
- <http://www.strongandherd.co.uk/international-trade-articles/archive-international-trade-articles/archive-articles-2017/february-2017-the-brexite-impact-what-might-it-mean-for-exporters/>
- <http://www.strongandherd.co.uk/international-trade-articles/october-2017-the-global-customs-dilemma-trade-facilitation-versus-revenue-collection-and-enforcement/>
- <https://www.imf.org/external/np/res/exrate/2004/eng/051904.pdf>
- <http://ftp.iza.org/dp5151.pdf>
- http://www.iamb.it/share/img_new_medit_articoli/814_04salvatore.pdf
- <http://lead.univ-tln.fr/fichiers/Seminaires/Daumal%20160312.pdf>
- https://ac.els-cdn.com/S221256711501374X/1-s2.0-S221256711501374X-main.pdf?_tid=adb867ea-c921-11e7-b3e8-00000aab0f02&acdnat=1510653394_95f10dab840b2cbd3c16a1fa7d5ba8da
- <http://www.toknowpress.net/ISBN/978-961-6914-13-0/papers/ML15-306.pdf>
- https://www.wto.org/english/res_e/statis_e/its2015_e/its2015_e.pdf

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ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Peer Graded Assignment: Assess the performance of chosen country on the parameters Movement of International trade in relation to GDP, Employment, Price Stability for a period of past 30 years since 1990	Critical Thinking skills, reviewing skills		
2	Article Review: Terms of Trade	Reflective reading skills		
3	Group presentations: Discussions on Trade Policies of Different Countries	Collaborative learning, Presentation skills		
4	Illustration of IS-LM-BP		Competitive exam skills	
5	Group Discussion: Analysis of India's Balance of Payments Pre and post globalisation.	Collaborative learning, Analytical skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Outline the main economic theories and models of international trade.	1	An
CO 2	Analyse how cross-country differences in technology and endowment determine the world trade pattern and why similar countries also trade with each other	2	An
CO 3	Evaluate economists' arguments concerning free trade policy and its analysis	5	E
CO 4	Evaluate economists' arguments concerning protectionist policy and its analysis	5	E
CO 5	Explain and analyse the factors causing disequilibrium in Balance of Payments	1,2	An

*PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

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ELECTIVE-III -INDUSTRIAL ORGANISATION AND MANAGEMENT

COURSE CODE: 18UECO312	YEAR/SEM: III/V	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS:75

GENERAL OBJECTIVE:

To outline the evolution of management as a body of knowledge and explain the fundamental concepts in management

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To explain the importance , types and objectives of Business
Co2	To describe the process of establishing organization hierarchy
Co3	To classify the different kinds of business organizations
Co4	To provide a detailed explanation on centralization and decentralization of authority
Co5	To introduce system and process of effective controlling in the organization

COURSE CONTENT

Unit I: Introduction

Meaning and definition of business - essential characteristics of business - Types of business - nature and scope of business - objectives of modern business - essentials of successful business - meaning of business organization

(15 hours)

Unit II: Organization- I

Need of organization - organizational hierarchy in large concerns - top management organization - staff units and committee - Factors to be considered in the establishment of an organization

(15 hours)

Unit III: Organization- II

Forms of business organizations - sole trader, partnership firm, Joint Hindu Family Firm, joint stock companies, co-operative undertakings, public utilities, public enterprises

(15 hours)

Unit IV: Authority and Responsibility

Authority relationship -line function and staff - basics of delegation of responsibility and authority - centralization and decentralization of authority and pros and cons of each

(15 hours)

Unit V: Control

Span of control - pros and cons of narrow and wide spans of control - optimum spans – Recent management techniques – Quality Circles – Enterprise Resource Planning

(15 hours)

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TEXT BOOK:

- Gupta. C.B, 2009, Reprint 2010 - Business Management, Sultan Chand and Sons, New Delhi, 14th Edition

REFERENCE BOOKS:

- Wehrich and Koontz (2015), Essentials of Management: An International, Innovation and Leadership Perspective, 10th Edition
- P C Tripathy and P N Reddy (2017) Principles of Management, McGraw Hill Education; Sixth edition
- Charles W. L. Hill and Steven Mcshane (2017) Principles of Management, McGraw Hill Education
- N. Premavathy, 2003, Principles of Management, Sri Vishnu Publication. Chennai, 2nd Edition
- J. Jayasankar,. 2004, Reprint2008-Principles of Management (Business Management). Margham Publication. Chennai, 1st Edition

WEB RESOURCES:

- <https://www.economicshelp.org/microessays/costs/objectives-firms/>
- <https://www.marketing91.com/span-of-control/>
- <https://www.yourarticlelibrary.com/firm/5-major-objectives-that-a-firm-wants-to-achieve-apart-from-earning-profit/7492>
- <https://www.inc.com/encyclopedia/span-of-control.html>
- <https://www.marketing91.com/organisational-hierarchy/#:~:text=The%20organisational%20hierarchy%20is%20a,lower%20levels%20in%20an%20organization.&text=The%20hierarchical%20structure%20is%20a,and%20purpose%20to%20an%20entity.>

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B.A. ECONOMICS

ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative. Subject faculty can innovate)

S.NO	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Group discussion : Objectives of modern business	Analytical skills		
2	Classroom discussion : Meaning and definition of business	Interactive learning		
3	Virtual Role-play: Organizational hierarchy in large concerns	Self-Awareness		Training on setting up of organizational hierarchy
4	Peer-learning: Co-operative undertakings	Cooperative learning		
5	Class presentation : Decentralization of authority	Presentation skills		
6	Brainstorming & Classroom discussion: "NARROW OR WIDE SPAN OF CONTROL?"	Planning skills		
7	Class activity: Chalk-out of Optimum span of control			Exposure to control and coordination in an organization

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COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Compare the various types of Business organizations	1	An
CO 2	Analyse factors to be considered while establishing organisation hierarchy	1,2	An
CO 3	Evaluate types of organizations suited in different scenarios	2	E
CO 4	Define and appraise Line of Function and Delegation of Responsibility	1	An
CO 5	Design Optimum span of control and assess enterprise resource planning	2	C

***PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome;
R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

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CORE XI: MACROECONOMICS II

COURSE CODE: 18UECO313	YEAR/SEM: III /VI	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To develop fundamentals for tools and ideas necessary to understand the aggregate economy and to make informed opinions about different economic policies.

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To identify types causes and effects of inflation and build control mechanism
Co2	To elaborate on various theories of growth
Co3	To develop theoretical framework to understand nature , causes and control economic cycles
Co4	To assess the need and tools of stabilisation polices
Co5	To illustrate the working of macroeconomic policies in an open economy and introduce the emergence of supply side economics

COURSE CONTENT

Unit I Inflation

Definition of inflation – Types of Inflation – Demand Pull Inflation – Cost Push Inflation – Mark-up Inflation. Effects of Inflation – **Tradeoff between inflation and unemployment** – Philips curve – Short run and long run Philips curve

(10 hours)

Unit II Growth concepts and theories

Growth Concepts – **Difference between growth and development** – Factors determining growth – Harrod-Domar growth model – Neo Classical Theory of Growth by Solow – Kaldor's theory of distribution – Joan Robinson's explanation for different ages – Golden rule of capital accumulation.

(15 hours)

Unit III Business cycle

Concepts of business cycle – **Four phases of business cycle** – Theories – Hawtreys monetary approach – Von Hayek's approach – Schumpeter's Innovation theory – Kaldor's Savings – Investment approach – Hicks' Multiplier – Accelerator interaction approach to the theory of Business cycle – Measures to control business cycle.

(10 hours)

Unit IV Monetary and Fiscal policy

Monetary Policy: Objectives - **Policy Instruments** — Monetary Policy lags – Rules vs Discretion. Transmission Mechanism: Classical, Neo classical and Keynesian transmission

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mechanism. **Fiscal Policy** – Objectives – **Policy Instruments** – Lags – Built-in-flexibility – compensatory fiscal policy – Effects of Fiscal policy in classical, intermediate and Keynesian range of LM curve. Income Policies – Various Types – Arguments for and against Income Policy.

(15 hours)

Unit V: Effects of monetary and fiscal policy

IS-LM-BP Curves – Effects of monetary and fiscal policy under fixed and flexible exchange rate regimes – Working of Devaluation and foreign shocks on National Income. Rational Expectations – Classical and Keynesian Expectations Augmented aggregate Supply curves. Actual and expected Price Levels.

(10 hours)

TEXT BOOK:

- Gupta R.D. and R. K. Lekhi (2013) Keynes Post Keynesian Economics, Kalyani Publishers
- M. L. Jhingan (2018), Macro Economic Theory, Vrinda Publications (P) Ltd. 13th edition

REFERENCE BOOKS:

- Richard T Froyen (2013) Macroeconomics: Theories and Policies, Pearson Education India; 10 edition
- H.L.Ahuja (2018), Macro Economic – Theory and Policy, S. Chand Publication, 20th edition
- Vaish .M.C. (2010) - Macro Economic Theory, Vikas Publishing House, 14th Edition
- Shapiro .E (1982) Macro Economic Analysis, Thomson Learning; 5th Revised edition
- Gupta R.D. - Introduction to Post Keynesian Economics, Kalyani Publishers
- Mithani. D.M.(2015) - Macro Economics, Himalaya Publishing House,

WEB RESOURCES:

- <https://openstax.org/details/books/principles-economics-2e>
- <https://www.researchgate.net/publication/24114971>
- [https://www.researchgate.net/publication/303458400 Revisiting of Philips Curve a Case Study from Pakistan](https://www.researchgate.net/publication/303458400_Revisiting_of_Philips_Curve_a_Case_Study_from_Pakistan)
- <https://www.youtube.com/watch?v=78-BIZXm7wA>
- <https://www.youtube.com/watch?v=nE8Bw7Se1NU&t=25s>
- <https://rbidocs.rbi.org.in/rdocs/Speeches/PDFs/DGVVAS34AEAD82174B44EA854710B1103E0988.PDF>
- <https://ncert.nic.in/ncerts/l/leec106.pdf>

M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI-34*Effective for the batch of candidates admitted in 2018-2019***B.A. ECONOMICS****ACTIVITY PLANNER**

(These activities are only indicative. Subject faculty can innovate)

S.NO	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Collection and presentation of data on inflation and unemployment	Illustration skills, Inferential skills, Research skills		
2	Assignment on the concepts of development, economic development and sustainable development	Critical thinking skills		
3	Assignment: Visualising and interpreting fluctuations in economic activity	Research skills		
4	Class Discussion: Discuss the trade-offs in macroeconomic policies and analyse the role of economic policies in the covid era 2020	Critical thinking skills		Exposure to economic environment
5	Analyse the change in rate of interest and economic growth rate in India with the help of data available on the world bank site. Comment whether your illustrations of collected data fits in to the theoretical framework of IS-LM-BP	Illustration skills, Inferential skills	Competitive exam skills	

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COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Differentiate the types, analyse the causes of inflation and establish the relationship between inflation and unemployment	1,4	An
CO 2	Analyse the theories of economic growth and development	3	An
CO 3	Analyse the current business phase of the global and local economy by applying the theory of business cycles.	1,4	An
CO 4	Examine the objectives and instruments of Monetary and fiscal policies	1,5	An
CO 5	Evaluate the various tools of macroeconomic policy and their role in economic stabilisation	5	E

***PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome;
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B.A. ECONOMICS
CORE XII: MONETARY ECONOMICS- II

COURSE CODE: 18UECO314	YEAR/SEM: III/VI	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To introduce students to the constituents of Indian banking system and their functioning and provide an overview of Global monetary institutions

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To describe the functions and process of credit creation by commercial banks
Co2	To critically analyse the reforms and policies that have shaped the banking sector today
Co3	To explain the functions of Central Bank and its role in formulation and implementation of monetary policy
Co4	To understand the functioning of development banks in India and its impact on agriculture and industry
Co5	To develop an understanding of the working mechanism of global monetary systems

COURSE CONTENT

Unit – I Commercial Banking

Commercial Banking - Structure and Functions - Credit Creation - Balance Sheet of a Bank. (10 hours)

Unit – II Nationalization and Banking Reforms

Nationalisation of Banks - A critical appraisal of the progress of commercial banking after nationalization - Recent reforms in banking sector in India - Inclusive Banking - Micro Finance. (10 hours)

Unit – III Central Banking

Central Banking - Functions of Reserve Bank of India - Its role in agricultural and industrial development - RBI and credit control - Monetary Policy - Objectives - RBI and monetary policy. (15 hours)

Unit – IV Development Banks

Role of NABARD, SIDBI in Agricultural and Industrial Development. (10 hours)

Unit – V Euro, IMF and World Bank

Euro currency - Important features of the market - An evaluation of the currency - IMF - Role, objectives - SDR scheme - India and World Bank (15 hours)

TEXT BOOKS:

- R.R. Paul (2013), Monetary Economics, Kalyani Publishers, 10th revised edition

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REFERENCE BOOKS:

- Jagdish Handa: Monetary Economics, Routledge; 1st Edition (18 September 2008)
- Pierce and Shaw, (1985), Monetary Economics: Theories, Evidence and Policy, Butterworth-Heinemann Ltd; 2nd revised edition
- R.Cauvery, N.Kruparani, U.K,Sudhanayak, A.Manimekhalai, (2012), Monetary Economics, S.Chand and Company limited.
- Vaish M C (1985), Money, Banking, Trade and Finance, Wiley Eastern Publication

WEB RESOURCES:

- [Reserve Bank of India \(rbi.org.in\)](http://Reserve Bank of India (rbi.org.in))
- www.imf.org
- www.worldbank.org

ACTIVITY PLANNER

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative, the Faculty member can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Group Discussions – The various Examples of Banks that are present around us	Analytical skills, Communication skills		
2	Individual Activity – To find the Annual reports of any commercial bank, and go through Balance sheet	Research skills	Interpreting balance sheets	
3	Class Discussions – How nationalization policy failed due to strong interference of politics.	Collaborative learning		
4	Documentary review: Netflix Documentary “Bad Boy Billionaires”	Analytical skills		
5	Individual Activity- Interaction Sheet, marking the relevant Monetary Policy Instruments from RBI website	Critical thinking skills		
6	Group Discussions: Offshore Banking and its latest development in the Indian Markets	Cooperative learning, Communication skills		

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B.A. ECONOMICS

COURSE OUTCOMES:

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Describe and analyse the structure and functioning of the Indian banking system	1	An
CO 2	Appraise the key reforms of the Banking Sector	3	An
CO 3	Evaluate the role of central bank and tools of monetary policy	2	E
CO 4	Outline the importance of development banks in a developing economy	5	An
CO 5	Critically analyse the role of the IMF and World Bank in economic stabilization	5	E

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B.A. ECONOMICS
CORE XIII: INTERNATIONAL ECONOMICS II

COURSE CODE: 18UECO315	YEAR/SEM: III/VI	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To provide conceptual understanding of foreign exchange market and working of international monetary and trade organizations

COURSE OBJECTIVES (Co):

Co No.	COURSE OBJECTIVE
Co1	To compare fixed and flexible exchange rate systems and illustrate the determination of exchange rates
Co2	To introduce the theories of rate of exchange
Co3	To classify the different types and forms of foreign capital
Co4	To develop an understanding of the working mechanism of international monetary institutions
Co5	To explain the different types of economic integrations and their impact on world trade

COURSE CONTENT:

Unit – I Rate of Exchange - I

Exchange Rate: Meaning - Determination of Equilibrium of exchange rate - Fixed and Flexible Exchange Rate.

(12 hours)

Unit – II Rate of Exchange - II

Foreign Exchange Market: Functions - Transfer function - Credit Function - Hedging Function. Theories of Exchange Rate: Mint theory - Purchasing power parity theory - Balance of payment theory.

(12 hours)

Unit – III Foreign Capital, FDI, FII

Role of foreign capital in economic development - issues in foreign capital in economic development - issues in foreign direct investment - FDI and FII - Multinational Corporations - Joint Ventures.

(12 hours)

Unit – IV IMF and International Liquidity

Foreign aid - International Monetary System - IMF - SDR - International Liquidity.

(12 hours)

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Unit – V Integrations and Institutions

Trade and Development - **Economic Integration, Meaning, Types** - World Bank, GATT, WTO: Structure, Objectives, Functions and Working.

(12 hours)

TEXT BOOKS:

- D.M. Mithani (2017), International Economics, Himalaya Publishing House, Mumbai, 8th revised edition.
- Dennis Appleyard and Alfred Field (2014), International Economics, McGraw Hill Publication, 8th edition

REFERENCE BOOKS:

- Dominick Salvatore (2014), International Economics, John Wiley International Student Edition.
- Paul Krugman, Maurice Obstfeld and Marc Melitz, Addison (2014) – Wesley International Economics: Theory and Policy, Pearson Education Indian Edition.
- Jhingani, M.L.(2016). : International Economics, Vikas Publishing House, 7th edition
- Cherunilam Francis (2008) : International Economics, McGraw Hill Education India Pvt Ltd, 5th Edition

WEB RESOURCES:

- <https://www.preservearticles.com/economics/what-are-the-important-functions-of-foreign-exchange-market/12058>
- <https://www.economicdiscussion.net/foreign-exchange/theories-foreign-exchange/theories-of-exchange-rate-determination-international-economics/30637>
- <https://stats.oecd.org/glossary/detail.asp?ID=3584#:~:text=The%20equilibrium%20exchange%20rate%20is,where%20markets%20are%20fully%20efficient.>
- <https://www.microeconomicsnotes.com/rate-of-exchange/rate-of-exchange-types-determination-equilibrium-rate-factors-and-examples/16120>

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(These activities are only indicative, the Faculty member can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Group Discussion: Determination of Exchange rates	Collaborative learning		
2	Classroom activity: Computing exchange rates	Computational Skills		
3	Open forum: Functions of Forex markets	Interactive learning		
4	Critical Analysis: Theories on Exchange rate	Critical thinking skills		
5	Think-Pair-Share: MNCs and Joint Ventures	Strategic thinking, Cooperative learning		
6	Concept Mapping: International Liquidity	Summarization skills		
7	Debate: Do REIs make economic sense for India?	Analytical skills, Research skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Critically explain the mechanism of exchange rate determination	1	E
CO 2	Predict and analyse movements in the value of currencies in response to changes in the world economy	2,4	An
CO 3	Analyse the links between trade, international finance, economic growth and globalisation	2	An
CO 4	Evaluate the role of international organizations in the global economy	5	E
CO 5	Outline the significance of Regional economic integrations in promoting foreign trade	3	An

*PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

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B.A. ECONOMICS
CORE XIV: FISCAL ECONOMICS II

COURSE CODE: 18UECO316	YEAR/SEM: III/VI	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To introduce students to government intervention and its implications for financial allocation and distribution

COURSE OBJECTIVES(Co):

Co No.	COURSE OBJECTIVE
Co1	To elucidate the importance and impact of Public Debt
Co2	To explain the concept of Fiscal Federalism and financial devolutions
Co3	To analyse the consequences of Deficit financing on the economy
Co4	To classify the components and structure of the Union Budget
Co5	To illustrate the financial functions and problems of local governments

COURSE CONTENT:

Unit I: Public Debt

Public Debt - Meaning — Comparison of Private and Public debt – Objectives of Public debt – Classification of Public Debt , Causes, Effects and Redemption of public debt – Public debt management in India
(10 hours)

Unit II: Fiscal Federalism

Meaning – Principles of Fiscal Federalism – Objectives of Finance Commission – Recommendations of 12th, 13th, 14th Finance Commission – Co-operative Federalism-NITI Aayog - Centre State Financial Relations.
(15 hours)

Unit III: Deficit Financing

Meaning – Objectives – Causes of Deficit Financing – Impact of Deficit financing – Advantages and Disadvantages of Deficit Financing.
(10 hours)

Unit IV: Budget

Meaning and Definition of Budget – Objectives of the Budget – Structure of the Budget – Budgetary procedure in India – An overview of Current Union Government Budget.
(15 hours)

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Unit V: Local Governments

Local Governments – **Types of Local Governments** – Sources of Finance of Local Governments – Functions of local governments – Problems faced by Local Governments with regard to Finance

(10 hours)

TEXT BOOK:

- R. K. Lekhi & Joginder Singh (2017), Public Finance, Kalyani Publication, 11th edition.
- Musgrave. Richard and Peggy. Musgrave, (2018, 21st reprint), Public finance in Theory and Practice. Mcgraw-Hill Publications, 5th edition

REFERENCE BOOKS:

- Tyagi B. P. (2005). Brehm Prakash, Public Finance, Jai Prakash Nath and Co., Meerut
- Rosen, Harvey(2013), Public Finance, McGraw Hill Publications 8th edition
- Mithani .D.M. (2019) : Modern Public Finance : Theory and Policy , Himalaya Publishing House, 3rd edition.
- Bhatia, H.L. (2004). Public Finance, Vikas Publications, New Delhi.
- Chellaiah .R (2011) : Fiscal policy in under developed countries, Routledge, 3rd edition

WEB RESOURCES:

- https://www.rbi.org.in/scripts/FS_PDS.aspx
- <https://www.yourarticlelibrary.com/india-2/deficit-financing-in-india-its-purpose-advantages-and-defects/23410>
- <https://www.economicdiscussion.net/public-finance/deficit-financing/deficit-financing-meaning-effects-and-advantages/17460>
- <https://prsindia.org/budgets/parliament/union-budget-2021-22-analysis#:~:text=Expenditure%3A%20The%20government%20proposes%20to,higher%20than%20the%20budget%20estimate.>

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(These activities are only indicative, the Faculty member can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURSHIP (EN)
1	Group discussion: Objectives of Public debt	Collaborative learning		
2	Analysing statistics: Current debt levels in India		Research skills	
3	Critical evaluation: Recommendations of the Finance Commission	Critical thinking skills		
4	Group presentation: Deficit Financing	Presentation skills		
5	Comparative analysis of Union budgets	Analytical skills	Competitive exam skills	
6	Individual assignment: Types of Local Governments	Academic writing skills		

COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Outline the objectives and importance of public debt	1	An
CO 2	Examine the role of deficit financing in the fiscal framework	2	An
CO 3	Apply knowledge of the budget to evaluate India's Annual Budgets	5	E
CO 4	Evaluate the various tools of Fiscal Policy and its role in achieving economic goals	1	E
CO 5	Appraise the working of Federal finance in India	5	An

*PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

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B.A. ECONOMICS

CORE XV: HISTORY OF ECONOMIC THOUGHT

COURSE CODE: 18UECO317	YEAR/SEM: III/VI	MAX. MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS:60

GENERAL OBJECTIVE:

To familiarize the students with various schools of thought that shaped the theoretical and applied foundation of the economics discipline.

COURSE OBJECTIVES:

Co No.	COURSE OBJECTIVE
Co1	To outline the ideologies developed by mercantilists and physiocrats' schools of thought
Co2	To describe the working and economic ideas of the Classical school of thought
Co3	To illustrate the departure from classical to neo-classical school of thought
Co4	To explain the concept of Institutionalism and different disciplines under this thought
Co5	To compare and contrast the ideas of political economy enunciated by Marx and Keynes

COURSE CONTENT

Unit 1 Introduction

Introduction to History of Economic Thought and Significance – Mercantilism - Factors responsible for the rise of Mercantilism, Economic ideas of Mercantilists – Physiocracy – Concept of Natural Order – Circulation of Wealth

(12 hours)

Unit II Classical School

Classical School – Contributions of Adam Smith, David Ricardo, Thomas Robert Malthus and J.S. Mill

(12 hours)

Unit III Neo-classical School

Neo-classical School and Marginal Revolution – William Stanley Jevons and Carl Mengers, Alfred Marshall

(12 hours)

Unit IV Historical School and Institutionalism

Historical School and Institutionalism – Economic Ideas – Thorstein Veblen

(12 hours)

Unit V Keynes and Marx

Contributions of Karl Marx and J.M. Keynes

B.A. ECONOMICS

(12 hours)

TEXT BOOK:

Hajela T.N. (2017), History of Economic Thought, Ane Books Pvt. Ltd., 18th edition.

REFERENCE BOOKS:

- AgnarSandmo, (2010), Economics Evolving: A History of Economic Thought, Princeton University Press
- Lokanathan V (2018)- History of Economic Thought- S. Chand & Company.
- R.R. Paul – History of Economic Thought, Kalyani Publications (2014)
- Dr.V. Shanmuga Sundaram (1981) - Indian Economic Thought and Policies, S Chand & Company Ltd

WEB RESOURCES:

- <https://journals.sagepub.com/doi/full/10.1177/0973703019842673>
- <https://www.epw.in/journal/2015/32/notes/economic-survey-2014-15.html>
- <https://www.tandfonline.com/doi/abs/10.1080/09672567.2018.1449877>
- <http://citeseerx.ist.psu.edu/viewdoc/citations;jsessionid=E54EEF6A88305B2DDC620FAE2D971E66?doi=10.1.1.397.7633>
- <https://hbr.org/2002/04/wealth-happens>
- <https://www.youtube.com/watch?v=vR6nEasVGao>

Activity Planner

List of activities for Employability / Skill Development / Entrepreneurship Skill Development

(These activities are only indicative, the Faculty member can innovate)

S.NO.	DESCRIPTION OF ACTIVITY	ACTIVITIES THAT HAVE A DIRECT BEARING ON SKILL DEVELOPMENT (SD)	ACTIVITIES THAT HAVE A DIRECT BEARING ON EMPLOYABILITY (EM)	ACTIVITIES THAT HAVE A DIRECT BEARING ON ENTREPRENEURS HIP (EN)
1	Book review: Adam Smith ,David Ricardo and Thomas Malthus	Reading and comprehension skills		
2	Class Activity – Timeline of key economic ideas	Illustration skills		
3	Comparison of Marxian and Keynesian thought	Analytical skills		

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COURSE OUTCOMES:

On completion of the course the student will be able to

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Evaluate the mercantilist and physiocrats schools of thought	1,3	E
CO 2	Critically analyse the contributions of significant classical economic thinkers	1,3	E
CO 3	Critically analyze the contributions of the main schools of economic thought	1, 3	E
CO 4	Analyze foundations of the approaches in the economics of 19 th and 20 th centuries	1, 3	An
CO 5	Compare the ideas of Marx and Keynes	1,3	An

***PSO – Programme Specific Outcome; Co – COURSE OBJECTIVE; CO – Course Outcome;
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