

# MASTER OF ARTS (ECONOMICS)

## M.A. (Economics)

(OPEN AND DISTANCE LEARNING)

# PROGRAMME PROJECT REPORT (PPR)



DRONACHARYA-CENTER FOR ONLINE AND DISTANCE EDUCATION [D-CODE]

CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY

KALYANPUR, KANPUR (UP)-208024

Accredited with Grade A++ by NAAC & UGC Category-I University

## ABOUT THE UNIVERSITY

Chhatrapati Shahu Ji Maharaj University Kanpur, a premier landmark of higher education in Uttar Pradesh is named after the great social reformer Chhatrapati Shahu Maharaj also known as Rajarshi Shahu. It is a well-established and respected educational community where students of all backgrounds study and work together in a congenial and encouraging academic atmosphere. The university is geared to provide maximum scholastic benefit to each individual student and nurture them to achieve their full potential and evolve as a responsible global citizen

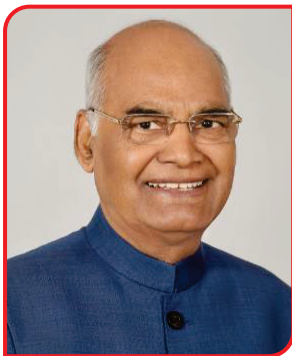
## VISION

To enlighten and empower humanity by nurturing future leaders and change agents for universal development and societal transformation.

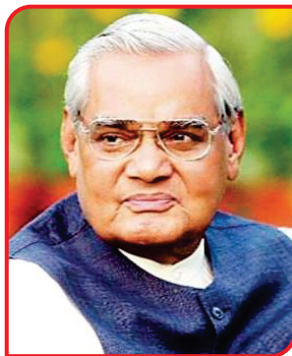
## MISSION

To work towards sustainable excellence in global standards of academia, technology-centric learning, robust research ecosystem, institutional distinctiveness and harmonious social diversity.

## OUR ALUMNI



**Shri Ram Nath Kovind**  
Former President of India



**Bharat Ratna Shri Atal Bihari Bajpai**  
Former Prime Minister of India



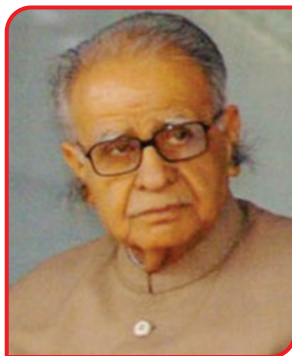
**Dr. Harsh Vardhan**  
Union Cabinet Minister



**Shri Gopal Das Neeraj**  
Indian poet; Author of Hindi literature



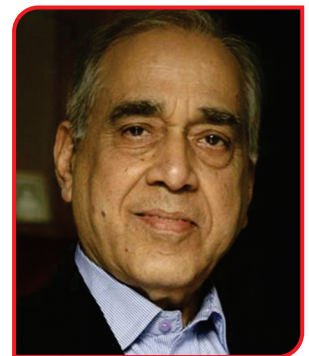
**Shri Ajeet Doval**  
National Security Advisor of India  
to Prime Minister



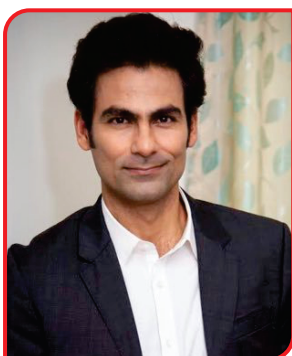
**Shri T.N Chaturvedi**  
Governor of Karnataka & Comptroller &  
Auditor General of India



**Shri Sanjay Kothari**  
Secretary to the President  
& Central Vigilance Commissioner



**Shri Nripendra Misra**  
Principal Secretary to  
the Prime Minister of India



**Shri Mohammad Kaif**  
Former Indian Cricketer



**Shri David Dhawan**  
Director of Hindi films



**Shri Abhijeet Bhattacharya**  
Indian Playback Singer



**Shri Irshad Mirza**  
Indian Industrialist

## About the programme

This programme typically refers to a Master of Arts degree in Economics that is offered through distance learning, allowing students to study remotely without the need to attend traditional in-person classes. These programs are often designed to accommodate the needs of working professionals or individuals who are unable to commit to a full-time, on-campus program due to various reasons such as job commitments, family responsibilities, or geographical constraints. CSJM University, a category-1 and NAAC A++ university is offering those students a best and easy path to develop their skills. This is a 2 years of 4 semester programme. This programme will help those students with improving leadership quality and better understanding in economics also will improve opportunity for secure financial life.

## Vision of the University

To enlighten and empower humanity by nurturing future leaders and change agents for universal development and societal transformation.

## Mission of the University

To work towards sustainable excellence in global standards of academia, technology-centric learning, robust research ecosystem, institutional distinctiveness and harmonious social diversity.

### I. The mission and objectives of a Master of Arts (MA) in Economics program

The mission and objectives of an open program for a Master of Arts (MA) in Economics would be tailored to cater to a diverse range of learners who seek accessible, flexible, and high-quality education in economics. Here's a proposed framework for the mission and objectives:

#### 1. Mission:

- The mission of the open program for MA in Economics is to provide accessible and flexible graduate-level education in economics to a diverse community of learners, regardless of their geographic location, socioeconomic background, or prior educational experiences.
- The program aims to empower learners with advanced knowledge and skills in economic theory, quantitative methods, and empirical analysis, fostering critical thinking, analytical reasoning, and problem-solving abilities within an economic framework.

- Through innovative pedagogical approaches and technological advancements, the program seeks to promote lifelong learning, personal enrichment, and professional development in the field of economics, contributing to individual growth, societal advancement, and global understanding.

## 2. Objectives:

- **Accessibility:** To make graduate education in economics accessible to a broad spectrum of learners, including working professionals, non-traditional students, and individuals with diverse backgrounds, by offering flexible study options such as online courses, part-time enrollment, and self-paced learning modules.
- **Flexibility:** To provide learners with flexible learning pathways that accommodate their unique needs, preferences, and constraints, allowing them to balance their studies with work, family, and other commitments while progressing towards their academic and career goals.
- **Excellence:** To maintain high academic standards and ensure the quality and rigor of the program's curriculum, faculty, and learning resources, fostering a supportive and intellectually stimulating learning environment that encourages academic excellence, critical inquiry, and scholarly engagement.
- **Engagement:** To foster active engagement and collaboration among learners, faculty, and practitioners in economics and related fields, providing opportunities for interdisciplinary dialogue, peer learning, and networking through virtual forums, discussion groups, and collaborative projects.
- **Practical Relevance:** To equip learners with practical, real-world skills and knowledge that are relevant to contemporary economic issues and challenges, preparing them for a wide range of career opportunities in academia, government, industry, international organizations, and the non-profit sector.
- **Innovation:** To embrace innovation and leverage technology-enhanced learning tools and methodologies to enhance the learning experience, promote interactive and experiential learning, and facilitate the exploration of cutting-edge research and developments in economics.



- **Diversity and Inclusion:** To foster a diverse and inclusive learning community that values and respects the perspectives, experiences, and contributions of all learners, promoting equity, diversity, and inclusion in economics education and research.

These objectives collectively aim to fulfill the mission of the open program for MA in Economics by providing learners with accessible, flexible, and high-quality education that empowers them to succeed in their academic pursuits, professional endeavors, and personal aspirations in the field of economics.

#### **Programme Outcomes:**

- The Master of Arts in Economics program is designed with the aim of developing students' in-depth knowledge of leading areas of economic theory and methods, so that they are able to apply the knowledge to study real-world economic problems.
- The curriculum has a strong focus on theoretical and quantitative skills and trains students in the collection and analysis of data using their software skills. The program offers special elective courses, which allow students to continue their studies in their area of interest. Students are required to submit reports and present their field-study findings. Furthermore, to hone the writing and analytical skills of the students, they are required to submit a term paper on a current economic problem. Thus, the objective of the Masters Program in Economics is to:
- Prepare students to develop critical thinking to objectively investigate various socio-economic issues, bridging the gap between theory and practice.
- Equip students with the skills to analyze problems, formulate a hypothesis, evaluate and verify the results, and draw appropriate conclusions.
- Prepare students to pursue research or careers that provide employment through entrepreneurship and innovative methods. Because today's unemployment problem can also be solved by developing micro and small entrepreneurship.
- Prepare students to develop their own thinking/opinions in relation to current national or international policies and issues
- Create awareness to become a rational and enlightened citizen so that they can take the responsibility of spreading the initiatives/schemes of the government in rural areas for the upliftment of poor or weaker section of the society for inclusive development.

#### **Program Learning Outcomes:**

- At the end of the programme, students will have substantial competence in leading areas of economic theory and methods. Students will gain additional expertise through elective courses. They will be able to use common software to analyze economic data.

- Furthermore, students will be able to conduct in-depth analysis of economic issues based on their understanding of economic theory, which will not only increase employment opportunities but will also help them in pursuing doctoral studies. Taking into account the objectives of the programme, the specific learning outcomes of the Master in Economics are:
- To understand the basic assumptions in various economic theories and enhance the abilities to develop ideas based on them.
- Prepare and motivate students for research studies in economics by collecting primary data through field surveys, especially by developing questionnaires. Provide knowledge of a wide range of econometrics techniques using Excel or other statistical software.
- Motivate students to extract or use various websites for secondary data collection, formulate concepts for various aspects of economic studies and gather latest information provided by various universities, UGC or ICSSR.
- Motivate students to prepare for various competitive exams, NET, SET, Indian Economic Services etc. by giving assignments, following routine or developing discipline/concentration etc., by adding or achieving value day by day.

## II. **Relevance of MA Economics Programme in Chhatra Pati Shahu Ji Maharaj University Kanpur's Mission and Objectives**

The relevance of an open program for a Master of Arts (MA) in Economics to the mission and objectives of Chhatrapati Shahu Ji Maharaj University, Kanpur, depends on how well the program aligns with the university's overarching goals and values. While I don't have specific details about the university's mission and objectives, I can provide insights into how an open MA in Economics program could potentially contribute:

1. **Accessibility and Inclusivity:** If the university prioritizes accessibility and inclusivity in education, an open MA in Economics program can align well with this objective. By offering flexible learning options such as online courses, part-time enrollment, and distance education, the program can reach a wider range of learners who may face barriers to traditional on-campus education due to geographical, financial, or personal constraints.
2. **Quality Education:** Universities often aim to provide high-quality education that meets academic standards and prepares students for success in their chosen fields. An open MA in Economics program should uphold these standards by offering a rigorous curriculum, experienced faculty, and robust support services to ensure that learners receive a quality education that is on par with traditional programs.

3. **Lifelong Learning and Continuing Education:** If the university values lifelong learning and continuing education, an open MA in Economics program can contribute by providing opportunities for individuals to upgrade their skills, pursue personal interests, or advance their careers through graduate-level education in economics. The program can cater to diverse learners, including working professionals, non-traditional students, and lifelong learners, who seek flexible and accessible educational opportunities.
4. **Community Engagement and Outreach:** Universities often seek to engage with their local communities and contribute to societal development. An open MA in Economics program can facilitate community engagement and outreach by offering educational resources, expertise, and research opportunities to individuals, organizations, and policymakers in the region. This engagement can foster collaboration, knowledge exchange, and socioeconomic development within the university's broader community.
5. **Research and Innovation:** If the university prioritizes research and innovation, an open MA in Economics program can support this objective by encouraging scholarly inquiry, promoting interdisciplinary research collaborations, and fostering the dissemination of research findings in economics and related fields. The program can serve as a hub for intellectual exchange, innovation, and knowledge creation, contributing to the advancement of economic knowledge and practice.

Overall, the relevance of an open MA in Economics program to Chhatrapati Shahu Ji Maharaj University, Kanpur's mission and objectives lies in its potential to expand access to quality education, promote lifelong learning and community engagement, foster research and innovation, and contribute to the university's broader goals of academic excellence and societal development. By aligning the program with the university's values and priorities, it can serve as a valuable resource for learners, faculty, and communities both within and beyond the university's campus.

### III. Nature of prospective target group of learners:

In an open program for a Master of Arts (MA) in Economics, the prospective target group of learners is even more diverse compared to traditional programs. Here's an overview of the nature of the prospective target group:

1. **Non-Traditional Students:** MA economics program often attract students who do not fit the typical mold of full-time, on-campus learners. This may include working professionals, parents, caregivers, or individuals with other commitments that prevent them from pursuing a traditional, full-time academic program.
2. **Flexible Learners:** Prospective students of the program tend to value flexibility in their education. They prefer this study options that allow them to balance their studies with work, family, or other responsibilities. As such, they may appreciate program that offer asynchronous learning, self-paced courses.
3. **Lifelong Learners:** This program often appeals to individuals who view education as a lifelong pursuit. These learners may be motivated by personal or intellectual curiosity rather than specific career goals. They seek opportunities to deepen their understanding of economics and engage in scholarly discourse outside of a formal academic or professional context.
4. **Career Advancers:** Some prospective students in open MA in Economics programs are looking to advance their careers or transition to new roles within the field of economics or related areas. They may already have some professional experience but seek additional credentials or specialized knowledge to enhance their career prospects.
5. **Global Learners:** This program has the potential to attract a geographically diverse student body, including learners from different countries and cultural backgrounds. These students may be seeking an internationally recognized qualification or wish to gain insights into economic issues from a global perspective.
6. **Economically Diverse Students:** The program appeals to students from diverse socioeconomic backgrounds who seek affordable and accessible educational opportunities. These learners may appreciate programs that flexible payment options to make education more accessible.
7. **Skill Up-graders:** Some prospective students may enroll in an open MA in Economics program to upgrade their skills or transition to new career paths within economics or related fields. They may be looking to acquire advanced quantitative, analytical, or research skills that are in demand in today's job market.



8. **Specialized Learners:** This program attracts the students with specific interests or career goals within economics, such as environmental economics, development economics, or financial economics. These learners may seek programs that offer specialized tracks, concentrations, or elective courses tailored to their areas of interest.

Overall, the nature of the prospective target group in an open MA in Economics program is characterized by diversity in terms of background, motivations, and goals. As such, these programs should be designed to cater to the unique needs and preferences of a wide range of learners, offering flexible learning options, accessible resources, and opportunities for personalized academic and professional development.

#### IV. **Appropriateness of program to be conducted in Open and Distance Learning mode to acquire specific skills and competence**

Conducting a Master of Arts (MA) in Economics program in an Open and Distance Learning (ODL) mode can be highly appropriate for acquiring specific skills and competence for several reasons:

1. **Flexibility:** This program offers flexibility in terms of time, location, and pace of learning. Learners can access course materials, lectures, and assignments remotely, allowing them to balance their studies with work, family, or other commitments. This flexibility enables learners to acquire new skills and competence without having to put their careers or personal lives on hold.
2. **Accessibility:** This program are accessible to a wider range of learners, including those who may face barriers to traditional, on-campus education due to geographical, financial, or personal constraints. Learners from diverse backgrounds and locations can enroll in the program without having to relocate or commute to a physical campus, thereby increasing access to education and opportunities for skill development.
3. **Self-paced Learning:** ODL program often employs self-paced learning approaches, allowing learners to progress through the curriculum at their own speed. This self-directed learning model empowers learners to take control of their education, focus on areas of interest or weakness, and allocate time and resources according to their individual learning needs and preferences.

4. **Applied Learning Opportunities:** This program incorporates practical, hands-on learning opportunities to help learners apply theoretical concepts to real-world situations. Virtual simulations, case studies, group projects, and internships can provide learners with practical experience, problem-solving skills, and industry-relevant competencies that are essential for success in the field of economics.
5. **Cost-Effectiveness:** This program is more cost-effective compared to traditional on-campus programs, as they typically require fewer physical resources and infrastructure. Additionally, learners can save on expenses related to transportation, accommodation, and other incidental costs associated with attending classes in person.

Overall, conducting an MA in Economics program in an Open and Distance Learning mode can be highly appropriate for acquiring specific skills and competence, as it offers flexibility, accessibility, self-paced learning, technology-enhanced instruction, applied learning opportunities, personalized support, and cost-effectiveness. These features make ODL program an attractive option for learners seeking to enhance their skills and competencies in economics while balancing their professional and personal commitments.

**V. Instructional Design of Open and Distance Learning mode to acquire specific skills and competence:**

Designing the instructional framework for an Open and Distance Learning (ODL) mode of a Master of Arts (MA) in Economics program to acquire specific skills and competence requires careful consideration of various factors to ensure effectiveness, engagement, and learner success. Here's a structured approach to instructional design for such a program:

**A. Curriculum Design**

The curriculum of the Master of Arts in Economics program, designed with the help of industry expertise, Bloom's taxonomy and faculty knowledge, provides students with a comprehensive and up-to-date education in the field of business administration. By incorporating the latest industry knowledge and trends, the curriculum ensures that students are prepared for the demands of the modern business world. Bloom's Taxonomy is used to build learning objectives that focus on developing higher order thinking skills, such as critical analysis, problem solving, and evaluation, which helps students gain a deeper understanding of economic concepts. The expertise and subject knowledge of faculty adds depth and breadth to the curriculum, providing students with the tools they

need to succeed in their future careers. With a strong emphasis on practical learning and real-world applications, the curriculum of the M.A. in Economics equips students with the skills and knowledge needed to succeed in today's competitive business environment.

SEME STER	COURSE CODE	TYPE	COURSE TITLE	CREDITE	CIA	ESE	MAX. MARKS
I	A080701T	CORE	Micro-Economic Analysis-II	5	25	75	100
	A080702T	CORE	Macro Economic Analysis-I	5	25	75	100
	A080703T	CORE	Public Finance	5	25	75	100
	A080704T	CORE	Demography	5	25	75	100
II	A080801T	CORE	Micro-Economic Analysis-II	5	25	75	100
	A080802T	CORE	Macro Economic Analysis-II	5	25	75	100
	A080803T	ELECTIVE	Agriculture Economics	5	25	75	100
	A080804T		Elementary Statistics				
	A080805T	ELECTIVE	Research Methodology	5	25	75	100
	A080806T		Indian Public Finance				
	A080807R	PROJECT	Research Project/Industrial Training/Survey Work & Viva Voce	8	25	75	100
		MINOR ELECTIVE	From Other Faculty (In 2 <sup>nd</sup> Semester)	4/5/6	25	75	100
III	A080901T	CORE	International Economics	5	25	75	100
	A080902T	CORE	Economics of Growth	5	25	75	100
	A080903T	ELECTIVE	Indian Economic Policy	5	25	75	100
	A080904T		Environmental Economy				
	A080905T	ELECTIVE	Quantitative Analysis	5	25	75	100
	A080906T		Industrial Economics				
IV	A081001T	CORE	Money Economics	5	25	75	100
	A081002T	CORE	Economics of Development	5	25	75	100
	A081003T	ELECTIVE	Rural Economics	5	25	75	100
	A081004T		Social Sector and Development Issues				
	A081005T	ELECTIVE	Economic Thought	5	25	75	100
	A081006T		Labour Economic				
	A081007R	PROJECT	Research Project/Industrial Training/Survey Work & Viva Voce	8	25	75	100

## **B. Detailed Syllabus - Annexure-1**

**C. Duration of the Programme:** 02 years; divided into 04 semesters.

## **D. Faculty and Support Staff requirement:**

Academic Staff

1-Programme Coordinator, 1- Course Coordinator, 1-Course Mentor per batch of 50 students

## **E. Instructional Delivery mechanisms & Identification of Media**

The teaching methodology of this subject will be different from other traditional methodologies. Courses (regular/physical) are held at the university. A student-centered and student-friendly approach is required in distance courses. This is also important because learning and teaching are delivered through print media rather than face-to-face communication.

### **VI. Self-learning materials (SLM) should be developed in print media.**

- Self Learning Material (SLM) will be self-explanatory, self-sufficient, self-directed, self-motivated and self-assessable.
- The SLM will contain a complete course description including an overview of the modules, as well as objectives, activities, tasks and additional resources.
- There must be a description of the approved value for each unit or unit of the course.
- There should be clear guidelines regarding academic integrity and netiquette expectations regarding activities, discussions, and plagiarism.
- The level and style of presentation and language should be simple and appropriate to facilitate e-learning.
- The content must be interactive with the appropriate use of graphics, animation simulations, etc. to keep students interested.

### **VII. Student support service systems**

The main goal of student support service systems is to promote independent or independent study. Study among distance learners in the absence of regular face-to-face teaching. All the time Educational support will be provided to students. Support will be available all the time in the following areas:



- Information, tips and advice about the programme.
- Advice before admission, during admission, and after admission.
- Introduction for new students.
- Provide academic advising schedules and practice schedules.
- Evaluate students and exchange feedback.
- Support with other academic and administrative inquiries such as registration and examination Rating, comments, etc.

### **VIII. Procedure for Admissions, Curriculum Transaction and Evaluation**

The purpose of providing a Distance MA Economics Program serves several significant objectives catering to the needs of diverse learners and addressing various challenges in accessing higher education with Accessibility, Flexibility, Cost-effectiveness, Global Reach, Lifelong Learning and Skill Development.

#### **Procedure for Admission**

Any graduate, having minimum 45 percent can apply for admission in MA economics Program.

#### **Cost estimate of the program and the provisions**

Suggested Fee for MA Economics program is as per the CSJM University norms (These cost include Self Learning Material cost, Learning Management System maintenance cost and Subject Matter Expert cost).

#### **Curriculum Transaction and Evaluation**

The marking is divided into two parts:

- A. For continuous internal assessment (CIA) through projects and assignment writings, and
- B. For end semester evaluation through offline examination.

### **IX. Quality assurance mechanism and expected programme outcomes**

#### **A. Quality assurance mechanism**

The online MA Economics program is attuned to the latest pedagogies and prepares you for many contours your professional life might take.

- The key points which make our offered programme much better in terms evaluation criteria:
- The programme is being offered by NAAC A++ ranked Chhatrapati shahu Ji Maharaj University, Kanpur.

- Highly qualified faculty who bring professional experience into the classroom.
- Relevant courses those are immediately applicable to the workplace.
- Dedicated student support services.
- Flexible ways to learn.

## **B. Programme Learning Outcomes**

### **i. Knowledge of business processes and management:**

He has a wide range of knowledge in business management concepts and current business practices. Environment and emerging technologies are to support and sustain businesses.

### **ii. Research and business intelligence skills:**

i) Acquire qualitative and quantitative skills to enhance, synthesize and analyze actions Information.

2) Apply theoretical and technical knowledge and skills to provide socially responsible business Solution.

### **iii. Training in problem solving and decision making:**

Acquire problem-solving, decision-making, and critical thinking skills to provide viable solutions Labor problems.

### **iv. Those looking for creativity and innovation:**

i) Explain the nature of creativity and innovations and translate ideas into opportunities and an act.

2) Show how creativity and innovations are initiated, incorporated and managed..

### **v. Intercultural communication:**

Communicate effectively in international and multicultural contexts and facilitate collaboration.

### **vi. Teamwork:**

A. Has the ability to work and collaborate as a member of a team and contribute to the achievement of the team's objectives.

B. Demonstrate the ability to responsibly collaborate with others for effective dissemination.

- C. Learning/project outcomes for a variety of audiences using advanced business and communication skills.

**vii. Global Citizen/Ethics:**

- A. Define, explain and articulate the fundamentals of business ethics and become a global citizen,  
B. Identify, explain and clarify the importance of ethical behavior and resolve ethical problems thereof.

**Appendix-1**

**NOTE:**

- C. **\*a minor elective from other faculty shall be chosen in 1<sup>st</sup> year (either's/ II semester) from one of these papers; Education, Political Science and .....(Name of Specific Paper)**
- D. In both years of PG program, there will be a Research Project or equivalently a research oriented Dissertation as per guidelines issued earlier and will be of 4credit (4hr/week), in each semester. The student shall submit a report/dissertation for evaluation at the end of the year, which will be therefore of 8 credits and 100 marks
- E. Research project can be done in form of Internship/Survey/Field work/Research project/ Industrial training, and a report/dissertation shall be submitted that shall be evaluated via seminar/presentation and viva voce.
- F. The student straight away will be awarded 25 marks if he publishes a research paper on the topic of Research Project or Dissertation.

<b>M.A. (Economics)</b> <b>Semester: I Paper -1</b>			
<b>Core Course: A080701T (Micro-Economic Analysis-1)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>Upon successful completion of the course, a student will be able to develop a good understanding of the main microeconomic concepts that economists use to understand the decision-making process by an economic agent.</li> <li>The student must be able to apply mathematical tools and techniques to study the behavior of economic agents.</li> <li>Furthermore students will be able to identify the strategic behavior of economic agents and formulate them in a game theoretic framework.</li> <li>Understand the strategic considerations under monopoly &amp; oligopoly market conditions and their application in economic decision making.</li> </ul>			
<b>Blocks</b>		<b>Units</b>	
<b>Block-1:</b> <b>Demand analysis</b>		<b>Unit-1:</b> Demand Analysis theories of demand, indifference curves (price, income, and substitution effect) <b>Unit-2:</b> Slutsky theorem, compensated demand curve and their application <b>Unit-3:</b> Hick's theory of Consumer Choice	
<b>Block-2:</b> <b>Cost and Production</b>		<b>Unit-1:</b> Theory of Cost <b>Unit-2:</b> Production function-short period and long period, the law of variable proportion and returns to scale iso-quant curve <b>Unit-3:</b> Technical Process and Production Function, Cobb-Douglas Production Function <b>Unit-4:</b> modern theories of costs- empirical evidence, derivation of costs functions from production functions	
<b>Block-3:</b> <b>Price Determination</b>		<b>Unit-1:</b> Price determination of a firm under monopolistic competition <b>Unit-2:</b> Chamberlin's equilibrium, theory of excess capacity, Chamberlin's concept of excess capacity, selling costs, <b>Unit-3:</b> oligopoly price leadership collusive oligopoly, Kinked Demand Curves <b>Unit-4:</b> Cournot's Model, Bertrand's Model, Edgeworth's Model price rigidity	
<b>Block-4:</b> <b>Neo-Classical Approach</b>		<b>Unit-1:</b> Theory of Marginal Productivity <b>Unit-2:</b> Product Exhaustion Theorem <b>Unit-3:</b> Theory of Distribution in Imperfect Market <b>Unit-4:</b> Theories of Rent, Interest, Wage and Profit	

**Suggested Readings:**

- Gould and Ferguson: Micro Economic Theory
- Koutsoyiannis: Modern Micro economics
- David Krepps: A course in Micro Economics Theory
- Andrew. Mas-Colel, Michael Dennis Whinston, Jerry R. Green: Micro Economics
- Handerson and Quandt: Micro Economic Theory: A mathematical approach
- Pynddick and Rubinfeld: Micro Economics



<b>M.A. (Economics)</b> <b>Semester: I Paper -11</b>			
<b>Core Course: A080702T (Macro Economic Analysis-I)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>Obtain an overview of the main advances in macroeconomic theory, with special emphasis on the policy prescriptions of previous macroeconomic schools of thought.</li> <li>Develop an understanding of the interrelationships between various macroeconomic variables and the way they impact the functioning of the economy as a whole, thus determining the direction of the economy.</li> <li>This course prepares students with a theoretical foundation on the evolution of money and a deep understanding of the utility of money in various macroeconomic frameworks.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: National Income &amp; Accounting Methods</b>	<b>Unit-1:</b> Circular Flow of Income in two, three and four sector economics <b>Unit-2:</b> Different forms of National Income Accounting- Social accounting <b>Unit-3:</b> Input-Output Accounting <b>Unit-4:</b> Flow of Funds Accounting and Balance of Payment Accounting		
<b>Block-2: Consumption Function</b>	<b>Unit-1:</b> Consumption Analysis, Short-Run & Long-Run Consumption Function <b>Unit-2:</b> Empirical Evidence on Consumption Function <b>Unit-3:</b> Income-consumption relationship-Absolute Income, Relative Income <b>Unit-4:</b> Life Cycle and Permanent Income Hypothesis		
<b>Block-3: Investment Function</b>	<b>Unit-1:</b> Marginal efficiency of Investment and level of investment-long run & short run <b>Unit-2:</b> The Accelerator and Investment Behaviour <b>Unit-3:</b> Multiplier and Super Multiplier, Impact of Inflation <b>Unit-4:</b> Influence of policy measures on investment-empirical evidence.		
<b>Block-4: Neo-Classical &amp; Keynesian Synthesis</b>	<b>Unit-1:</b> The IS-LM Model, <b>Unit-2:</b> Extension of IS-LM Model with government sector <b>Unit-3:</b> Relative effectiveness of monetary and fiscal policies, <b>Unit-4:</b> Extension of IS-LM models with labour market and flexible prices		

**Suggested Readings:**

- Abel and Bernanke: Macroeconomics, Pearson Education.
- Blanchard and Johnson, Macroeconomics, Pearson.
- David King, An Introduction to National Income Accounting, Edward Arnold.
- Dornbusch, Fischer, Startz, Macroeconomics, McGraw-Hill.
- G. Ackley, Macroeconomics: Theory and Policy, MacMillan.
- N. Gregory Mankiw- Macroeconomics, Macmillan Worth Publishers.
- Richard T.Froyen, Macroeconomics, Pearson.
- Ruggles and Ruggles, National Accounting and Economic Policy, Edward Elgar.

<b>.M.A. (Economics)</b> <b>Semester: I Paper -III</b>			
<b>Core Course: A080703T (Public Finance)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>The overall outcome of the course is the development of an understanding of the financial resources of the public sector.</li> <li>Understanding the reasons for the existence of modern governments</li> <li>To be familiar with micro and macro aspects of public expenditure.</li> <li>Knowledge of external events and role of government.</li> <li>Understanding the mechanics of government budgeting.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Demand analysis</b>	<b>Unit-1:</b> Role of government in organized society <b>Unit-2:</b> public and private sector, cooperation or competition <b>Unit-3:</b> Private public goods, and Merit goods <b>Unit-4:</b> Market failure- imperfections, decreasing costs externalities		
<b>Block-2: Public Expenditure</b>	<b>Unit-1:</b> Wagner's law of increasing state activities, Wiseman Peacock Hypothesis <b>Unit-2:</b> Pure Theory of public expenditure, <b>Unit-3:</b> structure and growth of public expenditure, Programme budgeting, and zero bases budgeting <b>Unit-4:</b> Social cost-benefit analysis- project evaluation		
<b>Block-3: Taxation and Public Debts</b>	<b>Unit-1:</b> Theory incidence- Alternative concepts of incidence, Benefit and Ability to Pay approaches <b>Unit-2:</b> Theory of optimal taxation, The problem of double taxation <b>Unit-3:</b> Public Borrowing and price level principles of debt management and re-payment		
<b>Block-4: Objectives are Fiscal Policy</b>	<b>Unit-1:</b> Full employment, Anti- Inflation, Economic growth <b>Unit-2:</b> Redistribution of Income and Wealth, and Fiscal Policy for stabilization <b>Unit-3:</b> , Alternative managers of resources mobilization and their impact on growth, distribution and prices		

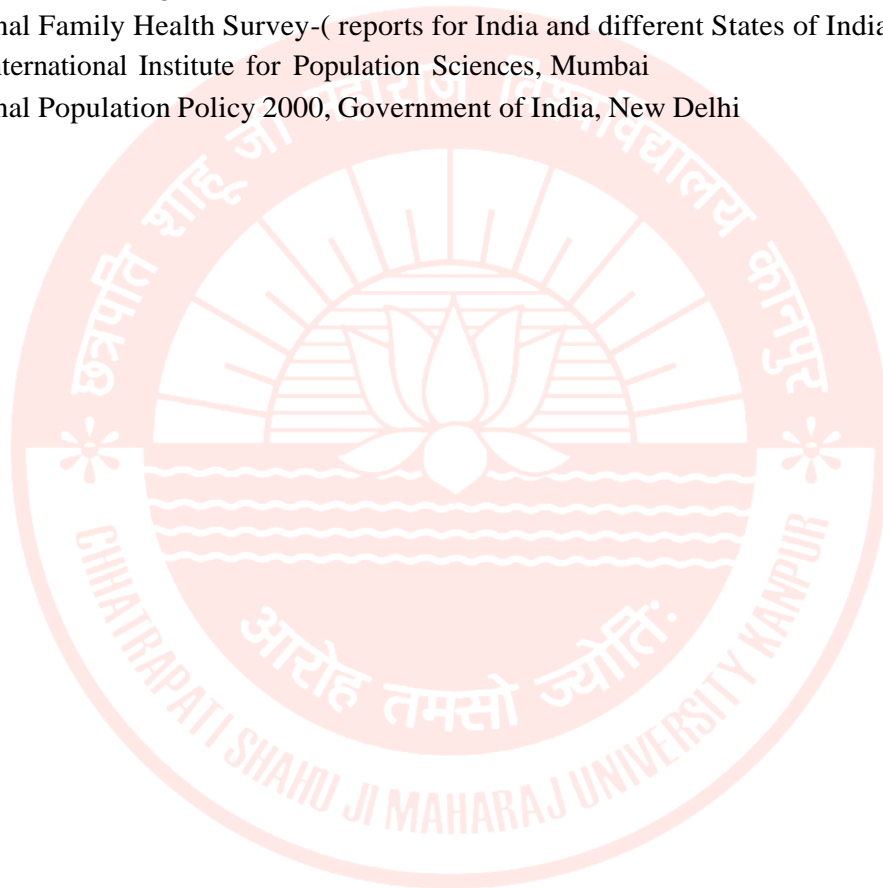
#### **Suggested Readings-**

- Backhaus, J. G. & Wagner, R. E. (2004): Handbook of Public Finance, Springer, US.
- Bhatia, A. K. (2013): Public Economics, Wisdom Press, India.
- Choudhary, R. K. (2014): Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi
- Dalton, H. (1922): Principles of Public Finance, Allied Publishers, Reprinted by Routledge (2009).
- Garg, R. & Garg, S. (2017): Handbook of GST in India, Bloomsbury India Professional.
- Gupta, J. R. (2011): Public Economics in India: Theory and Practice, Atlantic Publishers.
- Jha, Raghendra (2010): Modern Theory of Public Finance, New Age International Pvt. Ltd. India
- Musgrave, R. A. (1959): The Theory of Public Finance, MG-Hill Publication, New York

<b>M.A. (Economics)</b> <b>Semester: I Paper -IV</b>			
<b>Core Course: A080704T (Demography)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>Gain a good understanding of the basic principles of demography as well as key demographic issues and illustrations in the context of a large and diverse country like India.</li> <li>Have a clear understanding of the inter-relationship between demography and the process of economic development.</li> <li>Understand the basic components of population..</li> <li>Study the established theories of population.</li> <li>Understand various aspects of population Understand Explore Study population policy and its impact on socio-economic issues.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Introduction</b>	<b>Unit-1:</b> Meaning, Scope, Subject matter and importance of demography. Components of population growth and their Inter-dependence <b>Unit-2:</b> Population growth, poverty and economic development <b>Unit-3:</b> Theories of population: Malthusian Theory of population, Optimum theory of population, Theory of Demographic Transition <b>Unit-4:</b> Population explosion.International aspects of population growth and distribution: Methods of population projection and age pyramid. Life Table: Meaning and use of Life-Table		
<b>Block-2: Fertility, Mortality, Nuptiality and Migration</b>	<b>Unit-1:</b> Importance of study of fertility and its various measurements (CBR, GFR, TFR, ASFR, SFR, GRR and NRR). Factors affecting fertility- Socio-economic and cultural determinants <b>Unit-2:</b> Mortality and its various measurements (CDR, ASDR, IMR, SDR and MMR) <b>Unit-3:</b> Nuptiality Analysis: Concepts and determinants <b>Unit-4:</b> Migration & Urbanisation concepts and types, factors affecting migration, Unbanisation- growth and distribution of rural-urban population in developed countries.		
<b>Block-3: Population and Development with Reference to India</b>	<b>Unit-1:</b> Population, economy and environmental linkages. Population health, nutrition, productivity nexus <b>Unit-2:</b> Major sources of population and demographic data. Population policy in India. <b>Unit-3:</b> Public Borrowing and price level principles of debt management and re-payment <b>Unit-4:</b> Population and human development issues-cultures, education and fertility		
<b>Block-4: Sources and Methods of Demographic Data</b>	<b>Unit-1:</b> Census, Sampling, Vita Registration methods, NFHS/SRS and DHS <b>Unit-2:</b> Index of Human Development or Quality of life. <b>Unit-3:</b> Concept of Manpower, relationship between population, education, manpower and economic planning.		

### Suggested Readings:

- Agarwala S.N. India's Population Problem, Tata McGraw-Hill Co., Bombay.
- Bhende, Asha A. and Tara Kanitkar , Principles of Population Studies, Himalaya Publishing House, Mumbai
- Bose, A. , India's Basic Demographic Statistics, B.R. Publishing Corporation, New Delhi Bogue, D.J. , Principles of Demography, John Wiley, New York
- Chaubey, P.K. , Population Policy in India, Kanishka Publications, New Delhi.
- Different publications based on Census of India , published by Census Commissioner and Registrar General of India, New Delhi
- Family Welfare Programme in India, Year Book 2012, Government of India, New Delhi
- National Family Health Survey-( reports for India and different States of India) Government of India and International Institute for Population Sciences, Mumbai
- National Population Policy 2000, Government of India, New Delhi





<b>M.A. (Economics)</b> <b>Semester: II Paper -I</b>			
<b>Core Course: A080801T (Micro Economic Analysis -II)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>After completion of the course, students will be able to address economic issues related to uncertainty and risk in decision making.</li> <li>Students will learn to understand how real-world market contractual settings involve conflicts of interest as well as asymmetries of information between the individuals involved.</li> <li>Additionally, students will develop an understanding of how negotiations occur under asymmetric information conditions and what sub-optimality</li> <li>The problem can be solved in economics.</li> <li>They will be able to identify and analyze strategic interactions and explain interactions and exchanges between economic agents in game theory models.</li> <li>Students will be able to calculate outcomes for normal form games, mixed strategy, and sequential games.</li> <li>The familiarity with general equilibrium analysis and understanding concepts of welfare analysis will help in the assessment of welfare implications of economic processes.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Producer's Behaviour</b>	<b>Unit-1:</b> Behaviour and managerial theories of the firm. <b>Unit-2:</b> Cyert and March, Williamson's managerial discretion model <b>Unit-3:</b> Growth maximization of Morris <b>Unit-4:</b> Baumol's sales maximization model, Limit price theory- Bain's		
<b>Block-2: Theory of Game</b>	<b>Unit-1:</b> The theory of Games, Prisoners Dilemma <b>Unit-2</b> The Nash equilibrium, Mixed strategy, strategic moves, Limitations, and Importance of game theory.		
<b>Block-3: Theory of Welfare Economics</b>	<b>Unit-1:</b> Welfare Economics- Pigouvian Welfare economics, Pareto optimum <b>Unit-2:</b> Value Judgement, social welfare function compensation principle, Inability to obtain optimum welfare <b>Unit-3:</b> Market failure, Decreasing costs, uncertainty and non-existent and incomplete markets.		
<b>Block-4: Theory of General Equilibrium</b>	<b>Unit-1:</b> General Equilibrium- problems of Existence and uniqueness of general equilibrium <b>Unit-2:</b> The Walrasian general equilibrium model, Graphical general equilibrium model.		

#### **Suggested Readings:**

- Gould and Ferguson: Micro Economic Theory
- Koutsoyiannis: Modern Micro economics
- David Krepps: A course in Micro Economics Theory
- Andrew. Mas-Colel, Michael Dennis Whinston, Jerry R. Green: Micro Economics
- Handerson and Quandt: Micro Economic Theory: A mathematical approach
- Pynddick and Rubenfeld: Micro Economics

<b>M.A. (Economics)</b> <b>Semester: II Paper -II</b> <b>Core Course: A080802T (Macro Economic Analysis -II)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>Acquire a deep understanding of the effectiveness of alternative policies in relation to political objectives, as well as Keynesian versus monetarist political constructs, as well as the theoretical justification of such policies.</li> <li>Become familiar with disequilibrium transactions and quasi-equilibrium situations in general disequilibrium macro-models.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Theory of Inflation</b>	<b>Unit-1:</b> Classical, Keynesian and Monetarist approaches to inflation <b>Unit-2:</b> Phillips curve analysis, Short run and Long run Phillips Curve, <b>Unit-3:</b> Samuelson & Solow- The Natural Rate of Unemployment Hypothesis <b>Unit-4:</b> Tobin's modified Philips curve, Policies to control inflation, Stagflation.		
<b>Block-2: Theory of Trade Cycles</b>	<b>Unit-1:</b> Theories of Schumpeter, Kaldor, Samuelson & Hicks <b>Unit-2:</b> Goodwin's model, Rational Expectation Equilibrium Models <b>Unit-3:</b> Real vs Nominal Rigidities, Non-Walrasian Theories <b>Unit-4:</b> The Efficiency Wage Model, Control of business cycles		
<b>Block-3: Open Economy Macro-Economics</b>	<b>Unit-1:</b> Foreign trade multiplier, Mundell-Fleming Model <b>Unit-2:</b> Asset Markets, expectations and exchange rates <b>Unit-3:</b> Monetary approach to balance of payments		
<b>Block-4: Macro Economic Policy Issues</b>	<b>Unit-1:</b> Objectives, Targets & Indicators of Macroeconomic Policies <b>Unit-2:</b> Gradualism vs Shock Therapy, Rules vs Discretion, Dynamic Inconsistency Problem, Inflation targeting <b>Unit-3:</b> Barro- Ricardo and Blinder-Solow Hypothesis		

#### **Suggested Readings:**

- Abel and Bernanke: Macroeconomics, Pearson Education.
- Blanchard and Johnson, Macroeconomics, Pearson.
- David King, An Introduction to National Income Accounting, Edward Arnold.
- Dornbusch, Fischer, Startz, Macroeconomics, McGraw-Hill.
- G. Ackley, Macroeconomics: Theory and Policy, MacMillan.
- N. Gregory Mankiw- Macroeconomics, Macmillan Worth Publishers.
- Richard T. Froyen, Macroeconomics, Pearson.
- Ruggles and Ruggles, National Accounting and Economic Policy, Edward Elgar.
- Soumen Sikdar, Principles of Macroeconomics, OUP.

<b>M.A. (Economics)</b> <b>Semester: II Paper -IIIA</b>			
<b>Core Course: A08080T (Agriculture Economics)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>Learn about alternative theories of farmer economics, which are especially relevant to developing countries like India.</li> <li>In-depth knowledge of key issues in farm management analysis.</li> <li>Gain valuable insights into the actual operation of agricultural farms, which will provide methodological input for future empirical research in the field of agricultural economics.</li> <li>Learn about relevant issues and policies in Indian agriculture.</li> <li>Understanding of international trade in agricultural commodities and its impact on less developed countries.</li> <li>Awareness of the debate over farm size and productivity</li> <li>To collect information about state interventions and plans for agricultural development.</li> <li>Useful introduction to various aspects of agricultural marketing with special reference to developing countries.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Introduction of Agriculture Economics</b>	<b>Unit-1:</b> Nature and Scope of agriculture economics- Traditional agriculture and its modernization <b>Unit-2:</b> Role of agriculture in economic development <b>Unit-3:</b> Interdependence between agriculture and Industry <b>Unit-4:</b> Agriculture development, Poverty and environment.		
<b>Block-2: Agriculture Production</b>	<b>Unit-1:</b> Agricultural production use and efficiency <b>Unit-2:</b> Production function analysis in agriculture <b>Unit-3:</b> Size of farm and laws of returns <b>Unit-4:</b> Traditional agriculture, Technical Change, Labour absorption in agriculture		
<b>Block-3: Land Distribution</b>	<b>Unit-1:</b> Land distribution- Structure and trends <b>Unit-2:</b> Land values and rent, Land reform measures and performance <b>Unit-3:</b> Problems of marginal and small farmers <b>Unit-4:</b> Impact of MNREGA on supply of Labour and their wages.		
<b>Block-4: Agricultural Growth</b>	<b>Unit-1:</b> Agricultural Growth in India- Recent trends <b>Unit-2:</b> Interregional variations in growth and productivity, cropping pattern shifts <b>Unit-3:</b> Supply of Input Pricing of inputs, and role of subsidies <b>Unit-4:</b> Sustainable agriculture Indigenous practices, Biotechnological practices, and organic farming.		

**Suggested Readings:**

- Alag Y.K. Globalisation and Agriculture Crisis in India, Deep and Deep Publications
- Bilgrami S. A.R. An Introduction to Agricultural Economics, Himalaya Publishing House
- Kumar. Sanjeev. Crop Diversification and Food Security in India, Mittal Publications
- Lekhi R.K., & Joginder Singh, Agricultural Economics, Kalyani Publishers
- Meier Gerald M. Leading Issues in Economic Development, Oxford University Press
- Mellor, John, Agricultural Development and Economic Transformation, Palgrave Macmillan
- Misra Roli. Agricultural Growth and Terms of Trade in India Since 1951 by Kunal Books
- S.R.Mehta: Sociology of Rural Development; Sage. Publications
- Sadhu A.N and Singh Amarjit, Fundamentals of Agricultural Economics, Himalaya Publication House
- Sreenivas M. N.: Social Change in Modern India; Orient Black Swan.
- Todaro and Smith, Economic Development, Pearson

M.A. (Economics) Semester: II Paper -IIIB			
Core Course: A080804T (Elementary Statistics)			
Credit:5	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>Develop introductory statistical skills by becoming familiar with sampling, measures of central tendency, and dispersion necessary for economic decision making.</li> <li>Provide a strong foundation of probability theory</li> <li>Ability to analyze variable relationships and forecast using correlation, regression and Index Number.</li> </ul>			
Blocks	Units		
<b>Block-1: Introduction</b>	<b>Unit-1:</b> Statistics – Meaning and Importance. Statistical Process- Investigations <b>Unit-2:</b> Collection of Data, Classification and Tabulation. <b>Unit-3:</b> Graphic Representation of data- Line Graph, Bar diagram, Pictogram, Circular diagram Histogram, Frequency, Polygon.		
<b>Block-2: Central Tendency</b>	<b>Unit-1:</b> Measures of Central Tendency- Mean Median, Mode, Harmonic Mean, Geometric Mean, <b>Unit-2:</b> Relative Merits of different measures of Central Tendency. <b>Unit-3:</b> Measures of Dispersion – Quartiles, Standard Deviation, Mean deviation, Coefficient of Variation, Lorenz Curve.		
<b>Block-3: Correlation and Regression</b>	<b>Unit-1:</b> Measures of skewness <b>Unit-2:</b> Correlation – Karl Pearson's Coefficient of Correlation, Rank Correlation, <b>Unit-3:</b> Simple Linear Regression.		
<b>Block-4: Index Number</b>	<b>Unit-1:</b> Index Numbers- Preparation of Simple and weighted Index Numbers, <b>Unit-2:</b> Conversion base, Fisher's Index Numbers <b>Unit-3:</b> Indian Statistics – Central statistical Organisation, National Sample Survey Organisation <b>Unit-4:</b> Population – Statistics.		

**Suggested Readings:**

- Gujarati D. Basic Econometric, McGraw-Hill
- Speigal, M. R. Theory and Problems of Statistics, McGraw Hill Book, London
- Croxton, F. E., D. . Cowden and S. Klein, Applied General Statistics, Prentice Hall, New Delhi.
- Gupta S.C. and V.K. Kapoor, Fundamentals of Applied Statistics, S. Chand and Sons New Delhi.
- Yates, Frank, Sampling Methods for Census and Surveys, Charles, Griffin Co., London.
- Cochran, W. G., Sampling Techniques, John Wiley, New York.
- Hansen, Hurst and Meadow, Sample Survey Methods and Theory, John Wiley New York.
- Gupta S. C. Fundamentals of statistics, Himalaya Publishing house, New Dehli.
- Kmenta J. Elements of Econometrics, Macmillan Publishing Co., Inc. New York.
- Johnston J. Econometric Methods, New York: McGraw Hill, 1971

<b>M.A. (Economics)</b> <b>Semester: II Paper -IVA</b>			
<b>Core Course: A080805T (Research Methodology)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>Identify and discuss the role and importance of research in social sciences.</li> <li>Identify and discuss issues and concepts related to the research process.</li> <li>Identify and discuss the complex issues involved in selecting a research problem, selecting an appropriate research design, and implementing a research project.</li> <li>Identify and discuss the concepts and processes of sampling, data collection, analysis, and Hypotheses Testing.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Introduction of Research</b>	<b>Unit-1:</b> Meanings, Objectives, Types, Approaches and Significance of Research <b>Unit-2:</b> Criteria of Good Research, Selection and Defining a Research Problem, <b>Unit-3:</b> Scientific Research Methods.		
<b>Block-2: Research Design and Hypothesis Testing</b>	<b>Unit-1:</b> Meaning and Types of Research Design, Important concepts, <b>Unit-2:</b> Dependent & Independent Variables, Extraneous Variables,. <b>Unit-3:</b> Meaning of Hypothesis, Experimental & Non-Experimental Hypothesis, Testing <b>Unit-4:</b> Research, Experimental and Control Groups.		
<b>Block-3: Survey, sample collection</b>	<b>Unit-1:</b> Meaning and Types of Sample Design <b>Unit-2:</b> Sample Survey vs Census Survey, Sampling & Non-Sampling Errors, <b>Unit-3:</b> Quantitative & Qualitative Data, <b>Unit-4:</b> Guidelines for constructing Questionnaire/Schedule, Selection of Appropriate Method of Data Collection, Case Study Method		
<b>Block-4: Central Tendency and Tests of Significance</b>	<b>Unit-1:</b> Measures of Central Tendency, Association of Attributes, <b>Unit-2:</b> Correlation & Regression Analysis <b>Unit-3:</b> Testing of Hypothesis; Null Hypothesis & Alternative Hypothesis, Type- I & Type II Errors, <b>Unit-4:</b> Two Tailed & One Tailed Tests, Chi-Square Test, Analysis of Variance; ANOVA Technique.		

**Suggested Readings:**

- Ackoff, Russell L. (1961) The Design of Social Research, University of Chicago Press.
- Kothari C.R. & Garg G. (2014) Research Methodology, Methods and Techniques, New Age International Publishers.
- Denscombe M. (2003) The Good Research Guide, Open University Press
- Allen, T. Harrell (1978) New Methods in Social Science Research, Praeger Publishers, New York.



<b>M.A. (Economics)</b> <b>Semester: II Paper -IVB</b>			
<b>Core Course: A080806T (Indian Public Finance)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcome</b> <ul style="list-style-type: none"> <li>• Develops an understanding of various aspects of public choice theory Related to Indian Context.</li> <li>• To be familiar with various aspects of fiscal federalism.</li> <li>• Understanding of various aspects of fiscal policy and debt management.</li> <li>• Understand the basics of Indian Public finances, including recent tax structures.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Evolution of Finance</b>	<b>Unit-1:</b> Evolution of the Federal Finance in India <b>Unit-2:</b> Financial relations between central and state governments, <b>Unit-3:</b> Indian Finance Commission – Introduction, 13 <sup>th</sup> Finance commission 14 <sup>th</sup> Finance Commission and 15 <sup>th</sup> Finance Commission- recommendations		
<b>Block-2: Public Expenditure</b>	<b>Unit-1:</b> Public Expenditure in India- Introduction, <b>Unit-2:</b> Items of Expenditure of Central Government,. <b>Unit-3:</b> Items of Expenditure of State Governments <b>Unit-4:</b> Recent trends in Public expenditure of India		
<b>Block-3: Government Revenue</b>	<b>Unit-1:</b> Sources of Revenue of Central Government, GST <b>Unit-2:</b> Sources of Revenue of State Governments <b>Unit-3:</b> Salient features of the Indian tax system, VAT, VDIS		
<b>Block-4: Deficit Finance</b>	<b>Unit-1:</b> The Budget Policy of India <b>Unit-2:</b> Deficit financing in India <b>Unit-3:</b> Public Debt in India		

#### **Suggested Readings-**

- Backhaus, J. G. & Wagner, R. E. (2004): Handbook of Public Finance, Springer, US.
- Bhatia, A. K. (2013): Public Economics, Wisdom Press, India.
- Choudhary, R. K. (2014): Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi
- Dalton, H. (1922): Principles of Public Finance, Allied Publishers, Reprinted by Routledge (2009).
- Garg, R. & Garg, S. (2017): Handbook of GST in India, Bloomsbury India Professional.
- Gupta, J. R. (2011): Public Economics in India: Theory and Practice, Atlantic Publishers.
- Jha, Raghendra (2010): Modern Theory of Public Finance, New Age International Pvt. Ltd. India
- Musgrave, R. A. (1959): The Theory of Public Finance, MG-Hill Publication, New York  
(Available in National Digital Library for Free Download)

<b>M.A. (Economics)</b> <b>Semester: III Paper -1</b>			
<b>Core Course: - A080901T (International Economics)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>The student will be able to understand the theoretical basis of International Trade, the profits of International Trade and its distribution.</li> <li>It will help students identify and analyze the appropriate trade policy for the country.</li> <li>They will learn about various approaches to Balance of Payments, reasons for imbalance in balance of payments and will be able to suggest measures to correct Balance of Payments imbalance.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Classical Theories</b>	<b>Unit-1:</b> Theories of International Trade - Comparative theory David Ricardo, <b>Unit-2:</b> Heckscher-Ohlin Theorem, <b>Unit-3:</b> Equalization Theorem, Stopler-Samuelson, <b>Unit-4:</b> Theorem Linder's Theory of Volume of Trade.		
<b>Block-2: Trade Terminology</b>	<b>Unit-1:</b> Free Trade and Protection Trade- Tariff and Non Tariff Barriers. <b>Unit-2:</b> Effective Rate of Protection Trade Taxes and welfare, <b>Unit-3:</b> Tariff and Non-Tariff Barriers, Dumping, Subsidies, International, Cartels, Technical Barriers.		
<b>Block-3: BOP</b>	<b>Unit-1:</b> Overview of the Balance of Payments, monetary Approach to Balance of Payments, <b>Unit-2:</b> Adjustment and Equilibrium in Balance of Payments, <b>Unit-3:</b> The Elasticity Approach, the Absorption Approach, <b>Unit-4:</b> International Capital Movements, Short term Flows, Private Capital Flows, Direct and Portfolio Investments.		
<b>Block-4: International Agencies</b>	<b>Unit-1:</b> Regional Blocks-the emergence of trading blocks at the global level, <b>Unit-2:</b> Static and Dynamic Effects of the customs union and free trade areas, <b>Unit-3:</b> Rationale and economic progress of SAARC and ASEAN regions, Regionalism (EU, NAFTA) Multilateral issues, and WTO.		

### **Suggested Readings:**

- Bhagwati, J., International Trade, Selected Readings, Cambridge University Press
- Dominick Salvatore, International Economics: Trade and Finance, John Wiley International Student Edition
- Kindleberger, C.P. ,International Economics, R.D. Irwin, Homewood. King
- Paul Krugman, Maurice Obstfeld and Marc Melitz, International Economics: Theory and Policy, Addison-Wesley(Pearson Education India Edition)
- Soderston, Bo.,International Economics, Macmillan Press Ltd

<b>M.A. (Economics)</b> <b>Semester: III Paper -II</b>			
<b>Core Course: - A080902T (Economics of Growth)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>It will improve knowledge about the growth of nations, disparities in the level of wealth, concern for the welfare of the poor, and the role of international trade and the effect of technological change on growth.</li> <li>Students can learn about the evolution of growth theories from their beginnings to the modern period, that is, from classical to new Keynesian economics.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Concepts of Growth</b>	<b>Unit-1:</b> Economic Growth : Concept and Growth, Problem and General Solution, Growth Equilibrium: Existence, Uniqueness and stability. <b>Unit-2:</b> Approaches to Growth : Classical and Neo-classical approaches, structural and Institutional Approaches, Marxist Approaches.		
<b>Block-2: New Keynesian growth Models</b>	<b>Unit-1:</b> Neo Keynesian Models of Growth: n. Kaldor, Mrs. Joan Robinson and L. Pasinetti; Concept of Golden age and Golden rule of Accumulation, <b>Unit-2:</b> Model of slow, Meade. Big Push Theory Balanced and Unbalanced Growth, Harrod-Domar Models, <b>Unit-3:</b> Endogenous growth Model: AK Model, Lucas Model of Human Capital, Romer Model of Endogenous Innovation.		
<b>Block-3: Input Output</b>	<b>Unit-1:</b> Introduction of infinite Horizon Model, <b>Unit-2:</b> Basics of Overlapping Generation (Diamond) Model, <b>Unit-3:</b> Input-Output Analysis		
<b>Block-4: Technological Choice</b>	<b>Unit-1:</b> Choice of Techniques and Appropriate Technology, Investment Criteria, Project Evaluation, Shadow Prices, <b>Unit-2:</b> Techniques of Planning - Planning in Market-Oriented Economic, Role of Education Research and Knowledge.		

**Suggested Readings:**

- Ghatak, S. (1986), An Introduction to Development Economics, Allen and Unwin, London.
- Gillis, M., D.H. Perkins, M. Romer and D.R. Snodgrass (1992), Economics of Development, (3rd Edition), W.W. Norton, New York.
- Kindleberger, C.P. (1977), Economic Development, (3rd Edition), McGraw Hill, New York.
- Meier, G.M. and J.E. Rauch (2005), Leading Issues in Economic Development, (8th Edition), Oxford University Press, New Delhi.
- Sen, A.K. (Ed.) (1990), Growth Economics, Penguin, Harmondsworth.
- Todaro, M.P. and S.C. Smith (2003), (8th Edition), Economic Development, Pearson Education, Delhi.
- Thirlwal, A.P. (1999), (6th Edition), Growth and Development, Macmillan, U.K.

**M.A. (Economics)**  
**Semester: III Paper –III A**

**Elective Course: - A080903T (Indian Economic Policy)**

<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>The overall learning outcome of the paper is to develop critical skill among students and enhance their knowledge of public policy.</li> <li>It helps them to examine and evaluate the role, function and effect of various macroeconomic policies of the government.</li> <li>The students will comprehensively understand various economic reforms and its consequent effect on the Indian economy.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Monetary Policy</b>	<b>Unit-1:</b> The economic policy of India in the perspective of Development and Welfare <b>Unit-2:</b> Monetary Policy-Role and Objectives in Developing Countries, Instruments of Monetary Policy. <b>Unit-3:</b> Monetary Policy of India Post-1991 to till date. <b>Unit-4:</b> Inflation and Monetary Policy of India. <b>Unit-5:</b> Execution of Monetary Policy in recent years.		
<b>Block-2: Fiscal Policy</b>	<b>Unit-1:</b> Fiscal Policy-Role and Objectives in Developing Countries, <b>Unit-2:</b> Instruments of Fiscal Policy. <b>Unit-3:</b> Fiscal Policy of Indian Post-1991 till date <b>Unit-4:</b> Inflation and Fiscal Policy of India. <b>Unit-5:</b> Execution of Fiscal Policy in recent years.		
<b>Block-3: BOP and Foreign Policy</b>	<b>Unit-1:</b> Commercial Policy - Objectives of Commercial Policy <b>Unit-2:</b> India's Foreign Trade Policy <b>Unit-3:</b> India's Balance of payment during plans including recent trends. <b>Unit-4:</b> Foreign Capital in India <b>Unit-5:</b> Foreign Policy of India- FERA, FEMa		
<b>Block-4: Poverty Alleviation</b>	<b>Unit-1:</b> Population, Poverty and Employment – <b>Unit-2:</b> Census in India - Main Features of the 2011 census. <b>Unit-3:</b> Poverty alleviation programmes, <b>Unit-4:</b> Social welfare Programmes to eradicate Economic Inequality and schemes to generate employment.		

**Suggested Readings-**

- Backhaus, J. G. & Wagner, R. E. (2004): Handbook of Public Finance, Springer, US.
- Bhatia, A. K. (2013): Public Economics, Wisdom Press, India.
- Choudhary, R. K. (2014): Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi
- Dalton, H. (1922): Principles of Public Finance, Allied Publishers, Reprinted by Routledge (2009).
- Garg, R. & Garg, S. (2017): Handbook of GST in India, Bloomsbury India Professional.
- Gupta, J. R. (2011): Public Economics in India: Theory and Practice, Atlantic Publishers.
- Jha, Raghendra (2010): Modern Theory of Public Finance, New Age International Pvt. Ltd. India
- Musgrave, R. A. (1959): The Theory of Public Finance, MG-Hill Publication, New York

**M.A. (Economics)**  
**Semester: III Paper –III B**

**Elective Course: - A080904T (Environmental Economy)**

<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>To become familiar with the debates on approaches on linkage between Natural Environment and Human Economy.</li> <li>To understand the linkages between Environmental Degradation and Economic Development.</li> <li>To become familiar with contemporary Environmental Problems.</li> <li>To become familiar with various methods of measurement of Environmental Resources</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Introduction of Environment Economics</b>	<b>Unit-1:</b> Environmental Economics: Meaning, Nature, Scope and subject matter of environmental economics. <b>Unit-2:</b> Ecology and Environmental Interaction. <b>Unit-3:</b> Economic Development and Environment. <b>Unit-4:</b> Bio-diversity crisis and its conservation. <b>Unit-5:</b> Natural Resources and Environmental Problems. <b>Unit-6:</b> Natural Resources Policy.		
<b>Block-2: Environment Quality Development</b>	<b>Unit-1:</b> Population growth and environmental linkages. <b>Unit-2:</b> Value based Environmental education and Public awareness. <b>Unit-3:</b> Environmental ethics. <b>Unit-4:</b> Environmental damages and its valuation. <b>Unit-5:</b> Environmental property rights. <b>Unit-6:</b> Environmental Quality and Economic Development: Kuznet's Hypothesis.		
<b>Block-3: Pollution</b>	<b>Unit-1:</b> Environmental Pollution: Water, Air, Noise, Soil, Thermal, Marine. <b>Unit-2:</b> Policy instruments for Environmental Protection. <b>Unit-3:</b> Climate change and Global Warming. <b>Unit-4:</b> Environment and Human Health. <b>Unit-5:</b> Environmental Hazard and Disaster Management.		
<b>Block-4: Sustainable Development</b>	<b>Unit-1:</b> Green Marketing : Sustainable industrialization, Clean Technology. <b>Unit-2:</b> Sustainable Tourism (Eco-Tourism) Development. <b>Unit-3:</b> Economics of Recycling and Waste Management. <b>Unit-4:</b> Social-Cost Benefit Analysis. <b>Unit-5:</b> National Protection Acts. <b>Unit-6:</b> National Environmental Policy. <b>Unit-7:</b> Liability Law, Pollution Tax, Pollution Subsidy.		

**Suggested Readings:**

- C.D. Kolstad: Environmental Economics
- R.N. Bhattacharya: Environmental Economics
- U. Sankar: Environmental Economics
- N. Hanley, Shogren, B. White: Introduction to Environmental Economics
- Haab and White head: Environmental and Natural resource economics
- Haab and Huang: Preference data for Environmental valuation
- Tom Tietenberg and Lynne Lewis: Environmental and Natural Resource Economics
- David.A.Anderson: Environmental Economics and Natural Resource
- Down to Earth, Science and Environment Fortnightly
- Economic and Political Weekly



**M.A. (Economics)**  
**Semester: III Paper –IV A**

**Elective Course: - A080905T (Quantitative Analysis)**

<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>It will help the student to acquire knowledge about statistical concepts, especially related to correlation, regression analysis and attribute theory.</li> <li>Provides elementary knowledge about probability theory, such as addition and multiplication theorems, random variables, theoretical probability distribution, and goodness of fit, linear Programming.</li> <li>The student will be able to understand the theory of sampling and sampling distribution. Students will acquire knowledge in descriptive statistics and its implication in solving economic problems.</li> </ul>			
<b>Blocks</b>		<b>Units</b>	
<b>Block-1: Concept of Function</b>		<b>Unit-1:</b> Concept of function and Types of function : Limit, Continuity and Derivate; <b>Unit-2:</b> Rule of differentiation, interpretation of revenue, cost, Demand, <b>Unit-3:</b> Supply function; Elasticities and their types. <b>Unit-4:</b> Problems of maxima and minima in single and multivariable function; Application to consumer's surplus and producer's surplus. <b>Unit-5:</b> Application in trade cycle models, growth models.	
<b>Block-2: Linear Programming</b>		<b>Unit-1:</b> Linear Programming: Basic concept, Formulation of Linear programming problem, Its structure and variables. <b>Unit-2:</b> Nature of feasible, Basic and Optimal solution, Solution of Linear programming through Graphical and Simplex method, Statement of a Basic Theorem of Linear programming. <b>Unit-3:</b> Formation of the dual of a programme and its interpretation, Concept of Duality and Statement of duality theorems, <b>Unit-4:</b> Concept of Game, Strategies - Simple and Mixed, Value of a Game, Saddle Point solution, Simple Applications.	
<b>Block-3: Correlation and Regression</b>		<b>Unit-1:</b> Meaning Assumptions and Limitations of Simple Correlation and Regression Analysis, <b>Unit-2:</b> Pearson's product-moment and Spearman's rank correlation coefficient and their properties, <b>Unit-3:</b> Concept of the Least-Squares and the Lines of regression, Standard error of estimate, Determination and Non Deterministic experiments, <b>Unit-4:</b> Various types of Events classical and Empirical definition of probability, Law of Addition and Multiplication, Conditional Probability and concept of Interdependence, Elementary concept and Random variable, probability, Mass and Density Functions.	

**Suggested Readings:**

- Gujarati D. Basic Econometric, McGraw-Hill
- Speigal, M. R. Theory and Problems of Statistics, McGraw Hill Book, London
- Croxton, F. E., D. . Cowden and S. Kliein, Applied General Statistics, Prentice Hall, New Delhi.
- Gupta S.C. and V.K. Kapoor, Fundamentals of Applied Statistics, S. Chand and Sons New Delhi.
- Yates, Frank, Sampling Methods for Census and Surveys, Charles, Griffin Co., London.
- Cocharm, W. G., Sampling Techniques, John Willey, New York.
- Hansen, hurditz and meadow, Sample Survey Methods and Theory, John Willey New York.
- Gupta S. C. Fundamentals of statistics, Himalaya Publishing house, New Dehlhi.
- Kamenta J. Elements of Econometrics, Machmillan Publishing Co., Inc. New York.
- Johnston J. Econometric Methods, New York: McGraw Hill, 1971

**M.A. (Economics)**  
**Semester: III Paper –IV B**

**Elective Course: - A080906T (Industrial Economics)**

<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>• This is a course for Industrial economics deals with basic concepts of industry, market product, industrial locations and industrial marketing.</li> <li>• Help students understand certain basic concepts of industrial economics.</li> <li>• Familiarize students with the theories of Industrial Economics.</li> <li>• Help students understand cost structures and their role and importance in firm decisions.</li> <li>• Analyze the performance of the Indian industrial economy in the context of contemporary development.</li> </ul>			
<b>Blocks</b>		<b>Units</b>	
<b>Block-1: Industrial Development</b>		<b>Unit-1:</b> Theoretical Perspectives of Role of Industry in Economic Development, <b>Unit-2:</b> Evolution of Industrialization, Current Problems of Iron, Steel, Coal, Cement and engineering goods industries.	
<b>Block-2: Indian Industrial Growth and pattern</b>		<b>Unit-1:</b> Classification of industries; Industrial Policy in India- Role of public and private sectors' <b>Unit-2:</b> Recent Trends in Indian industrial growth <b>Unit-3:</b> MNCs and Transfer of Technology; Liberalization and privatization, <b>Unit-4:</b> Issues in environmental preservation; Pollution control policies.	
<b>Block-3: Market Structure and Industrial Finance</b>		<b>Unit-1:</b> Market structure and profitability, Market structure and innovation; <b>Unit-2:</b> Theories of industrial location- Weber and Sargent Florence; Owned, external and other components of funds; <b>Unit-3:</b> Role, nature, volume and type of institutional finance-IDBI, IFCI, SFCs, SIDCO, commercial banks, etc.	
<b>Block-4: Industrial Relations, Disputes and Labour Problems</b>		<b>Unit-1:</b> Industrial Disputes; Reasons and Remedies, <b>Unit-2:</b> Labour Unions and Labour related issues for Indian Industries, <b>Unit-3:</b> Social Security measures for industrial labour, industrial sickness.	

**Suggested Readings:**

- Ahluwalia, I.J: Industrial Growth in India (Oxford University Press, New Delhi, 1985)
- Barthwal, R.R: Industrial Economics (Wiley Eastern Ltd, New Delhi, 1985)
- Cherunilam F: Industrial Economics: Indian Perspective (3rd Edition) (Himalaya Publishing House, Mumbai, 1994)
- Desai B: Industrial Economy in India (3rd Edition) (Himalaya Publishing House, Mumbai, 1999)
- Divine P.J & R.M Jones et. Al: An Introduction to Industrial Economics (George Allen and Unwin Ltd, London, 1976)
- Hay D and D J Morris: Industrial Economics: Theory and Evidence (Oxford University Press, New Delhi, 1979)
- Kuchhal S.C.: Industrial Economy of India (5th Edition) (Chaitanya Publishing House, Allahabad, 1980)
- Singh. A and A.N Sadhu: Industrial Economics (Himalaya Publishing House, Bombay, 1988).

M.A. (Economics) Semester: IV Paper -1			
Core Course: - A081001T (Money Economics)			
Credit:5	CIA:25 Marks	ESE:75 Marks	Maximum Marks: 100
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>Upon completion of the course, students will be able to understand the concepts and functions of money and monetary aggregates. Provides theoretical knowledge about the money supply and its determinants.</li> <li>It will facilitate students to understand the development of the theory of money demand and the concept of neutrality.</li> <li>The course will help them learn about the role of technology in monetary development like the approach of Pesic and Siwek.</li> <li>Students will be able to understand the theories of inflation and the role of monetary policy.</li> </ul>			
Blocks	Units		
<b>Block-1: Money Supply</b>	<b>Unit-1:</b> Money supply: Concept and monetary <b>Unit-2:</b> Aggregates theory of money supply, High powered money and Money multiplier, <b>Unit-3:</b> Budget Deficits <b>Unit-4:</b> Money Supply Determinants of Supply of Money.		
<b>Block-2: Post-Keynesian Demand For Money</b>	<b>Unit-1:</b> Post- Keynesian Demand for Money- Demand for Money, Overview of Keynes's Liquidity Preference <b>Unit-2:</b> Approach Concept of Neutrality of Money and Money Illusion.		
<b>Block-3: Development in the Theory of Demand of Money</b>	<b>Unit-1:</b> Development in the Theory of Demand of Money, <b>Unit-2:</b> Approaches of Baumol and Tobin, Turvey approach, <b>Unit-3:</b> Liquidity approach- Reddiff Committee Report and Gurley -Shaw Thesis.		
<b>Block-4: Theory and Policy</b>	<b>Unit-1:</b> Theory of inflation and Monetary Policy, <b>Unit-2:</b> Philips Curve and its modifications, samuelson and solow. <b>Unit-3:</b> The Natural Rate of Unemployment and Stagflation, <b>Unit-4:</b> Adaptive Expectation Augmented Approach, Friedman-Phelps.		

**Suggested Readings:**

- Macroeconomic-H.L. Ahuja
- Monetary Economics - T.T. Sethi.

<b>M.A. (Economics)</b> <b>Semester: IV Paper -II</b>			
<b>Core Course: - A081002T (Economics of Development)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>The course equips students with the understanding of concepts and approaches in Economic Development and Economic Growth.</li> <li>The course is designed to develop a keen interest in various aspects of Economic Development, as well as develop your theoretical, empirical and analytical skills.</li> <li>The course allows for critical understanding of key theories of economic development.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Concept of Development</b>	<b>Unit-1:</b> Concept of Development - Traditional Views to the New Economic Views of Development, <b>Unit-2:</b> Underdevelopment as coordination failure (O-Ring Theory), <b>Unit-3:</b> Measuring Economic Development <b>Unit-4:</b> Measures of Development including HDI and Sen's Capabilities.		
<b>Block-2: Resources and Development</b>	<b>Unit-1:</b> Resources and Development: Population, Education, Healthy, <b>Unit-2:</b> Gender, Poverty, Inequality, Unemployment.		
<b>Block-3: Role Internal Finance in Development</b>	<b>Unit-1:</b> Role Internal Finance in Development: Domestic Financial Resources for Development, <b>Unit-2:</b> Microfinance-Issues, Fiscal Policy, and Economic Development.		
<b>Block-4: Role of External Finance in Development</b>	<b>Unit-1:</b> Role of External Finance in Development: External Aid, FDI and MNCs Activity. <b>Unit-2:</b> Institutions and Economic Development: Social Network as an Institution., Elementary Idea of Political Economic of Development.		

**Suggested Readings:**

- Ghatak, S. (1986), An Introduction to Development Economics, Allen and Unwin, London.
- Gillis, M., D.H. Perkins, M. Romer and D.R. Snodgrass (1992), Economics of Development, (3rd Edition), W.W. Norton, New York.
- Kindleberger, C.P. (1977), Economic Development, (3rd Edition), McGraw Hill, New York.
- Meier, G.M. and J.E. Rauch (2005), Leading Issues in Economic Development, (8th Edition), Oxford University Press, New Delhi.
- Sen, A.K. (Ed.) (1990), Growth Economics, Penguin, Harmondsworth.
- Todaro, M.P. and S.C. Smith (2003), (8th Edition), Economic Development, Pearson Education, Delhi.
- Thirlwal, A.P. (1999), (6th Edition), Growth and Development, Macmillan, U.K.

**M.A. (Economics)**  
**Semester: IV Paper –III A**

**Elective Course: - A081003T (Rural Economics)**

<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>To enable students to understand past experiences, various programs and policies so that they (students) can play an effective role in implementing development programs wherever they are posted.</li> <li>Facilitate students in developing an integrated approach (to implementation) that is appropriately relevant to the situation(s).</li> <li>Provide students with strong commitment and social responsibility to achieve transformative change in communities when they assume such responsibility.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Introduction of Rural Economy</b>	<b>Unit-1:</b> Rural Economics: Meaning and Importance, Rural Development and its role in Economics development, <b>Unit-2:</b> A brief history of Rural Development post-independence. <b>Unit-3:</b> Views of Mahatma Gandhi and Pt. DeendayalUpadhyaya on Rural Development, <b>Unit-4:</b> Constance of Rural developments, Identification of the problems of Rural development.		
<b>Block-2: Nature and Structure of Rural Population</b>	<b>Unit-1:</b> Nature and Structure of Rural Population, <b>Unit-2:</b> Occupational distribution of Rural population in India, <b>Unit-3:</b> Rural Development and Poverty Alleviation Programmes. <b>Unit-4:</b> Mahatma Gandhi Rural Employment Guarantee Act-MNREG, Pradhan Mantri Gram SadakYojna (PMGSY), Pradhan Mantri Awas Yojna, Saubhagya Yojna (Vidhut Yojna) Ujjwala Yojna, Food Security Schemes, Kissan Samman Nidhi Yojna.		
<b>Block-3: Panchayati Raj System</b>	<b>Unit-1:</b> Panchayati Raj System - Importance of Gram Panchayat, In Public welfare, Merits and Demerits of Panchayati Raj System, Suggestions to Improve Panchayati Raj System, <b>Unit-2:</b> Community Development Programme - Objectives and its scope, <b>Unit-3:</b> Policy and strategy of Rural development: Rural Sanitation and Health -Swach Bharat Mission, Har Ghar Nal Yojna. <b>Unit-4:</b> System of Administration and Monitoring of Rural Development programmes, National Rural Health Mission.		
<b>Block-4: Role of Co-Operatives in Rural Development</b>	<b>Unit-1:</b> Role of Co-Operatives in Rural Development -Cooperative Credit societies and non-credit Societies -Their role in Rural development. <b>Unit-2:</b> Rural and Cottage industry in India -Growth, Scope and Possibilities in Employment generation, <b>Unit-3:</b> Problems of small Industries, Resources of Finance, Government Aids to support and strengthen Rural and Cottage Industries		

**Suggested Readings:**

- Datt and Sundaram - Indian Economy (Hkkjrh; vFkZO;oLFkk)
- Pant DC - Rural Development in India (Hkkjr esa xzkeh.kfodkl)
- Aggrawla AN - Indian Economy.



<b>M.A. (Economics)</b> <b>Semester: IV Paper -1</b>			
<b>Elective Course: - A081004T (Social Sector and Development Issues)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>• Develop critical thinking and analytical skills among students.</li> <li>• Raise students' awareness about current concerns on various issues in the social sector.</li> <li>• Promote the comparative analysis of various indicators of the social sector.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Concept of Social Sector</b>	<b>Unit-1:</b> Social sector and Social Infrastructure in India-Concept, and Significance. <b>Unit-2:</b> Overall Educational Health Status of India's Population. <b>Unit-3:</b> Development of Education and Health Sector in India-Strengthening of Social infrastructure. Public-Private Partnership. <b>Unit-4:</b> Gender Equality and Socio-economic development in India-Major Challenges.		
<b>Block-2: Human Resource</b>	<b>Unit-1:</b> Human Resource - Economic Development Linkage, indicators of Human Resource Development, <b>Unit-2:</b> Role of Human Resource Development in the Growth Process. <b>Unit-3:</b> Human Resource Development and Rural Growth Process -Awareness Campaigns and Extension programs, Ensuring Public Participation.		
<b>Block-3: Scope of Education</b>	<b>Unit-1:</b> Scope of Education-Elementary, Higher, vocational, Technical Education -An Evaluative study, Benefits, and opportunities. <b>Unit-2:</b> Government efforts Cum-schemes for Promoting Holistic education -RTE (Right of Children to free and Compulsory Education) Act, Sarva Shiksha Abhiyan, National Programme of Mid-day Meals. Role of Science and a attainment.		
<b>Block-4: Policy programs cum schemes</b>	<b>Unit-1:</b> Policy programs cum schemes towards improving the status of Social sector Development in India-Relevance and critical 'appraisal'. <b>Unit-2:</b> Human development and Demographic standards' - Approach to Education and: Economic Development, Health and, Economic Development, Nutrition-based Awareness, <b>Unit-3:</b> National Education Policy, National Health Policy, National Environment Policy. <b>Unit-4:</b> Rural Health care services-ASHA (Accredited Social Health Activists), ICDs (Integrated Child Development Services)-Tracking malnutrition problems and measures to overcome them. <b>Unit-5:</b> Policy planning and implementation measures are undertaken by the contributory role of voluntary Organisations, NGOs, and SHGs in the Social Sector development domain.		

**Suggested Readings:**

- Datt&Sundram - India Economy
- Agarwal, AN - India Economy

<b>M.A. (Economics)</b> <b>Semester: IV Paper -V</b>			
<b>Elective Course: - A081005T (Economic Thought)</b>			
<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>Understand the concerns of economists and how they have changed over time.</li> <li>Appreciate the main contributions to the economy during the neoclassical period.</li> <li>Compare alternative views and approaches to economics.</li> <li>Contrast the evolution in various countries.</li> <li>Appreciate the influence of other subjects on the development of the economy.</li> <li>Become familiar with the main personalities and economics literature.</li> </ul>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1:</b> <b>Classical Economists</b>	<b>Unit-1:</b> Classical Economists- Adam Smith - Naturalism and optimism of Adam Smith, Public Finance, International Trade, Division of Labour, <b>Unit-2:</b> TR Malthus - Theory of Overproduction, Population Theory, Population checks, <b>Unit-3:</b> David Ricardo- Doctrine of Rent, Foreign Trade Theory.		
<b>Block-2:</b> <b>Neo-classical Economists</b>	<b>Unit-1:</b> Neo-classical Economists - Alfred Marshall - Distribution of National Income, Elasticity of Demand, Representative Firm, Quasi Rent, <b>Unit-2:</b> J.S. Mill –Theory of individual completion, productive and unproductive labour, socialist concept.		
<b>Block-3:</b> <b>New Economists</b>	<b>Unit-1:</b> New Economists- J.M. Keynes - Effective Demand, Consumption, Function, Trade Cycle theory, Milton Friedman - Permanent Income hypothesis, <b>Unit-2:</b> Fiscalsim Vs Monetarism, A Schumpeter - Ideas on economic Development, Trade Cycle and Capitalism destruction.		
<b>Block-4:</b> <b>Indian Economic Thought</b>	<b>Unit-1:</b> Indian Economic Thought - Economic Ideas of Gandhi, <b>Unit-2:</b> J.K. Mehta, <b>Unit-3:</b> DR Gadgil, <b>Unit-4:</b> Bishwasharaya, <b>Unit-5:</b> Pt. DeendayalUpadhayay.		

#### **Suggested Readings:**

- Schumpete, J A- History of Economic Analysis
- Stigler, G J- Essay in the History of Economics
- Dobb, Maurice- Theories of Value and Distribution since Adam Smith
- Obrien- Classical theory of Value and Distribution
- Gide and Rist- History of Economic Doctrines
- Meek, RL- Physiocracy
- Meek, RL- The Labour theory of Value
- Clair, St. Oswald- A Key to Ricardo

**M.A. (Economics)**  
**Semester: IV Paper -1V**

**Elective Course: - A081006T (Labour Economic)**

<b>Credit:5</b>	<b>CIA:25 Marks</b>	<b>ESE:75 Marks</b>	<b>Maximum Marks: 100</b>
<b>Course Outcomes:</b> <p>This course is designed to introduce students to economic models of the labor market, both theoretical and empirical. Examples from current political debates are used.</p> <p>After completing this course, students will be able to describe key characteristics of the labor market, analyze labor market models to make predictions related to the impact of public policy recommendations, and evaluate existing data related to these predictions.</p>			
<b>Blocks</b>	<b>Units</b>		
<b>Block-1: Introduction to Labour Economics</b>	<b>Unit-1:</b> Nature and characteristics of the labour market in India. <b>Unit-2:</b> Demand for labour in relation to size and pattern of Investment <b>Unit-3:</b> supply of labour in relation to the growth of labour force, <b>Unit-4:</b> Mobility of Labour methods of recruitment and placement. <b>Unit-5:</b> Employment services organization in India.		
<b>Block-2: Poverty and Unemployment</b>	<b>Unit-1:</b> Poverty and Unemployment in India, Unemployment Concept types and measurement in India, Impact of rationalization, <b>Unit-2:</b> Technological change and modernization unemployment in organized private Industry, Public sector and employment in Agriculture sector.		
<b>Block-3: Theories of Wage</b>	<b>Unit-1:</b> Theories of Wage Determination, <b>Unit-2:</b> Concept of minimum wage, Living wage and fair wage in theory and practice, <b>Unit-3:</b> Wage determination in various sectors - Rural, Urban, organized, unorganized and formal sectors, <b>Unit-4:</b> Productivity and wage relationship analysis of rigidity in Labour Market.		
<b>Block-4: Social security of Agricultural</b>	<b>Unit-1:</b> Social security of Agricultural Labour - Concept of Social Security and Evaluation, Social Assistance and Social Insurance <b>Unit-2:</b> State Policies with respect to social security special problems of Labour Child Labour, Female Labour, Discrimination in treatment of labour, Globalization and Labour Markets.		

**Suggested Readings-**

- Labour Economics : theory, institutional & pub policy, by Ray Marshall
- Labour Economics : by Dr. Sinha, Sinha
- Labour Economics and social welfare, by- Dr. B.P Tyagi & Dr. H.P Singh
- Labour Economics & Labour Problems – by M.V. Joshi

# PROGRAMME UNDER D-CODE, CSJM UNIVERSITY, KANPUR

## ONLINE MODE

- ✓ Master of Computer Applications (MCA)
- ✓ Bachelor of Computer Application (BCA)
- ✓ M.Com
- ✓ B.Com.
- ✓ Master of Business Administration (MBA)
- ✓ Bachelor of Business Administration (BBA)

## OPEN AND DISTANCE LEARNING MODE (ODL)

- ✓ Master of Computer Applications (MCA)
- ✓ Bachelor of Computer Application (BCA)
- ✓ Master of Business Administration (MBA)
- ✓ Bachelor of Business Administration (BBA)
- ✓ M.Com., B.Com.
- ✓ MA (Education, MA Economics, MA Philosophy, MA Hindi, MA English)
- ✓ MA Political Science
- ✓ BA (Education, History, Economics, Hindi, Sociology Political Science, English)

## PROGRAMME UNDER REGULAR MODE AT CSJM UNIVERSITY CAMPUS, KANPUR

### ATUL BIHARI VAJPAYEE SCHOOL OF LEGAL STUDIES

L.L.B. (Hons.), L.L.M., B.A. L.L.B. (Hons.), B.B.A. L.L.B. (Hons.), Certificate Course in Intellectual Property Rights (IPR)

### SCHOOL OF ADVANCED AGRICULTURE SCIENCES & TECHNOLOGY

M.Sc. (Ag) Horticulture (Fruit Science)/ Agronomy/Horticulture (Vegetable Science)/Horticulture (Floriculture & Land Scaping)  
M.Sc. (Food Science & Technology), B.Sc. (Hons.) Agriculture

### SCHOOL OF ARTS, HUMANITIES & SOCIAL SCIENCES

MA in Rural Management & Extension, M.A. (Hindu Studies), Master of Arts in Public Health, M.A. (Journalism and Mass Communication), Lateral entry, M.A. (Film Making), M.A. (Digital Journalism), M.A. Economics, Master of Social Work, M.A. Sociology, M.A. Jyotirvigyan, Master of Library & Information Science, (M. Lib. & I.Sc.), B.A. (Hons.) Sociology, B.A. (Hons.) Psychology, B.A. (Hons.) Economics, B.A. (Hons) Philosophy, B.A. Political Science (Hons), B.A. (Combination), Bachelor of Library & Information Science (B. Lib. & I.Sc.), B.A. (Journalism and Mass Communication), PG Diploma in Guidance and Counselling, Diploma in Digital Humanities, Post Graduate Diploma in Journalism and Mass Communication (PGDJMC), Certificate in Social Media, Certificate in TV Journalism, Diploma in Karmkand

### SCHOOL OF BASIC SCIENCES

M.Sc. Physics/Chemistry/Industrial Chemistry/Mathematics, M.Sc./MA Geography, B.Sc. (Hons.) Physics./Chemistry./Mathematics, B.Sc. (Physics, Chemistry, Mathematics). B.Sc. (Physics, Chemistry, Geography), B.Sc. (Physics, Chemistry, Computer Applications), B.Sc. (Chemistry, Mathematics, Geography), B.Sc. (Chemistry, Mathematics, Computer Applications), B.Sc. (Physics, Mathematics, Computer Applications), B.Sc. (Physics, Mathematics, Geography), B.Sc. (Physics, Mathematics, Statistics)

### SCHOOL OF BUSINESS MANAGEMENT

MBA, M.Com, Master of Hospital Management (MHA), BBA, B.Com. (Hons.)

### SCHOOL OF CREATIVE & PERFORMING ARTS

Master of Fine Arts (Painting/Applied Arts/Sculpture), Master of Arts (Drawing & Painting), M.A. Music (Vocal/Instrumental-Tabla/Instrumental-Sitar), Master of Performing Arts (Kathak), Bachelor of Fine Arts (Painting/Applied Art/Sculpture), Bachelor of Performing Arts (Kathak, Bachelor of Performing Arts (Tabla), Bachelor of Performing Arts (Vocal), Certificate Course (Painting/Applied Art/Sculpture/Photography/Graphic Design/3D Animation/3D Modelling), Diploma in Kathak

### SCHOOL OF ENGINEERING AND TECHNOLOGY

M.Tech. Program in Nano-Science and Nano Technology, M. Tech. in Computer Science and Engineering, M. Tech. in Electronics and Communication Engineering, Master of Computer Application (MCA), Integrated M.Sc. Electronics (Specialization in VLSI and IOT), B. Tech. in Computer Science and Engineering, B. Tech. in Computer Science and Engineering (Artificial Intelligence), B. Tech. in Information Technology, B. Tech. in Electronics and Communication Engineering, B. Tech. in Chemical Engineering, B. Tech. in Mechanical Engineering (Lateral entry), B. Tech. in Mechanical Engineering, B. Tech. in Mechanical Engineering (Lateral entry), Bachelor in Computer Application (BCA), B.Voc. (Interior Design), Bachelor of Design (B.Des. Interior Design), Diploma in Chemical Engineering, Diploma in Electrical Engineering, Diploma in Mechanical Engineering, Diploma in Metallurgy and Material Technology, Diploma in Fashion Technology

### SCHOOL OF HEALTH SCIENCES

Master of Physiotherapy (M.P.T.) in Orthopaedics/Sports/Cardiopulmonary Disorders/ Neurology, M.Sc. Human Nutrition (M.Sc. HN), M.Sc. Medical Laboratory Technology, (M.Sc.MLT) in Clinical Biochemistry/Medical Microbiology and Immunology /Pathology, Bachelor of Physiotherapy (BPT), B.Sc. in Medical Laboratory Technology (B.Sc. MLT), B.Sc. Medical Microbiology (B.Sc. MM), Bachelor in Medical Radiologic and Imaging Technology (BMRIT). Bachelor of Optometry (B. Optom.), B.Sc. in Human Nutrition (B.Sc. HN), Certificate Course in Garbh Sanskar.

### SCHOOL OF HOTEL MANAGEMENT

Master of Hotel Management and Catering Technology (MHMCT), Bachelor of Hotel Management and Catering Technology (BHMCT), Diploma in Front Office/Food & Beverage Service/Food Production/Bakery & Confectionery

### SCHOOL OF LANGUAGES

M.A. English, M.A. Hindi, M.A. Sanskrit, B.A. (Hons.) English, B.A. (Hons.) Hindi, B.A. (Hons.) Sanskrit, B.A. Combination, Certificate Course in Russian/German/French

### SCHOOL OF LIFE SCIENCES AND BIOTECHNOLOGY

M.Sc. Integrated Biotechnology, M.Sc. Life Sciences, M.Sc. Biotechnology, M.Sc. Biochemistry, M.Sc. Microbiology, M.Sc. Environmental Science and Technology, M.Sc. Environmental Science and Technology (Lateral Entry), M.Sc. Botany (Plant Sciences), B.Sc. (Hons) Biotechnology, B.Sc. (Hons) Biological Sciences, B.Sc. (Biochemistry, Botany, Zoology), B.Sc.- Integrated Biotechnology

### SCHOOL OF PHARMACEUTICAL SCIENCES

M. Pharm. (Pharmaceutics), M. Pharm. (Pharmaceutical Chemistry), M. Pharm. (Pharmacology), B. Pharm., B. Pharm. (lateral entry), D. Pharm

### SCHOOL OF TEACHER EDUCATION

M.Ed., M.P.Ed. (Master of Physical Education, M.Sc. Yoga, M.A. Yoga, B.Ed., B.P.Ed. (Bachelor of Physical Education, B.P.E.S. (Bachelor of Physical Education & Sports), B.Sc. Yoga, P.G.D.Y.Ed. (Post Graduate Diploma in Yoga Education)



