

CURRICULUM & SYLLABUS



CHOICE BASED CREDIT SYSTEM (CBCS)

FOR

BACHELOR OF ARTS (Hons.)

(3 Year Undergraduate Degree Program)

IN

ECONOMICS

[w. e. f. 2020-21]

FACULTY OF SCIENCE AND HUMANITIES

SRM UNIVERSITY DELHI-NCR, SONEPAT

Plot No.39, Rajiv Gandhi Education City, P.S.

Rai, Sonapat Haryana-131029

SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)

VISION

SRM University Haryana aims to emerge as a leading World Class Institution that creates and disseminates knowledge upholding the highest standards of instruction in Engineering & Technology, Science & Humanities, Commerce, Management, Hotel Management & Medicine & Health Science. Along with academic excellence, our curriculum imparts integrity and social sensitivity so that our graduates may best serve the Nation and the World.

MISSION

- To create a diverse community campus that inspires freedom and innovation.
- Strengthen Excellence in educational & skill development processes
- Continue to build productive international alliances
- Explore optimal development opportunities available to students and faculty
- Cultivate an exciting and rigorous research environment

DEPARTMENT OF ECONOMICS

VISION

The vision of Department of Economics consists of exploring the Economics study and analysis, policy framing and implementation of issues faced by the Indian economy along with the analysis of other economies in the world and to build the present and coming generation capable of meeting the challenges of dynamic and ever-changing global economic, political and social scenario.

MISSION

- To stimulate the academic environment by promoting and supporting quality in teaching-learning and research.
- To enhance the decision-making abilities of the students and to develop their critical thinking which help students to become productive and informed citizens.
- To train students with the methods and ideas of modern theoretical and applied economics.
- To prepare students for acquiring applied knowledge of economics to enhance their employability and entrepreneurship.

PROGRAM REQUIREMENT

General Education Requirements: Humanities

Basic Science and Engineering Requirements: Nil

Disciplinary Requirements comprising of:

Department of Economics Core courses (through regular/online mode)

Department of Economics Electives (through regular/online mode)

Department of Economics Open Electives (through regular/online mode)

Practical and Research component: Nil

Note:

For admission in BA (H) Economics, the student must have had Mathematics in class 12th.

SEMESTER-I

Code	Category	Course	L	T	P	C
Theory						
20 BAE 101	Core Course	Introductory Microeconomics	5	1	0	6
20 BAE 102	Core Course	Mathematical Methods for Economics-I	5	1	0	6
20 BEN 103	Ability Enhancement Compulsory Course	English Communication	4	0	0	4
20 BAE GE1	Generic Elective	Introductory Microeconomics	5	1	0	6
Total			17	5	22	22
Total Contact Hours			200			

SEMESTER-II

Code	Category	Course	L	T	P	C
Theory						
20 BAE 201	Core Course	Introductory Macroeconomics	5	1	0	6
20 BAE 202	Core Course	Mathematical Methods for Economics-II	5	1	0	6
20 BAE 203	Ability Enhancement Compulsory Course	(AECC)-II: Environmental Studies	4	0	0	4
20 BAE GE2	Generic Elective	Introductory Macroeconomics	5	1	0	6
Total			17	5	22	22
Total Contact Hours			178			

SEMESTER-III

Code	Category	Course	L	T	P	C
Theory						
20 BAE 301	Core Course	Intermediate Microeconomics-I	5	1	0	6
20 BAE 302	Core Course	Intermediate Macroeconomics-I	5	1	0	6
20 BAE 303	Core Course	Statistical Methods for Economics	5	1	0	6
20 BAE SE1	Skill Enhancement Course (Skill Based)	(SEC)-I: Financial Economics	5	1	0	6
20 BAE GE3	Generic Elective (GE)	Environmental Economics	5	1	0	6
Total			25	5	30	30
Total Contact Hours			250			

SEMESTER-IV

Code	Category	Course	L	T	P	C
Theory						
20 BAE 401	Core Course	Intermediate Microeconomics-II	5	1	0	6
20 BAE 402	Core Course	Intermediate Macroeconomics-II	5	1	0	6
20 BAE 403	Core Course	Introductory Econometrics	5	1	0	6
20 BAE SE2	Skill Enhancement Course (Skill Based)	(SEC)-II: Data Analysis	5	1	0	6
20 BAE GE4	Generic Elective (GE)	Indian Economy	5	1	0	6
Total			25	5	30	30
Total Contact Hours			250			

SEMESTER-V

Code	Category	Course	L	T	P	C
Theory						
20 BAE 501	Core Course	Indian Economy-I	5	1	0	6
20 BAE 502	Core Course	Development Economics-I	5	1	0	6
20 BAE DSE01 to 20 BAE DSE07	Discipline Specific Elective (DSE)	Course-I (From List of Group-I)	5	1	0	6
20 BAE DSE01 to 20 BAE DSE07	Discipline Specific Elective (DSE)	Course-II (From List of Group-I)	5	1	0	6
Total			20	4	24	24
Total Contact Hours			200			

SEMESTER-VI

Code	Category	Course	L	T	P	C
Theory						
20 BAE 601	Core Course	Indian Economy-II	5	1	0	6
20 BAE 602	Core Course	Development Economics-II	5	1	0	6
20 BAE DSE08 to 20 BAE DSE14	Discipline Specific Elective (DSE)	Course-I (From List of Group-II)	5	1	0	6
20 BAE DSE08 to 20 BAE DSE14	Discipline Specific Elective (DSE)	Course-II (From List of Group-II)	5	1	0	6
Total			20	4	24	24
Total Contact Hours			200			

Note:

1. Only those students who have opted for Introduction to Game Theory or/and Political Economy-I in fifth semester will be allowed to take Applications of Game Theory and Political Economy-II respectively in sixth semester.

2. Generic Elective courses will be offered to the students of other departments: Political Science, Psychology and English. The students of Economics department will be choosing their paper from the above mentioned 3 disciplines. The list for the same is:

Generic Elective Papers Courses Offered by Department of Economics

S.No.	Name of Paper	Semester	Code	Credits
1	Introductory Microeconomics	I	20 BAE GE1	6
2	Introductory Macroeconomics	II	20 BAE GE2	6
3	Environmental Economics	III	20 BAE GE3	6
4	Indian Economy	IV	20 BAE GE4	6

Generic Elective Papers Courses Offered by Department of Political Science

S.No.	Name of Paper	Semester	Code	Credits
1	Governance: Issues and Challenges	I	20 BPS GE1	6
2	Development Process and Social Movements in Contemporary India	II	20 BPS GE2	6
3	Human Rights in a Comparative Perspective	III	20 BPS GE3	6
4	Gandhi and the Contemporary World	IV	20 BPS GE4	6

Generic Elective Papers Courses Offered by Department of Psychology

S.No.	Name of Paper	Semester	Code	Credits
1	General Psychology	I	20 BPSY GE1	6
2	Youth, Gender and Identity	II	20 BPSY GE2	6
3	Psychology for Health and Well-being	III	20 BPSY GE3	6
4	Psychology at Work	IV	20 BPSY GE4	6

Generic Elective Papers Courses Offered by Department of English

S.No.	Name of Paper	Semester	Code	Credits
1	Literatures in English Translation	I	20BEN104	6
2	Critical Reading and Writing	II	20BEN206	6
3	Post-colonial Literature	III	20BEN304	6
4	Greek and Roman Mythologies	IV	20BEN407	6

SUMMARY OF CREDITS

Category	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	Total	%
Core Course	12	12	18	18	12	12	84	55.26
Generic Elective (GE)	6	6	6	6	-	-	24	15.78
Ability Enhancement Compulsory Course	4	4	-	-	-	-	08	5.26
Ability Enhancement Elective Course (Skill Based)	-	-	6	6	-	-	12	7.89
Discipline Specific Elective	-	-	-	-	12	12	24	15.78
Total	22	22	30	30	24	24	152	

EVALUATION SCHEME

INTERNAL EVALUATION (THEORY)

Assessment	Internal Assessment-I	Internal Assessment-II	Faculty Specific Assessment	Assignment/Presentation/Class participation	Total
Marks	10	10	10	20	50

EXTERNAL EVALUATION (THEORY)

Assessment	End Semester Examination	Total
Marks	100	Will be scaled to 50

Note:

1. The evaluation Scheme may change as per the university guidelines.
2. Evaluation scheme of Industrial training may vary department wise.
3. Evaluation scheme project/minor project may vary department wise.
4. Department are advised to add the evaluation scheme in their respective curriculum.

PROGRAM OBJECTIVES

- To impart in depth knowledge to students about economic theory regarding utilization and allocation of resources including labour, natural resources and capital.
- To make students familiar with economic theories and their relevance, econometrics, quantitative techniques and applied research in a wide variety of fields within economics.
- Students would know how the economy is influenced by economic policy, technological advances and demographic conditions.
- To develop students understanding about how market for goods and services function and how income is generated and distributed.
- To give students in depth knowledge into special fields of choice like agricultural economics, industrial economics, financial market, development economics, international trade, urban economics econometrics, mathematical economics etc.

PROGRAM OUTCOMES

The learners who complete three years of full time undergraduate honors degree program in Economics would earn a Bachelor's degree. The learning outcomes that a student should be able to demonstrate on completion of a honors degree level program will make the learner capable to develop employable skills.

LIST OF OPEN ELECTIVES

Code	Category	Course	L	T	P	C
OPEN ELECTIVES						
20 BAE GE1	Generic Elective	Introductory Microeconomics	5	1	0	6
20 BAE GE2	Generic Elective	Introductory Macroeconomics	5	1	0	6
20 BAE GE3	Generic Elective	Environmental Economics	5	1	0	6
20 BAE GE4	Generic Elective	Indian Economy	5	1	0	6

LIST OF MODULE ELECTIVES

Code	Category	Course	L	T	P	C
Departmental Elective-I						
20 BEN 103	Ability Enhancement Compulsory Course	English Communication	4	0	0	4
20 BAE 203	Ability Enhancement Compulsory Course	Environmental Studies	4	0	0	4
Departmental Elective-II						
20 BAE SE1	Skill Enhancement Course (Skill Based)	(SEC)-I: Financial Economics	5	1	0	6
20 BAE SE2	Skill Enhancement Course (Skill Based)	(SEC)-II: Data Analysis	5	1	0	6
Departmental Elective-III						
20 BAE DSE01	Discipline Specific Elective	Economics of Health and Education	5	1	0	6
20 BAE DSE02	Discipline Specific Elective	Applied Econometrics	5	1	0	6

20 BAE DSE03	Discipline Specific Elective	Economic History of India (1857-1947)	5	1	0	6
20 BAE DSE04	Discipline Specific Elective	Topics in Microeconomics-I	5	1	0	6
20 BAE DSE05	Discipline Specific Elective	Political Economy-I	5	1	0	6
20 BAE DSE06	Discipline Specific Elective	Money and Financial Markets	5	1	0	6
20 BAE DSE07	Discipline Specific Elective	Public Economics	5	1	0	6
20 BAE DSE08	Discipline Specific Elective	Political Economy-II	5	1	0	6
20 BAE DSE09	Discipline Specific Elective	Comparative Economic Development (1850-1950)	5	1	0	6
20 BAE DSE10	Discipline Specific Elective	Financial Economics	5	1	0	6
20 BAE DSE11	Discipline Specific Elective	Topics in Microeconomics-II	5	1	0	6
20 BAE DSE12	Discipline Specific Elective	Environmental Economics	5	1	0	6
20 BAE DSE13	Discipline Specific Elective	International Economics	5	1	0	6
20 BAE DSE14	Discipline Specific Elective	Dissertation/Project	5	1	0	6

		L	T	P	C
20 BAE 101	INTRODUCTORY MICROECONOMICS	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

UNIT	Course contents	Contact Hours
Unit-I	Exploring the subject matter of Economics Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs	10
Unit-II	Supply and Demand: How Markets Work, Markets and Welfare Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.	10
Unit-III	The Households The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.	10

Unit-IV	Perfect And Imperfect Market Structures Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition.	10
Unit-V	Input Markets Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn basic concepts of Microeconomics
2. Understand how the demand and supply forces work
3. Learn about different market structures.

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Karl E. Case and Ray C. Fair, <i>Principles of Economics</i>, Pearson Education Inc., 8th Edition, 2007. 2. N. Gregory Mankiw, <i>Economics: Principles and Applications</i>, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007. 3. Joseph E. Stiglitz and Carl E. Walsh, <i>Economics</i>, W.W. Norton & Company, Inc. New York, International Student Edition, 4th Edition, 2007.

		L	T	P	C
20 BAE 102	MATHEMATICAL METHODS IN ECONOMICS-I	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

The objective of this course is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

UNIT	Course contents	Contact Hours
Unit-I	Preliminaries Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems.	10
Unit-II	Functions of one real variable Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterizations, properties with respect to various operations and applications; differentiable functions: characterizations, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.	10
Unit-III	Single-variable optimization Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric characterizations, characterizations using calculus and applications.	10
Unit-IV	Integration of functions Economic applications	10
Unit-V	Difference equations: Economic applications	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn the applications of Economic theory
2. Develop the mathematical skills

Learning Resources	
Text Book	1. K. Sydsaeter and P. Hammond, <i>Mathematics for Economic Analysis</i> , Pearson Educational Asia: Delhi, 2002.

		L	T	P	C
20 BAE 201	INTRODUCTORY MACROECONOMICS	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

UNIT	Course contents	Contact Hours
Unit-I	Introduction to Macroeconomics and National Income Accounting Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy.	10
Unit-II	Money Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.	10
Unit-III	Inflation Inflation and its social costs; consequences of inflation; factors affecting demand-pull and cost-push inflation; costs of inflation; remedies to control inflation.	10
Unit-IV	Balance of Payments Balance of Trade; Current and Capital accounts. Recent trends.	10
Unit-V	The Closed Economy in the Short Run Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn basic concepts of Macroeconomics
2. Understand how an economy works
3. Develop the understanding about money

Learning Resources	
Text Book	<ol style="list-style-type: none">1. Dornbusch, Fischer and Startz, <i>Macroeconomics</i>, McGraw Hill, 11th edition, 2010.2. N. Gregory Mankiw. <i>Macroeconomics</i>, Worth Publishers, 7th edition, 2010.3. Olivier Blanchard, <i>Macroeconomics</i>, Pearson Education, Inc., 5th edition, 2009.4. Richard T. Froyen, <i>Macroeconomics</i>, Pearson Education Asia, 2nd edition, 2005.5. Andrew B. Abel and Ben S. Bernanke, <i>Macroeconomics</i>, Pearson Education, Inc., 7th edition, 2011.6. Errol D'Souza, <i>Macroeconomics</i>, Pearson Education, 2009.7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, <i>International Economics</i>, Pearson Education Asia, 9th edition, 2012.

		L	T	P	C
20 BAE 202	MATHEMATICAL METHODS IN ECONOMICS–II	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

The objective of this course is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

UNIT	Course contents	Contact Hours
Unit-I	Differential equations Economic applications.	10
Unit-II	Linear algebra Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations: properties, matrix representations and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications.	10
Unit-III	Functions of several real variables Geometric representations: graphs and level curves; differentiable functions: characterizations, properties with respect to various operations and applications; second order derivatives: properties and applications; the implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions: characterizations and applications.	10
Unit-IV	Multi-variable optimization Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions: quasi convex functions, their characterizations, properties and applications.	10
Unit-V	Optimization Unconstrained optimization: geometric characterizations, characterizations using calculus and applications; constrained optimization with equality	10

	constraints: geometric characterizations, Lagrange characterization using calculus and applications; properties of value function: envelope theorem and applications.	
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LEARNING OUTCOME

After this, the students would be able to:

1. Learn about vectors, matrices and determinants
2. Optimise a given constrained or unconstrained function
3. Work upon convexity and concavity of functions

Learning Resources	
Text Book	1. Sydsaeter and P. Hammond, <i>Mathematics for Economic Analysis</i> , Pearson Educational Asia: Delhi, 2002.

		L	T	P	C
20 BAE301	INTERMEDIATE MICROECONOMICS - I	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

UNIT	Course contents	Contact Hours
Unit-I	Consumer Theory Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and intertemporal choice; revealed preference.	10
Unit-II	Production, Costs and Perfect Competition Technology; isoquants; production with one and more variable inputs; returns to scale; short run and long run costs; cost curves in the short run and long run; review of perfect competition.	10
Unit-III	Alternative Theories of the Firm Critical evaluation of marginal analysis; Baumal's sales revenue maximization model (simple static with advertisement model); Full-cost pricing rule; Bain's limit pricing theory.	10
Unit-IV	Welfare Economics Conditions of Pareto Optimality; Pareto efficiency versus Pareto optimality, Market failure and its causes; Markets with Imperfect competition; consumption and production externalities; public goods. Ways for correcting it.	10
Unit-V	Price and output determination Oligopoly-Price and output determination – Non Collusive: Cournot, Kink demand curve and price rigidity, Collusive: Price leadership, Cartels.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about consumer and production theories
2. How decisions are made at consumer's end and at supplier's end
3. Learn about optimality and market failures

Learning Resources	
Text Book	<ol style="list-style-type: none">1. Hal R. Varian, <i>Intermediate Microeconomics, a Modern Approach</i>, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.2. C. Snyder and W. Nicholson, <i>Fundamentals of Microeconomics</i>, Cengage Learning (India), 2010.3. B. Douglas Bernheim and Michael D. Whinston, <i>Microeconomics</i>, Tata McGraw- Hill (India), 2009.

		L	T	P	C
20 BAE302	INTERMEDIATE MACROECONOMICS - I	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

UNIT	Course contents	Contact Hours
Unit-I	Aggregate Demand and Aggregate Supply Curves Derivation of aggregate demand and aggregate and supply curves; interaction of aggregate demand and supply. Effective Demand.	10
Unit-II	Inflation, Unemployment and Expectations Phillips curve; adaptive and rational expectations; policy ineffectiveness debate.	10
Unit-III	Open Economy Models Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; international financial markets.	10
Unit-IV	Consumption Functions Consumption Function, Technical Attributes of Consumption, Keynesian Psychological Law of Consumption and its Implications. Income – Consumption Relationship: Absolute and Relative Income Hypothesis and Permanent Income Hypothesis.	10
Unit-V	Investment Function Types of Investment, Determination of level of Investment, Marginal Efficiency of Capital (MEC). Theories of Investment: Classical and Keynesian Theory of Investment (Marginal Efficiency of Investment), Saving – Investment Equality.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about aggregate demand and aggregate supply functions
2. Establish relationship between inflation and unemployment
3. Learn about consumption and investment functions

Learning Resources	
Text Book	<ol style="list-style-type: none">1. Dornbusch, Fischer and Startz, <i>Macroeconomics</i>, McGraw Hill, 11th edition, 2010.2. N. Gregory Mankiw. <i>Macroeconomics</i>, Worth Publishers, 7th edition, 2010.3. Olivier Blanchard, <i>Macroeconomics</i>, Pearson Education, Inc., 5th edition, 2009.4. Steven M. Sheffrin, <i>Rational Expectations</i>, Cambridge University Press, 2nd edition, 1996.5. Andrew B. Abel and Ben S. Bernanke, <i>Macroeconomics</i>, Pearson Education, Inc., 7th edition, 2011.6. Errol D'Souza, <i>Macroeconomics</i>, Pearson Education, 20097. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, <i>International Economics</i>, Pearson Education Asia, 9th edition, 2012.

		L	T	P	C
20 BAE 303	STATISTICAL METHODS FOR ECONOMICS	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of measures of central tendency and dispersion, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data.

UNIT	Course contents	Contact Hours
Unit-I	Introduction and Overview Basic concepts: Population, Sample, Parameter, Statistic, frequency distribution, Cumulative frequency distribution; Graphic and diagrammatic representation of data; Techniques of data collection .Census and Sampling method . Sampling and Non-Sampling Errors. Primary and secondary data.	10
Unit-II	Measures of Central Tendency Arithmetic Mean, Geometric Mean, Harmonic Mean, Median, Quartiles, Deciles, Percentiles, Mode.	10
Unit-III	Measures of Dispersion Range, inter-quartile range, quartile deviation, mean deviation, variance, standard deviation, Lorenz curve, skewness and Kurtosis.	10
Unit-IV	Correlation and Regression Simple Correlation: Type of correlation, Karl Pearson's Coefficient of correlation and Spearman's Rank correlation. Coefficient of determination. Regression analysis – Concept ,fitting of regression lines (method of least squares). Properties of regression coefficients.	10

Unit-V	Random Variables and Probability Distributions Defining random variables; probability distributions; expected values of random variables and of functions of random variables; properties of commonly used discrete and continuous distributions (uniform, binomial, normal, Poisson and exponential random variables).	10
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LEARNING OUTCOME

After this, the students would be able to:

1. Differentiate between sample and population; sampling and non-sampling errors; primary and secondary data.
2. Develop skills to use quantitative techniques such as measure of central tendency, variability and correlation.
3. Make use of the techniques of the normal probability curve as a model in scientific theory

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Jay L. Devore, <i>Probability and Statistics for Engineers</i>, Cengage Learning, 2010. 2. John E. Freund, <i>Mathematical Statistics</i>, Prentice Hall, 1992. 3. Richard J. Larsen and Morris L. Marx, <i>An Introduction to Mathematical Statistics and its Applications</i>, Prentice Hall, 2011.

		L	T	P	C
20 BAE402	INTERMEDIATE MICROECONOMICS - II	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

UNIT	Course contents	Contact Hours
Unit-I	General Equilibrium, Efficiency and Welfare Equilibrium and efficiency under pure exchange and production; overall efficiency and welfare economics.	10
Unit-II	Market Structure and Game Theory Monopoly; pricing with market power; price discrimination; peak-load pricing; two-part tariff; monopolistic competition and oligopoly; game theory and competitive strategy.	10
Unit-III	Market Failure Externalities; public goods and markets with asymmetric information.	10
Unit-IV	Theory of Factor Pricing Market for Factor Inputs (largely with reference to Labour): A Firm's and Market Demand for a labour (with one and several variable inputs) and its determinations. Supply of labour to a firm and the Market.	10
Unit-V	Equilibrium Wage Rate and Employment Under Competitive Factor and Product Market; Monopsonistic buyer of Labour and perfect competition in Labour market; imperfect competition in product market and Trade Union Monopoly; and bilateral monopoly.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about equilibrium and welfare

2. Develop the base for Game theory
3. Apply the mathematical tools in Economic theory

Learning Resources	
Text Book	<ol style="list-style-type: none">1. Hal R. Varian, <i>Intermediate Microeconomics, a Modern Approach</i>, 8th edition, W.W. Norton and Company/Affiliated East-West Press (India), 2010. The workbook by Varian and Bergstrom could be used for problems.2. C. Snyder and W. Nicholson, <i>Fundamentals of Microeconomics</i>, Cengage Learning (India), 2010.

		L	T	P	C
20 BAE402	INTERMEDIATE MACROECONOMICS - II	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

UNIT	Course contents	Contact Hours
Unit-I	Keynesian Multiplier Concepts, Relation between Multiplier, MPC and MPS, Comparative Static and Dynamic Process. Working of Multiplier in UDC's. Acceleration Principle and Concept of Super Multiplier.	10
Unit-II	Economic Growth Harrod-Domar model; Solow model; golden rule; technological progress and elements of endogenous growth.	10
Unit-III	Fiscal and Monetary Policy Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.	10
Unit-IV	Schools of Macroeconomic Thoughts Classicals; Keynesians; New-Classicals and New-Keynesians.	10
Unit-V	Trade Cycles Meanings, Types, Phases and Theories of Trade Cycles (Hicks and Samuelson).	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about long run dynamic issues like growth and technical progress
2. Learn about how fiscal and monetary policies work

3. Learn about different trade cycles theories

Learning Resources	
Text Book	<ol style="list-style-type: none">1. Dornbusch, Fischer and Startz, <i>Macroeconomics</i>, McGraw Hill, 11th edition, 2010.2. N. Gregory Mankiw. <i>Macroeconomics</i>, Worth Publishers, 7th edition, 2010.3. Olivier Blanchard, <i>Macroeconomics</i>, Pearson Education, Inc., 5th edition, 2009.4. Charles I. Jones, <i>Introduction to Economic Growth</i>, W.W. Norton & Company, 2nd edition, 2002.5. Andrew B. Abel and Ben S. Bernanke, <i>Macroeconomics</i>, Pearson Education, Inc., 7th edition, 2011.6. Errol. D'Souza, <i>Macroeconomics</i>, Pearson Education, 2009.7. Robert J. Gordon, <i>Macroeconomics</i>, Prentice-Hall India Limited, 2011.

		L	T	P	C
20 BAE 403	INTRODUCTORY ECONOMETRICS	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

UNIT	Course contents	Contact Hours
Unit-I	Nature and Scope of Econometrics Definition, Scope, and Methodology of econometrics; Nature and sources of data for econometric analysis; Specification of an econometric model.	10
Unit-II	Statistical Concepts Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples.	10
Unit-III	Simple Linear Regression Model: Two Variable Case Estimation of model by method of ordinary least squares; properties of estimators; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; Gauss-Markov theorem.	10
Unit-IV	Multiple Linear Regression Model Estimation of parameters; properties of OLS estimators; goodness of fit - R^2 and adjusted R^2 ; partial regression coefficients; testing hypotheses – individual and joint significance of regression.	10

Unit-V	Violations of Classical Assumptions: Consequences, Detection and Remedies Multicollinearity; heteroscedasticity; serial correlation.	10
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LEARNING OUTCOME

After this, the students would be able to:

1. Learn about statistical concepts of hypothesis testing
2. Develop understanding of estimation and diagnostic testing of simple and multiple regression models
3. Learn about consequences, detection and remedies when assumptions are violated

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Jay L. Devore, <i>Probability and Statistics for Engineers</i>, Cengage Learning, 2010. 2. John E. Freund, <i>Mathematical Statistics</i>, Prentice Hall, 1992. 3. D. N. Gujarati and D.C. Porter, <i>Essentials of Econometrics</i>, McGraw Hill, 4th edition, International Edition, 2009. 4. Christopher Dougherty, <i>Introduction to Econometrics</i>, Oxford University Press, 3rd edition, Indian edition, 2007. 5. Jan Kmenta, <i>Elements of Econometrics</i>, Indian Reprint, Khosla Publishing House, 2nd edition, 2008.

		L	T	P	C
20 BAE 501	INDIAN ECONOMY-I	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

UNIT	Course contents	Contact Hours
Unit-I	Economic Development since Independence Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.	10
Unit-II	Rural Institutions and Infrastructure Rural Institutional Set-up and its Impact on the Process of Rural Development in India: Panchayati Raj Institutions, Village Co-operatives, Gender Issues and Rural Development in India. Rural Infrastructure in India: Rural Roads, Banks, Drinking Water Supply and Sewerage System, Electricity, Educational facilities and Healthcare facilities, and Marketing Networks.	10
Unit-III	Growth and Distribution Trends and policies in poverty; inequality and unemployment: types and consequences.	10
Unit-IV	International Comparisons Major indicators of economy within the regional groups (SAARC, ASEAN, BRICS)	10
Unit-V	Poverty and unemployment in India Programmes for eradication of poverty and unemployment with special reference to the post – reform era.	10

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LEARNING OUTCOME

After this, the students would be able to:

1. Review major trends in major economic indicators
2. Learn about major economic developments since independence

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. VK Puri and SK Mishra, Indian Economy, Latest edition, Himalaya Publishing House 2. Dutt & Sundaram, "Indian Economy", Latest edition, S. Chand Publication, New Delhi. 3. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. <i>An Uncertain Glory: India and its Contradictions</i>, Princeton University Press. 4. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, <i>Economic and Political Weekly</i>, November. Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, <i>Economic and Political Weekly</i>, May.

		L	T	P	C
20 BAE 502	DEVELOPMENT ECONOMICS-I	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

UNIT	Course contents	Contact Hours
Unit-I	Conceptualization of Growth and Development Difference between growth and development. Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.	10
Unit-II	Growth Models and Empirics The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.	10
Unit-III	Poverty and Inequality: Definitions, Measures and Mechanisms Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.	10
Unit-IV	Political Institutions and the Functioning of the State The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership	10

	and regulation; government failures and corruption.	
Unit-V	Approaches to Development Vicious Circle of Poverty, Lewis dual economy model, Leibenstein critical minimum effort theory, balanced vs. unbalanced growth theories.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Understand the difference between growth and development
2. Learn about different growth models
3. Learn about different approaches to development

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Debraj Ray, <i>Development Economics</i>, Oxford University Press, 2009. 2. Partha Dasgupta, <i>Economics, A Very Short Introduction</i>, Oxford University Press, 2007. 3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, <i>Understanding Poverty</i>, Oxford University Press, 2006. 4. Kaushik Basu, <i>The Oxford Companion to Economics in India</i>, OUP, 2007. 5. Amartya Sen, <i>Development as Freedom</i>, OUP, 2000.

		L	T	P	C
20 BAE 601	INDIAN ECONOMY-II	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

UNIT	Course contents	Contact Hours
Unit-I	Macroeconomic Policies and Their Impact Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.	10
Unit-II	Policies and Performance in Agriculture Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.	10
Unit-III	Policies and Performance in Industry Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.	10
Unit-IV	Trends and Performance in Services Banking Reforms since 1991 and telecommunications.	10
Unit-V	Economic Reforms Features of Economic reforms and structural adjustment programme: Liberalization, Privatization and Globalization, appraisal of Economic reform programme.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about trends and performances in agriculture, industry and services sectors.
2. Learn about economic reform policies.

Learning Resources

Text Book	<ol style="list-style-type: none">1. VK Puri and SK Mishra, Indian Economy, Latest edition, Himalaya Publishing House2. Dutt & Sundaram, "Indian Economy", Latest edition, S. Chand Publication, New Delhi.3. Shankar Acharya, 2010, -Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, <i>India's Economy: Performances and Challenges: Development and Participation</i>, Oxford University Press.4. Rakesh Mohan, 2010, -India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, <i>India's Economy: Performances and Challenges: Development and Participation</i>, Oxford University Press.5. Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, -Agricultural Growth in India Since 1991, <i>RBI DEAP Study no. 27</i>.
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		L	T	P	C
20 BAE 602	DEVELOPMENT ECONOMICS-II	5	1	0	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

UNIT	Course contents	Contact Hours
Unit-I	Demography and Development Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.	10
Unit-II	Land, Labor and Credit Markets The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter-linkages between rural factor markets.	10
Unit-III	Individuals, Communities and Collective Outcomes Individual behavior in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency.	10
Unit-IV	Environment and Sustainable Development Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and	10

	climate change.	
Unit-V	Globalization Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about demographic terms
2. Learn about sustainable development

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Debraj Ray, <i>Development Economics</i>, Oxford University Press, 2009. 2. Partha Dasgupta, <i>Economics, A Very Short Introduction</i>, Oxford University Press, 2007. 3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, <i>Understanding Poverty</i>, Oxford University Press, 2006. 4. Thomas Schelling, <i>Micromotives and Macrobehavior</i>, W. W. Norton, 1978. 5. Albert O. Hirschman, <i>Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States</i>, Harvard University Press, 1970. 6. Raghuram Rajan, <i>Fault Lines: How Hidden Fractures Still Threaten the World Economy</i>, 2010. 7. Elinor Ostrom, <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>, Cambridge University Press, 1990. 8. Dani Rodrik, <i>The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist</i>, Oxford University Press, 2011. 9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), <i>Globalization in Historical Perspective</i>, University of Chicago Press, 2003.

DISCIPLINE SPECIFIC COURSE

		L	T	P	C
20 BAE DSE01	ECONOMICS OF HEALTH AND EDUCATION	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

The importance of education and health in improving well-being is reflected in their inclusion among the Sustainable Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

UNIT	Course contents	Contact Hours
Unit-I	Role of Health and Education in Human Development Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.	10
Unit-II	Microeconomic Foundations of Health Economics Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.	10
Unit-III	Evaluation of Health Programs Costing, cost effectiveness and cost-benefit analysis; burden of disease. Literacy rates, school participation, school quality measures.	10
Unit-IV	Health and Education Sectors in India: An Overview Health outcomes; health systems; health financing.	10
Unit-V	Education: Investment in Human Capital Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn different theories of health and education
2. Learn about Sustainable Development Goals

Learning Resources	
Text Book	<ol style="list-style-type: none">1. William, Jack, <i>Principles of Health Economics for Developing Countries</i>, World Bank Institute Development Studies, 1999.2. World Development Report, <i>Investing in Health</i>, The World Bank, latest.3. Ronald G., Ehrenberg and Robert S., Smith, <i>Modern Labor Economics: Theory and Public Policy</i>, Addison Wesley, 2005.

		L	T	P	C
20 BAE DSE02	APPLIED ECONOMETRICS	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. Topics include specification and selection of regression models, dynamic econometric models, advanced methods in regression analysis and panel data models. Since the emphasis is on application of methods, this course requires understanding of econometric software and computing skills.

UNIT	Course contents	Contact Hours
Unit-I	Dynamic Models Lags in econometrics, Distributed and autoregressive lags, Koyck model.	10
Unit-II	Stages in Empirical Econometric Research Functional Forms of Regression Model: How to measure elasticity: The Log- Linear Model; comparing Linear and Log- Linear Regression Models; How to measure Growth Rate; The Semilog Model; The Lin- Log Model: When the explanatory variable is Logarithmic.	10
Unit-III	Estimation of functions Consumption function, Cobb-Douglas production function and CES production function.	10
Unit-IV	Dummy Variables Regression Models The Nature of Dummy Variables, ANOVA Models, ANOVA Models with two qualitative variables, ANCOVA Models, uses of Dummy variables, The Dummy variable alternative to the chow test.	10
Unit-V	Time Series Econometrics Some Basic Concepts: Stochastic Processes, Stationary Stochastic Processes, Non- Stationary Stochastic Processes, Unit Root Stochastic	10

	Process, Trend Stationary and Difference Stationary Stochastic Processes, Integrated Stochastic Processes, The Phenomenon of spurious Regression, Tests of Stationarity: The Root Test, Co integration Forecasting: AR, MR, and ARIMA Modeling of Time Series Data, The Box- Jenkins Methodology.	
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LEARNING OUTCOME

After this, the students would be able to:

1. Learn about different growth models
2. Learn about handling time-series data
3. Deal with qualitative variables

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Jeffrey M. Wooldridge, <i>Econometrics</i>, CENGAGE learning, India Edition, 2009. 2. Dimitrios Asteriou and Stephen Hall, <i>Applied Econometrics: A Modern Approach</i>, Palgrave Macmillan, 2007. 3. Damodar Gujarati, <i>Econometrics by Example</i>, Palgrave Macmillan, 2011.

		L	T	P	C
20 BAE DSE03	ECONOMIC HISTORY OF INDIA (1857-1947)	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

UNIT	Course contents	Contact Hours
Unit-I	Introduction: Colonial India: Background and Introduction Overview of colonial economy.	10
Unit-II	Macro Trends National Income; population; occupational structure.	10
Unit-III	Agriculture Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.	10
Unit-IV	Railways and Industry Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.	10
Unit-V	Economy and State in the Imperial Context The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.	10

LEARNING OUTCOME

After this, the students would be able to review economic history of India before independence

Learning Resources

<p>Text Book</p>	<ol style="list-style-type: none"> 1. Lakshmi Subramanian, “<i>History of India 1707-1857</i>”, Orient Blackswan, 2010, Chapter 4. 2. Sumit Guha, 1991, Mortality decline in early 20th century India’, <i>Indian Economic and Social History Review (IESHR)</i>, pp 371-74 and 385-87. 3. Tirthankar Roy, <i>The Economic History of India 1857-1947</i>, Oxford University Press, 3rd edition, 2011. 4. J. Krishnamurty, <i>Occupational Structure</i>, Dharma Kumar (editor), <i>The Cambridge Economic History of India</i>, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6. 5. Irfan Habib, <i>Indian Economy 1858-1914</i>, A People’s History of India, Vol.28, Tulika, 2006. 6. Ira Klein, 1984, -When Rains Fail: Famine relief and mortality in British India, <i>IESHR</i> 21. 7. Jean Dreze, <i>Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger</i>, WIDER Studies in Development Economics, 1990, pp.13- 35. 8. John Hurd, <i>Railways</i>, CEHI, Chapter 8, pp.737-761. 9. Rajat Ray (ed.), <i>Entrepreneurship and Industry in India</i>, 1994. 10. AK Bagchi, -Deindustrialization in India in the nineteenth century: Some theoretical implications, <i>Journal of Development Studies</i>, 1976. 11. MD Morris, <i>Emergence of an Industrial Labour Force in India</i>, OUP 1965, Chapter 11, Summary and Conclusions. 12. K.N. Chaudhuri, <i>Foreign Trade and Balance of Payments</i>, CEHI, Chapter 10. 13. B.R. Tomlison, 1975, <i>India and the British Empire 1880-1935</i>, IESHR, Vol.XII. 14. Dharma Kumar, <i>The Fiscal System</i>, CEHI, Chapter 12. 15. Basudev Chatterjee, <i>Trade, Tariffs and Empire</i>, OUP 1992, Epilogue.
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		L	T	P	C
20 BAE DSE04	TOPICS IN MICROECONOMICS-I	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

Game theory is an integral part of modern economic analysis. Topics in Microeconomics-I introduces the students to elementary game theory under complete information. This course introduces the basic concepts of game theory in a way that allows students to use them in solving simple problems. The course will deal with the solution concepts for normal form and extensive form games along with a variety of economic applications.

UNIT	Course contents	Contact Hours
Unit-I	Normal form games The normal form; dominant and dominated strategies; dominance solvability; mixed strategies; Nash equilibrium; symmetric single population games; applications.	10
Unit-II	Extensive form games with perfect information The game tree; strategies; subgame perfection; backward induction in finite games; commitment; bargaining; other applications.	10
Unit-III	Choice Under Uncertainty Concept of Contingent Commodities; Measures of risk aversion, risk preference, risk neutrality and the shape of indifference curves between contingent commodities. Consumer equilibrium under different risk preferences. Expected utility under uncertain outcomes: Von Neumann Morgenstern utility and consumer choice.	10
Unit-IV	Markets with asymmetric information Issues of hidden characteristics/actions and adverse selection/moral hazards in insurance and labour markets.	10
Unit-V	Consumer Behaviour Theories of Demand; Cardinal Utility approach; Indifference curve, Consumers equilibrium. Price, Income and Substitution effects (Hicks Allen & Slutsky method), Revealed Preference Theory.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Form base for game theory
2. Learn about making decisions under uncertainty

Learning Resources	
Text Book	1. Martin J. Osborne, <i>An Introduction to Game Theory</i> , Oxford University Press, New Delhi, 2004.

		L	T	P	C
20 BAE DSE05	POLITICAL ECONOMY-I	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course explores changes in the organisation of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development.

UNIT	Course contents	Contact Hours
Unit-I	Introduction and Historical Overview Perspective on political economy with a historical overview: capitalist development in the pre-second world war period, the golden age and later.	10
Unit-II	Changing Dynamics of Capitalist Production, Organisational Form and Labour Process Fordist and post-fordist production; changing dynamics of organisation of production, markets and labour process; the changing nature of job security and labour rights.	10
Unit-III	The State in the Era of Globalisation: Welfare, Development and Autonomy Globalisation and the limits of the welfare state, development and state autonomy.	10
Unit-IV	The Changing Role of Finance The changing role of finance in capital accumulation and corporate structure; finance and globalisation - financialisation, financial liberalisation and financial crisis.	10
Unit-V	The Social Dimension & New Perspectives Globalisation and uneven development – growth, inequality and exclusion. Gender in work, accumulation and globalisation; issues in environment and sustainability; alternatives ahead.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about capitalist modes of production
2. Understand the development process during globalisation

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Michel Beaud, <i>A History of Capitalism, 1500-2000</i>, trans. by Tom Dickman and Anny Lefebvre, New York: Monthly Review Press, 2001. 2. Ash Amin (ed.), <i>Post-Fordism: A Reader</i>, Blackwell, 1994. 3. Fran Tonkiss, <i>Contemporary Economic Sociology: Globalisation, Production, Inequality</i>, Chapter 4 (Fordism and After), Routledge India 2008 reprint, 2006. 4. S. Hymer, "The Multinational Corporation and the Law of Uneven Development", in H. Radice (ed.) <i>International Firms and Modern Imperialism</i>, Penguin Books, 1975. 5. G. Gereffi, J. Humphrey and T. Sturgeon, 2005, -The Governance of Global Value Chains!, <i>Review of International Political Economy</i>, Volume 12: 78–104.

		L	T	P	C
20 BAE DSE06	MONEY AND FINANCIAL MARKETS	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

UNIT	Course contents	Contact Hours
Unit-I	Money Concept, functions, measurement; theories of money supply determination. Basel - I, II and III norms.	10
Unit-II	Financial Institutions, Markets, Instruments and Financial Innovations a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises. b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.	10
Unit-III	Interest Rates Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.	10
Unit-IV	Banking System a. Balance sheet and portfolio management. b. Indian banking system: Changing role and structure; banking sector reforms.	10
Unit-V	Central Banking and Monetary Policy Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about interest rate determination
2. Learn latest monetary policies

Learning Resources	
Text Book	<ol style="list-style-type: none">1. Rakesh Mohan, <i>Growth with Financial Stability- Central Banking in an Emerging Market</i>, Oxford University Press, 2011.2. L. M. Bhole and J. Mahukud, <i>Financial Institutions and Markets</i>, Tata McGraw Hill, 5th edition, 2011.3. M. Y. Khan, <i>Indian Financial System</i>, Tata McGraw Hill, 7th edition, 2011.4. N. Jadhav, <i>Monetary Policy, Financial Stability and Central Banking in India</i>, Macmillan, 2006.5. R.B.I. – <i>Report of the Working Group: Money Supply Analytics and Methodology of Compilation</i>, 1998.6. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).

		L	T	P	C
20 BAE DSE07	PUBLIC ECONOMICS	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

UNIT	Course contents	Contact Hours
Unit-I	Public Economic Theory Fiscal functions: an overview. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.	10
Unit-II	Externalities The problem and its solutions, taxes versus regulation, property rights, the Coase theorem.	10
Unit-III	Taxation Its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.	10
Unit-IV	Indian Public Finances Tax System: structure and reforms; Budget, deficits and public debt; Fiscal federalism in India	10
Unit-V	Types of Government Budgets Revenue account, Capital Account and different concepts of budgetary deficits in the Indian context. Economic and functional classification of Central Government Budgets.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn public economic theories

2. Learn about taxation and public finance
3. Differentiate between different types of deficits

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. J. Hindriks, G. Myles: <i>Intermediate Public Economics</i>, MIT Press, 2006. 2. H. Rosen, T. Gayer: <i>Public Finance</i>, 9th ed., McGraw-Hill/Irwin, 2009. 3. Joseph E. Stiglitz, <i>Economics of the Public Sector</i>, W.W. Norton & Company, 3rd edition, 2000. 4. R.A. Musgrave and P.B. Musgrave, <i>Public Finance in Theory & Practice</i>, McGraw Hill Publications, 5th edition, 1989. 5. John Cullis and Philip Jones, <i>Public Finance and Public Choice</i>, Oxford University Press, 1st edition, 1998. 6. M. Govinda Rao, <i>Changing Contours of Federal Fiscal Arrangements in India</i>, Amaresh Bagchi (ed.), <i>Readings in Public Finance</i>, Oxford University Press, 2005. 7. Paul Samuelson, 1955, -Diagrammatic Exposition of a theory of Public Expenditure, <i>Review of Economics and Statistics</i>, Volume 37. 8. Shankar Acharya, 2005, -Thirty Years of Tax Reform in India, <i>Economic and Political Weekly</i>, May 14-20. 9. Rangarajan and D.K. Srivastava, 2005, -Fiscal Deficit and Government Debt: Implications for Growth and Stabilization”, <i>Economic and Political Weekly</i>, July 2-8. 10. M. Govinda Rao, 2011, -Goods and Services Tax: A Gorilla, Chimpanzee or a Genius like Primates?, <i>Economic and Political Weekly</i>, February 12-18. 11. Report of the 13th Finance Commission, 2010-15. 12. <i>Economic Survey</i>, Government of India (Latest). 13. <i>State Finances: A Study of Budgets</i>, Reserve Bank of India (Latest).

		L	T	P	C
20 BAE DSE08	POLITICAL ECONOMY-II	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

Employing perspectives from alternative schools of thought, this course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces. Students are expected to read some classic texts as well as more recent commentaries.

UNIT	Course contents	Contact Hours
Unit-I	Analysing Social Change in Historical Perspective The method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives.	10
Unit-II	Capitalism as an Evolving Economic System Basic features; accumulation and crisis; the modern corporation; monopoly capitalism— alternative perspectives.	10
Unit-III	The State in Capitalism The state and the economy – contestation and mutual interdependence; the state as an arena of conflict; imperialism – the basic foundations.	10
Unit-IV	The Changing Role of Finance The changing role of finance in capital accumulation and corporate structure; finance and globalisation - financialisation, financial liberalisation and financial crisis.	10
Unit-V	The Social Dimension & New Perspectives Globalisation and uneven development – growth, inequality and exclusion. Gender in work, accumulation and globalisation; issues in environment and sustainability; alternatives ahead.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about changing role of finance
2. Learn about capitalism

Learning Resources

Text Book	<ol style="list-style-type: none">1. J. Gurley, "The Materialist Conception of History", Ch.2.1 in R. Edwards, M. Reich and T. Weisskopf (ed.), <i>The Capitalist System</i>, 2nd edition, 1978.2. O. Lange, <i>Political Economy</i>, vol. 1, 1963, Chapters 1 and 2.3. E.K. Hunt, <i>History of Economic Thought</i>, M.E. Sharpe, Indian edn, Shilpi Publications, 2004.4. Irfan Habib, 1995, "Capitalism in History", <i>Social Scientist</i>, Vol. 23: 15-31.5. R.L. Heilbroner, "Capitalism", in <i>The New Palgrave Dictionary of Modern Economics</i>, Macmillan, 1987. Also reprinted as Chapter 2 in <i>Behind the Veil of Economics</i> by R.L. Heilbroner, W.W. Norton, 1988.
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		L	T	P	C
20 BAE DSE09	COMPARATIVE ECONOMIC DEVELOPMENT (1850-1950)	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course investigates selected issues in comparative historical perspective over the 19th century and the first few decades of the 20th century. The course focuses on a set of countries, which followed clearly diverse trajectories and patterns of growth to achieve their industrial transition and compares the outcomes of these diverse trajectories on sectoral change, inter-sectoral relations, labour processes and industrial relations and also compares the role of the state in facilitating the respective trajectories.

UNIT	Course contents	Contact Hours
Unit-I	Introduction and Perspectives on Comparative Economic Development	10
Unit-II	An Overview of Economic Development of the countries selected for case studies (BRICS and SAARC)	10
Unit-III	Agriculture Agrarian surplus and the role of the peasantry in economic development. Country-wise comparison.	10
Unit-IV	Industry The industrial revolution in Britain; Industrialisation in late industrialisers. Country-wise comparison.	10
Unit-V	The Factory System and Making of the Industrial Working Class Division of labour, structure of industrial authority, organisation of work and industrial production, relationship between workers and managers.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Make comparison between major economies
2. Understand about industrial working class

Learning Resources

Text Book

1. E.J. Hobsbawm, *World of Labour: Further studies in the history of labour*, London Weidenfeld & Nicholson, 1984.
2. E.J. Hobsbawm, *Industry and Empire: An Economic History of Britain since 1750*, Weidenfeld & Nicholson, 1968.
3. Peter Mathias, *The First Industrial Nation, An Economic History of Britain, 1700- 1914*. 2nd edition Methuen, 1983.
4. T. Nakamura, *Economic Growth in Pre-War Japan*, Tr. by Robert A Feldman, Yale University Press, 1983.
5. Okochi, Karsh and Levine, *Workers and Employees in Japan, The Japanese Employment Relations System*, University of Tokyo, 1965.
6. Y. Hayami, *A Century of Agricultural Growth in Pre-War Japan: Its Relevance to Asian Development*, University of Minnesota Press, 1975.
7. Chalmers Johnson, *MITI and the Japanese Miracle: The Growth of Industrial Policy 1925-1975*, Stanford University Press, 1982.
8. W.W. Lockwood, *Economic Development of Japan*, Expanded edition, Princeton University Press, 1966.
9. Dobb M., *Soviet Economic Development Since 1917*, Universal Book Stall, New Delhi, 1995.
10. Paul R. Gregory and Robert C. Stuart, *Soviet Economic Structure and Performance*, Harper & Row, 3rd edition, 1986.
11. Timothy W. Guinnane, 2002, -Delegated Monitors, Large and Small: Germany's banking System, 1800 –1914, *Journal of Economic Literature*, Volume XL:73-124.
12. Richard A. Easterlin, Davis and Parker, *American Economic Growth: An economist's History of the United States*, Harper & Row, 1972.
13. Hughes and Cain, *American Economic History*, HarperCollins College Publishers, 4th edition, 1994.

		L	T	P	C
20 BAE DSE10	FINANCIAL ECONOMICS	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course introduces students to the economics of finance. Some of the basic models used to benchmark valuation of assets and derivatives are studied in detail; these include the CAPM, and the Binomial Option Pricing models. The course ends with a brief introduction to corporate finance.

UNIT	Course contents	Contact Hours
Unit-I	Investment Theory and Portfolio Analysis: Deterministic cash-flow streams Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunisation; the term structure of interest rates; yield curves; spot rates and forward rates.	10
Unit-II	Investment Theory and Portfolio Analysis: Single-period random cash flows Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.	10
Unit-III	Investment Theory and Portfolio Analysis: CAPM The capital market line; the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula.	10
Unit-IV	Options and Derivatives Introduction to derivatives and options; forward and futures contracts; options; other derivatives; forward and future prices; stock index futures; interest rate futures; the use of futures for hedging; duration-based hedging strategies; option markets; call and put options; factors affecting option prices; put-call parity.	10

Unit-V	Corporate Finance Patterns of corporate financing: common stock; debt; preferences; convertibles; Capital structure and the cost of capital; corporate debt and dividend policy; the Modigliani- Miller theorem.	10
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LEARNING OUTCOME

After this, the students would be able to:

1. Learn about different investment theories and portfolio analysis
2. Learn about different options and derivatives

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. David G. Luenberger, <i>Investment Science</i>, Oxford University Press, USA, 1997. 2. Hull, John C., <i>Options, Futures and Other Derivatives</i>, Pearson Education, 6th edition, 2005. 3. Thomas E. Copeland, J. Fred Weston and Kuldeep Shastri, <i>Financial Theory and Corporate Policy</i>, Prentice Hall, 4th edition, 2003.

		L	T	P	C
20 BAE DSE11	TOPICS IN MICROECONOMICS-II	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course deals with repeated games and games with incomplete information. Ideas related to asymmetric information among the interacting economic agents would be the main focus of this course. Students learn the concept of Bayesian and Perfect Bayesian equilibrium. The course ends with the application of game theory to analyse moral hazard, adverse selection and signalling problems.

UNIT	Course contents	Contact Hours
Unit-I	Repeated Games. Finitely repeated games and backward induction; infinitely repeated games; history dependent strategies; one-step deviation property; the repeated prisoners' dilemma; idea of folk theorem.	10
Unit-II	Simultaneous move games with incomplete information (Bayesian games). Strategies; Bayesian Nash equilibrium; auctions; other applications.	10
Unit-III	Extensive form games with imperfect information. Strategies; beliefs and sequential equilibrium; applications.	10
Unit-IV	Information economics. Adverse selection; moral hazard; signalling games.	10
Unit-V	Issues of hidden characteristics/actions and adverse selection/moral hazards in insurance and labour markets.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about Prisoners' Dilemma
2. Learn about Nash Equilibrium
3. Learn about adverse selection and moral hazard problems

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Martin J. Osborne, <i>An Introduction to Game Theory</i>, Oxford University Press, New Delhi, 2004. 2. Hugh Gravelle and Ray Rees, <i>Microeconomics</i>, Pearson Education, 2nd edition, 1992.

		L	T	P	C
20 BAE DSE12	ENVIRONMENTAL ECONOMICS	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

UNIT	Course contents	Contact Hours
Unit-I	Introduction Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights.	10
Unit-II	The Design and Implementation of Environmental Policy Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.	10
Unit-III	Environmental Valuation Methods and Applications Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations. Users and non-users values, option value. Valuation Methods: Stated and revealed preference methods.	10
Unit-IV	Sustainable Development Concepts; measurement; Green GDP. Sustainable Development Goals, 2030.	10
Unit-V	International agreements International environmental agreements, RIO Conventions. Kyoto protocol, UNFCCC, Bali Action Plan. Climate change and its problems. Climate Change Finance and Green Climate Fund.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn about valuation of environment
2. Learn about sustainable development and international agreements

Learning Resources	
Text Book	<ol style="list-style-type: none">1. Charles Kolstad, <i>Intermediate Environmental Economics</i>, Oxford University Press, 2nd edition, 2010.2. Robert N. Stavins (ed.), <i>Economics of the Environment: Selected Readings</i>, W.W. Norton, 5th edition, 2005.3. Roger Perman, Yue Ma, James McGilvray and Michael Common, <i>Natural Resource and Environmental Economics</i>, Pearson Education/Addison Wesley, 3rd edition, 2003.4. Maureen L. Cropper and Wallace E. Oates, 1992, -Environmental Economics: A Survey, <i>Journal of Economic Literature</i>, Volume 30:675-740.

		L	T	P	C
20 BAE DSE13	INTERNATIONAL ECONOMICS	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

UNIT	Course contents	Contact Hours
Unit-I	Trade Theories and Commercial Policy Theories of absolute advantage, comparative advantage and opportunity cost: Hecksher-Ohlin theory of trade-its main features, assumptions and limitations.	10
Unit-II	Balance of Trade and Balance of Payments Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments: Various measures to correct deficit in the balance of payment.	10
Unit-III	International Monetary System and International Institutions Brettonwood systems and its breakdown, International liquidity Special drawing rights, I.M.F.	10
Unit-IV	International Macroeconomic Policy Fixed versus flexible exchange rates; international monetary systems; financial globalization and financial crises.	10
Unit-V	Economic Co-operation Forms of Economic Co-operation, Static and Dynamic Effects of Custom Union (Viner, Lipsey) and Free trade Area.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Learn different trade theories
2. Learn different levels of economic co-operation

Learning Resources**Text Book**

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

		L	T	P	C
20 BAE DSE14	DISSERTATION	5	1	0	6
Discipline Specific Elective Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course is to make the students research-oriented.

LEARNING OUTCOME

After this, the students would be able to:

design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

		L	T	P	C
20 BAE 304	FINANCIAL ECONOMICS	5	1	0	6
Skill Enhancement Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course introduces students to the economics of finance. The course does not require any prior knowledge of economics. This course should be accessible to anyone with an exposure to elementary mathematics. The course is designed to impart the essential aspects of financial asset valuation. The course will impart skills that will be useful in a variety of business settings including investment banks, asset management companies and in the field of financial and business journalism.

UNIT	Course contents	Contact Hours
Unit-I	Deterministic cash-flow streams Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunisation; the term structure of interest rates; yield curves; spot rates and forward rates.	10
Unit-II	Single-period random cash flows Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.	10
Unit-III	Capital Asset Pricing Model (CAPM) The capital market line; the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula.	10
Unit-IV	Options and Derivatives Introduction to derivatives and options; forward and futures contracts; options; other derivatives; forward and future prices; stock index futures; interest rate futures; the use of futures for hedging; duration-based hedging strategies; option markets; call and put options; factors affecting option prices; put-call parity.	10

Unit-V	Corporate Finance Patterns of corporate financing: common stock; debt; preferences; convertibles; Capital structure and the cost of capital; corporate debt and dividend policy; the Modigliani- Miller theorem.	10
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LEARNING OUTCOME

After this, the students would be able to:

1. Learn about different options and derivatives
2. Learn different financial theories

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. David G. Luenberger, <i>Investment Science</i>, Oxford University Press, USA, 1997. 2. Richard A. Brealey and Stewart C. Myers, <i>Principles of Corporate Finance</i>, McGraw- Hill, 7th edition, 2002. 3. Burton G. Malkiel, <i>A Random Walk Down Wall Street</i>, W.W. Norton & Company, 2003. 4. Simon Benninga, <i>Financial Modeling</i>, MIT Press, USA, 1997.

		L	T	P	C
20 BAE 404	DATA ANALYSIS	5	1	0	6
Skill Enhancement Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course introduces the student to collection and presentation of data. It also discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of free statistical software to analyse data.

UNIT	Course contents	Contact Hours
Unit-I	Sources of data Population census versus sample surveys. Techniques of Sampling (Probability and non-Probability)	10
Unit-II	Univariate frequency distributions Measures of central tendency: mean, median and mode; arithmetic, geometric and harmonic mean. Measures of dispersion, skewness and kurtosis in Excel/ SPSS/ R.	10
Unit-III	Bivariate frequency distribution. Correlation and regression, Rank correlation in Excel/ SPSS/ R .	10
Unit-IV	Introduction to probability theory. Notions of random experiment, sample space, event, probability of an event. Conditional probability. Independence of events. Random variables and probability distributions. Binomial and normal distributions.	10
Unit-V	Basics of index numbers Price and quantity index numbers.	10

LEARNING OUTCOME

After this, the students would be able to:

1. Work on data with the help of statistical software
2. Learn about price and quantity index numbers.

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. P.H. Karmel and M. Polasek (1978), <i>Applied Statistics for Economists</i>, 4th edition, Pitman. 2. M.R. Spiegel (2003), <i>Theory and Problems of Probability and Statistics</i> (Schaum Series).

		L	T	P	C
20BEN103	Subject Name: English Communication	4	0	0	4
AECC	Pre-requisite				
	Co-requisite				
	Department of English				

COURSE OBJECTIVE:

This course enhances and strengthens communication skills in English language facilitating the holistic and integrated development of LSRW skills – Listening, Speaking, Reading Writing. The course will expose the learners to a wide range of lexical and grammatical skills, critical reading and writing and professional communicative skills to meet the demands at workplace.

UNIT	Course contents	Contact Hours
Unit-I	Grammar & Vocabulary Building Introduction - Basic English Grammar – Tenses – Active Voice - Passive Voice Phrasal verbs – Prepositions - Building Vocabulary - Prefixes and Suffixes – Crossword - Simple and complex sentences	6
Unit-II	Communication English Communication - Aims & Objectives - Basics of Communication - Barriers to Communication - Non-Verbal Communication - How to be a Listener - Active Listening - Effective Speaking – Speech - Art of Public Speaking – Pronunciation - Stress & Intonation in English – Debate – Conversations.	8
Unit-III	Presentation Skills Oral Presentation – Group Communications - Group Discussions – Interview - Formal Presentations.	8
Unit-IV	Unit IV: Effective Reading Reading strategies (Skimming, Scanning, Inferring) – Predicting and responding to content – Speed Reading – Note Making – Use of Extensive reading texts – Writing Proposals – Projects – Research Papers.	10
Unit-V	Writing Skills Writing - Effective Language - Formal Letters, Memos & Email - letters to the editor - Writing letters, informal and official - Art of Condensation - Report Writing - Article Writing - Writing	10

	Proposals - Research Papers – Preparing Minutes of Meeting.	
Unit VI	Language Through Literature The Overcoat (Nikolai Gogol) The Open Window (H.H. Munro) To a Skylark (P.B. Shelley) The Raven (Edgar Allan Poe)	8

LEARNING OUTCOME:

After a successful completion of this course, the learners will be able to:

- Seamlessly communicate in standard English – written & spoken
- Analyse texts on various parameters expected/demanded during different situations and circumstances
- Conduct basic research on a topic (pertaining to their discipline/workplace)
- Prepare basic/preliminary research documents, official documents
- Prepare and deliver presentations on a given topic
- Understand and analyse the time, history, circumstances, polity, society, economy that influences any kind of writing and its subsequent production

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Swan, Michael. <i>Practical English Usage</i>. New Delhi: Oxford University Press, 2005. 2. Murphy, Herta A. <i>Effective Business Communication</i>, New Delhi: McGraw Hill, 2008. 3. Nikolai Gogol, “The Overcoat”. 4. P.B. Shelley, “To The Skylark” 5. Edgar Allan Poe, “The Raven” 6. H.H. Munro, “The Open Window”
Reference Book and other materials	<ol style="list-style-type: none"> 1. Koneru, Aruna. <i>Professional Speaking Skills</i>. New Delhi: Oxford University Press, 2015. 2. Sanjay Kumar and Pushp Lata. <i>Technical Communication</i>, New Delhi: Oxford University Press, 2008. 3. Koneru, Anuna. <i>Professional Communication</i>, New Delhi: McGraw Hill Pvt. Ltd, 2008. 4. Rizvi, M. Ashraf. <i>Effective Technical Communication</i>, New Delhi: McGraw Hill, 2018. 5. Barun K. Mitra, <i>Personality Development and Soft Skills</i>, Oxford University Press, New Delhi, 2011.

		L	T	P	C
20 BEE 203	Environmental Studies	4	0	0	4
AECC	Pre-requisite Basic understanding about earth and Environment				
	Co-requisite				
	Designed by Environmental Science				

COURSE OBJECTIVE

1. To develop a understanding of the concept, scope and importance of environmental Studies
2. To develop knowledge and awareness about natural resources and understanding to improve the environment.
3. To develop awareness of Biodiversity, Ecosystem, Natural resource conservation and sustainable development.
4. To understand the environmental pollution and prevention.
5. To aware about the contemporary issue of climate change and its adverse effect and mitigation measures

UNIT	Course contents	Contact Hours
Unit-I	The Multidisciplinary Nature of Environmental Studies Definition, scope and importance and need for public awareness.	2
Unit-II	Natural Resources Renewable and Non-renewable Resources: Natural resources and associated problems. (a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. (b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. (c) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.	8
Unit-III	Ecosystems *Concept of an ecosystem. *Structure and function of an ecosystem. *Producers, consumers and decomposers. *Energy flow in the ecosystem. *Ecological succession. *Food chains, food webs and ecological pyramids. *Introduction, types, characteristic features, structure and function of the following	5

	ecosystem: (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estauries)	
Unit-IV	Biodiversity and Its Conservation *Introduction, definition: genetic, species and ecosystem diversity. *Biogeographical classification of India. *Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. *Biodiversity at global, National and local levels. *India as a mega-diversity nation. *Hot-spots of biodiversity. *Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. *Endangered and endemic species of India. *Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity	5
Unit-V	*Definition *Causes, effects and control measures of (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution	8

LEARNING OUTCOME: (Specific learning outcome must be mentioned)

4. To develop an awareness about our environment and elicit collective response for its protection.
5. To know and analyse the physical, chemical, and biological components of the earth's systems and their function.
6. Understanding about cause of Environmental pollution and prevention.
7. Understanding about Natural resources, Climate change and Sustainable development

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Environmental Studies from crisis to cure, by R. Rajagopalan, 3rd edition, Oxford Higher Education 2. Kurian Joseph & R. Nagendran, "Essential of Environmental Studies" Pearson Education, 2004. 3. Environmental Studies for Undergraduate Courses by Erach Bharucha, UGC New Delhi

Reference Book and other materials	<ol style="list-style-type: none"><li data-bbox="621 195 1427 296">1. Dara S.S., A Text Book of Environmental Chemistry and pollution control, S.Chand & Company Ltd., New Delhi, 2004.<li data-bbox="621 306 1427 373">2. Jeyalakshmi.R, Principles of Environmental Science, 1st Edition, Devi Publications, Chennai 2006.<li data-bbox="621 384 1427 485">3. Kamaraj.P & Arthanareeswari.M, Environmental Science – Challenges and Changes, 1st Edition, Sudhandhira Publications, 2007.<li data-bbox="621 495 1427 596">4. Arivalagan.K, Ramar.P & Kamatchi.P, Principles of Environmental Science, 1st Edition, Suji Publications, 2007.
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		L	T	P	C
20 BAE GE1	Introductory Microeconomics	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

UNIT	Course contents	Contact Hours
Unit-I	Exploring the subject matter of Economics Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.	10
Unit-II	Supply and Demand: How Markets Work, Markets and Welfare Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.	10
Unit-III	The Households The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.	10
Unit-IV	Perfect And Imperfect Market Structures Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition.	10
Unit-V	Input Markets Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.	10

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Microeconomics
2. Understand how the demand and supply forces work
3. Learn about different market structures.

Learning Resources	
Text Book, Reference Book and other materials	<ol style="list-style-type: none">1. Karl E. Case and Ray C. Fair, <i>Principles of Economics</i>, Pearson Education Inc., 8th Edition, 2007.2. N. Gregory Mankiw, <i>Economics: Principles and Applications</i>, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.3. Joseph E. Stiglitz and Carl E. Walsh, <i>Economics</i>, W.W. Norton & Company, Inc. New York, International Student Edition, 4th Edition, 2007.

		L	T	P	C
20 BAE GE2	Introductory Macroeconomics	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

UNIT	Course contents	Contact Hours
Unit-I	Introduction to Macroeconomics and National Income Accounting Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy.	10
Unit-II	Money Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.	10
Unit-III	Inflation Inflation and its social costs; consequences of inflation; factors affecting demand-pull and cost-push inflation; costs of inflation; remedies to control inflation.	10
Unit-IV	Balance of Payments Balance of Trade; Current and Capital accounts. Recent trends.	10
Unit-V	The Closed Economy in the Short Run Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers	10

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Macroeconomics
2. Understand how an economy works

3. Develop the understanding about money

Learning Resources	
Text Book, Reference Book and other materials	<ul style="list-style-type: none">a. Dornbusch, Fischer and Startz, <i>Macroeconomics</i>, McGraw Hill, 11th edition,2010.b. N. Gregory Mankiw. <i>Macroeconomics</i>, Worth Publishers, 7th edition,2010.c. Olivier Blanchard, <i>Macroeconomics</i>, Pearson Education, Inc., 5th edition,2009.d. Richard T. Froyen, <i>Macroeconomics</i>, Pearson Education Asia, 2nd edition,2005.e. Andrew B. Abel and Ben S. Bernanke, <i>Macroeconomics</i>, Pearson Education, Inc., 7th edition,2011.f. Errol D'Souza, <i>Macroeconomics</i>, Pearson Education,2009.g. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, <i>International Economics</i>, Pearson Education Asia, 9th edition,2012.

		L	T	P	C
20 BAE GE3	Environmental Economics	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed

UNIT	Course contents	Contact Hours
Unit-I	Introduction Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights.	10
Unit-II	The Design and Implementation of Environmental Policy Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change	10
Unit-III	Environmental Valuation Methods and Applications Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations. Users and non-users values, option value. Valuation Methods: Stated and revealed preference methods.	10
Unit-IV	Sustainable Development Concepts; measurement; Green GDP.	10
Unit-V	International agreements International environmental agreements, RIO Conventions. Kyoto protocol, UNFCCC, Bali Action Plan. Climate change and its problems. Climate Change Finance and Green Climate Fund	10

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn about valuation of environment
2. Learn about sustainable development and international agreements

Learning Resources	
Text Book, Reference Book and other materials	<ol style="list-style-type: none"> 1. Roger Perman, Yue Ma, Michael Common, David Maddison and JamesMcGilvray, “<i>Natural Resource and Environmental Economics</i>”, Pearson Education/Addison Wesley, 4th edition,2011. 2. Charles Kolstad, “<i>Intermediate Environmental Economics</i>”, Oxford University Press, 2nd edition, 2010. 3. Robert N. Stavins (ed.), “<i>Economics of the Environment: Selected Readings</i>”, W.W. Norton, 6th edition, 2012. 4. Robert Solow , “An Almost Practical Step toward Sustainability,” Resources forthe Future 40th anniversarylecture,1992. 5. Kenneth Arrow et al. , “Are We Consuming Too Much?” <i>Journal ofEconomic Perspectives</i>, 18(3): 147-172,2004. 6. IPCC (Intergovernmental Panel on Climate Change), Fifth AssessmentReport (forthcoming2014).

		L	T	P	C
20 BAE GE4	Indian Economy	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

UNIT	Course contents	Contact Hours
Unit-I	Economic Development since Independence Major features of the economy at independence. Economic Planning in India: Features, Objectives and Assessment of Indian Planning.	10
Unit-II	Population and Human Development Demographic trends and issues; education; health and malnutrition. Demographic features of India's population.	10
Unit-III	Growth and Distribution Trends and policies in poverty; inequality and unemployment.	10
Unit-IV	Agriculture Importance of Agriculture; Causes of backwardness and low productivity; Land Reforms: Need, Implementation and Critical Evaluation	10
Unit-V	Industry Problems of Industrial Development; Public and Private Sector; Recent Industrial policy. Role and Problems of Small and large Scale Industries; Major large scale industries.	10

LEARNING OUTCOME:

After this, the students would be able to:

1. Review major trends in major economic indicators
2. Learn about major economic developments since independence

Learning Resources

<p>Text Book, Reference Book and other materials</p>	<ol style="list-style-type: none"> 1. Jean Dreze and Amartya Sen, 2013. <i>An Uncertain Glory: India and its Contradictions</i>, Princeton University Press. 2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, <i>Economic and Political Weekly</i>, November. 3. Rakesh Mohan, 2008,—Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, <i>Economic and Political Weekly</i>, May. 4. S.L. Shetty, 2007,—India's Savings Performances since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, <i>Institutions and Markets in India's Development</i>. 5. Himanshu, 2010,—Towards New Poverty Lines for India, <i>Economic and Political Weekly</i>, January. 6. Jean Dreze and Angus Deaton, 2009,—Food and Nutrition in India: Facts and Interpretations, <i>Economic and Political Weekly</i>, February.
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		L	T	P	C
20 BPS GE1	Governance: Issues and Challenges	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development.

UNIT	Course contents	Contact Hours
Unit-I	Government And Governance: Concepts Role of State In The Era Of Globalisation State, Market and Civil Society	9
Unit-II	Governance and Development Changing Dimensions of Development Strengthening Democracy through Good Governance	9
Unit-III	Environmental Governance Human-Environment Interaction Green Governance: Sustainable Human Development	9
Unit-IV	Local Governance Democratic Decentralisation People's Participation In Governance	9
Unit-V	Good Governance Initiatives in India: Best Practices a) Public Service Delivery b) Electronic Governance c) Citizens Charter & Right to Information d) Corporate Social Responsibility	12

LEARNING OUTCOME:

The outcome of the course would enrich the students on Governance and its various dimensions. The essence of governance will expose the students through the various good governance initiatives introduced in India.

Learning Resources	
Text Book, Reference Book and other materials	<p>Unit 1: Government And Governance: Concepts</p> <ol style="list-style-type: none"> 1) Chakrabarty and M. Bhattacharya, (eds.) <i>The Governance Discourse</i>. New Delhi: Oxford University Press, 1998 2) Surendra Munshi and Biju Paul Abraham [eds.] ,<i>Good Governance, Democratic Societies And Globalisation</i>, Sage Publishers, 2004. 3) United Nation Development Programme , <i>Reconceptualising Governance</i>, New York, 1997 4) B. Nayar (ed.), <i>Globalization and Politics in India</i>. Delhi: Oxford University Press, 2007 pp. 218-240. 5) Smita Mishra Panda , <i>Engendering Governance Institutions: State, Market And Civil Society</i>, Sage Publications, 2008 6) Neera Chandhoke, <i>State And Civil Society Explorations In Political Theory</i> , Sage Publishers, 1995 <p>Unit 2: Governance and Development</p> <ol style="list-style-type: none"> 1) B. C. Smith, <i>Good Governance and Development</i>, Palgrave, 2007 World Bank Report, <i>Governance And Development</i>, 1992 2) P. Bardhan, ‘Epilogue on the Political Economy of Reform in India’, in <i>The Political Economy of Development in India</i>. 6th edition, Delhi: Oxford University Press, 2005 3) J. Dreze and A. Sen, <i>India: Economic Development and Social Opportunity</i>. New Delhi: Oxford University Press, 1995 4) Niraja Gopal Jayal [ed.], <i>Democracy in India</i>, Oxford University Press, 2007 <p>Unit 3: Environmental Governance</p> <ol style="list-style-type: none"> 1) Ramachandra Guha, <i>Environmentalism: A Global History</i>, Longman Publishers, 1999 2) Bina Agarwal, <i>Gender And Green Governance</i> , Oxford University Press, Oxford, 2013 3) J. Volger, ‘Environmental Issues’, in J. Baylis, S. Smith and P. Owens (eds.) <i>Globalization of World Politics</i>, New York: Oxford University Press, 2011, pp. 348-362. 4) Heywood, <i>Global Politics</i>, New York: Palgrave, 2011, pp. 383-411. <p>Unit 4: Local Governance</p> <ol style="list-style-type: none"> 1) Pranab Bardhan and Dilip Mookherjee, <i>Decentralization And Local Governance In Developing Countries: A Comparative Perspective</i>, MIT Press, 2006 2) T.R. Raghunandan, <i>Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society</i>, Orient Blackswan, 2013 3) Pardeep Sachdeva, <i>Local Government In India</i>, Pearson Publishers, 2011

- 4) E. Sridharan P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002
- 5) Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007

Unit 5: Good Governance Initiatives in India: Best Practices

- 1) Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011
- 2) Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- 3) Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007
- 4) K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012
- 5) Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998
- 6) Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45- 46, Nov 2013
- 7) Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014
- 8) D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008 Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

		L	T	P	C
20 BPS GE2	Development Process and Social Movements in Contemporary India	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus.

UNIT	Course contents	Contact Hours
Unit-I	<u>Development Process since Independence</u> a) State and planning b) Liberalization and reforms	12
Unit-II	<u>Industrial Development Strategy and its Impact on the Social Structure</u> a) Mixed economy, privatization, the impact on organized and unorganized labour b) Emergence of the new middle class	12
Unit-III	<u>Development Strategy and its Impact on the Social Structure</u> a) Land Reforms, Green Revolution b) Agrarian crisis since the 1990s and its impact on farmers	12
Unit-IV	<u>Social Movements</u> a) Tribal, Peasant, Dalit and Women's movement b) Maoist challenge c) Civil rights movements	12

LEARNING OUTCOME

This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Learning Resources

Text Book, Reference Book and other materials	<p><u>The Development Process since Independence</u></p> <ol style="list-style-type: none"> 1) Mozoomdar, (1994) ‘The Rise and Decline of Development Planning in India’, in T. Byres (ed.) <i>The State and Development Planning in India</i>. Delhi: Oxford University Press, pp. 73-108. 2) Varshney, (2010) ‘Mass Politics or Elite Politics? Understanding the Politics of India’s Economic Reforms’ in R. Mukherji (ed.) <i>India’s Economic Transition: The Politics of Reforms</i>, Delhi: Oxford University Press, pp 146-169 3) P. Chatterjee, (2000) ‘Development Planning and the Indian State’, in Zoya Hasan (ed.), <i>Politics and the State in India</i>, New Delhi: Sage, pp.116-140.
	<p><u>Industrial development strategy and its impact on social structure</u></p> <ol style="list-style-type: none"> 1) Aggarwal, (2006) ‘Special Economic Zones: Revisiting the Policy Debate’, in <i>Economic and Political Weekly</i>, XLI (43-44),pp.4533-36. 2) L. Fernandes, (2007) <i>India’s New Middle Class: Democratic Politics in an Era of Economic Reform</i>, Delhi: Oxford University Press. 3) S. Shyam, (2003) ‘Organizing the Unorganized’, in <i>Seminar</i>, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53..
	<p><u>Agrarian development strategy and its impact on social structure</u></p> <ol style="list-style-type: none"> 1) Desai, (ed.), (1986) <i>Agrarian Struggles in India After Independence</i>, Delhi: Oxford University Press, pp. xi-xxxvi 2) F. Frankel, (1971) <i>India’s Green Revolution: Economic Gains and Political Costs</i>, Princeton and New Jersey: Princeton University Press. 3) P. Appu, (1974) ‘Agrarian Structure and Rural Development’, in <i>Economic and Political Weekly</i>, IX (39), pp.70 – 75. 4) M. Sidhu, (2010) ‘Globalisation vis-à-vis Agrarian Crisis in India’, in R. Deshpande and S. Arora, (eds.) <i>Agrarian Crises and Farmer Suicides (Land Reforms in India Series)</i>, New Delhi: Sage, pp. 149-174. 5) V. Sridhar, (2006) ‘Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh’, in <i>Economic and Political Weekly</i>, XLI (16).
	<p><u>Social Movements</u></p> <ol style="list-style-type: none"> 1) P. Ramana, (2011) ‘India’s Maoist Insurgency: Evolution, Current Trends and Responses’, in M. Kugelman (ed.) <i>India’s Contemporary Security Challenges</i>, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47. 2) Ray, (1996) ‘Civil Rights Movement and Social Struggle in India’, in <i>Economic and Political Weekly</i>, XXI (28). pp. 1202-1205. 3) Roy, (2010) ‘The Women’s Movement’, in N.Jayal and P. Mehta

	<p>(eds.) <i>The Oxford Companion to Politics in India</i>, New Delhi: Oxford University Press, pp.409-422.</p> <p>4) M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.)<i>The Success of India's Democracy</i>, Cambridge: CUP, pp.193-225.</p> <p>5) S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.)<i>Social Movements and the State</i>, New Delhi: Sage, pp. 251-266</p>
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		L	T	P	C
20 BPS GE3	Human Rights in a Comparative Perspective	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme.

UNIT	Course contents	Contact Hours
Unit-I	<p><u>Human Rights: Theory and Institutionalization</u></p> <p>a) Understanding Human Rights: Three Generations of Rights</p> <p>b) Institutionalization: Universal Declaration of Human Rights</p> <p>c) Rights in National Constitutions: South Africa and India</p>	16
Unit-II	<p><u>Issues</u></p> <p>a) Torture: USA and China</p> <p>b) Surveillance and Censorship: China and India</p> <p>c) Terrorism and Insecurity of Minorities: USA and India</p>	16
Unit-III	<p><u>Structural Violence</u></p> <p>a) Caste and Race: South Africa and India</p> <p>b) Gender and Violence: India and Pakistan</p> <p>c) Adivasis/Aboriginals and the Land Question: Australia and India</p>	16

LEARNING OUTCOME:

The students will be enriched on Human Rights issues in the Indian context, and pulls out other countries to form a broader comparative frame. They will be exposed to various human rights challenges, state response to issues and structural violence questions.

Learning Resources

<p>Text Book, Reference Book and other materials</p>	<p>Human Rights: Theory and Institutionalization</p> <ol style="list-style-type: none"> 1) J. Hoffman and P. Graham, (2006) 'Human Rights', <i>Introduction to Political Theory</i>, Delhi, Pearson, pp. 436-458. 2) SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in <i>Introducing Human Rights</i>, New Delhi: Oxford University Press. 3) The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights. The Constitution of India, Chapter 3: Fundamental Rights <p><u>Issues</u></p> <p>a) Torture: USA and China</p> <ol style="list-style-type: none"> 1) M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' 2) <i>Universal Human Rights</i>, Vol. 1(4), pp. 25-55 3) J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in <i>Transnational Torture Law, Violence, and State Power in the United States and India</i>, Delhi: Orient Blackswan, 4) D. O'Byrne, (2007) 'Torture', in <i>Human Rights: An Introduction</i>, Delhi: Pearson, pp. 164-197. <p>b) Surveillance and Censorship: China and India</p> <ol style="list-style-type: none"> 1) D. O'Byrne, (2007) 'Censorship', in <i>Human Rights: An Introduction</i>, Delhi: Pearson, pp. 106-138. 2) D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7. 3) U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December. <p>c) Terrorism and Insecurity of Minorities: USA and India</p> <ol style="list-style-type: none"> 1) E. Scarry, (2010) 'Resolving to Resist', in <i>Rule of Law, Misrule of Men</i>, Cambridge: Boston Review Books, MIT, pp.1-53.. 2) U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in <i>The State, Democracy and Anti-terror Laws in India</i>, Delhi: Sage Publications, pp.165-219 <p>Structural Conflicts</p> <p>a) Caste and Race: South Africa and India</p> <ol style="list-style-type: none"> 1) Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in <i>Economic and Political Weekly</i>, Vol. 36(30)
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- 2) D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241- 262.
- 3) R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-570

b) Gender and Violence: India and Pakistan

- 1) Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
- 2) K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- 3) N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

c) Adivasis /Aboriginals and the Land Question: Australia and India

- 1) H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.
- 2) K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
- 3) N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

		L	T	P	C
20 BPS GE4	Gandhi and Contemporary World	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

UNIT	Course contents	Contact Hours
Unit-I	<p><u>Gandhi on Modern Civilization and Ethics of Development</u></p> <p>a) Conception of Modern Civilisation and Alternative Modernity</p> <p>b) Critique of Development: Narmada Bachao Andolan</p>	12
Unit-II	<p><u>Gandhian Thought: Theory and Action</u></p> <p>a) Theory of Satyagraha</p> <p>b) Satyagraha in Action</p> <p>i. Peasant Satyagraha: Kheda and the Idea of</p> <p>ii. Trusteeship</p> <p>iii. Temple Entry and Critique of Caste</p> <p>iv. Social Harmony: 1947 and Communal Unity</p>	12
Unit-III	<p><u>Gandhi's Legacy</u></p> <p>a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)</p> <p>b) The Pacifist Movement</p> <p>c) Women's Movements</p> <p>d) <i>Gandhigiri</i>: Perceptions in Popular Culture</p>	12
Unit-IV	<p><u>Gandhi and the Idea of Self Reliance</u></p> <p>a) Swaraj</p> <p>b) Swadeshi</p>	12

LEARNING OUTCOME:

The students after completing the course will be able to relate Gandhi in the contemporary world. It will enhance their understanding on Gandhian ideology and will also push them to be inquisitive on Gandhian philosophy and its relevance in the present scenario.

Learning Resources	
Text Book, Reference Book and other materials	<p><u>Gandhi on Modern Civilization and Ethics of Development</u></p> <ol style="list-style-type: none"> 1) B. Parekh, (1997) ‘The Critique of Modernity’, in <i>Gandhi: A Brief Insight</i>, Delhi: Sterling Publishing Company, pp. 63-74. 2) D. Hardiman, (2003) ‘Narmada Bachao Andolan’, in <i>Gandhi in his Time and Ours</i>. Delhi: Oxford University Press, pp. 224- 234. <p><u>Gandhian Thought: Theory and Action</u></p> <ol style="list-style-type: none"> 1) B. Parekh, (1997) ‘Satyagrah’, in <i>Gandhi: A Brief Insight</i>, Delhi: Sterling Publishing Company, pp. 51- 2) D. Hardiman, (1981) ‘The Kheda Satyagraha’, in <i>Peasant Nationalists of Gujarat: Kheda District, 1917-1934</i>, Delhi: Oxford University Press, pp. 86-113. 3) Knudegaard, (2010), <i>Gandhi’s Vision for Indian Society: Theory and Action</i>, Master Thesis in History, University of Oslo, , pp.27-38. 4) P. Rao, (2009) ‘Gandhi, Untouchability and the Postcolonial Predicament: A Note’. 5) <i>Social Scientist</i>. Vol. 37 (1/2). Pp. 64-70. 6) B. Parekh, (1999) ‘Discourse on Unsociability’, in <i>Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse</i>, New Delhi: Sage Publication. 7) D. Hardiman, (2003) ‘Fighting Religious Hatreds’, in <i>Gandhi in His Time and Ours</i>. Delhi: Oxford University Press. <p><u>Gandhi’s Legacy</u></p> <ol style="list-style-type: none"> 1) D. Hardiman, (2003) ‘Gandhi’s Global Legacy’, in <i>Gandhi in His Time and Ours</i>. Delhi: Oxford University Press, pp. 238-283. 2) Ghosh and T. Babu, (2006) ‘Lage Raho Munna Bhai: Unravelling Brand ‘Gandhigiri’, <i>Economic and Political Weekly</i>, 41 (51), pp. 5225 – 5227. <p><u>Gandhi and the Idea of Self Reliance</u></p> <ol style="list-style-type: none"> 1) P. Chatterjee, (1986) ‘The Moment of Maneuver’, in <i>Nationalist Thought and the Colonial World: A derivative discourse?</i>, Delhi: Zed Books. 2) Indian Council for Historical Research (1976) ‘The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31’, <i>Indian Historical Review</i>, Available at

<http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

- 3) D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

Activities

- A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.
- Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists

		L	T	P	C
20 BPSY GE1	General Psychology	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

UNIT	Course contents	Contact Hours
Unit-I	<u>Orientation to Psychology</u> Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotions	14
Unit-II	<u>Psychology of Individual Differences</u> Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality	14
Unit-III	<u>Understanding Developmental Processes</u> Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erik Erikson	12
Unit-IV	<u>Applications of Psychology</u> Work, Health, Education, Daily Life Events	8

LEARNING OUTCOME:

After this, the students should be able to:

- Develop knowledge of the basic concepts in psychology
- Develop skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.
- Develop and overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

Learning Resources	
Text Book, Reference Book and other materials	1) Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

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| | <ol style="list-style-type: none">2) Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson3) Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.4) Feldman. S.R. (2009).Essentials of understanding psychology (7thEdition), New Delhi: Tata McGraw Hill.5) Michael, W., Passer, Smith, R.E.(2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill. |
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		L	T	P	C
20 BPSY GE2	Youth, Gender and Identity	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

UNIT	Course contents	Contact Hours
Unit-I	<u>Introduction</u> <ul style="list-style-type: none"> • Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context • Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes • Concepts of Identity: Multiple identities 	12
Unit-II	<u>Youth and Identity</u> <ul style="list-style-type: none"> • Family: Parent-youth conflict, sibling relationships, intergenerational gap • Peer group identity: Friendships and Romantic relationships • Workplace identity and relationships • Youth culture: Influence of globalization on Youth identity and Identity crisis 	12
Unit-III	<u>Gender and Identity</u> <ul style="list-style-type: none"> • Issues of Sexuality in Youth • Gender discrimination • Culture and Gender: Influence of globalization on Gender identity 	12
Unit-IV	<u>Issues related to Youth, Gender and Identity</u> <ul style="list-style-type: none"> • Youth, Gender and violence • Enhancing work-life balance • Changing roles and women empowerment • Encouraging non-gender stereotyped attitudes in youth 	12

LEARNING OUTCOME:

After this, the students should be able to:

- Equip with an understanding of the concepts of Youth, Gender and Identity and their interface.
- Sensitive to issues related to Youth, Gender and Identity within the socio-cultural context.
- Understand the transitory phase of youth, the issues surrounding it and there by developing sensitivity to the youth of today.
- Develop an appreciation of the multiple influences that mould the identity of today's youth.

Learning Resources	
Text Book, Reference Book and other materials	<ol style="list-style-type: none">1) Berk, L. E. (2010). <i>Child Development</i> (9th Ed.). New Delhi: Prentice Hall.2) Baron, R.A., Byrne, D. & Bhardwaj, G (2010). <i>Social Psychology</i> (12th Ed). New Delhi: Pearson.

		L	T	P	C
20 BPSY GE3	Psychology for Health and Well-Being	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To understand the spectrum of health and illness for better health management.

UNIT	Course contents	Contact Hours
Unit-I	<u>Illness, Health and Well being</u> Continuum and Models of health and illness: Medical, Bio- psychosocial, holistic health; health and well being.	12
Unit-II	<u>Stress and Coping</u> Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management	12
Unit-III	<u>Health Management</u> Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management	12
Unit-IV	<u>Human strengths and life enhancement</u> Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance	12

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the spectrum of health and illness for better health management.
- Identify stressors in one's life and how to manage them.
- Understand a variety of health enhancing, health protective, and health compromising behaviours and will be able to know their application in illness management.
- Develop an understanding of human strengths and virtues, and gain insights into positive aspects of work.

Learning Resources	
Text Book, Reference Book and other materials	1) Carr, A. (2004). <i>Positive Psychology: The science of happiness and human strength</i> .UK: Routledge. 2) DiMatteo, M.R. & Martin, L.R.(2002). <i>Health psychology</i> . New Delhi: Pearson. 3) Forshaw, M. (2003). <i>Advanced Psychology: Health</i>

Psychology. London: Hodder and Stoughton.

- 4) Hick, (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.
- 5) Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- 6) Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

		L	T	P	C
20 BPSY GE4	Psychology at Work	5	1	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

UNIT	Course contents	Contact Hours
Unit-I	<u>Leadership</u> Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership	12
Unit-II	<u>Communication</u> Communication process, purpose of communication in organizations, barriers to effective communication, managing communication	12
Unit-III	<u>Decision Making</u> Decision Making Strategies, Biases, Role of intuitions in decision making.	12
Unit-IV	<u>Work Motivation</u> Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity	12

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the meaning and theoretical foundations of I/O Psychology
- Develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

Learning Resources

<p>Text Book, Reference Book and other materials</p>	<ol style="list-style-type: none"> 1) Adler, N.J. (1997). Global Leaders: A Dialogue with future history. <i>Journal of International Management</i>, 2, 21-33. 2) Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), <i>Handbook of Gender and Work</i>, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc. 3) Chadha, N.K. (2007). <i>Organizational Behavior</i>. Galgotia Publishers: New Delhi. 4) Greenberg, J. & Baron, R.A. (2007). <i>Behaviour in Organizations</i> (9th Ed.). India: Dorling Kindersley 5) Griffin, R.W. & Moorhead, G. (2009). <i>Organizational Behavior: Managing People & Organizations</i>. Biztantra publishers 6) Robbins, S. P. & Judge, T.A. (2007). <i>Organizational Behavior. 12th Edition</i>. New Delhi: Prentice Hall of India. 7) Robbins, S. P. & Judge, T.A. (2008). <i>Essentials of Organizational Behavior. 9th Edition</i>. New Delhi: Prentice Hall of India
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		L	T	P	C
20BEN104	Subject Name: Literature in English Translation	5	2	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE

The act of translation has played a quintessential role in the process of globalization – not just national and international boundaries shrank; people, technology, thoughts, philosophy, art and ideas across time, space, culture and language became accessible. The literature produced across languages and space too became reachable by the virtue of translation. This Course aims at introducing the learners to the translated literary classics, and how different cultures, languages and historical events are shared across the world.

UNIT	Course contents	Contact Hours
Unit-I	a) A brief introduction to Spanish Literature <ul style="list-style-type: none"> • Major writers and their works • The Spanish Civil War b) Emilia Pardo Bazan: <i>The House of Ulloa</i> (Tr. Paul O'Prey) c) Gabriel Garcia Marquez: <i>Love in the Time of Cholera</i> (Tr. Edith Grossman) (Non-detailed study)	10
Unit-II	a) A brief introduction to Indian Literature <ul style="list-style-type: none"> • Major writers and their works • Partition of India b) Bhisham Sahani: <i>Tamas</i> (Tr. Daisy Rockwell) c) K.R. Meera: <i>Hangwoman</i> (Tr. J. Devika) (Non-detailed study)	10
Unit-III	a) A brief introduction to Russian Literature <ul style="list-style-type: none"> • Major Writers and their works • Russian Revolution b) Leo Tolstoy: <i>The death of Ivan Ilyich</i> (Tr. Anthony Briggs) c) Ivan Turgenev: <i>Fathers and Sons</i> (Tr. Peter Carson) (Non-detailed study)	10

Unit-IV	<p>a) A brief introduction to French Literature</p> <ul style="list-style-type: none"> • Major Writers and their works • French Revolution <p>b) Albert Camus: <i>The Stranger</i> (Tr. Matthew Ward)</p> <p>c) Gustav Flaubert: <i>Madam Bovary</i> (Tr. Margaret Mauldon) (Non-detailed study)</p>	10
Unit-V	<p>a) A brief introduction to Japanese Literature</p> <ul style="list-style-type: none"> • Major Writers and their works • Role played in World War I & II <p>b) Yasunari Kawabata: <i>Snow Country</i> (Tr. Edward G. Seidensticker)</p> <p>c) Haruki Murakami: <i>Kafka on the Shore</i> (Tr. Philip Gabriel) (Non-detailed study)</p>	10

Learning Outcome:

At the end of this course, the learners will know some of the most significant literatures produced in French, Spanish, Russian, Japanese and Indian vernacular translated in English. The learners will also be introduced to some of the most important socio-political-historical movements that has left an ever-lasting impression on the kind of literature produced in these nations and their philosophical background.

Learning Resources	
Text Book	<ol style="list-style-type: none"> 4. Yasunari Kawabata, (Tr. Edward G. Seidensticker). <i>Snow Country</i>. (London, Penguin Classic, 2011) 5. Bisham Sahani, (Tr. Daisy Rockwell). <i>Tamas</i>. 6. Gabriel Garcia Marquez, (Tr. Edith Grossman). <i>Love in the Time of Cholera</i>. (New Delhi: Penguin India, 2007) 7. K.R. Meera, (Tr. J. Devika). <i>Hangwoman</i>. 8. Haruki Murakami, (Tr. Philip Gabriel). <i>Kafka on the Shore</i>. 9. Albert Camus, (Tr. Matthew Ward). <i>The Stranger</i>. (London: Vintage International, 1989) 10. Gustav Flaubert, (Tr. Margaret Mauldon). <i>Madam Bovary</i>. (New Delhi: Fingerprint! Publishing, 2016) 11. Leo Tolstoy, (Tr. Anthony Briggs). <i>The death of Ivan Ilyich</i>. (London: Ingram Short Title, 2017) 12. Ivan Turgenev, (Tr. Peter Carson). <i>Fathers and Sons</i>. (London: Vintage International, 1996)

	13. Emilia Pardo Bazan, (Tr. Paul O'Prey). <i>The House of Ulloa</i> . (London: Penguin Classics, 2016)
Reference Book and other materials	<ol style="list-style-type: none"> 1. Robert Service, <i>The Last of the Tsars: Nicholas II and the Russian Revolution</i> (New York: Pan Publication, 2018) 2. Hilaire Belloc, <i>The French Revolution</i> (London: Zacchaeus, 2018) 3. Piotr Kuhlaczak^Karin Littau, "A Companion to Translation Studies", Orient Blackswan, 2011

		L	T	P	C
20BEN206	Subject Name: Critical Reading and Writing	5	2	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE:

In this course, the students will learn what is critical reading, the function of critical readings, and why it is important for a student to develop the habit of reading academic texts critically? Critical Reading and Writing course will offer guidance on how to read texts critically and how to develop effective writing skills.

UNIT	Course contents	Contact Hours
Unit-I	Introduction: what is a Text? <ol style="list-style-type: none"> i. Why are you reading a text? What is your purpose? ii. What type of text is it: research report, essay, textbook, book review? 	10
Unit-II	Close reading and criticism <ol style="list-style-type: none"> i. Who is the author? What do you know about the author? ii. Is there a clear distinction between fact and opinion? iii. Is evidence used by the author to support arguments? How good is the evidence? Are all the points supported? 	10
Unit-III	Comparing literary texts (Inter-textuality) <ol style="list-style-type: none"> i. What else has been written on the subject of the text? ii. How does the writer use other texts and other people's ideas? iii. What conclusions are drawn? 	10
Unit-IV	Descriptive Writing and Critical writing <ol style="list-style-type: none"> i. What is Descriptive Writing and how is it different from Critical writing? ii. What are the purposes of Descriptive Writing and Critical writing? 	10

Unit-V	Effective Writing <ol style="list-style-type: none"> i. How to clearly present evidence and argue which will lead to effective conclusion. ii. Recognition of the limitations one's own evidence and argument presented, and iii. conclusion drawn. iv. How to approach the different formats of writing (e.g. essay, report, dissertation, projects etc.) 	10
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LEARNING OUTCOME:

At the end of the course, the learners will be equipped with basic level of skills required to be able to identify the various types of text, arguments, perspectives, techniques, etc. used in a text. This in turn will enable the students to not just think critically, but formulate their own arguments and communicate it by writing effectively.

Learning Resources	
Text Book	<ol style="list-style-type: none"> 1. Sylvan Barnet, Hugo Bedau, From Critical Thinking to Argument: A Portable Guide, (Bedford/St. Martin's, 2010) 2. Andrew Goatly, Preet Hiradhar Critical Reading and Writing in the Digital Age: An Introductory Coursebook, (New York: Routledge, 2nd Edition, 2016)

		L	T	P	C
20BEN304	Subject Name: Postcolonial Literature	5	2	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE

This course aims to introduce the learners with the ideas and some of the selected literatures produced in the post-colonial era.

UNIT	Course contents	Contact Hours
Unit-I	Concepts: Race - Gender relations – Slavery and Colonialism – Influence of Christian Missionaries – De-colonization – Globalization and Literature –Literature and Identity Politics	10
Unit-II	Poem: Pablo Neruda – “Tonight I can Write”	10
Unit-III	Novel: Jean Rhys – “Wide Sargasso Sea”	10
Unit-IV	a) Feminist Indian Authors and their writings b) Ismat Chughtai: <i>Lihaf</i> c) Novel: Anita Desai – “Clear Light of Day”	10
Unit-V	a) Post-Colonial Literary Movement and Literary Criticism b) Novel: Chinua Achebe – “Things Fall Apart”	10

LEARNING OUTCOME:

This course will introduce and build an understanding of concepts such as Imperialism, De-colonization, Race, and Globalization and so on; in this paper, the learners/readers will also be familiarized about identity politics reflected in the literatures of the colonized nations.

Learning Resources

<p>Text Book</p>	<ol style="list-style-type: none"> 1. Ismat Chughtai, <i>The Quilt: Stories</i> (New Delhi: Penguin, 2011) 2. Anita Desai, <i>Clear Light of Day</i> (New Delhi: Penguin, 2008) 3. Jean Rhys, <i>Wide Saragasso Sea</i> (New York: Haymarket Books, 2016) 4. Chenua Acebe, <i>Things Fall Apart</i> 5. Pablo Neruda, <i>Tonight I can Write</i>
<p>Reference Book and other materials</p>	<ol style="list-style-type: none"> 6. Franz Fanon, 'The Negro and Language', in <i>Black Skin, White Masks</i>, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27. 7. Ngugi wa Thiong'o, 'The Language of African Literature', in <i>Decolonising the Mind</i> (London: James Curry, 1986) chap. 1 8. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. <i>Key Concepts in Post-Colonial Studies</i> (Taylor & Francis Ltd, 2013) 9. Bipan Chandra, <i>India Since Independence</i> (New Delhi: Penguin Random House, 2008)

		L	T	P	C
20BEN404	Subject Name: Greek and Roman Mythology	5	2	0	6
Generic Elective	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE:

Greek mythology is often treated as the foundation of allusion and character genesis in western literature, art and motion picture. In this paper, the readers will not only gain an understanding about the Greek and Roman Gods and Goddess, but they will also understand the creation and evolution of concepts such as chaos and creation, interdisciplinary relations with Greek and Roman mythology, classical ancient epics (Iliad and Odyssey) and such others.

UNIT	Course contents	Contact Hours
Unit-I	An Introduction to the concept and history of myth and mythology	10
Unit-II	Hesiod: the origins of the Gods and the world	10
Unit-III	Homer: Iliad and Odyssey	10
Unit-IV	Sophocles: Oedipus Rex Oedipus and Electra Complex	10
Unit-V	Medusa and Prometheus b) Myth of Atlantis c) Chaos, Gais, Uranus, Cronus, Rhea, Hyperboreans, Elysian Fields	10

LEARNING OBJECTIVE:

At the end of this course, the learners will have an understanding of the concept of “myth”, they will be able to relate between various narrative forms and myth. Furthermore, the learners will learn the names of the various mythic traditions of the world and will understand the significance of Greek and Roman mythological tradition in relation to western literature, culture and history.

Learning Resources	
Text Book	1. Cheryl Evans, <i>Greek Myths and Legends</i> (New York: Usborne Publishing, 2007)

	2. Stephen Fry, <i>Mythos: The Greek Myths Retold</i> (London: Penguin, 2018)
Reference Book and other materials	<ol style="list-style-type: none"> 1. Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> (New York: Hachette Book, 2011) 2. Robert Graves, <i>The Greek Myths</i> (London: Vikings, 2018) 3. Henry A. Sanders, <i>Roman History and Mythology</i> (New York: Alpha Edition, 2019)