

# **St. Joseph's College of Commerce**

(Autonomous)

163, Brigade Road, Bengaluru – 560 025

Accredited with 'A++' Grade (4th Cycle) by the National  
Assessment and Accreditation Council (NAAC)

Recognized by the UGC as  
"COLLEGE WITH POTENTIAL FOR EXCELLENCE"



## **B.Sc Economics**

Semester III & IV

*Syllabus as per National Education Policy Curriculum Framework*

**Academic year 2024-25**

**St. Joseph's College of Commerce  
(Autonomous)  
Affiliated to Bengaluru City University**

St. Joseph's College of Commerce (SJCC) was formerly a part of St. Joseph's College, established in the year 1882. The Commerce Department was established in the year 1949 and it became an independent college with its own building in Brigade Road in the year 1972.

The college has in its Vision a model for higher education which encourages individuals to dream of a socially just world and in its Mission a strategy to empower individuals in realizing that dream.

With an objective of imparting quality education in multidisciplinary fields of Commerce, Management, Economics, English and Psychology the college has been innovating in all aspects of higher education over a long period of time. These innovations were further bolstered with the granting of autonomous status to the college by UGC in September 2005. From then on, the college has taken a lead in reforming curriculum and syllabus, examination and evaluation pattern and teaching and learning methods through the Board of Studies, the Academic Council and the Governing Council comprising of eminent academicians, industry representatives and notable alumni.

The college has undergone four cycles of NAAC accreditation starting from the year 2000 in which it secured 'five stars', next in the year 2007 an 'A' grade, in the year 2012 again an 'A' grade and recently in February 2021 an 'A++'. It is one of the very few institutions in the country to have secured A++ grade in the fourth cycle under the Revised Accreditation Framework (RAF) and the first college in Karnataka to do so. The college was declared as a 'College with Potential for Excellence' in the year 2010. In 2011 SJCC was recognized as a Research Centre by Bangalore University. The college has been ranked 65th in the National Institutional Ranking Framework (NIRF) ratings of Ministry of Education, Government of India, in 2023 and it has been the only institution from Karnataka to make it consistently to the top 100 in the country.

The college offers diverse programmes in Commerce, Business Administration, Economics and English. Under Commerce Studies it offers B. Com, B.Com (Professional- International Accounting and Finance), B.Com (BPS- Industry Integrated), B.Com (Travel and Tourism), B.Com (Analytics), B.Com (Professional - Strategic Finance), M.Com (Finance & Taxation/ Marketing & Analytics), M.Com (International Business) & M.Com (Financial Analysis). Under Business Administration it offers BBA, BBA (Entrepreneurship) and BBA (Professional- Finance and Accountancy). The college also offers six one-year Post Graduate Diploma programmes. The College offers a B.Sc Economics Programme and a B.A English and Psychology Programme.

## **THE DEPARTMENT OF ECONOMICS**

The Department of Economics offers B.Sc Economics. This Department has been started to incorporate the multidisciplinary spirit of the new NEP 2020. The B.Sc Economics programme has been designed to provide a cutting edge expertise in mainstream economics with minor (psychology). The programme aims to develop analytical, creative and critical thinking skills for problem solving and decision making. It aims at better understanding of social, economic, psychological and political issues and also explores the full spectrum of finance. The transferable skills attained through the B.Sc (Economics) are highly sought after by employers and increase the employability quotient of students in various dynamic fields. A student could be an economist, a government advisor, financial consultant, econometrician, banker and also look forward to different government positions after successful completion of the programme. Keeping in view the new NEP, the programme is multidisciplinary in nature and integrates different fields like Psychology, Finance, Mathematics, Statistics, Data Analytics, Operations Research, History, Politics, Environmental Studies, Model Building with an inbuilt local as well as global perspective.

New elements such as internship, case studies, seminars and research projects enhance deeper understanding of the practical applications of the programme. So, join in to embark on a whole new adventure with us. The Bachelor's degree programme in Economics is a full-time undergraduate programme that aims at providing a programme structure which would retain the 'traditionals' in the programme and equip the students with business acumen necessary to succeed in the professional world. On completion of B.Sc. (Economics) at SJCC, students will acquire comprehensive knowledge of how the economic principles are applied in

the society, family, government and private sector, business, and science.

### **SALIENT FEATURES OF B.Sc ECONOMICS PROGRAMME WITH MULTIPLE ENTRY AND EXIT OPTIONS:**

1. The regulations governing B.Sc. Economics Programme with Multiple Entry and Exit Options shall be applicable with effect from the Academic year 2022-2023.
2. The B.Sc (Economics) Programme shall be structured in a semester mode with multiple exit options;

<b>Certificate</b>	On the completion of <b>First year</b> ( <i>two semesters</i> )
<b>Diploma</b>	On the completion of <b>Second year</b> ( <i>four semesters</i> )
<b>Basic Bachelor Degree</b>	On the completion of <b>Third year</b> ( <i>six semesters</i> )

3. The students who exit with Certification, Diploma and Basic Bachelor Degree shall be eligible to re-enter the programme at the exit level to complete the programme or to complete the next level.
4. The B.Sc (Economics) Programme offers a wide range of multidisciplinary courses with exposure to other disciplines, specializations and areas. The programme aptly caters to knowledge, ability, vocational, professional and skill enhancement along with focus on humanities, arts, commerce, management, social, physical and life sciences, mathematics, sportsetc.
5. The B.Sc (Economics) Programme combines conceptual understanding with practical engagement through lab courses, national and international field visits, internship, conferences, workshops, seminars, case study analysis, group discussions and research projects.
6. A wide range of Skill Enhancement Courses are offered in the first four semesters to enhance language and communication, logical reasoning, critical thinking, problem solving, data analytics and life skills.

7. In each of the first four semester students will have an option of studying a course from other disciplines. Students will be given an option to choose from a pool of Open Elective Courses that provide exposure to multiple disciplines and thereby making the programme truly multi-disciplinary.
8. The students have one *specialization/ elective* in the fifth and sixth semester.

## I. ELIGIBILITY FOR ADMISSION

Candidates who have completed the Two-year Pre-university course of Karnataka State or its equivalent are eligible for admission into this Programme.

## II. DURATION OF THE PROGRAMME

The duration of the undergraduate programme is *three-years* (six semesters) with multiple entry and exit options, within this period. The students can exit after the completion of *one* academic year (Two semesters) with the *Certificate* in a discipline; *Diploma* after the study of *two* academic years (Four Semesters) and *Basic Bachelor Degree* after the completion of *three* academic years (Six Semesters).

## III. MEDIUM OF INSTRUCTION

The medium of instruction shall be English.

## IV. ATTENDANCE:

- a. A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% in aggregate of the number of working periods in each of the courses compulsorily.
- b. A student who fails to complete the course in the manner stated above shall not be permitted to take the end semester examination.

**V. SUBJECTS OF STUDY: THE COMPONENTS OF CURRICULUM FOR MULTIDISCIPLINARY UNDERGRADUATE BSC. ECONOMICS PROGRAMME**

The category of courses and their descriptions are given in the following table.

<b>Category of courses</b>	<b>Objective/ Outcomes</b>
<b>Languages</b>	Language courses equip students with communication skills, critical and creative thinking, familiarity with issues pertaining to society and culture and skills of expression and articulation. They also provide students with a foundation for learning other courses.
<b>Ability Enhancement Courses</b>	Ability enhancement courses are the generic skill courses that enable students to develop a deeper sense of commitment to oneself and to the society and nation largely.
<b>Skill Enhancement Courses</b>	Skill Enhancement Courses enhance skills pertaining to a particular field of study to increase their employability/ Self-employment. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.
<b>Vocational Enhancement courses</b>	Vocational Enhancement courses enhance skills pertaining to a particular field of study to increase their employability/ Self-employment.
<b>Foundation/ Discipline based Introductory Courses</b>	These courses will supplement in a better understanding of how to apply the knowledge gained in classrooms to societal issues.
<b>Major Discipline Core Courses</b>	Major Discipline Core Courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen.
<b>Major Discipline Elective</b>	These courses provide more depth within the

<b>Courses</b>	discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline.
<b>Open or Generic Elective Courses</b>	Open or Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice.
<b>Project work/ Dissertation/ Internship/ Entrepreneurship</b>	Students shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum.
<b>Extension Activities</b>	As part of the objective of Social Concern, the College has designed a well-structured Community Outreach programme of sixty hours called 'Bembala' (Support). The programme includes rural camps, workshops, lectures and seminars, teaching programmes in Government Schools or Colleges, community service in slums and villages, awareness programmes in streets, localities, slums or villages and public rallies on social issues. The College expects the students to be part of the activities organized by the College towards securing the goal of Social Concern. This programme is mandatory for the award of degree from the college.
<b>Extra/Co-Curricular Activities</b>	The College has a wide range of student associations and clubs that provide space for students to develop their creative talents. The activities conducted help in developing not just the artistic and entrepreneurial talents but also helps in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, enthusiasm, and positive thinking are some of the facets of personality development and the outcomes of these activities.

## **VI. CREDIT REQUIREMENT**

Credits represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, the course content, teaching methodology, learning expectations, maximum marks etc.

## **VII. TEACHING AND EVALUATION**

M.A/M.Sc graduates with Economics and Psychology as basic degree from a recognized university are only eligible to teach and to evaluate the courses including part – B courses of I and II semesters (except languages, compulsory additional courses and core Information Technology related courses) mentioned in this regulation. Languages and additional courses shall be taught by the graduates as recognized by the respective board of studies.

## **VIII. EXAMINATION & EVALUATION:**

### **CONTINUOUS FORMATIVE EVALUATION/ INTERNAL ASSESSMENT:**

Total marks for each course shall be based on continuous assessment and semester end examinations. As per the decision taken at the Karnataka State Higher Education Council, the total marks for CIA and ESE as per NEP for will be 40:60.

<b>TOTAL MARKS FOR EACH COURSE</b>	<b>100%</b>
Continuous Internal Assessment –CIA 1	20% marks
Continuous Internal Assessment –CIA 2	20% marks
End Semester Examination - (ESE)	60% marks

### **EVALUATION PROCESS OF INTERNAL ASSESSMENT MARKS SHALL BE AS FOLLOWS.**

- a. The first component (CIA 1) of assessment is for 20% marks. The second component (CIA 2) of assessment is for 20% marks.



- b. During the end of the semester, end semester examination shall be conducted by the college for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- c. The students shall be informed about the modalities well in advance. The evaluated assignments during component I (CIA 1) and component II (CIA 2) are immediately provided to the students.
- d. The marks of the total internal assessment shall be published on the ERP for students at the end of semester.
- e. The internal assessment marks shall be submitted to the COE as per the date mentioned.
- f. There shall be no minimum marks in respect of the internal assessment marks.
- g. Internal assessment marks may be recorded separately. A student who has failed, shall retain the internal assessment marks as there will be no change in the CIA results scored.

### **MINIMUM FOR A PASS**

- a. A student needs to get 40% in the end semester examination and in addition the student also should get an aggregate of overall 40% inclusive of his internal assessment to be declared as passed.
- b. The student who is passed in all the end semester examinations in the first attempt is eligible for rank
- c. A student who passes the semester examinations in parts or attempted supplementary exams is eligible for only Class, CGPA but not for ranking.
- d. The results of students who have passed the last semester examinations but not passed the lower semester examinations shall be eligible for the degree only after completion of all the lower semester examinations.
- e. If a student fails in a subject, either in theory or practical's he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practical's separately) as stated above.

## **CARRY OVER**

Students who fail in lower semester examinations may go to the higher semesters and take the lower semester examinations as per odd or even semester in the next consecutive chance.

## **CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

The ten-point grading system is adopted. The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the completion of all the eight semesters of the programmes and the corresponding overall grades. If some students exit at the completion of the first, second or third year of the four years Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified on the basis of the cumulative GradePoint Average (CGPA) obtained in the two, four, six, respectively. For award of,

- Certificate
- Diploma
- Basic Bachelor's Degree

## **TRANSFER FOR ADMISSION:**

Transfer for admission is permissible only for odd semesters for students of other universities and within the university.

## **CONDITIONS FOR TRANSFER OF ADMISSION OF STUDENTS WITHIN THE UNIVERSITY.**

- a. His/ her transfer admission shall be within the intake permitted to the college.
- b. Availability of same combination of subjects studied in the previous college.
- c. He/she shall fulfill the attendance requirements as per the University Regulation.
- d. He/she shall complete the programme as per the regulation

governing the maximum duration of completing the programme.

**CONDITIONS FOR TRANSFER ADMISSION OF STUDENTS OF OTHER UNIVERSITIES.**

- a. A Student migrating from any other University may be permitted to join odd semester of the degree programme provided he/she has passed all the subjects of previous semesters/years as the case may be. Such candidates must satisfy all other conditions of eligibility stipulated in the regulations of the University.
- b. His/her transfer admission shall be within the intake permitted to the college.
- c. He/she shall fulfill the attendance requirements as per the University Regulation.
- d. The student who is migrating from other Universities is eligible for overall SGPA/CGPA or Class and not for ranking.
- e. He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme as per this regulation.

## **Program Objectives**

1. To provide a sound foundation in factual knowledge in various concepts, theories and models of mainstream economics, and its diverse subfields of macro, micro, developmental economics, public finance, monetary economics, etc. to rigor to the subject and learn to apply them in analysing economic phenomena.
2. To develop strong quantitative skills in students by introducing them to mathematical economics, statistics and econometrics in order to analyse complex economic issues.
3. To enhance 'learning to learn' skills in students through guided self-learning in order to develop their critical and creative thinking skills and be able to generate new ideas and processes.
4. To enable students to integrate technology into the study of complex economic phenomenon for analysis of available data, learning to make inferences and finally, learning to produce findings in visual form and writing.
5. To be able to critique the dynamic complex interaction of economies with society by studying firms and governments through behavioural experimental methods which will lead them to explore policy formulation.

## **Programme Outcomes**

1. Systematic understanding of economic terminology and concepts. Ability to recall the fundamentals of both micro and macroeconomics theories.
2. Explain the relationship between various economic factors and variables.
3. Interpret different economic data through tabulation and graphical presentation of data.
4. Excellent understanding of how to tackle economic problems while being aware of the application and limitations of different approaches, showing strong judgement in the usage of these approaches in varied settings.
5. Analyse economic data with the aid of mathematical and quantitative techniques.
6. Create economic simulation model which represent real life scenario and creatively find solutions to economic issues.
7. Determine the boons and bails of economic arguments, economic policies, economic theories and economic reasoning.
8. Assessing the impact of economic developments on society and make recommendations for evolving stronger and better economic policies.
9. Developing new economic models relevant to a dynamic environment by incorporating latest technologies and software.
10. Solve the complex Macro economic problems with an understanding of the societal, legal and cultural impacts of the solution .(Example: Economics Goods & Services Tax (GST)-Fiscal Monetary Policy, Union Budget, Crony Capitalism, Bankruptcy Code, Re-capitalism and so on)
11. Carrying out innovative and original research.

### B.Sc Economics Programme Matrix

Category /Semesters	I	II	III	IV	V	VI	Not applicable		Total Credits
<b>PART A: LANGUAGES &amp; COMPULSORY COURSES</b>									
Language 1 4 Hrs/3 Cr	Language 1 (3 Cr)	Language 1 (3 Cr)	Language 1 (3 Cr)	Language 1 (3 Cr)	-	-	-	-	24
Language 2 4 Hrs/3 Cr	Language 2 (3 Cr)	Language 2 (3 Cr)	Language 2 (3 Cr)	Language 2 (3 Cr)	-	-	-	-	
Compulsory Courses (2Hrs/2Cr)		Environmental Studies (3Cr)		Indian Constitution (3Cr)					6
<b>PART B: CORE &amp; ELECTIVE COURSES, SEC-SB, VOCATIONAL COURSES, RESEARCH &amp; INTERNSHIP</b>									
Discipline Specific Core Courses: Economics (4Hrs/4Cr or 3 Cr)	Microeconomics (3 Cr)	Macroeconomics (3 Cr)	Factor Pricing & Welfare Economics (3 Cr)	Monetary Economics (3 Cr)	Economics of growth and Development (4 Cr)				72
	Mathematics for Economics (3 Cr)	Statistics for Economics (3 Cr)	Basic Econometrics (3 Cr)	Time Series Economics (3 Cr)	Data Analytics using R Programming (4 Cr)				
					Operation Research (4 cr)				
					Research Methodology (4cr)				
Psychology (Minor)	PSY – 1 (4+2)	PSY – 2 (4+2)	PSY – 3 (4+2)	PSY – 4 (4+2)					24
Open Elective Courses (3Hrs/3Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)		-	-	-	-	9
Discipline Specific Elective (4 rs/3Cr)	-	-	-	-	International Economics (3 Cr)	Elective 2 (3 Cr)	Elective 3 (3 Cr)	Elective 4 (3 Cr)	12
Skill Enhancement Courses- Skill Based (1Hr./2 Cr)	Digital Fluency (2 Cr)		Artificial Intelligence (2 Cr)	Financial Education and Investment Awareness (2cr)	Internship (2 Cr)	Internship (2 Cr)	-	-	10
Vocational Enhancement Courses (3 Hrs/3Cr)	-	-	-	-	Choice of Course (3 Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	12
Research Methodology (4hrs/4 Cr)								-	4
Research Project/ Internship (6 Cr)/Additional Electives (4Hrs/3Cr)	-	-	-	-	-	-	Research Proposal Formulation (2 cr)	Research Project (10+2 cr)	10+2*
<b>PART C: SKILL ENHANCEMENT COURSES- VALUE BASED</b>									
Foundation Courses (2Cr)	Psychological Well-being (2Cr)	Outreach (1 cr)	Yoga (1 cr)	Outreach (1 cr)			-	-	8
Extension and Extra-Curricular Activities	-	Extension & Extra-Curricular Activities (1Cr)	Extension & Extra-Curricular Activities (1Cr)	Extension & Extra-Curricular Activities (1Cr)			-	-	
Total Crs.	25	26	25	25	24	24	22*	22	193*

**Course Matrix for B.Sc. Economics Programme**

**Semester III**

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	S1 22 KN 301	Kannada						
	S1 22HN 301	Hindi						
	S1 23 KK 301	Additional English						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	S1 22 GE 301	General English						
3	S1 22 DC 301	Factor Pricing and Welfare Economics	DSC-1	3+0+0	60	40	100	3
4	S1 22 DC 302	Basic Econometrics	DSC-2	3+0+0	60	40	100	3
5	S1 22 MN 301	Child Development (Theory)	MDC -1	4+0+2	60	40	100	4
	S1 22 MNP 301	Child Development (Practical)			25	25	50	2
6		Open Electives*	OEC-1	3+0+0	60	40	100	3
7	S1 22 SB 301	Artificial Intelligence	SEC-SB	1+ 0+2	25	25	50	2
8	UG 22 FC 301	Yoga	SEC-VB	1+0+2	-	25	25	1
9	UG 22 FC 301	Extension & Extra-Curricular Activities (1Cr)	SEC-VB	1+ 0+ 2	-	25	25	1
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

### Semester VI

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	S1 22 KN 401	Kannada						
	S1 23 FK 401	Functional Kannada						
	S1 23 KK 401	Kali Kannada						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	S1 22 GE 401	General English						
3	UG 22 CC 401	Indian Constitution	AECC	1+1+0	25	25	50	2
4	S1 22 DC 401	Monetary Economics	DSC-3	3+0+0	60	40	100	3
5	S1 22 DC 402	Time Series Econometrics	DSC- 4	3+0+0	60	40	100	3
6	S1 22 MN 401	Developmental Psychology (Theory)	MDC-2	4+0+2	60	40	100	4
	S1 22 MNP401	Developmental Psychology (Practical)			25	25	50	2
7		Open Electives*	OEC-1	3+0+0	60	40	100	3
8	UG 22 EA 401	Outreach	SEC-VB	0+ 0+2	-	25	25	1
9	UG 22 EC 401	Extension and Extra-Curricular Activities	SEC-VB	0+0+2	-	25	25	1
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

\*Students will choose from a pool of courses offered by other departments.



## SEMESTER III

### S1 22 DC 401: FACTOR PRICING AND WELFARE ECONOMICS

#### COURSE OBJECTIVES

The students after pursuing the course should be able to understand the distribution of factor pricing, the factors underlying factor pricing, theories of factor pricing, meaning and theories of welfare economics and application of the concepts learned.

#### Module-1: Introduction to Factor Pricing

6 Hrs

Introduction to Economics: Nature and scope of economics, Basic Concepts in economics, Importance of study of Economics, Understanding the economy, Mankiw's ten principles of economics

#### Module 2: Factor pricing under different competitive markets 7 Hrs

Factor pricing in perfectly competitive markets - Marginal productivity theory of factor pricing - Factor pricing in imperfectly competitive markets - Monopsony power: Trade Unions and wage determination - Bilateral monopoly

#### Module 3: Theories of wages, rent, interest, and profits

7 Hrs

Rent: Ricardian Theory, Modern Theory, and Quasi Rent.

Wages: Subsistence Theory, Wage-Fund Theory, Residual Claimant Theory, Marginal Productivity Theory and Modern Theory.

Interest: Classical Theory - Keynesian Liquidity Preference Theory

Profit: Dynamic Theory, Innovation Theory, Risk-bearing Theory and Uncertainty bearing Theory (Brief conceptual discussion)

#### Practicum

- Collecting information on labour supply to understand the reasons for its backward bending
- Describing the graphs used in Chapter2
- Describing the graphs used in Chapter3
- Conducting class seminars about the above theories

## **Module 4: General Equilibrium**

**6 hours**

Circular flow - Partial and general equilibrium - General equilibrium in production and exchange (Edgeworth box and Pareto optimality in consumption and production) - Walrasian general equilibrium analysis

**Practicum:** Reading and describing the graphs used

## **Module 5: Welfare Economics**

**14 Hrs**

Individual welfare and social welfare – Pigou’s Welfare Economics -Pareto Optimality- first and second condition- Social welfare function – Kaldor-Hicks Compensation criteria.

Market failure – Meaning of Market Efficiency – Reasons for Market Failure – property rights , public goods and Coase Theorem- Externalities-production and consumption externalities

Asymmetric information - Meaning - adverse selection, moral hazards, market signaling, efficient market hypothesis, agency Problems

## **Module 6: Role of Government**

**5 hrs**

Government Intervention – Need for Public Policy - Price ceiling, floor - Taxes, subsidies, Tariffs and quotas - production, import and export quotas – Economics Justification for Welfare Schemes

**Practicum:**

- Conducting surveys to understand the notion of welfare
- Collecting information on various sources of market failure
- Documenting the causes and consequences of adverse selection and moral hazards in the day-to-day life of students
- Preparing a list of government programmes and giving justification for it from the point of view of Economics.

**COURSE OUTCOMES (COs):** After the successful completion of the course, the student will be able to:

1. Understand the meaning of factor incomes and factor pricing.
2. Recognize basic supply and demand analysis of factors in perfect and imperfect

market situations.

3. Understand the meaning of social welfare and means to maximize it.
4. Identify causes inhibiting attainment of maximum social welfare.
5. Explain the meaning and significance of general equilibrium
6. Recognize the causes of market failure.
7. Identify problems related to asymmetric information.
8. Analyse the need for government intervention in the economic activities.

### **References**

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- 2 Mankiw, N. Gregory, Principles of Economics (Ninth ed.). Boston, MA.
- 3 Jhingan, M.L.: Microeconomics, Vrinda Publications, New Delhi
- 4 Koutsoyianis, A: Modern Microeconomics, London, Macmillan
- 5 Omkarnath, G.: Economics: A Primer for India, Orient Blackswan, Hyderabad
- 6 Salvatore, Dominick : Microeconomics Theory and Applications, Oxford University Press, New York
- 7 Samuelson, Paul : Economics, McGraw-Hill, New Delhi
8. <https://www.core-econ.org/the-economy/book/text/0-3-contents.html>

## **SEMESTER III**

### **S1 22 DC 302: BASIC ECONOMETRICS**

**Course Objective:** The students should recognize the underlying assumptions and the implications of various econometric approaches. Use statistical software to put the various strategies presented into practise using secondary data, so that they can analyse and evaluate empirical findings.

#### **Module 1: Nature and Scope of Econometrics** **4 Hrs**

Introduction to Econometrics: Meaning of Econometrics, Nature and scope of Econometrics - relationship with economics, mathematics and statistics  
Methodology of econometrics - Types of Econometrics

#### **Module 2: Understanding Regression models** **10 hrs**

The Historical Origin of the Term Regression, Modern Interpretation of Regression - Scatter Diagram - Regression Line - Regression versus Causation - Regression versus Correlation, Basic Terminologies

Two Variable Regression Analysis: Basic Idea - Conditional Mean Population Regression Function (PRF) - Meaning of Linearity - Stochastic Specification of PRF - Significance of Error Term - Sample Regression Function

#### **Module 3: Regression Model: The Problem of Estimation** **8Hrs**

The Method of Ordinary Least Square - Point Estimator - Interval Estimator - Classical Linear Regression Model Assumptions-Properties of Least Square Estimators

Estimation and Validation: Coefficient of Determination - Explained Sum of Squares - Residual Sum of Squares - Total Sum of Squares; Hypotheses Testing: precision of estimators - standard error-t-test - testing significance Individual Coefficients - Level of Significance

#### **Module 4: Multiple Linear Regression analysis** **5 Hrs**

Three Variable Regression Model - Estimation, Interpretation - Validation:

Individual Coefficients (T-test) - Overall Significance (F-test) Model

**Module 5: Advanced Regression Models 1**

**8Hrs**

The Problems in Regression Model:

Multicollinearity: Nature – Identification - Consequences-Detection - Remedial Measures

**Module 6 Advanced Regression Models 2**

**10 Hrs**

Heteroscedasticity: Nature – Identification – Consequences – Detection - Remedial Measures

Autocorrelation: Nature – Identification – Consequences – Detection - Remedial Measures

(Suggestion to keep Advanced regression model as a single model and to add Module 6 as a completely practical module like E-views/Excel)

**Course Outcomes (COs):**

After the successful completion of the course, the student will be able to:

CO1. The students will be able to carry out ordinary least square regressions

CO2. as well as multiple regressions, which are at the very foundation of quantitative economic analysis.

CO3. The course is designed to make students familiar with more complex cases where the standard assumptions of the classic linear regression may not hold.

**References**

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- 2 Stock, J. H. and Watson, M. W., *“Introduction to Econometrics”*, Pearson
- 3 Brooks, C., *“Introductory Econometrics for Finance”*, Cambridge University press
- 4 Baum, C. E., *“An Introduction to Modern Econometrics Using Stata”*, Stata Press
- 5 Koutsoyiannis, A, *Theory of Econometrics*
- 6 Wooldridge, J. M., *“Introductory Econometrics: An Introductory Approach”*, Southwestern, Cengage Learning
- 7 Gujarati, D. N., Porter D.C., Gunasekar S., *“Basic Econometrics”*, Mc Graw Hill

## **SEMESTER III**

### **S1 22 MN 301: CHILD DEVELOPMENT (THEORY)**

#### **COURSE OBJECTIVES**

1. Define theories and research methods relating to development.
2. Examine prenatal development and the perinatal environment
3. Understand aspects of physical development that occur in infancy and childhood.
4. Assess theoretical approaches to cognitive and language development.
5. Describe emotional, social and moral development in infancy and childhood.

#### **Module 1: Introduction To Child Development** **12 hours**

Development: definition and domains, issues in development, Baltes' principles of development, Indian perspectives on human development.

Childhood: Historical views of childhood, theories of child development – cognitive theories, behavioral and social cognitive theories; ecological model – Bronfenbrenner. ethological model / perspective.

Methods and Designs: Longitudinal, cross-sectional, sequential, microgenetic, correlation; challenges to conducting research in child development; modern methods of child development. Careers in child development

#### **Module 2: Pre-Natal Development** **4 hours**

Pre-natal development: Meaning, principles, stages – conception, germinal stage, embryonic stage, fetal stage.

Prenatal Environmental Influences: Teratogens, prescription and nonprescription drugs - tobacco, alcohol, radiation, environmental pollution, maternal factors, paternal factors.

Chromosomal and genetic abnormalities: Principles of heredity; gene linked and chromosomal abnormalities.

Peri-natal environment: Stages of child birth, Post-natal assessments - APGAR scale, Brazelton Neonatal Behavioural Assessment Scale.

Postpartum period: Physical, emotional and psychological changes; bonding with the infant.

### **Module 3- Physical Development**

**10 hours**

Motor development: Reflexes; sleeping; crying; motor development in infancy; gross motor and fine motor skills.

Perceptual development: Development of sensory capacities – Touch, taste, smell, hearing and vision.

### **Module 4 - Cognitive And Language Development**

**12 hours**

Cognitive development: Piaget’s theory of cognitive development; Vygotsky’s theory of cognitive development.

Language development: Components of language development; Pre-linguistic development – receptivity to language, first speech sounds; phonological development; Linguistic development - semantics; grammar, pragmatics; bilingualism.

### **Module 5 - Emotional, Social And Moral Development**

**12 hours**

Emotional development: Development of emotional expression, basic emotions, self-conscious emotions, emotional self-regulation, acquiring emotional display rules; understanding and responding to emotions of others - social referencing, empathy and sympathy.

Social development - Social orientation, development of attachment, security of attachment; cultural influences; development of self-awareness and understanding the self; peer relationships and friendships; play.

Moral development - Kohlberg’s theory of moral development.

### **SKILL DEVELOPMENT**

(These activities are only indicative. The faculty member can innovate.)

1. Make a presentation of your own development in infancy and childhood in audiovisual format. The presentation must include milestones relating to physical, motor, social and linguistic development.
2. Choose a theory relating to any of the domains of development. Construct and experiment to test this theory, or refer to the studies conducted to formulate the theory and replicate it. Report your findings.
3. Interview a professional who works in the field of childhood development.

Collect information relating to their professional qualifications, area of specialization, and processes relating to their work. Present your findings to the class.

## **COURSE OUTCOMES**

After successful completion of the course students will be able to:

1. Compare and contrast theories and research methods relating to development.
2. Analyse prenatal development and the perinatal environment
3. Describe aspects of physical development that occur in infancy and childhood.
4. Evaluate theoretical approaches to cognitive and language development.
5. Explain emotional, social and moral development in infancy and childhood.

## **BOOKS FOR REFERENCE**

1. John.W.Santrok (2021) - Child Development - 17th edition, Tata McGraw hill edition.
2. Laura E. Berk (2018) – Exploring Child Development- 9th Edition, Easter economy edition, PHI publication.
3. Levine, L.E. & Munsch, J. (2021) Child Development: An Active Learning Approach, 4th Edition, Sage Publications. Inc.
4. Papalia, D., Olds, S.W. & Feldman, R.D. (2017) Human Development – 9th Edition, McGraw Hill Education



## **SEMESTER III**

### **S1 22 MN 301: CHILD DEVELOPMENT (PRACTICAL)**

#### **(Minimum 8 Practical to be conducted)**

1. Processes in Concept Formation
2. Paired Associate Learning
3. Learning Styles Inventory
4. Bhatia's Battery of Performance Tests
5. Vineland Social Maturity Scale
6. Seguin Form Board
7. Family Environment Scale
8. Rosenberg Self Esteem Scale
9. General Health Questionnaire
10. Friendship Scale by Hawthorne and Griffith
11. Emotional Maturity Scale
12. Sodhi's Attitude Scale

#### **Statistics**

Correlation: Spearman's Rank Difference Method, Pearson's Product Moment  
Correlation

## SEMESTER VI

### S1 22 DC 401: MONETARY ECONOMICS

**COURSE OBJECTIVES:** This course aims at creating an overall understanding of the monetary system prevailing in an economy. The students should be able to differentiate between the demand and supply side of money supply and the theories and approaches related to them. The course incorporates the study of inflation and the measures taken to control it.

#### **Module 1: Introduction to Money and Monetary Economics** **6Hrs**

Definition of money- conventional approach- modern approach- Role and Functions of Money. Evolution of Money- gold standard-Paper currency – convertible and inconvertible paper currency-Digital Money(concepts)

#### **Module 2: Theory of demand for Money** **8 Hrs**

Nominal and Real Cash Balances- Cash transaction and Cash Balances Approach. Keynes' Theory of Demand for Money- demand for liquidity. Friedman's restatement of quantity theory of money- Quantity Theory of Money

#### **Module - 3: Theories of supply of money** **8Hrs**

Money supply-cash, coins and balances in bank. Measure of money – M1, M2, M3, M4. Determinants of money supply-Money multiplier Process-. Commercial bank-functions- cash reserve ratio and credit creation- Central bank functions.

#### **Module - 4: Inflation** **9Hrs**

Inflation – definition, Types, approaches- demand pull, cost push inflation- Keynesian Inflationary Gap Analysis- Monetarist view versus Structuralist View-Structural Inflation in LDCS

#### **Module – 5: Monetary Policy** **8Hrs**

Monetary Policy - Definitions, goals of monetary policy. Instruments of

monetary control -Open Market Operations, Variations in Reserve Requirements, Bank Rate Policy - Repo rates, Reverse repo rate - Limitations of monetary policy.

## **Module – 6: Indian Monetary System**

**6Hrs**

System of note issue in India- RBI and notes issue-Composition of money supply-Monetary policy in India (Comparison between countries)

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Understand the operation of the overall monetary economy and money

CO2. What constitutes supply and demand for money as well as theories and approaches.

CO3. Monetary policy and inflation and its impact on welfare.

### **Books for Reference**

1. Ahuja H L *Macroeconomics: Theory and Policy*, S Chand & Company Pvt Ltd, New Delhi
2. Mankiw N. Gregory, *Macroeconomics*, Worth Publishers, New York
3. Shapiro Edward, *Macroeconomic Analysis*, Galgotia Publications Pvt.Ltd, New Delhi
4. Ackley Gardner, *Macroeconomics: Theory and Policy*, Macmillan, New York
5. Dornbusch, R., Fischer, S. and Startz, R., "Macroeconomics", McGraw-Hill, 11th Ed
6. D'Souza E., "Macroeconomics", Pearson Education
7. Froyen Richard T. *Macroeconomics-Theories and Policies*, Macmillan Pub., Company, NY
8. Hubbard R. Glenn and Anthony Patrick O'Brien, *Macroeconomics*, Pearson Prentice, New Jersey, USA

## SEMESTER VI

### S1 22 DC 402: TIME SERIES ECONOMETRICS

**Course Objectives:** The course aims to bring about a higher level of understanding of econometrics among students by dealing with concepts of time series analysis, its models, concepts and forecasting methods.

**Module 1: Basic concepts in Time Series Econometrics** **6Hrs**

Basic concepts of time series model- Stochastic process-, Stationary Process, Non-stationary process- random walk without drift- random walk with drift

**Module 2: Unit Root Tests** **10Hrs**

Unit Root Tests: spurious regression – non-stationarity or unit root tests – Graphs – Autocorrelation function (ACF)-partial autocorrelation function (PACF) The Augmented Dickey–Fuller (ADF) Test - The Phillips–Perron (PP) Unit Root Tests -Testing for Structural Changes- A Critique of the Unit Root Tests-Transforming Nonstationary Time Series –Difference Stationary Processes–Trend stationary processes

**Module - 3: Cointegration** **4 Hrs**

Meaning –Testing for Cointegration – Engle-Granger two step test – Johansen test- Trace test- Phillips – Ouliaris three step test-Error correction mechanism- economic applications

**Module - 4: Time series Forecasting** **10Hrs**

Approaches to Economic Forecasting: exponential smoothing – Single equation regression models – Simultaneous equation regression models

**Module 5: AR, MA, ARMA and ARIMA Models** **6 Hrs**

Autoregressive models (AR)- Moving average models (MA)-Autoregressive moving average models (ARMA)- Autoregressive integrated moving average models (ARIMA)

## Module 6: Box-Jenkins (BJ) Methodology

7 Hrs

Steps involved in BJ method – Identification: Autocorrelation function (ACF)-partial autocorrelation function (PACF) –Estimation-Diagnostic checking-Forecasting.

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Deal with comprehensive set of tools and techniques for analysing various forms of univariate and multivariate time series.

CO2. Understand the current literature in applied time series.

CO3. Use statistical packages like STATA, E-views, SPSS etc.

### References

1 Gujarati, D. N., Porter D.C., Gunasekar S., "Basic Econometrics", Mc Graw Hill,

2 Marno Verbeek, 2017, "A Guide to Modern Econometrics", John Wiley & Sons, Ltd

3 Enders, W., "Applied Econometric Time Series", Wiley 4th Edition

4 Koutsoyiannis, A, Theory of Econometrics

5 Brooks, C., "Introductory Econometrics for Finance", Cambridge University press

6 Pindyck, R.S. and Rubinfeld, D.L., "Econometric Models and Economic Forecasts"

7 Wooldridge, J. M., "Introductory Econometrics: An Introductory Approach"

## SEMESTER VI

### S1 22 MN 401: DEVELOPMENTAL PSYCHOLOGY (THEORY)

#### COURSE OBJECTIVES

1. Describe the developmental process and milestones that occur in adolescence
2. Analyse theoretical approaches to development in early adulthood.
3. Examine the changes and continuities that occur in middle adulthood
4. Explain the physical and psychosocial changes that occur in late adulthood.
5. Assess aspects relating to death and life.

#### Module 1: Puberty & adolescence

**12 hours**

Puberty and adolescence: Meaning and characteristics.

Physical development: Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.

Physical and mental health: Physical fitness, sleep needs, nutrition; eating disorders in childhood; substance use – risk factors, gateway drugs; addiction to social media and virtual gaming.

Psychosocial development: Identity formation - Erikson's theory of psychosocial development, Marcia's theory of identity formation, sociocultural influences in identity formation – gender and ethnic factors; relationship with peers and adults

Disorders in adolescence: Antisocial traits and juvenile delinquency

#### Module 2: Early adulthood

**12 hours**

Characteristics of early adulthood

Health and Physical Development: Health status, genetic and behavioral influences on health and fitness.

Cognitive development: Postformal thought; Schaies' model of cognitive development; emotional intelligence.

Psycho-social development: Models – Normative changes, timing-of-events model, trait and Typological model; intimate relationships; marital and non-marital life styles – single life, marriage, co-habitation, LGBT issues.

#### Module - 3: MIDDLE ADULTHOOD

**14 hours**

Characteristics of Middle adulthood.

Physical development: Physical changes – Sensory and psychomotor functioning; sexuality & reproductive functioning – menarche and spermarche, menopause and its treatment, andropause.

Cognitive development: The role of expertise, integrative thought, practical problem solving, creativity, work and cognitive development, mature learner.

Psychosocial development: Changes in relationship at midlife; consensual relationships: Marriage, midlife divorce, LGBTQIA+ challenges, friendships, relationships with maturing children; empty nest; midlife crisis.

Vocational adjustments: Factors affecting vocational adjustment in middle adulthood, vocational hazards, occupational patterns, work v/s early retirement, adjustment to approaching retirement.

#### **Module - 4: Late adulthood**

**12 hours**

Characteristics of late adulthood.

Physical changes: Sensory & psychomotor functioning – vision, hearing, taste, smell, strength, endurance, balance and reaction time.

Cognitive changes: Intelligence and processing abilities, competence in everyday tasks and problem solving.

Psychosocial changes – Personal relationships in late life: social contact, relationships, multigenerational families; consensual relationships: marriage, divorce and remarriage, widowhood, single life; non-marital kinship ties: relationship with adult children, relationship with siblings; becoming grandparents and great-grandparents.

#### **Module – 5: The end of life**

**10 hours**

Theories of aging: Programmed theories and damage theories.

Approaches to death: Biological and social approaches to understanding death; issues related to death - medical, legal and ethical Facing death and loss:

Psychological issues - confronting one's death; patterns of grieving;

Kubler-Ross' stages of dying; death and bereavement across the lifespan finding meaning & purpose in life & death.

#### **SKILL DEVELOPMENT**

(These activities are only indicative. The faculty member can innovate.)

1. Using Marcia's or Erikson's theory relating to identity formation, reflect on your present identity status. Identify the social and cultural factors that may have influenced the formation of your identity.
2. Interview a person in their middle or late adulthood. Explore the experiences that have helped in their psychosocial and cognitive development. Compare their present physical, cognitive and psychosocial status with previous developmental stages.
3. Make a report on your experiences in adolescence and early adulthood. Information must be related to all domains of development (cognitive, physical, psychosocial and emotional).

### **COURSE OUTCOMES:**

After successful completion of the course students will be able to:

1. Examine the developmental process and milestones that occur in adolescence
2. Evaluate theoretical approaches to development in early adulthood.
3. Explain the changes and continuities that occur in middle adulthood
4. Express the physical and psychosocial changes that occur in late adulthood.
5. Analyse concepts and theories relating to life and death.

### **Books for Reference**

1. Hurlock, E.B. (1981). *Developmental Psychology: A life - span approach*. Tata McGraw - Hill
2. Santrock, J.W. (2017). *Life-Span Development, 6 th Edition*, Tata Mcgraw- Hill Education.
3. Rathus, S.A. (2022) - *Human Life Span Development, 5th Edition*, (ENGAGA INDIA)
4. Papalia, D., Olds, S.W. & Feldman, R.D. (2017) *Human Development – 9th Edition*, McGraw Hill Education.



## **SEMESTER IV**

### **S1 22 MNP401: DEVELOPMENTAL PSYCHOLOGY (PRACTICAL)**

#### **(Minimum 8 to be conducted)**

1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Bell's Adjustment Inventory
4. Study Habits Inventory
5. Social Intelligence Scale
6. Personal Value Questionnaire
7. Rathus Assertiveness Scale
8. Self Regulation Questionnaire
9. Social Adjustment scale for aged
10. Holland's Occupational Themes (RIASEC Test)
11. Comprehensive Interest Schedule
12. Social Network Addiction Scale

#### **Statistics**

Comparing means: Independent sample t-test, dependent sample t-test

## SEMESTER – IV

### C1 21 SB 401: FINANCIAL EDUCATION AND INVESTMENT AWARENESS

#### COURSE OBJECTIVES:

The course is designed to enable the students with basic knowledge on trading and investment thus enhancing their financial literacy.

#### **Module 1: Foundations for Finance** **11 hours**

Introduction to Basic Concepts: Understand the need for financial planning – basic concepts – life goals and financial goals – format of a sample financial plan for a young adult.

Economics: Meaning – scope – key concepts influencing decision making both micro & macro.

Banking in India: Types of Bank Deposits, Deposit Insurance (PMJDY). Traditional and New Banking Models. Debit and Credit Cards. Digital Payment System – Internet Banking (NEFT, RTGS and IMPS), Mobile Banking, Mobile Wallet, AEPS, UPI.

Orientation to Financial Statements: financial terms and concepts, model for reading financial statements, basic ratios for evaluating companies while investing – Time Value of Money – Concept of Compounding and Discounting.

#### **Practical:**

- **Spreadsheet Modelling:** IF Function, SUM Function, AVERAGE Function, INDEX, MATCH and VLOOKUP Function, RANK Function, SUMPRODUCT Function, MAX & MIN Function, ERRORS in Modeling (#VALUE!, #NAME?, #DIV/0!, #REF!, #NUM!, #NA), PRESENT VALUE Functions, FUTURE VALUE Functions, ANNUITY Functions, PERPETUITY Functions.

- **Statistical Functions in Excel**

- **Financial Statements in Excel**

#### **Module 2: Investment Management** **25 hours**

Investment Goals: Basic investment objectives – Investment goals – time frame – assessing risk profile – concept of diversification – risk measurement tools.

Investment and Saving Alternatives for a Common Investor: Insurance – Health, Life and Other General Insurance (Vehicle Insurance, Property Insurance, etc), Retirement and Pension Plans – National Pension System, Atal Pension Yojana, PM-SYM Yojana, PMLV MY PMKMDY etc., Stocks, Bonds, Mutual Funds.

Investor Protection and Grievance Redressal.

Stock Markets: Primary Market and Secondary Market, Stock Exchanges,

Stock Exchange Operations – Trading and Settlement, Demat Account, Depository and Depository Participants.

Stock Selection: Fundamental Analysis – Economy Analysis, Industry Analysis and Company Analysis. Technical Analysis – Graphical Patterns, Candle-stick Patterns, Indicators and Oscillators.

Stock Return and Risk: Analysing risk and returns trade off- relationship-investment risk.

**Practical:**

- Administering Risk Tolerance Tool
- Group Presentations on Investment Alternatives (Advantages, Suitability and Limitations)
- Demonstration of Stock Trading
- Economy Analysis ([www.tradingeconomics.com](http://www.tradingeconomics.com))
- Industry Analysis ([www.ibef.org](http://www.ibef.org))
- Company Analysis ([www.valueresearchonline.com](http://www.valueresearchonline.com))
- Spreadsheet Modelling for Stock Valuation (Dividend Discount Model, Free Cash Flow and Relative Valuation)
- Demonstration of Technical Analysis and Exercises (NSE – TAME)
- Spreadsheet Modelling for calculating Stock Return, Risk and Beta

**Module 3: Mutual Funds and Financial Planning Essentials 9 hours**

**Mutual Funds:** Features of Mutual Funds, Mutual Fund History in India, Major Fund Houses in India and Mutual Fund Schemes.

Types of Mutual Fund Plans. Net Asset Value.

**Criteria for selection of Mutual Funds:** Returns, Performance Measures – Sharpe, Treynor, Alpha, Beta and  $r^2$

Financial Planning: Sample formats – Integrating all the concepts learnt with a personal financial plan.

Giving and supporting: Family support – charitable giving –Crowd sourcing for needs.

**Practical:**

- Identification of Fund Houses in India, Schemes and Plans of each Mutual Fund House

([www.amfiindia.in](http://www.amfiindia.in), [www.valueresearchonline.com](http://www.valueresearchonline.com))

- Exercises on Calculation of Net Asset Value
- Demonstration of Mutual Fund Fact Sheet
- Exercises on reading performance measures and selection of Mutual Funds
- Preparation of Financial Plan

## **COURSE OUTCOMES**

After completion of the course, the students will be able to:

1. Explain the basic of financial decision making.
2. List out various saving and investment alternatives available for a common man and understand stock markets and stock selection
3. Explore the various mutual funds and the criteria for selection

## **References**

1. RBI Financial Education Handbook
2. NSE Knowledge Hub, AI-powered Learning Experience Platform for BFSI
3. NSE Academy Certification in Financial Markets (NCFM) Modules:
  - a. Macroeconomics for Financial Markets
  - b. Financial Markets (Beginners Module)
  - c. Mutual Funds (Beginners Module)
  - d. Technical Analysis

## **Books for Reference:**

1. *Prasanna Chandra, Financial Management, McGraw Hill Publication*
2. *Aswath Damodaran, Corporate Finance, John Wiley & Sons Inc.*
3. *Pitabas Mohanty, Spreadsheet Skills for Finance Professionals, Taxman Publication.*
4. *Fischer & Jordan, Security Analysis & Portfolio Management, Prentice Hall*

## *Websites:*

1. [www.sebi.gov.in](http://www.sebi.gov.in)
2. [www.nseindia.com](http://www.nseindia.com)
3. [www.amfiindia.com](http://www.amfiindia.com)

## SEMESTER – IV

### UG 22 CC 401: INDIA AND INDIAN CONSTITUTION

#### COURSE OBJECTIVE

The purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper learn to contextualise the depth of India as a nation with its diverse socio-political culture, its philosophical traditions, values and Ideals. It will give them knowledge to expound the breadth of freedom struggle in various parts of India, its significance in nation building and the sacrifices made both by its leaders and followers. It will help them to demonstrate their knowledge regarding the efforts made at working towards a constitution as India's conscience cherishing the values of Justice, Liberty, Equality and Fraternity. Consequently, it will enable students to contextualise the powers and functions of various offices under the Constitution. It will help them determine the role and responsibilities of citizens as enshrined in the Constitution, offering insights in to the contributions of personalities like Gandhiji, Dr B.R.Ambedkar and Jawahar Lal Nehru, Bal Gangadhar Tilak, the values tolerance, equality of treatment, scientific secularism and swarajya and the processes of policymaking keeping national wellbeing in the forefront. This paper will enable students to illustrate how vibrant our Constitution is, how farsighted were its makers and how efficient are the various institutions.

#### **Module 1: Background to the study of Indian Constitution 15 Hrs**

Philosophical and Political foundations of India - Dharma and Danda, Buddhist, liberal (Raja Rammohun Roy) and Subaltern (Ranajit Guha)

\* Colonial impact on Indian society, \*\* Nationalist perspective (Swamy Vivekananda and Sri Aurobindo).

Political values and Ideals during freedom struggle - Non-Violence, Tolerance, Satyagraha and Swadeshi (Gandhi), Swarajya (Tilak), Integral Humanism (Deen Dayal Upadhyay) and Voluntarism (Vinoba Bhave).

Political Contribution of Regional freedom struggle - Kittur Rani Chennamma, Hardekar Manjappa, Madikeri Peasants, Halagali Bedas.

#### **Module 2: Constitutional Development and its Philosophy 15 Hrs**

Historical background of Constitutional development in India - Developments between 1857 to 1952 (only Acts during this period)

must be taught), Composition and debates of Constituent Assembly (in brief), working of committees.

Philosophy and features of Indian Constitution – Preamble, Salient features, Constitutionalism, Dr B.R. Ambedkar and Nehru's contribution in the making of the Constitution.

Working of the Constitution – Fundamental Rights, Union-State and Inter-State Relations (Art. 263, Inter-State disputes and trade and commerce), important Amendments to the Constitution\*\*, Parliamentary Committees\* (Standing, Ad hoc and Departmental).

### **Module 3: Constitutional Institutions and Citizen's role 15 Hrs**

Parliamentary and Constitutional Institutions - Legislature (Upper and Lower house), Executive (composition and powers), Judiciary (High Court and Supreme Court, its composition and jurisdiction), Comptroller and Auditor General, Inter-State Council, Election Commission.

Role and Responsibilities of Citizens under Indian Constitution - Concept of Citizenship, Citizenship Amendment Act, Fundamental Duties, Right to Information Act, Civil Society. \*

Goals and Policies of National Development enshrined in the Constitution - Concept of National Development, Unity and Integrity of the nation, Goals of Educational Policies, Role of teachers and students in Nation Building.

### **COURSE OUTCOME**

Upon completion of this course students will be able to—

1. Explain the philosophy and the structure of the Constitution.
2. Measure the powers, functions and limitations of various offices under the Constitution.
3. Demonstrate the values, ideals and the role of Constitution in a democratic India.

### **Books for Reference:**

1. Aiyangar K.R. 1941. "Ancient Indian Polity". Oriental Books Agency, Poona.
2. Altekar A.S. 1949. "State and Government in Ancient India". Motilal Banarsidass Chowk, Banaras
3. Andre Beteille, 1965. *Caste, class, and Power*. Berkley: University of California Press.

4. Arora & Mukherji, *Federalism in India, Origin and Developments*, Vikas Publishing House, New Delhi, 1992.
5. Bhandarkar D.D. 1940. "Some Aspects of Ancient Indian culture". University of Madras.
6. Chandra Bipan. 1979. "Nationalism and Colonialism in India". Orient, Lang.
7. Constitution of India (Full Text), India.gov.in., National Portal of India,
8.  
[https://www.India.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.India.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
9. D. C. Gupta, *Indian Government and Politics*, Vikas publishing House, New Delhi, 1975.
10. Desai, A R. 2016. *Social Background of Indian Nationalism*. Los Angeles: Papular Prakashan.
11. Durga Das Basu, *Introduction to the Constitution of India*, Gurgaon; LexisNexis, 2018 (23rd edn.)
12. Gandhi, M.K. *Hind Swaraj*  
[http://www.mkgandhi.org/ebks/hind\\_swaraj.pdf](http://www.mkgandhi.org/ebks/hind_swaraj.pdf)
13. Goshal U.N. 1923. "History of Hindu Political Theory". Oxford University Press, Culcutta.
14. Granville Austin, 2000. *The Indian Constitution: Cornerstone of a Nation*. Melbourne: Oxford University Press.
15. Hanson and Douglas, 1972. *India's Democracy*. New York City: W W Norton & Co Inc.
16. Harish Ramaswamy and S. S. Patagundi(Ed.) 2007. *Karnataka-Government and Politics*. Delhi: Concept Publishing Company.
17. J.N. Pandey, *The Constitutional Law of India*, Allahabad; Central Law Agency, 2018(55 th edn.)
18. Jayaswal K.P. 1943. "Hindu Polity". Bangalore Printing and Publishing Co. LTD, Bangalore.
19. Johari J C 1974. *Indian Government and Politics*. New Delhi: Vishal Publications.
20. KB Merunandan, *Bharatada Samvidhana Ondu Parichaya*, Bangalore, Meraguo Publications, 2015.
21. K. Sharma, *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi, 2002.

22. Kapoor, Kapil(Ed), 2005, *Indian Knowledge System-Vol-1*, New Delhi Printworld LTD. Political Science Syllabus wef 2021-22
23. Kapoor, Kapil, 1994, *Texts of the Oral Tradition, Language, Linguistics and Literature: The Indian Perspective*. Delhi: Academic Foundation
24. Kosambi D.D. 1965. "The Culture and Civilization of Ancient India and Historical Outline". Vikas Publishing House pvt. Ltd, Noida.
25. Krishana Rao, M. & G.S. Halappa. 1962. *History of Freedom Movement in Karnataka*. Mysore: Government of Mysore.
26. M.V. Pylee, *India's Constitution*, New Delhi; S. Chand Pub., 2017 (16th edn.)
27. Nagel, Stuart, 2017, *India's Development and Public Policy*. UK: Routledge.
28. P.M Bakshi, *Constitution of India*, Universal Law Publishing House, New Delhi, 1999.
29. Patham and Thomas Patham. 1986. "Political Thought in Modern India." Sage Publications, United State.
30. Rajni Kothari, 1995. *Caste in Indian Politics*. Telangana: Orient Blackswan.
31. Rghavendra Rao, K. 2000. *Imagining Unimaginable Communities*. Hampi: Prasranga, Kannada University.
32. Bhargava, Rajeev. ed. 1998. *Secularism and Its Critics*, New Delhi: Oxford University Press.
33. S. N. Jha, *Indian Political System, Historical Developments*, Ganga Kaveri Publishing House, Varanasi, 2005.
34. Said Edarard .1978. "Orientalism". Pantheon Books, USA.
35. Sharma, R.S. 1991. "Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India". Motilal Banarsidass, Delhi.