

# DEPARTMENT OF ECONOMICS



Curriculum and Syllabus for  
Undergraduate Programmes  
Under Credit Semester System  
(with effect from 2019 admissions)



**St Berchmans College**

Founded 1922

**AUTONOMOUS** | College with Potential for Excellence | Reaccredited by NAAC with A Grade

Affiliated to Mahatma Gandhi University, Kottayam, Kerala  
Changanassery, Kottayam, Kerala, India-686101



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## PREFACE

The Board of Studies in Economics, St. Berchmans College (Autonomous), Changanassery, proceeded with the task of restructuring the curriculum and syllabi of the programme of Under Graduate course in Economics offered by the college. While attempting restructuring, the existing conditions relating to infrastructure, workload and staff pattern have been properly taken care of and provision for full utilization of the existing faculty is proposed. In designing the curriculum and syllabi, the Board was guided by the St. Berchmans College (Autonomous), Regulation (2015) governing under Graduate Programme under the credit and semester system (SB- CSSUG) and also by that of the UG Economics syllabus followed in M G University, Kottayam from 2012-13 admission onwards. The restructured curriculum and syllabi of the BA Economics programme will be followed in the college with effect from the academic year 2018-19 admission onwards.

The basic framework of the proposed programme would be the same as that of the BA Economics programme offered by the M G University. The duration, the type, the number of credits, and the number of courses of the proposed programme would remain the same as that of the MG University. Nevertheless, endeavours were made to review the existing curriculum and to incorporate current trends for formulating a fresh one. The existing syllabus was revamped taking into account the broader perspective of curriculum.. The diversity available within the overall framework helps flexible specialization. The Under Graduate course in Economics is a three-year full-time programme, with each year comprising of two semesters. It will be under the credit and semester system (UG-CSS). The total number of credits will be 82. The programme will consist of 15 core courses, 3 complementary courses, one open course at the final year and a dissertation cum viva.

The present syllabus is an outcome of serious academic and intellectual efforts made by expert committees constituted by the department of Economics for each course. These Committees, led by the faculty members of the department have undertaken the task of the Syllabus revision after considering proposals and suggestions of the members of the Board of Studies in Economics. The proposals and suggestions of the members of the Board of studies were consolidated at its meeting held on 17 November 2018. Besides the members of the Board of Studies, consultations were made with and suggestions were invited from external experts. The members of the expert committees and the Board of Studies as well as the external consultants did a commendable work to accomplish the task of course restructuring and syllabus revision. I place on record with gratitude the services and help rendered by one and all. Special mention may be made of external members of the Board of Studies: Dr Martin Patric, Dr. K J Joseph, Dr. Joseph Thomas, Dr Siby Mathews, Dr. Neetha and external consultant Dr Muraleedharan. The support and help extended by the management and faculty members of Department of Economics, S B College (Autonomous), Changanassery, in this endeavour also deserves special mention. I express my heartfelt thanks to each and all of them.

Dr. Mathew J Mattam  
Chairman  
Board of Studies in Economics  
SB College, Changanassery





## Board of Studies in Economics

1. Dr. Mathew J Mattam (Chairman) Associate Professor and Head  
Department of Economics  
St. Berchmans College
2. Dr. K J Joseph Professor  
Centre for Development Studies  
Thiruvananthapuram
3. Dr. Joseph Thomas Principal Economic Adviser  
EMK Global, Mumbai
4. Dr. Siby Mathews IPS (Rtd.) SHRA-215, Silver Hills  
Anayara P O  
Thiruvananthapuram - 695029
5. Dr. Martin Patric (University Nominee) Director  
Centre for Public Policy Research  
Cochin
6. Dr Neetha N Senior Fellow (Professor)  
Centre for Women's Development Studies, New Delhi
7. Dr. Philip MP Associate Professor  
Department of Economics  
St. Berchmans College
8. Prof. Joseph Kurien Vice-Principal & Associate Professor  
Department of Economics  
St. Berchmans College
9. Prof. Renji Mathew Associate Professor  
Department of Economics  
St. Berchmans College
10. Prof Johnson K Joice Assistant Professor  
Department of Economics  
St. Berchmans College
11. Prof Shinu Varkey Assistant Professor  
Department of Economics  
St. Berchmans College
12. Fr Mohan Mathew Assistant Professor  
Department of Economics  
SB College
13. Dr. Anila Skariah Assistant Professor  
Department of Economics  
St. Berchmans College







## **PROGRAMME OBJECTIVES**

The following are the major objectives of the BA Economics programme of St Berchmans College.

- To provide students a well-founded education in Economics.
- To provide the aspirants of economics a structured curricula which support the academic development of students
- To provide and adapt curricula at graduate level that prepares students for employment and further studies.
- To enable the students to pursue courses those emphasize quantitative and theoretical aspects of economics.
- To provide students with the opportunity to focus on applied and policy issues in Economics.
- To provide programmes that allow the students to choose from a wide range of economics specialisations.
- To provide a well-resourced learning environment for economics.

## **PROGRAMME SPECIFIC OUTCOME**

The enrolment of students in BA degree programme in Economics enables them to acquire various skills such as critical thinking, quantitative reasoning, problem solving, and communication and so on. The acquisition of skills leads to the intellectual growth of the students to the extent of developing the ability to explain core economic terms, concepts and theories. Strict adherence to the curriculum may generate the ability to employ economic way of thinking and also develop awareness about the role of domestic and international institutions and norms in shaping economies. It also helps economic students to apply economic theories and concepts to contemporary social issues, as well as formulation and analysis of policy. Apart from this the course work will give the students an opportunity to recognize the role of ethical values in economic decisions.

A well designed curriculum in Economics prepares graduates for employment and further study. The students pursuing Master's Degree in Economics get an opportunity to focus on applied and policy issues in economics if they have a strong quantitative and theoretical base at degree level. The programme also allow the students to choose from a wide range of economic specialization at postgraduate level (if they pursue studies) such as Health And Environmental Economics, Institutional Economics, Agriculture Economics, Labour Economics etc with great employment potential. In addition to this the students may have effective communication skills to express economic ideas to the public. Finally the students with adequate knowledge in economics may be able to formulate informed opinions on policy issues and recognize the validity of opposing viewpoints and their by become better citizens.





## **REGULATIONS FOR UNDERGRADUATE (UG) PROGRAMMES UNDER CREDIT SEMESTER SYSTEM (SB-CSS-UG) 2019**

### **1. SHORT TITLE**

- 1.1 These Regulations shall be called St. Berchmans College (Autonomous) Regulations (2019) governing undergraduate programmes under Credit Semester System.
- 1.2 These Regulations shall come into force with effect from the academic year 2019 - 20 onwards.

### **2. SCOPE**

- 2.1 The regulation provided herein shall apply to all regular undergraduate programmes, BA/BSc/BCom/BCA, conducted by St. Berchmans College (Autonomous) with effect from the academic year 2019 - 20.

### **3. DEFINITIONS**

- 3.1 'University' means Mahatma Gandhi University, Kottayam, Kerala.
- 3.2 'College' means St. Berchmans College (Autonomous).
- 3.3 There shall be an Academic Committee nominated by the Principal to look after the matters relating to the SB-CSS-UG system.
- 3.4 'Academic Council' means the Committee consisting of members as provided under section 107 of the University Act 2014, Government of Kerala.
- 3.5 'Parent Department' means the Department, which offers a particular undergraduate programme.
- 3.6 'Department Council' means the body of all teachers of a Department in the College.
- 3.7 'Faculty Mentor' is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities of the undergraduate programme undertaken in the Department.
- 3.8 'Programme' means a three year programme of study and examinations spread over six semesters, the successful completion of which would lead to the award of a degree.
- 3.9 'Duration of Programme' means the period of time required for the conduct of the programme. The duration of an undergraduate programme shall be six (6) semesters.
- 3.10 'Semester' means a term consisting of a minimum 90 working days, inclusive of tutorials, examination days and other academic activities within a period of six months.
- 3.11 'Course' means a portion of a subject to be taught and evaluated in a semester.
- 3.12 'Course Teacher' means the teacher who is taking classes on the course.
- 3.13 'Core Course' means a course in the subject of specialization within a degree programme. It includes a course on environmental studies and human rights.
- 3.14 'Complementary Course' means a course, which would enrich the study of core courses.
- 3.15 'Common Course I' means a course that comes under the category of courses for English.
- 3.16 'Common Course II' means additional language, which can be opted by a student, from among the languages offered by the College.
- 3.17 The Common Course I and II is compulsory for all students undergoing undergraduate programmes.
- 3.18 'Open Course' means a course offered by the departments other than the parent department outside the field specialization of the student, which can be opted by a student.
- 3.19 'Elective Course' means a course, which can be substituted, by equivalent course from the same subject.
- 3.20 'Vocational Course' means a course that enables the students to enhance their practical skills and ability to pursue a vocation in their subject of specialization.



- 3.21 'Audit Course' means a course opted by the students, in addition to the compulsory courses, in order to develop their skills and social responsibility.
- 3.22 'Extra Credit Course' means a course opted by the students, in addition to the compulsory courses, in order to gain additional credit that would boost the performance level and additional skills.
- 3.23 Extra credit and audit courses shall be completed by working outside the regular teaching hours.
- 3.24 There will be two categories of extra credit courses, mandatory and optional. If a student fails to complete the mandatory course, he/she shall complete the same within the tenure of the programme.

The details of the extra credit and audit courses are given below:

Semester	Course	Type
I	Course on Basic Life Support System and Disaster Management	Compulsory, audit course, Grades shall be given
I to VI	Value Education	Compulsory, extra credit
	Virtual Lab experiments/MOOC	Optional, extra credit
II & III	Add on Course	Compulsory, extra credit, Grades shall be given
Summer vacation following semester II	50 hours (10 days) Social Awareness Programme	Compulsory, extra credit, Grades shall be given
IV	Internship/Skill Training	Compulsory, audit course, Grades shall be given
V	Finishing School	Compulsory, audit course

- 3.25 'On the Job Training' means a job training course given to the students to acquaint them with various industrial skills.
- 3.26 'Project' means a regular project work with stated credits on which the student conducts a project under the supervision of a teacher in the parent department/any appropriate research centre in order to submit a dissertation on the project work as specified.
- 3.27 'Dissertation' means a minor thesis to be submitted at the end of a research work carried out by each student on a specific area.
- 3.28 'Plagiarism' is the unreferenced use of other authors' material in dissertations and is a serious academic offence.
- 3.29 'Seminar' means a lecture expected to train the student in self-study, collection of relevant matter from books and internet resources, editing, document writing, typing and presentation.
- 3.30 'Improvement Examination' is an examination conducted to improve the performance of a student in the courses of a particular semester as per the exam manual.
- 3.31 'Supplementary Examination' is an examination conducted for students who fail in the courses of a particular semester as per the exam manual.
- 3.32 The minimum credits, required for completing an undergraduate programme is one hundred and twenty (120).
- 3.33 'Credit' (C) of a course is a measure of the weekly unit of work assigned for that course in a semester.
- 3.34 'Course Credit': One credit of the course is defined as a minimum of one (1) hour lecture/minimum of two (2) hours lab/field work per week for eighteen (18) weeks in a semester. The course will be considered as completed only by conducting the final examination.



- 3.35 'Grade' means a letter symbol (A, B, C etc.) which indicates the broad level of performance of a student in a course/semester/programme.
- 3.36 'Grade Point' (GP) is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.37 'Credit Point' (CP) of a course is the value obtained by multiplying the grade point (GP) by the credit (C) of the course.
- 3.38 'Semester Grade Point Average' (SGPA) of a semester is calculated by dividing total credit points obtained by the student in a semester by total credits of that semester and shall be rounded off to two decimal places.
- 3.39 'Cumulative Grade Point Average' (CGPA) is the value obtained by dividing the sum of credit points in all the courses obtained by the student for the entire programme by the total credits of the whole programme and shall be rounded off to two decimal places.
- 3.40 'Institution Average' is the value obtained by dividing the sum of the marks obtained by all students in a particular course by the number of students in the respective course.
- 3.41 'Weighted Average Score' means the score obtained by dividing sum of the products of marks secured and credit of each course by the total credits of that semester/programme and shall be rounded off to two decimal places.
- 3.42 'Grace Marks' means marks awarded to course/courses as per the choice of the student, in recognition of meritorious achievements of a student in NCC/NSS/sports/arts and cultural activities.
- 3.43 First, Second, Third, Fourth and Fifth position shall be awarded to students who come in the first five places based on the overall CGPA secured in the programme in the first chance itself.

#### 4. PROGRAMME STRUCTURE

- 4.1. The programme shall include core courses, vocational courses, complementary courses, common courses, open course and elective courses. There shall be a project/dissertation to be undertaken by all students. The programme will also include assignments, seminars, practical, viva-voce, OJT, field visit, industry visit etc., if they are specified in the curriculum.
- 4.2. Total credits for a programme is one hundred and twenty (120). The credit distribution for various UG programmes is shown below.

##### Model I BA/BSc

i.	Programme duration	6 Semesters
ii.	Total credits required for successful completion of the programme	120
iii.	Minimum credits required from Core + Elective + Project + Complementary courses	79
iv.	Minimum credits required from Common courses	38
v.	Minimum credits required from Open course	3
vi.	Minimum attendance required	75%

##### 4.3. Project/Dissertation

All students shall do a project/research work in the area of core course in the sixth semester. The project/ research work shall be done individually or as a group of maximum five (5) students. The projects/research work shall be identified during the fourth semester of the programme with the help of the supervising teacher. The report of the project/research work shall be submitted to the department during sixth semester and shall be produced before the



examiners appointed by the College. The project report/dissertation shall be subject to internal and external evaluation followed by a viva-voce/defence.

**4.4. Evaluations**

The evaluation of each course shall contain two parts.

- i Internal or In-Semester Assessment (ISA)
- ii External or End-Semester Assessment (ESA)

Both ISA and ESA shall be carried out using indirect grading. The ISA:ESA ratio shall be 1:4, for courses with or without practical. There shall be a maximum of eighty (80) marks for external evaluation and twenty (20) marks for internal evaluation.

**4.5. In-semester assessment**

The components of the internal or in-semester assessment and their marks are as below.

**Common Courses**

There are four components for ISA, which include attendance, assignment/seminar and in-semester examinations. All the components of the internal assessment are mandatory.

Component	Marks
Attendance	2
Assignment/Seminar	5
Class test	5
Model examination	8
<b>Total</b>	<b>20</b>

**Marks for attendance**

% of Attendance	Marks
Above 90	2
75 – 90	1

(Decimals shall be rounded off to the next higher whole number)

**Courses other than common courses without practical**

Component	Marks
Attendance	2
Viva	4
Assignment/Seminar	4
Class test	4
Model examination	6
<b>Total</b>	<b>20</b>

**Marks for attendance**

% of Attendance	Marks
Above 90	2
75 – 90	1

(Decimals shall be rounded off to the next higher whole number)

**4.6. Assignments**

Assignments shall be submitted for every course in the first four semesters. At least one assignment for each course shall be submitted in each semester.

**4.7. Seminar**

A student shall present a seminar in the fifth and sixth semesters.



4.8. **In-semester examination**

Every student shall undergo at least two in-semester examinations as class test and model examination as internal component for every course.

4.9. To ensure transparency of the evaluation process, the ISA mark awarded to the students in each course in a semester shall be published on the notice board according to the schedule in the academic calendar published by the College. There shall not be any chance for improvement of ISA. The course teacher and the faculty mentor shall maintain the academic record of each student registered for the course which shall be forwarded to the office of the Controller of Examinations through the Head of the Department and a copy shall be kept in the office of the Head of the Department for at least two years for verification.

4.10. A student who has not secured minimum marks in internal examinations can redo the same before the end semester examination of the semester concerned.

4.11. **End-semester assessment**

The end-semester examination in theory and practical courses shall be conducted by the College.

4.12. The end-semester examinations shall be conducted at the end of each semester. There shall be one end-semester examination of three (3) hours duration in each lecture based course.

4.13. The question paper shall be strictly on the basis of model question paper set by Board of Studies.

4.14. A question paper may contain short answer type/annotation, short essay type questions/problems and long essay type questions. Marks for each type of question can vary from programme to programme, but a general pattern may be followed by the Board of Studies.

4.15. End-semester Examination question pattern shall be as given below.

**Courses without practical**

Section	Total No. of Questions	Questions to be Answered	Marks	Total Marks for the Section
A	12	10	2	20
B	9	6	5	30
C	4	2	15	30
			<b>Maximum</b>	<b>80</b>

4.16. Photocopies of the answer scripts of the external examination shall be made available to the students for scrutiny as per the regulations in the examination manual.

4.17. Practical examination shall be conducted annually or in each semester. The duration and frequency of practical examination shall be decided by the respective Board of Studies.

4.18. Practical examination shall be conducted by one external examiner and one internal examiner.

4.19. The marks for end-semester theory and practical examinations are given below

Course	Marks
Courses without practical	80
Course with practical	60
Practical (assessment in each semester)	20
Practical (odd and even semester combined)	40

4.20. The project report/dissertation shall be subject to internal and external evaluation followed by a viva-voce at the end of the programme. Internal Evaluation is to be done by the supervising teacher and external evaluation by an external evaluation board consisting of an examiner



appointed by the Controller of Examinations and the Head of the Department or his nominee. A viva-voce/defence related to the project work shall be conducted by the external evaluation board and students have to attend the viva-voce/defence individually.

<b>Components of Project Evaluation</b>	<b>Marks</b>
Internal Evaluation	20
Dissertation (External)	50
Viva-Voce (External)	30
<b>Total</b>	<b>100</b>

- 4.21. If the student fails in project evaluation, he or she shall submit the project report/dissertation after modifying it on the basis of the recommendations of the examiners.
- 4.22. For all courses (theory and practical) an indirect grading system based on a seven (7) point scale according to the percentage of marks (ISA + ESA) is used to evaluate the performance of the student in that course. The percentage shall be rounded mathematically to the nearest whole number.

<b>Percentage of Marks</b>	<b>Grade</b>	<b>Performance</b>	<b>Grade Point</b>
95 and above	S	Outstanding	10
85 to below 95	A+	Excellent	9
75 to below 85	A	Very Good	8
65 to below 75	B+	Good	7
55 to below 65	B	Above Average	6
45 to below 55	C	Satisfactory	5
35 to below 45	D	Pass	4
Below 35	F	Failure	0

## 5. CREDIT POINT AND GRADE POINT AVERAGE

### 5.1. Credit Point

Credit Point (CP) of a course is calculated using the formula

$$CP = C \times GP$$

where C is the credit and GP is the grade point

### Semester Grade Point Average

Semester Grade Point Average (SGPA) is calculated using the formula

$$SGPA = TCP/TCS$$

where TCP is the total credit point of all the courses in the semester and TCS is the total credits in the semester

GPA shall be rounded off to two decimal places.

### 3.44 Cumulative Grade Point Average

Cumulative Grade Point Average (CGPA) is calculated using the formula

$$CGPA = TCP/TC$$

where TCP is the total credit point of all the courses in the whole programme and TC is the total credit in the whole programme

GPA shall be rounded off to two decimal places.

- 5.4 **Grade Point Average (GPA)** of different category of courses viz. Common Course I, Common Course II, Complementary Course I, Complementary Course II, Vocational Course, Core Course etc. are calculated using the formula





### **GPA = TCP/TC**

where TCP is the Total Credit Point of a category of course and TC is the total credit of that category of course

Grades for the different courses, semesters, Semester Grade Point Average (SGPA) and grades for overall programme, Cumulative Grade Point Average (CGPA) are given based on the corresponding Grade Point Average (GPA) as shown below:

<b>GPA</b>	<b>Grade</b>	<b>Performance</b>
9.5 and above	S	Outstanding
8.5 to below 9.5	A+	Excellent
7.5 to below 8.5	A	Very Good
6.5 to below 7.5	B+	Good
5.5 to below 6.5	B	Above Average
4.5 to below 5.5	C	Satisfactory
3.5 to below 4.5	D	Pass
Below 3.5	F	Failure

- 5.2. A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass in a course.
- 5.3. For a pass in a programme, a separate minimum of grade 'D' is required for all the individual courses.
- 5.4. If a candidate secures F Grade for any one of the courses offered in a semester/programme, only F grade will be awarded for that semester/programme until the student improves this to D grade or above within the permitted period.
- 5.5. Candidate who secures D grade and above will be eligible for higher studies.

### **6. SUPPLEMENTARY/IMPROVEMENT EXAMINATION**

- 6.1 There will be supplementary examinations and chance for improvement. Only one chance will be given for improving the marks of a course.
- 6.2 There shall not be any improvement examination for practical examinations and examinations of the final year.

### **7. ATTENDANCE**

- 7.1. The minimum requirement of aggregate attendance during a semester for appearing the end semester examination shall be 75%. Condonation of shortage of attendance to a maximum of ten (10) days in a semester subject to a maximum of two times during the whole period of undergraduate programme may be granted by the College. This condonation shall not be counted for internal assessment.
- 7.2. Benefit of attendance may be granted to students representing the College, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities such as College union/University union activities etc., on production of participation/attendance certificates, within one week from competent authorities, for the actual number of days participated, subject to a maximum of ten (10) days in a semester, on the specific recommendations of the Faculty Mentor and Head of the Department.
- 7.3. A student who does not satisfy the requirements of attendance shall not be permitted to appear for the end-semester examinations.
- 7.4. Those students who are not eligible even with condonation of shortage of attendance shall repeat the course along with the next batch after obtaining readmission.



## **8. BOARD OF STUDIES AND COURSES**

- 8.1. The Board of Studies concerned shall design all the courses offered in the UG programme. The Board shall design and introduce new courses, modify or re-design existing courses and replace any existing courses with new/modified courses to facilitate better exposure and training for the students.
- 8.2. The syllabus of a programme shall contain programme objectives and programme outcome.
- 8.3. The syllabus of a course shall contain the title of the course, course objectives, course outcome, contact hours, the number of credits, reference materials and model questions.
- 8.4. Each course shall have an alpha numeric code which includes abbreviation of the course in two letters, the semester number, course code and the serial number of the course.
- 8.5. Every programme conducted under Credit Semester System shall be monitored by the Academic Council.

## **9. REGISTRATION**

- 9.1. A student who registers his/her name for the external examination for a semester will be eligible for promotion to the next semester.
- 9.2. A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally, for getting eligibility for promotion to the next semester.
- 9.3. A student may be permitted to complete the programme, on valid reasons, within a period of twelve (12) continuous semesters from the date of commencement of the first semester of the programme.
- 9.4. The minimum strength of students for open courses is 15 and the maximum is 75 per batch.
- 9.5. Each student shall register for the open courses in the prescribed registration form in consultation with the faculty mentor during fourth semester. Faculty mentor shall permit registration on the basis of the preferences of the student and availability of seats.

## **10. ADMISSION**

- 10.1. The admission to all UG programmes shall be as per the rules and regulations of the College/University.
- 10.2. The eligibility criteria for admission shall be as announced by the College/University from time to time.
- 10.3. Separate rank lists shall be drawn up for seats under reservation quota as per the existing rules.
- 10.4. There shall be an academic and examination calendar prepared by the College for the conduct of the programmes.

## **11. MARK CUM GRADE CARD**

- 11.1. The College under its seal shall issue to the students, a Mark cum Grade Card on completion of each semester, which shall contain the following information.
  - i. Name of the Student
  - ii. Register Number
  - iii. Photo of the student
  - iv. Degree
  - v. Programme
  - vi. Semester and Name of the Examination
  - vii. Month and Year of Examination
  - viii. Stream
  - ix. Course Code, Title and Credits of each course opted in the semester



- x. Marks for ISA, ESA, Total Marks (ISA + ESA), Maximum Marks, Letter Grade, Grade Point (GP), Credit Point (CP) and Institution Average in each course opted in the semester
  - xi. Total Credits, Marks Awarded, Credit Point, SGPA and Letter Grade in the semester
  - xii. Weighted Average Score
  - xiii. Result
  - xiv. Credits/Grade of Extra Credit and Audit Courses
- 11.2. The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree. The final Mark Cum Grade Card shall show the CGPA and the overall letter grade of a student for the entire programme.
- 11.3. A separate grade card shall be issued at the end of the final semester showing the extra credit and audit courses attended by the student, grade and credits acquired.

## **12. AWARD OF DEGREE**

The successful completion of all courses other than extra credit and audit courses with 'D' grade shall be the minimum requirement for the award of the degree.

## **13. MONITORING COMMITTEE**

There shall be a Monitoring Committee constituted by the Principal to monitor the internal evaluation conducted by the College. The Course Teacher, Faculty Mentor, and the College Coordinator shall keep all the records of the continuous evaluation, for at least a period of two years, for verification.

## **14. GRIEVANCE REDRESS MECHANISM**

- 14.1. In order to address the grievance of students regarding ISA, a two-level grievance redress mechanism is envisaged.
- 14.2. A student can approach the upper level only if grievance is not addressed at the lower level.
- 14.3. Department level: The Principal shall form a Grievance Redress Committee in each Department comprising of course teacher and one senior teacher as members and the Head of the Department as Chairman. The Committee shall address all grievances relating to the internal assessment of the students.
- 14.4. College level: There shall be a College level Grievance Redress Committee comprising of Faculty Mentor, two senior teachers and two staff council members (one shall be an elected member) and the Principal as Chairman. The Committee shall address all grievances relating to the internal assessment of the students.

## **15. TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Principal shall, for a period of three years from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.



## REGULATIONS FOR ADD ON COURSES FOR UNDERGRADUATE PROGRAMMES

### 1. DEFINITIONS

- 1.1 'Add On Course General Coordinator' is a senior teacher nominated by the Principal to coordinate and monitor the Add On courses conducted by various departments.
- 1.2 'Add On Course Coordinator' is a teacher nominated by a Department Council to coordinate the evaluation and other academic activities of the Add On Course undertaken in the Department.

### 2. COURSE STRUCTURE

- 2.1 Add On Course shall be completed outside the regular teaching hours of the undergraduate programmes and shall be completed within the first four semesters of the programme.
- 2.2 The credit will be awarded only if the student get D grade (35% marks) and above.
- 2.3 A student can earn any number of extra credits according to his/her choice.
- 2.4 The minimum credits for an Add On Course shall be two (2).

### 3. EVALUATIONS

The evaluation of each course shall be done internally and contain two parts.

- i. Continuous evaluation
- ii. Final evaluation

Both continuous evaluation and final evaluation shall be carried out using indirect grading. The marks for continuous evaluation is twenty (20) and that of final evaluation is eighty (80).

#### Continuous evaluation

The components of the continuous evaluation and their marks are as below.

#### For all courses without practical

There are two components for continuous evaluation, which include attendance and assignment. All the components of the continuous evaluation are mandatory.

Components	Marks
Attendance	10
Assignment	10
<b>Total</b>	<b>20</b>

#### Marks for attendance

% of Attendance	Marks
90 and above	10
85 - 89	8
80 – 84	6
76 – 79	4
75	2

(Decimals shall be rounded mathematically to the nearest whole number)

#### For all courses with practical

The components for continuous evaluation of courses with practical are given below.

Components	Marks
Attendance	10
Lab involvement	10
<b>Total</b>	<b>20</b>



### Marks for attendance

% of Attendance	Marks
90 and above	10
85 - 89	8
80 – 84	6
76 – 79	4
75	2

(Decimals shall be rounded mathematically to the nearest whole number)

#### 4. Assignments

At least one assignment shall be submitted for each course.

#### 5. Final evaluation

The final evaluation of theory and practical courses shall be conducted by the College/Department. It can be eighty marks written examination or eighty marks project/practical examination or eighty marks written and project/practical examination combined, as decided by the Board of Studies.

- 5.1 The question paper shall be strictly on the basis of model question paper set by Board of Studies.
- 5.2 A question paper may contain objective type, short answer type/annotation, short essay type questions/problems and long essay type questions.
- 5.3 The duration of written examination shall be decided by the respective Board of Studies and the duration of the practical examination shall be decided by the concerned course coordinator.
- 5.4 Practical examination shall be conducted by one internal examiner.
- 5.5 For all courses (theory and practical) an indirect grading system based on a seven (7) point scale according to the percentage of marks (ISA + ESA) is used to evaluate the performance of the student in that course. The percentage shall be rounded mathematically to the nearest whole number.

Percentage of Marks	Grade	Performance
95 and above	S	Outstanding
85 to below 95	A+	Excellent
75 to below 85	A	Very Good
65 to below 75	B+	Good
55 to below 65	B	Above Average
45 to below 55	C	Satisfactory
35 to below 45	D	Pass
Below 35	F	Failure

- 5.6 A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass in a course.

### 6 ATTENDANCE

The minimum requirement of aggregate attendance for appearing the final evaluation shall be 75%.

### 7 BOARD OF STUDIES AND COURSES

- 7.1 The Board of Studies concerned shall design the Add On Course offered by the department. The Board shall design and introduce new Add On Course, modify or redesign existing Add On



Course and replace any existing Add On course with new/modified Add On course to facilitate better exposure and training for the students.

- 7.2 The syllabus of an Add On course shall also include the title of the course, contact hours, the number of credits, reference materials and question paper pattern.
- 7.3 Each course shall have an alpha numeric code which includes programme code, abbreviation of the course in two letters, course code and serial number of the course
- 7.4 The Add On courses conducted under Credit Semester System shall be monitored by the Academic Council.
- 7.5 For redressing the complaints in connection with the conduct of Add On course, students shall approach the Grievance Redress Committee functioning in the college.



## **REGULATIONS FOR CERTIFICATE COURSE IN VALUE EDUCATION FOR UNDERGRADUATE PROGRAMMES**

Value Education is a compulsory extra credit course for all the students admitted to the undergraduate programmes.

**i. Duration**

The duration of the course shall be three academic years (six semesters) spanning 60 hrs. There shall be minimum 20 hours in an academic year.

**ii. Evaluation**

The evaluation of each course shall contain two parts.

i. Continuous evaluation

ii. Final evaluation

There shall be a maximum of forty (40) marks for external assessment and ten (10) marks for internal assessment.

**Continuous Evaluation**

**Assignment**

The students are supposed to submit at least one assignment in every year and five (5) marks will be given for a submitted assignment

**Attendance**

The minimum requirement of aggregate attendance during a semester for appearing the end final examination shall be 75%.

**Marks for attendance**

Maximum of five (5) marks will be given for attendance as follows.

<b>% of Attendance</b>	<b>Marks</b>
90 and above	5
85-89	4
80-84	3
76-79	2
75	1

(Decimals shall be rounded off to the next higher whole number)

**Final evaluation**

The final examination shall be conducted by the course coordinator. The final assessment examination shall be conducted at the end of every year. There shall be an annual written examination of one and a half hours (1½) duration. The question paper shall be strictly on the basis of model question paper set by Expert Committee. A question paper consists of short answer type, short essay type and long essay type questions.

A separate minimum of 30% marks each for internal and external assessment (continuous and final evaluation) and aggregate minimum of 35% are required for a pass in a course.

**iii. Grading**

The total marks of the course shall be one hundred and fifty (150). The grading of the course is as follows:



<b>Percentage of Marks</b>	<b>Grade</b>	<b>Performance</b>
95 and above	S	Outstanding
85 to below 95	A+	Excellent
75 to below 85	A	Very Good
65 to below 75	B+	Good
55 to below 65	B	Above Average
45 to below 55	C	Satisfactory
35 to below 45	D	Pass
Below 35	F	Failure

iv. **Award of certificate**

The course is envisaged with three levels in three academic years. There shall be examination in every year. If a student does not acquire minimum marks he/she can continue with further levels. But he/ she shall be eligible to get certificate only after completing all the levels successfully. The certificate will be issued after completing all the levels with minimum grade D for the pass. On successful completion of the course, grade card shall be issued to the students indicating the grade. The college issues the certificate on value education to all the undergraduate students who successfully complete the course. The course shall be completed during the tenure of the programme.





## **REGULATIONS FOR COURSE ON BASIC LIFE SUPPORT SYSTEM AND DISASTER MANAGEMENT (BLS & DM)**

- i. The course on BLS & DM shall be conducted by a nodal centre created in the college.
- ii. The nodal centre shall include at least one teacher from each department. A teacher shall be nominated as the Director of BLS & DM.
- iii. The team of teachers under BLS & DM shall function as the trainers for BLS & DM.
- iv. The team of teachers under BLS & DM shall be given intensive training on Basic Life Support System and Disaster Management and the team shall be equipped with adequate numbers of mannequins and kits for imparting the training to students.
- v. Each student shall undergo five (5) hours of hands on training in BLS & DM organised by the Centre for BLS & DM.
- vi. The training sessions shall be organised on weekends/holidays/vacation during the first semester of the programme.
- vii. After the completion of the training, the skills acquired shall be evaluated using an online test and grades shall be awarded.
- viii. Nodal centre for BLS & DM shall conduct online test and publish the results.
- ix. The grading of the course is as follows:

<b>Percentage of Marks</b>	<b>Grade</b>	<b>Performance</b>
95 and above	S	Outstanding
85 to below 95	A+	Excellent
75 to below 85	A	Very Good
65 to below 75	B+	Good
55 to below 65	B	Above Average
45 to below 55	C	Satisfactory
35 to below 45	D	Pass
Below 35	F	Failure

- x. Students who could not complete the requirements of the BLS & DM training shall appear for the same along with the next batch. There shall be two redo opportunity.
- xi. For redressing the complaints in connection with the conduct of BLS & DM students shall approach the Grievance Redress Committee functioning in the college.



## **REGULATIONS FOR SOCIAL AWARENESS PROGRAMME (SAP)**

- i. Social Awareness Programme shall be conducted by a nodal centre created in the college.
- ii. The nodal centre shall include at least one teacher from each department. A teacher shall be nominated as the Director of the SAP.
- iii. The centre shall identify the areas where the students can serve the society through the SAP.
- iv. During the first semester itself, the centre for SAP shall organise programmes to sensitize the students about the significance and relevance of SAP and publish a list of different areas where they can work as volunteers. Students shall register their preferences (three) with the centre for SAP. The centre shall allot students to various areas based on their preference. For the preparation of the allotment list, the marks obtained in the higher secondary examination shall also be used as a criterion. Centre for SAP shall take the help of the Head of the concerned department and the mentor(s) of the concerned batch at the time of finalization of the allotment list.
- v. Students shall carry out the voluntary work allotted to them after the regular class hours/weekends/holidays falling in the second semester or the summer vacation following the second semester.
- vi. Evaluation of the SAP activity shall be based on the hours of work put in by a student. A minimum of 50 hours of social work (corresponding to 50 marks) is required for the successful completion of SAP. Every additional work beyond the minimum 50 hours shall fetch five (5) marks per hour. Maximum marks shall be 100. Students who donate blood during the second semester shall be given 10 marks upon the production of the certificate from the medical officer. However, Marks earned through blood donation shall not be counted for a pass in the programme. Mark for blood donation shall be awarded only once during the SAP.
- vii. Upon completion of SAP, the marks earned and the grades awarded shall be published by the Director of SAP. The grading is as follows:

<b>Percentage of Marks</b>	<b>Grade</b>	<b>Performance</b>
95 and above	S	Outstanding
85 to below 95	A+	Excellent
75 to below 85	A	Very Good
65 to below 75	B+	Good
55 to below 65	B	Above Average
45 to below 55	C	Satisfactory
35 to below 45	D	Pass
Below 35	F	Failure

- viii. Two credits shall be awarded to students who complete the requirements of SAP.
- ix. Students who could not complete the requirements of the SAP shall appear for the same with the next batch. There shall be two redo opportunity.
- x. For redressing the complaints regarding allotment, harassment at the place of work, and the marks and grades awarded students shall approach the Grievance Redress Committee functioning in the college.
- xi. Director of SAP has the right to exclude students who are physically handicapped from SAP.



## **REGULATIONS FOR INTERNSHIP/SKILL TRAINING PROGRAMME**

- i. Every UG student shall undergo an internship for a minimum period of five days (25 hours) at a centre identified by the concerned department. In the case of disciplines where internship opportunities are scanty (eg. Mathematics) special skill training programmes with duration of five days (25 hours) shall be organised.
- ii. Each department shall identify a teacher in charge for internship/skill training programme.
- iii. The department shall select institutions for internship/organising skill training programme.
- iv. Internship/skill training programme shall be carried out preferably during the summer vacation following the fourth semester or during the Christmas vacation falling in the fourth semester or holidays falling in the semester.
- v. At the end of the stipulated period of internship each student shall produce an internship completion cum attendance certificate and an illustrated report of the training he/she has undergone, duly certified by the tutor and Head of the institution where the internship has been undertaken.
- vi. Students undergoing skill training programme shall submit a training completion cum attendance certificate and a report of the training he/she has undergone, duly certified by the trainer, teacher co-ordinator of the programme from the concerned department and the head of the department concerned.
- vii. Upon receipt of the internship completion cum attendance certificate and illustrated report of the training or a training completion cum attendance certificate and a report of the training, the teacher in charge of internship/skill training programme shall prepare a list of students who have completed the internship/skill training programme and a list of students who failed to complete the programme. Head of the department shall verify the lists and forward the lists to the Controller of Examinations.
- viii. Students who could not complete the requirements of the internship/skill training programme shall appear for the same with the next batch. There shall be only one redo opportunity.



## REGULATIONS FOR FINISHING SCHOOL

- i. The training to help students develop their soft skills and interview skills, 'the finishing school', shall be coordinated by a nodal centre.
- ii. The nodal centre shall include at least one teacher from each department. A teacher shall be nominated as the Director of the nodal centre.
- iii. The training shall impart soft skills comprising of language skills, personal presentation and grooming, resume preparation, group discussion techniques, and interview skills among the undergraduate students.
- iv. This course shall be conducted during the fifth semester for all the undergraduate students.
- v. There will be a total of 20 contact hours which shall be handled by a team of professional members/faculty. In addition, a one-day outbound training session by a team of professional trainers that touches on the aspects of creativity, problem solving and team building shall also be organized.
- vi. The students shall be assessed and grades shall be awarded based on the components as shown below.

Component	Marks
Attendance	5
Class Test	10
Assignments	10
Group discussion	10
Interview	15
<b>Total</b>	<b>50</b>

- vii. The grading of the course is as follows:

Percentage of Marks	Grade	Performance
95 and above	S	Outstanding
85 to below 95	A+	Excellent
75 to below 85	A	Very Good
65 to below 75	B+	Good
55 to below 65	B	Above Average
45 to below 55	C	Satisfactory
35 to below 45	D	Pass
Below 35	F	Failure

- viii. For redressing the complaints in connection with the conduct of finishing school students shall approach the Grievance Redress Committee.



### **VIRTUAL LAB EXPERIMENTS/MOOC COURSES**

- i. There shall be a Nodal officer and a team of teachers to coordinate the logistics for conducting Virtual Lab experiments and MOOC courses and to authenticate the claims of the students regarding the successful completion of the Virtual Lab experiments and or MOOC courses.
- ii. Students who are desirous to do Virtual Lab experiments and or MOOC courses shall register with the Nodal officer at the beginning of the experiment session/MOOC course. Students also shall submit proof of successful completion of the same to the Nodal officer.
- iii. Upon receipt of valid proof, the nodal officer shall recommend, to the Controller of Examinations, the award of extra credits. In the case of Virtual Lab experiments, 36 hours of virtual experimentation shall equal one credit and in the case of MOOC courses 18 hours of course work shall equal one credit.
- iv. College shall arrange infrastructure for taking up Virtual Lab experiments and/or MOOC courses.



Model Mark cum Grade Card



Affiliated to Mahatma Gandhi University, Kottayam, Kerala  
Changanassery, Kottayam, Kerala, India-686101

MARK CUM GRADE CARD

Date:

Name of the Candidate :  
Permanent Register Number (PRN) :  
Degree :  
Programme :  
Stream :  
Name of Examination :



Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (CP)	Institution Average	Result
			ISA		ESA		Total						
			Awarded	Maximum	Awarded	Maximum	Awarded	Maximum					
	Common Course I												
	Common Course II												
	Core Course												
	Complementary Course												
	Total Weighted Average Score												
	Semester Result SGPA												
	***End of Statement***												

Entered by:

Verified by:

Controller of Examinations

Principal



# St Berchmans College

Founded 1922

**AUTONOMOUS** College with Potential for Excellence | Reaccredited by NAAC with A Grade

Affiliated to Mahatma Gandhi University, Kottayam, Kerala

Changanassery, Kottayam, Kerala, India - 686101, Tel: 91-481-2420025, 9961231314

E-mail: [sbc@sbcollege.org](mailto:sbc@sbcollege.org) Web: [www.sbcollege.ac.in](http://www.sbcollege.ac.in)

## CONSOLIDATED MARK CUM GRADE CARD

Photo

Name of the Candidate :

Permanent Register Number (PRN) :

Degree :

Programme :

Stream :

Date :

Course Code	Course Title	Credits (C)	Marks				Grade Awarded (G)	Grade Point (GP)	Credit Point (CP)	Institution Average	Result		
			ISA		ESA							Total	
			Awarded	Maximum	Awarded	Maximum						Awarded	Maximum
<b>SEMESTER I</b>													
	Common Course I												
	Common Course II												
	Core Course												
	Complementary Course												



<b>SEMESTER II</b>													
	<b>Common Course I</b>												
	<b>Common Course II</b>												
	<b>Core Course</b>												
	<b>Complementary Course</b>												
<b>SEMESTER III</b>													
	<b>Common Course I</b>												
	<b>Common Course II</b>												
	<b>Core Course</b>												
	<b>Complementary Course</b>												
<b>SEMESTER IV</b>													
	<b>Common Course I</b>												
	<b>Common Course II</b>												
	<b>Core Course</b>												
	<b>Complementary Course</b>												
<b>SEMESTER V</b>													
	<b>Core Course</b>												
	<b>Open Course</b>												
<b>SEMESTER VI</b>													
	<b>Core Course</b>												
	<b>Project</b>												





### SEMESTER RESULTS

Semester	Marks Awarded	Maximum Marks	Credits	SGPA	Grade	Month & Year of Passing	Result
I							
II							
III							
IV							
V							
VI							

### PROGRAMME PART RESULTS

Programme Part	Marks Awarded	Maximum Marks	Credits	CGPA	Grade
Common Course I:					
Common Course II:					
Core Course:					
Complementary Course:					
Complementary Course:					
Open Course:					
<b>Total</b>					

### FINAL RESULT

CUMULATIVE GRADE POINT AVERAGE (CGPA) =

GRADE =

\* Separate grade card is issued for Audit and Extra Credit courses.

\*\* Grace Mark awarded.

Entered by:

Verified by:

Controller of Examinations

Principal



## Reverse side of the Mark cum Grade Card (COMMON FOR ALL SEMESTERS)

### Description of the Evaluation Process

#### Grade and Grade Point

The evaluation of each course comprises of internal and external components in the ratio 1:4 for all Courses. Grades and Grade Points are given on a seven (7) point scale based on the percentage of Total Marks (ISA + ESA) as given in Table 1. Decimals are corrected to the nearest whole number.

#### Credit Point and Grade Point Average

Credit Point (CP) of a course is calculated using the formula

$$CP = C \times GP$$

where C is the Credit and GP is the Grade Point Grade Point Average of a Semester (SGPA) or Cumulative Grade Point Average (CGPA) for a Programme is calculated using the formula

$$SGPA \text{ or } CGPA = TCP/TC$$

where TCP is the Total Credit Point for the semester/programme and TC is the Total Credit for the semester/programme

GPA shall be rounded off to two decimal places.

The percentage of marks is calculated using the formula;

$$\% \text{ Marks} = \left( \frac{\text{total marks obtained}}{\text{maximum marks}} \right) \times 100$$

Note: Course title followed by (P) stands for practical course. A separate minimum of 30% marks each for internal and external assessments (for both theory and practical) and an aggregate minimum of 35% marks is required for a pass in each course. For a pass in a programme, a separate minimum of Grade D for all the individual courses and an overall Grade D or above are mandatory. If a candidate secures Grade F for any one of the courses offered in a Semester/Programme, only Grade F will be awarded for that Semester/Programme until the candidate improves this to Grade D or above within the permitted period.

Percentage of Marks	Grade	Performance	Grade Point
95 and above	S	Outstanding	10
85 to below 95	A+	Excellent	9
75 to below 85	A	Very Good	8
65 to below 75	B+	Good	7
55 to below 65	B	Above Average	6
45 to below 55	C	Satisfactory	5
35 to below 45	D	Pass	4
Below 35	F	Failure	0

Table 1

Grades for the different Semesters and overall Programme are given based on the corresponding GPA, as shown in Table 2.

GPA	Grade	Performance
9.5 and above	S	Outstanding
8.5 to below 9.5	A+	Excellent
7.5 to below 8.5	A	Very Good
6.5 to below 7.5	B+	Good
5.5 to below 6.5	B	Above Average
4.5 to below 5.5	C	Satisfactory
3.5 to below 4.5	D	Pass
Below 3.5	F	Failure

Table 2

Weighted Average Score (WAS) is the score obtained by dividing sum of the products of marks secured and credit of each course by the total credits of that semester/programme and shall be rounded off to two decimal places.



## PROGRAMME STRUCTURE

### Semester I

Sl. No.	Course	Hours/Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course I	4	3	100
3	Common Course II	4	4	100
4	Core Course	6	4	100
5	Complementary Course: History/Sociology	6	4	100
	<b>Total</b>	<b>25</b>	<b>19</b>	<b>500</b>

### Semester II

Sl. No.	Course	Hours/Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course I	4	3	100
3	Common Course II	4	4	100
4	Core Course	6	4	100
5	Complementary Course: History/Sociology	6	4	100
	<b>Total</b>	<b>25</b>	<b>19</b>	<b>500</b>

### Semester III

Sl. No.	Course	Hours/Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course II	5	4	100
3	Core Course	5	4	100
4	Core Course	4	4	100
5	Complementary Course: Political Science	6	4	100
	<b>Total</b>	<b>25</b>	<b>20</b>	<b>500</b>



### Semester IV

Sl. No.	Course	Hours/Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course II	5	4	100
3	Core Course	5	4	100
4	Core Course	4	4	100
5	Complementary Course: Political Science	6	4	100
	<b>Total</b>	<b>25</b>	<b>20</b>	<b>500</b>

### Semester V

Sl. No.	Course	Hours/Week	Credit	Marks
1	Core Course	6	4	100
2	Core Course	4	4	100
3	Core Course	4	4	100
4	Core Course	4	3	100
5	Core Course	4	3	100
6	Open Course	3	3	100
	<b>Total</b>	<b>25</b>	<b>21</b>	<b>600</b>

### Semester VI

Sl. No.	Course	Hours/Week	Credit	Marks
1	Core Course	6	4	100
2	Core Course	4	4	100
3	Core Course	5	4	100
4	Core Course	6	4	100
5	Elective Course	4	3	100
6	Project	-	2	100
	<b>Total</b>	<b>25</b>	<b>21</b>	<b>600</b>
	<b>Grand total</b>	<b>-</b>	<b>120</b>	<b>3200</b>



## OULINE OF CORE COURSES

Course Code	Course Title	Hours/Week	Total Hours	Credit	ISA	ESA	Total
<b>Semester I</b>							
BBEC101	Microeconomics - I	6	108	4	20	80	100
<b>Semester II</b>							
BBEC202	Microeconomics - II	6	108	4	20	80	100
<b>Semester III</b>							
BBEC303	Macroeconomics - I	5	90	4	20	80	100
BBEC304	Introduction to Mathematical Economics	4	72	4	20	80	100
<b>Semester IV</b>							
BBEC405	Macroeconomics - II	5	90	4	20	80	100
BBEC406	Economics of Growth and Development	4	72	4	20	80	100
<b>Semester V</b>							
BBEC507	Basic Tools for Economic Analysis - I	6	108	4	20	80	100
BBEC508	Environmental Economics and Human Rights	4	72	4	20	80	100
BBEC509	International Economics	4	72	4	20	80	100
BBEC510	Public Economics	4	72	3	20	80	100
BBEC511	Indian Economy - I	4	72	3	20	80	100
<b>Semester VI</b>							
BBEC612	Basic Tools for Economic Analysis - II	6	108	4	20	80	100
BBEC613	Indian Economy - II	4	72	4	20	80	100
BBEC614	History of Economic Thought	5	90	4	20	80	100
BBEC615	Financial Institutions and Markets	6	108	4	20	80	100
	Elective Course	4	72	3	20	80	100
BBEC6PJ	Project	-	-	2	20	80	100



## **ELECTIVE COURSES**

Course Code	Course Title
BBEC6E01	Basic Econometrics
BBEC6E02	Financial Economics
BBEC6E03	Marketing Management



## COMPLEMENTARY COURSES

### DETAILED SCHEME OF INSTRUCTION OF THE COURSES IN HISTORY

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
<b>Semester I</b>							
BDHS101	Making of Indian Nation	6	108	4	20	80	100
<b>Semester II</b>							
BDHS202	Transition to the Contemporary World	6	108	4	20	80	100

### DETAILED SCHEME OF INSTRUCTION OF THE COMPLEMENTARY COURSES IN SOCIOLOGY

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
<b>Semester I</b>							
BDSO101	Foundations of Sociology	6	108	4	20	80	100
<b>Semester II</b>							
BDSO202	Foundations of Social Thought	6	108	4	20	80	100

### DETAILED SCHEME OF INSTRUCTION OF THE COMPLEMENTARY COURSES IN POLITICAL SCIENCE

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
<b>Semester III</b>							
BDPS301	Principles of Political Science	6	108	4	20	80	100
<b>Semester IV</b>							
BDPS402	Indian Government and Political Process	6	108	4	20	80	100



### OPEN COURSE

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
BOEC501	Fundamentals of Economics	3	72	3	20	80	100

### ADD ON COURSE

Course Code	Course Title	Total Hours	Credit	CE	FE	Total
BECEX01	Human Rights Education	36	2	20	80	100
BECEX02	Financial Journalism	36	2	20	80	100





## SEMESTER I

### BBEC101: MICROECONOMICS - I

**Total Hours: 108**

**Credit: 4**

#### ***Learning Objectives:***

*This course is intended to provide students a basic idea in the origin and evolution of economics as a social science and its methodology. It also aims at introduce the behavior of consumer as an economic agent*

#### ***Course Outcome:***

- *Basic understanding of economics as a social science discipline*
- *Acquaintance with the working of market mechanism*
- *Theoretical conversance with the nature and process of Consumer behaviour with his choices in the market place*

#### **Module I: Introduction to Social Sciences**

An analysis of the disciplines that make up the Social Sciences – Their relations and differences – Relation with Natural Sciences and Humanities - Relevance of the Social Sciences in understanding and solving contemporary problems at the regional, national and global levels - Inter-disciplinary approach in Social Sciences

Positivism, Determinism, Constructivism-Concept- variable- hypothesis-Theory, Paradigm- Law- Method and Methodology (concepts only)

(20 Hrs)

#### **Module II: The Methodology of Economics**

Economics -Nature and Scope – Themes of Economics- Nature of Economic Laws – Methods of formulating Economic Theories - deductive and inductive methods - Formulation and verification of economic theories – static, comparative static and dynamic methods of analysis - Equilibrium analysis partial and general-Economic Models

(15 Hrs)

#### **Module III: Micro Economics: Basic Concepts**

Micro and Macro economics -Positive and Normative – short run and long run- Micro economic policy: Goals - efficiency and equity - micro economic models – assumptions and



reality – optimization - *ceteris paribus* assumption – market mechanism – need for governmental intervention – production possibility frontier.

(10 Hrs)

#### **Module IV: Demand, Supply and Equilibrium Analysis**

Demand Determinants – individual and market demand schedules – changes and shifts in demand – Market demand-network externality –bandwagon, snob and Veblen effects Supply – supply schedule and supply curve – changes and shifts in supply.

Elasticity – types and degrees of price elasticity of demand– determinants – Arc and point elasticity –measurement (geometric and arithmetic methods)-applications- Income elasticity of demand -normal good and inferior good–luxury good and necessary good – cross elasticity-substitute goods and complementary goods-Constant elastic demand function- (basic concept)- elasticity of supply - measurement and application Market equilibrium – (minor case studies) -excess demand and excess supply-Shocking the equilibrium: comparative static analysis- impact of changes in demand and supply -changes in equilibrium price and quantity- dynamic demand and supply model: Cobweb model.

(25 Hrs)

#### **Module V: Theory of Consumer Behaviour**

Consumer preference and choice – utility: cardinal and ordinal. Analysis of consumer behavior - law of diminishing marginal utility – consumer equilibrium under cardinal utility demand curve- -Consumer surplus- Water – diamond paradox

Ordinal utility analysis – indifference curve– properties –budget line-consumer equilibrium. Income consumption curve-decomposition of price effect into income and substitution effects: Hicksian and Slutsky approaches – derivation of demand curve– measurement of consumer’s surplus in Hicksian approach-Engel curve- Giffen Goods-criticisms of ordinal utility approach.

Behaviourist approach - Revealed preference theorem of Samuelson – distinction between weak and strong ordering-derivation of demand curve.

(38 Hrs)

#### **Module VI (for Self Study)**

Basic Concepts: value and price – use value – exchange value- water – diamond paradox - utility– total and marginal- Applications of demand and supply model.

#### **Prescribed Texts**

1. Abhijit Kundu (2009) , Methodology and Perspectives of Social Science – Pearson Education



2. A. Koutsoyannis (1979), *Modern Microeconomics*, Macmillan
3. Robert S. Pindyck, et al., *Micro Economics* (seventh edition) – Pearson Education, Delhi, Hill, Delhi

### **Essential Readings**

1. Hunt, Elgin (2008), *Social Science and its methods in Social Science: An Introduction to the Study of Society*: Allen and Bacon
2. Peter Burke (1992), *History and Social Theory*, Polity Press,
3. Martin Hollis (2000), *The Philosophy of Social Science: An Introduction*, Cambridge University Press.
4. Dominick Salvatore, *Microeconomic Theory Schaum's Outline series*, Tata McGraw Hill.
6. Dominick Salvatore, *Microeconomics: Theory and Applications*, Oxford University Press, New Delhi.
7. Lipsey R. and A Chrystal – *Economics* (11th Edition) Oxford University Press, New Delhi.
8. Hall R Varian, *Intermediate Micro economics A Modern approach fifth edition*, Affiliated East-West press
9. N. Gregory Mankiw (2007), *Economics: Principles and Applications*, India edition by South Western, Cengage Learning India Private Limited
10. Arleen J Hoag and John H Hog (2010), *Introductory Economics*, Cambridge University Press India Pvt. Ltd
11. Dominick Salvatore (2011): *Managerial Economics in a Global Economy*, Oxford University Press: USA
12. John Sloman & Alison Wride (2009): *Economics 7th Ed*, Pearson Education Limited: England
13. John Sloman & Keith Norris (2004): *Principles of Microeconomics*, Pearson Education: Australia



## SEMESTER II

### BBEC202: MICROECONOMICS - II

**Total Hours: 108**

**Credit: 4**

#### ***Learning Objectives:***

*This course is intended to create a clear understanding of producers' behaviour, different forms of market structure and the price and output determination, and also to give insights into developments in the areas of general equilibrium and welfare economics.*

#### ***Course Outcome:***

- *Familiarity with the process of production in the short run and long run.*
- *Understanding of costs and revenue functions (arithmetic and geometric)*
- *Basic command in various forms of market structure and their features*
- *Theoretical conversance with theories of distribution and welfare*

#### **Module I: Theory of Production**

Production – production function – total, average and marginal product (geometric & arithmetic) – short run production function – returns to a factor - law of variable proportions – three stages.

Production function with two variable inputs – Isoquants – properties – ridge lines-Isocost line -

production decision - optimal input combination – producers equilibrium – expansion path – long run production function – returns to scale - economies and diseconomies of scale – internal and external economies –elasticity of substitution- empirical production functions: Cobb-Douglas and CES (general form only)

(20 Hrs)

#### **Module II: Cost and Revenue**

Traditional theory of cost -short run and long run --- fixed cost – variable cost – total cost – average variable cost average cost – marginal cost –U shape of the average cost curve - reasons – long run cost curves - modern theory of cost -- ‘L’ shaped and ‘saucer’ shaped curves.

(20 Hrs)



### **Module III: Firms and Market Structure**

Market – structure – perfect competition - characteristics – AR,MR relationships— short run equilibrium of a firm and industry—TR-TC and MC-MR approaches —derivation of supply curve shutdown point –breakeven point -long run equilibrium of firm and industry- The analysis of competitive markets- producers’ surplus-welfare effects-deadweight loss

Imperfect market – monopoly – features –short run and long run equilibrium – discriminating monopoly - types and degrees- price and output determination under discriminating monopoly – is price discrimination socially desirable? - dumping – bilateral monopoly – Monopsony - monopolistic competition – non-price competition and selling costs - short run and long run (group) equilibrium.- Ideal output and excess capacity– wastages under monopolistic competition. Oligopoly – Nature of oligopoly – Duopoly -price stickiness - kinked demand curve - collusive oligopoly – cartels and price leadership – low cost firm – dominant and barometric - Economic efficiency-market failure-asymmetric information.

(35 Hrs)

### **Module IV: Factor Pricing and Distribution**

Functional versus personal distribution - concepts of total physical product (TPP) APP – VMP – MRP – marginal productivity theory of distribution – factor price determination in a perfectly competitive market and imperfect competition.

Ricardian and modern theories of rent - quasi-rent – money and real wages - wage differentials - effect of labour unions on wages – theories of interest – classical, neo-classical and Keynesian theories of interest – theories of profit- dynamic theory, risk bearing theory – innovation theory of profit.

(15 Hrs)

### **Module V: Welfare Economics**

Edgeworth Box diagram – contract curve - Criteria of social welfare – GNP as a criteria of welfare – Bentham criterion – cardinalist criterion - Pareto optimality criterion – Kaldor and Hicks compensation criterion.

(18 Hrs)

### **Module VI (for Self Study)**

Concepts – real cost – money, explicit and implicit cost - sunk cost – accounting and economic cost.- Real life applications



### **Prescribed Texts**

1. Koutsoyannis (1979) : Modern Microeconomics, - Macmillan
2. Hall R Varian, Intermediate Micro economics A Modern approach(fifth edition),Affiliated East-West press

### **Essential Readings**

1. Dominick Salvatore, Microeconomic Theory (Third Edition), Schaum's Outline series: Tata Mac-Grew Hill
2. Dominick Salvatore: Microeconomics: Theory and Applications (Fourth Edition), Oxford University Press, New Delhi
3. Lipsey R. and A Chrystal – Economics (11th Edition) , Oxford University Press, New Delhi.
4. Robert S. Pindyck, et al, Micro Economics (Seventh Edition), Pearson Education
5. N. Gregory Mankiw (2007), Economics: Principles and Applications, Cengage Learning India Private Limited.
6. C. Snyder and W. Nicholson (2010), Fundamentals of Microeconomics, Cengage Learning India Pvt. Ltd.
7. Jeffrey M Perloff (2012), Microeconomics Theory and Applications with Calculus, Pearson Education



## SEMESTER III

### BBEC303: MACROECONOMICS - I

**Total Hours: 90**

**Credit: 4**

#### ***Learning Objectives:***

*This course is designed to give students grounding in the techniques of Macroeconomics analysis.*

#### ***Course Outcome:***

- *Towards the successful completion of the course students will be able to utilize a simple contemporary economic model such as the aggregate supply/aggregate demand model and describe the interrelationships among prices, income and interest rates as they affect consumption, saving and investment using the classical and Keynesian constructs.*
- *Using employment and national income statistics students will be able to describe and analyze the economy in quantitative terms.*

#### **Module I: Introduction to Macroeconomics**

Micro and Macroeconomics-Main issues in Macroeconomics- Macro economic variables and models- stock and flow- endogenous and exogenous- independent and dependent-macro statics and macro dynamics.

National Income concepts and their interrelationships- real v/s nominal GNP- GNP deflector-output gap- methods of measurement of national income- value added, income and expenditure methods-social accounting method-estimation of national income in India- Environmental concerns in national accounts- green accounting- Net Economic Welfare- case study-cso methodology

(15 Hrs)

#### **Module II: Classical Macroeconomics**

Classical revolution-Main postulates of classical macroeconomics- Say's Law of Markets – Say's identity and Say's equality- Say's law and Walra's law-Classical theory of employment and output determination – wage price flexibility and full employment equilibrium-classical theory of interest- Classical dichotomy and neutrality -quantity theory of money- Cash



transactions and Cash balances approaches - - Keynes criticism of classical theory- Pigou effect, Keynes effect and real balance effect.

(25 Hrs)

### **Module III: Keynesian Macroeconomics**

Keynesian Revolution –Main postulates of the general theory- principle of effective demand- Consumption function-Psychological law of consumption- Savings function- graphical, algebraic and numerical illustrations of APC, MPC, APS, MPS-factors determining consumption-investment demand Function-determinants of investment- MEC and MEI and the role of expectations.

(20 Hrs)

### **Module IV: Orthodox Keynesian Models**

Two sector Keynesian cross model of income determination - Algebraic derivation-Under employment equilibrium-The effects of changes in autonomous investment on income-multiplier analysis-static and dynamic multiplier- three sector Keynesian Cross model-The effects of changes in taxes and public expenditure on income-Balanced budget multiplier-Four sector Keynesian Cross model-foreign trade multiplier.

Two sector ISLM model of income determination- derivation of IS and LM curves-simultaneous equilibrium in the goods and money markets.

Aggregate supply and aggregate demand model of output and price level determination

(30 Hrs)

### **Module V (for Self Study)**

Estimation of NI in India – income estimation at the state level –issues- State Domestic Product

### **Readings**

1. N. Gregory Mankiw (), Macro Economics, Worth Publications, New York
2. Richard T. Froyen (recent edition), Macro Economics - Theories and Policies, Pearson Education
3. Eugene Diulio (2004), Macro Economics – Schaum’s Outline Series, Tata McGraw Hill, New Delhi.
4. Shapiro, Edward (1982), Macro Economic Analysis, Galgotia Publications (reprint edition)
5. Sampat Mukerjee (2008), Analytical Macro Economics: From Keynes to Mankiw, New Central Book Agency, Calcutta.





6. Andrew B. Abel (2011), Macro Economics, Pearson, Delhi.
7. B Snowdon, A modern guide to Macroeconomics: Edward Elgar
8. R. Dornbusch and S Fisher(2000), Macro Economics: Tata McGraw Hill
9. David Cobham(1987) Macroeconomic Analysis an Intermediate text, Longman, Economics Series, London



## **BBEC304: INTRODUCTION TO MATHEMATICAL ECONOMICS**

**Total Hours: 72**

**Credit: 4**

### **Learning Objectives:**

*Economics is increasingly becoming quantitative in nature. The students have to develop skills in mathematical techniques that are required for a meaningful study of both theoretical and applied economics. This course contains essential topics in mathematics that is helpful for the economic analysis.*

### **Course Outcome:**

- *Exhibiting a sound understanding of mathematical techniques discussed*
- *Formulating economic problems in mathematical terms*
- *Applying the relevant tools for analysing economic problems*

### **Module 1: Mathematical Preliminaries**

Introduction to set theory –set operations- Relations-functions- Domain and Range- Linear function- functional form, Graph- Quadratic functions -solutions- Cubical functions-Slope of Curvilinear function- Homogeneous functions

Introduction to logarithms-meaning-common log and natural log-rules of logarithms--finding out logarithms and anti-logarithms

Logarithmic functions and exponential functions (general form and graphs only)

(15 Hrs)

### **Module II: Economic Functions**

Demand function, Inverse demand function -Supply function - Utility function, Consumption function, Production function, Cost function, Revenue function, Profit function, - Savings function, Investment function. - Construction of tables and graphs

Budget line and iso -cost line- meaning-identifying slope and intercept-Shift of budget line and iso- cost line- Homogeneous functions and non-homogeneous functions

Equilibrium price determination when demand and supply functions are given-equilibrium income determination in a two sector economy -Constant elastic demand function- Cobb Douglas production function and CES production function (general form)

(15 Hrs)

### **Module III: Differential Calculus and its Application**

Derivative-Rules of Differentiation-problems (Trigonometric functions not needed).Differentiation of function of a function - chain rule - Derivative of Logarithmic and Exponential Functions.



Higher Order Derivatives - Increasing and decreasing functions- Maxima and Minima of Functions with one independent variable.

Applications of Differential Calculus in Economics - Marginal utility, Marginal product, Marginal Cost, Marginal Revenue, -Finding out marginal functions from total functions – Elasticity of demand, Price elasticity, Income elasticity, Cross elasticity-Elasticity in log terms-Marginal rate of substitution-marginal rate of technical substitution - Marginal propensity to Consume, Marginal propensity to save –multiplier

Optimizing economic functions-utility function, production function cost function and profit function –Equilibrium in perfectly competitive and simple monopoly markets

(30 Hrs)

#### **Module IV: Integration and its Economic Application**

Introduction to integration-meaning-power rule in integration (simple problems)-definite integral-area under the curve (area under total utility curve total product curve and total revenue curve if the functions are given) –consumers surplus and producers surplus (simple problems)

(12 Hrs)

#### **Prescribed Texts**

- 1 Edward T Dowling, Introduction to Mathematical Economics (third edition)-Shaum's outlines
- 2 Akihito Asano (2013),An introduction to Mathematics for Economics, Cambridge University Press
- 3 Chiang A.C. (2005), Fundamental Methods of Mathematical Economics, McGraw Hill.

#### **Essential Readings**

- 1 Taro Yamane ,Mathematics for Economists an elementary survey(second edition), Prentice-Hall of India Private Limited, New Delhi
- 2 Michel Hoy, John Livernois, Ray Rees ,Mathematics for economics(Third Edition),MIT Press, Cambridge



## SEMESTER IV

### BBEC405: MACROECONOMICS - II

**Total Hours: 90**

**Credit: 4**

#### **Learning Objectives:**

*This course is designed to give awareness to the students of recent theoretical developments and policy debates in Macroeconomics*

#### **Course outcomes:**

- *Towards the successful completion of the course students will be able to describe the contemporary banking and monetary system, and analyze the role of money, credit, and Federal Reserve monetary policy.*
- *Analyze fiscal and monetary policy decisions to counter business cycle swings by using macro-economic models.*

#### **Module I: Theories of Consumption and Investment**

Kuznets's consumption puzzle-Conflict between short-run and long run consumption functions- relative income hypothesis- permanent income hypothesis- life-cycle hypothesis – Investment demand function-types of investment-Theory of capital and theory of investment-Capital stock adjustment principle-Accelerator theory of Investment- Tobin's q theory.

(20 Hrs)

#### **Module II: Money, Inflation, and Unemployment**

Money-functions-demand for money –Keynesian liquidity preference theory and interest rate determination-liquidity trap-Post Keynesian approaches to demand for money- Tobin, Baumol and Friedman.

Supply of money-sources- high-powered money-money multiplier- measures of money supply in India.

Inflation: types – Demand-pull and cost-push inflation – inflationary and deflationary gap-causes and effects of inflation –control of inflation, case study-Zimbabwe

Inflation and unemployment- the Phillips curve-Stagflation- long run Phillips curve-Natural rate of unemployment-Adaptive expectations hypothesis-policy implications.

(30 Hrs)

#### **Module III: Trade Cycles and Macro-economic Policies**

Trade cycles- Types and phases- theories of trade cycle- Hawtrey-Hayek and Keynes-multiplier accelerator interaction- Built in stabilizers.



Monetary and fiscal policies- objectives and instruments- Fiscal and crowding out effect.

(20 Hrs)

**Module IV: Modern Developments in Macroeconomics**

New classical macro-economic-rational expectations hypothesis-policy ineffectiveness-supply side economics- Laffer curve and policy implications- New Keynesian analysis of stickiness of wages and prices

(20 Hrs)

**Module VI (for Self Study)**

Major Price Indices in India- CPI, WPI, Inflation in India – causes.

**Readings**

1. N. Gregory Mankiw (recent edition), Macro Economics, Worth Publications, New York
2. Richard T. Froyen (recent edition), Macro Economics - Theories and Policies, Pearson Education
3. Eugene Diulio (2004), Macro Economics – Schaum’s Outline Series, Tata McGraw Hill, New Delhi.
4. Shapiro, Edward (1982), Macro Economic Analysis, Galgotia Publications (reprint edition)
5. Sampat Mukerjee (2008), Analytical Macro Economics: From Keynes to Mankiw, New Central Book Agency, Calcutta.
6. Andrew B. Abel (2011), Macro Economics, Pearson, Delhi.
7. B Snowdon, A modern guide to Macroeconomics: Edward Elgar
8. R. Dornbusch and S Fisher (2000), Macro Economics: Tata McGraw Hill
9. David Cobham (1987) Macroeconomic Analysis an Intermediate text, Longman Economics Series, London
10. Macroeconomics Theory and policy, Gardner Ackley Macmillan, 1978



## **BBEC406: ECONOMICS OF GROWTH AND DEVELOPMENT**

**Total Hours: 72**

**Credit: 4**

### ***Learning Objectives:***

*The central learning objective of this course is to understand the main concepts, theories and issues on economic growth and development.*

### ***Course Outcome:***

*This course enables the student more insightful about the approaches and dimensions of development and their indicators. The broad expected outcome is to acquainted with various development paradigms, theories and indicators and analyse the impact of population growth on achieving development outcomes.*

### **Module I: Introduction to Economics of Growth and Development**

Growth and Development – meaning – distinction –Characteristics of underdevelopment - core values of development-Concepts, approaches and dimensions of development and their indicators –Per capita income as an index of development- factors influencing growth – role of agriculture – capital – technology – choice of technique - human capital and demographic characteristics- structural features and openness of economy- Political institutions and governance.

(9 Hrs)

### **Module II: Models of Economic Development and Growth**

Classical -Schumpeter's analysis of growth- Karl Marx and development of capitalistic economy.

Vicious circle of poverty – low level equilibrium trap – Critical minimum effort thesis- big push theory

Rostow's stages of growth theory – Lewis model

Doctrines of balanced growth - unbalanced growth theory.

Approaches to Economic Development: Structuralist – dependency - market- friendly

approaches (concepts only)-Dualism- International dependence models- centre –periphery

thesis-Trade and economic development – process of cumulative causation.

(25Hrs)



### **Module III: The Development Gap and the Analysis of Inequality and Poverty**

The development gap- -concepts of inequality- Global inequality -The Kuznets inverted -U hypothesis- Measures of inequality-Lorenz curve- Gini coefficient-Poverty- measurement of poverty, poverty – absolute and relative- inequality, poverty and development interconnections.

(10 Hrs)

### **Module IV: Population and Development**

Demographic concepts-crude birth rate, crude death rate, infant mortality rate, life expectancy at birth, total fertility rate, population pyramid, changes in the age structure, dependency ratio, demographic dividend- The demographic transition.

Socio- economic consequences of population growth- pessimistic and optimistic perspectives, Malthusian analyses-- optimum population- investment in human capital-education and health care- gender gap in development - the problem of missing women-Strategies for improving education and employment- inclusive growth.

(18Hrs)

### **Module V: The Human Development Paradigm and Indices of Human Development**

The human development paradigm- Sen's capability approach, entitlements, development as freedom- basic need approach.

Measuring Human Development-The Human Development Index (HDI)- Inequality-adjusted Human Development Index (IHDI)-Gender Development Index(GDI)-Gender Empowerment Measure-Gender Inequality Index-Human Poverty Index for Developing Countries (HPI-1)- Human Poverty Index for selected OECD Countries (HPI-2)- Multidimensional poverty index-Gross Happiness Index

(10Hrs)

### **Prescribed Texts**

1. Todaro and Smith, Economic Development, Pearson Education, New Delhi (recent edition).
2. Thirlwall, A.P (recent edition), Growth and Development with Special Reference to Developing Countries (recent edition) Palgrave, New Delhi.
3. Katar Singh and Anil Shishodia (2007), Environmental Economics: Theory and Application, Sage Publications, New Delhi.

### **Essential Readings**

1. Benjamin Higgins (1968), Economic Development, Universal Book Stall, New Delhi.



2. Meier, G.M. (2007), *Leading Issues in Economic Development*, Oxford University Press, New Delhi.
3. Katar Singh and Anil Shishodia (2007), *Environmental Economics: Theory and Application*, Sage Publications, New Delhi.
4. Nick Hanley et al (2007), *Environmental Economics: Theory and Practice*, Palgrave.





## SEMESTER V

### BBEC507: BASIC TOOLS FOR ECONOMIC ANALYSIS - I

**Total Hours: 108**

**Credit: 4**

#### ***Learning Objectives:***

*The aim of this course is to have an introduction to the research methodology and to develop skill in statistical techniques that are required for a meaningful study of applied economics and for carrying out empirical research*

*Students of economics today need a variety of statistical skills to. collect and analyse and interpret empirical data. They also require these skills for advanced studies in empirical oriented fields Statistical skills have become an essential toolkit for most branches of economics.*

#### ***Course Outcome:***

- *To inculcate research attitude so that students are able to identify economic problems and to provide solutions.*
- *To provide an understanding of the concepts and methods of Statistics, for application in data analysis*
- *To provide hands-on training in data analysis*

#### **Module I: Introduction to Statistics**

Statistics as a research tool - Meaning - limitations

Measurement scales: Nominal, ordinal, interval and ratio -Types of Data: Qualitative and Quantitative-Cross-section, Time series and Pooled- primary data and secondary

Choosing participants: Census-sampling - types of sampling: Probability and non-probability sampling

Choosing research method: Interview-Focus Group-Questionnaires-Participant Observation

Constructing questionnaires: deciding which questionnaire to use-wording and structure of questions-length and ordering -piloting

Classification and representation of data -frequency table and Frequency Distributions: - Graphs and diagrams-different types of Bar charts, pie diagram, pictogram, cartogram-Histogram-frequency curve, Polygon and Ogives.

(25 Hrs)



## **Module II: Descriptive Statistics**

Summary Measures of Distributions:- central tendency measures- methods of calculation- properties – merits and demerits - Arithmetic mean —weighted, combined- -Median- graphic location of median – Mode - calculation of mode graphically- Geometric mean and Harmonic Mean (brief account only) -comparison of various measures of central tendency

Measures of dispersion-Meaning –different measures- Range, quartile deviation, mean deviation, standard deviation – absolute and relative measures –Coefficient of variation- Uses of standard deviation-Consistency, Risk, diversification- Box and Whisker Plot- Inequality-Lorenz curve and its economic applications-Gini Coefficient.

Moments: raw and central moments –measures- Skewness –measurement - Kurtosis – measurement.

(38 Hrs)

## **Module III: Correlation and Regression Analysis**

Correlation-Meaning-Types of correlation – scatter diagram – measurement of correlation - Karl Pearson's correlation coefficient- Rank correlation – coefficient of determination- regression equations and regression lines – prediction of values based on equations 'y on x' and 'x on y'.-Relationship between the two coefficients of regression.-Explained and unexplained variation-Partial regression-notation and meaning - (Brief account only) – Correlation and regression compared.

(20 Hrs)

## **Module IV: Financial Mathematics**

Arithmetic Progression-Geometric progression- -Simple interest- compound interest, nominal rate and periodic rate, effective rate-Continuous Compounding-Net Present Value –Using NPV for checking the profitability of an investment-Internal Rate of Return.

(15 Hrs)

## **Module V: Essentials of Research Methodology**

Scientific Methods-Research – meaning objectives and importance – Research Methods and Research Methodology- Research Process –Steps in Research Process- Research Design- Characteristics

Structure of Research report

(10 Hrs)

## **Module VI (for Self Study): Field Survey and Practical**

Preparing questionnaires and collecting data related to various socio-economic problems identified from a study area adjacent to the institution/residence of the student so as to get hands own experience in data collection.



Use Microsoft Excel Programme to analyze the collected data to bring out the summary statistics and discuss them in the classroom.

### **Prescribed Texts**

1. Dawson, C (2002) Practical research methods: A user friendly guide to mastering research, Howto books Ltd: UK
2. Research Methodology Methods and Techniques (Third Edition), C R Kothari and Gaurav Garg, New age International Publishers (For Chapter 1)
3. Gupta S.P., Statistical Methods, Sultan Chand & Sons, New Delhi.
4. Anderson, Sweeney and Williams, Statistics for Business and Economics(Seventh edition),Thomson Education
5. Akihito Asano (2013),An introduction to Mathematics for Economics, Cambridge University Press

### **Essential Readings**

1. Richard Levine and David S Rubin, Statistics for Management(seventh edition), Pearson Education
2. Amir D Aczel, Jayavel Sounderpandian, Complete Business Statistics (Sixth Edition), Tata McGraw Hill Education Pvt.Ltd.



## **BBEC508: ENVIRONMENTAL ECONOMICS AND HUMAN RIGHTS**

**Total Hours: 72**

**Credit: 4**

### ***Learning Objectives:***

*The main objective of this course is to understand the main concepts, theories and issues on Environmental economics and human rights.*

### ***Course Outcome:***

*This course enables the student more insightful about the approaches and dimensions of development and their indicators. The broad expected outcome is to acquainted with various development paradigms, theories and indicators and analyse the impact of population growth on achieving development outcomes.*

### **Module 1: Introduction to Environmental Economics**

Environmental Economics-Multidisciplinary nature of environmental studies- Inter linkages between the economy and the environment - material balance model - development vs. environment- Fundamental theories of environmental economics- Pareto Optimality and competitive equilibrium.

(17 Hrs)

### **Module II: Economics of Natural Resources and Sustainable Development**

The concept of natural resources- Natural resource types and classification - renewable and non-renewable- abiotic and biotic –common property resources-tragedy of commons- Population and its impact on resource utilization and environmental quality -concept of sustainable development

(10 Hrs)

### **Module III: Environmental Issues**

Pollution as an externality: air pollution; water pollution; soil pollution; noise pollution; marine pollution, solid waste management: causes, effects and control measures of urban and industrial waste - biodegradable and non-degradable; 3 R's in waste management , Role of an individual in prevention of pollution.

Global warming and climate change; ozone depletion; greenhouse effect; acid rain; carbon trading, carbon credit; carbon sequestration; IPCC/UNFCC; nuclear accidents and nuclear holocaust, sand mining; wetland reclamation; biodiversity loss- landscape changes;



deforestation; soil erosion. flood and drought, desertification, overexploitation, threats to fresh water resources of Kerala; tourism and its impact on environment.

(20 Hrs)

#### **Module IV: Human Rights**

National and International Perspectives: Definitions of Human Right, Relevance of Human Rights in India-Social Aspects-Economic Aspects-Political Aspects, Human Rights International Norms, UDHR-Civil and political rights-Economic, social and cultural rights-Rights against torture, Discrimination and forced labour-Rights of the child , Human Rights and duties in India- Preamble to the Indian constitution-Human Rights and Duties in Indian constitution

Deprivation of Human Rights-The core issues: Poverty-Overpopulation-Illiteracy-Unsustainable Development, Disadvantageous Groups (Women, Children, SC/ST, Homeless and slum dwellers, physically and mentally handicapped, refugees and internally displaced persons.

Redressal Mechanisms against Human Rights Violation: Judiciary - Government systems for Redressal - NHRC and other Statutory Commissions-Media advocacy-Creation of Human Rights Literacy and Awareness.

(25 Hrs)

#### **Prescribed Text**

- 1 Hanley Nick, Jason F Shogren and Ben White (1997) Environmental Economics in Theory and Practice, Macmillan Press Ltd, London
- 2 Kolstad Charles D (2006) Environmental Economics, Oxford University Press, New York.
- 3 Ramann R P; Human rights concepts and concerns, DC Books, Kottayam

#### **Essential Readings**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.
4. Clark R.S., Marine Pollution, Clanderson Press Oxford
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai,
6. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press.



7. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay
8. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi
9. Mckinney, M.L. and School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
10. Mhaskar A.K., Matter Hazardous, Techno-Science Publication
11. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co.
12. Rao M N. and Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
14. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media
15. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication
16. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA
17. Rowan Cruft, S. Matthew Liao and Massimo Renzo, 2015, Philosophical Foundations of Human Rights, , Oxford University Press,
18. Aryeh Neier, 2012, The International Human Rights Movement: A History; Princeton University Press,
19. Carl Wellman, 2011, The Moral Dimensions of Human Rights;, Oxford University Press,
20. Helen M. Stacy, 2009, Human Rights for the 21st Century: Sovereignty, Civil Society, Culture, Stanford University Press,
21. Jean-Marc Coicaud; Michael W. Doyle; Anne-Marie Gardner 2003, The Globalization of Human Rights, United Nations University Press,
22. Andrew Clapham; Human rights a very short introduction, Oxford University Press



## **BBEC509: INTERNATIONAL ECONOMICS**

**Total Hours: 72**

**Credit: 4**

### ***Learning Objectives:***

*The objective of this course is to provide the students an understanding of the basic theories on international trade and the ability to examine the impact of the trade policies on the world economy. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.*

### ***Course Outcome:***

*The student will get a proper grounding in basic theories on international trade and finance. It will provide the students with a set of tools related to international trade which would help them to solve real world problems.*

### **Module I: Basic Concepts and Theories of International Trade**

Nature and Scope of International Economics - Internal and International Trade- An Overview of World Trade- Inter industry Trade and Intra- industry Trade- Pure Theory of International Trade- Mercantilism- Absolute Cost Advantage Theory– Comparative Cost Advantage theory- Opportunity Cost Theorem — Community Indifference Curve- Offer Curve- Terms of Trade – meaning and types- gains from trade – static and dynamic gains - Heckscher – Ohlin theory– Factor Price Equalisation Theorem- Leontief Paradox

(20 Hrs)

### **Module II: Foreign Exchange and Balance of Payments**

Meaning and Functions of foreign exchange markets –Forex Market Participants - Demand and Supply of Foreign Exchange -.Defining exchange rate – Spot and forward rates- hedging, speculation, arbitrage, futures, options and currency swaps (concepts only)- Determination of Exchange rates- Factors influencing Exchange Rates- Theories of exchange rate determination: Mint Parity, PPP, Balance of payments theory- Fixed and Flexible/ Floating Exchange rate. (Concepts only)-Devaluation, revaluation, depreciation and appreciation- Case study on 2018 exchange rate crisis in India

Meaning and structure of balance of payments – equilibrium and disequilibrium in the balance of payments – measures to correct disequilibrium – monetary and non-monetary measures – Devaluation and Balance of Payments - Marshall-Lerner condition- J curve effect- BOP in India- Recent trend and patterns.



(25 Hrs)

### **Module III: Trade Policy**

Commercial Policy- Free Trade and Protection (Arguments for and Against) – Methods of Trade Restriction: Tariff – Non-Tariff trade barriers –Quotas, Dumping, export subsidy, Countervailing duties, Technical Standards and Quality Standards (Concept only) -

(13 Hrs)

### **Module IV: International Financial and Trade Systems**

Gold standard- Bretton Woods System - IMF – IBRD -World Bank- ADB, and BRICS Bank- Economic Integration: EU, ASEAN, BRICS, GATT- Uruguay Round, WTO

(14Hrs)

### **Module V (Self Study)**

Exchange Rate System in India, SAFTA

### **Essential Readings**

1. Dominic Salvatore, (recent edition) International Economics. John Wiley and Sons, Delhi.
2. Appleyard Dennis and Alfred j Field, Jr, International Economics, 2001, 4th Edition, Tata McGraw-Hill Education Private Limited

### **Supplementary Readings**

1. Dominic Salvatore, Schaum's Outlines, Theory and Problems of International Economics. Tata McGraw Hill, Delhi.
2. Sodersten, Bo. And Geoffry Reed, International Economics, Palgrave Macmillan
3. Francis Cherunilam (2008), International Economics, Tata McGraw Hill, Delhi.
4. Paul Krugman and Maurice Obstfeld (recent edition), International Economics: Theory and Policy, Pearson Education, Delhi.
5. Joseph Stiglitz (2002), 'Globalization and its discontents, Penguin books
6. RBI Bulletin, Various Issues
7. IMF Staff Papers





## **BBEC510: PUBLIC ECONOMICS**

**Total Hours: 72**

**Credit: 3**

### ***Learning Objectives:***

*The purpose of this course is to give an understanding of the role of state in fostering the economic activities via budget and fiscal policies. This course enables the students to understand the various issues between Central and State Governments*

### ***Course outcomes:***

*Towards the successful completion of the course students should be able to understand key concepts characterising types, properties, and effects of taxes and describing publicly provided goods, market imperfections and the role of government in the economy.*

### **Module I: Introduction to Public Economics**

The nature, scope and significance of public economics

Functions of Government – Economic functions – allocation, distribution and stabilization.

Regulatory functions of the Government and its economic significance. Public vs. private goods, national vs. local public goods, Social goods and Market failure, Externality, merit goods, club goods.

(18 Hrs)

### **Module II: Public Expenditure and Public Debt**

Theories of Public Expenditure – Wagner's Law – Wiseman- Peacock Hypothesis –Critical Limit Hypothesis.

Public debt – types – debt redemption – burden of public debt.

Federal Finance – Finance commission

(15 Hrs)

### **Module III: Revenue Resources – Tax and Non-tax Revenue**

Concept of tax, types of tax – direct tax and indirect tax (emphasis on GST), canons of taxation.

Principles of taxation – Ability to Pay principle, Benefit Approach.

Concept of taxable capacity – the Laffer curve. Concept of deadweight losses, optimal taxation.

Effects of income tax on work effort, saving and risk bearing.

Non-tax revenue resources

(21 Hrs)



#### **Module IV: Government Budget and Policy**

Government budget and its structure – receipts and expenditure – concepts of revenue and capital account, balanced, surplus, and deficit budgets, concepts of budget deficit, fiscal deficit and revenue deficit. Budget, government policy and its impact. Budget multipliers.

(18 Hrs)

#### **Module V (Self Study): Indian Public Finance**

Tax Structure in India

Public expenditure – pattern and growth of public expenditure in India

Public debt in India – types – debt redemption methods

Fiscal federalism in India – resource transfer from union to states; State Finance Commission and Panchayati Raj institutions

CASE STUDY: Latest Union budget

#### **Readings**

1. Richard A. Musgrave (1989), Public Finance in Theory and Practice McGraw Hill Book Company, New York
2. Amaresh Bagchi (ed.). Readings in Public Finance. Oxford University Press.
3. Joseph Stiglitz, Economics of Public sector, Norton, New York (recent edition)
4. H. Rosen, T. Gayer: Public Finance, 9th ed., McGraw-Hill/Irwin, 2009.
5. H. L. Bhatia. Public Finance (Latest Edition).
6. Jha R Modern Public Economics, Routledge, London (1999)



## **BBEC511: INDIAN ECONOMY - I**

**Total Hours: 72**

**Credit: 3**

### ***Learning Objectives:***

*The objective of the course is to equip the students with the theoretical, empirical and policy issues relating to the society, polity and economy of India.*

### ***Course Outcome:***

*On the completion of the course, the students are able to understand the nature of Indian economy. The students are also enabling to understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development. The learners should capable to explain the role of economic planning in the development of Indian economy. It also provides an insight to the major development issues in Indian economy.*

### **Module I: Indian Economy – An Overview**

Economic Geography of India – Basic features. Post-Independence growth trends – structural changes – Trend in National Income and Per capita income. - Sectoral composition of output and employment –National income estimation in India-problems and challenges.

(15Hrs)

### **Module II: Demography**

Demographic trends since the early 20th century – structure (sex and age) and characteristics – Demographic transition – rural–urban migrations, occupational distribution, implications of population growth on Indian economy, HDI of India – National Population Policy, Gender inequality, women empowerment.

(15 Hrs)

### **Module III: Institutions and Reforms**

Origin and evolution of planning in India – Planning Commission – Five Year Plans – Objectives, Strategies and achievements. Limitations of Indian Planning. Decentralised planning – Panchayati Raj Institutions – NITI Aayog.

New Economic reforms- Structural Adjustment Programmes – background, features; second generation economic reforms- impacts

(20 Hrs)



#### **Module IV: Major Development Issues**

Poverty – measurement: Ojhas, Dandekar and Rath, Minhas, Bardhan, Planning Commission. Trends and pattern- determinants- poverty alleviation measures - National Food Security Act 2013.

Employment and unemployment - types, measurement [NSSO, Centre for Monitoring Indian Economy-case study], trends pattern and causes. Employment generation programmes.

Inequality - measures, trends and pattern. Regional disparities in the pattern of development. – Rising prices and energy crisis

Corruption, Black economy [Estimates of Indian Institute of finance and ,Ingo Walter) and issues of good governance

(22 Hrs)

#### **Module V (Self Study)**

Structure of the Indian Economy before the colonial period - villages and towns, industries and handicrafts-Indian economy during the colonial period – economic consequences of British rule.

CASE STUDY-poverty or inequality –OXFAM Studies, Global Inequality report

#### **Prescribed texts**

- 1 Bimal Jalan-Indian economy
- 2 Uma Kapila (recent edition), Indian Economy since Independence, Academic Foundation, New Delhi.

#### **Readings:**

1. Gaurav Datt & Ashwani Mahajan (recent edition), Datt & Sundharam Indian Economy, S. Chand & Co., New Delhi
2. Misra and Puri (recent edition), Indian Economy-Himalaya Publishing House, Mumbai
3. Dhingra I.C (recent edition) Indian Economy, Sultan Chand & Co, New Delhi.
4. A N Agarwal (recent edition) Indian Economy, New Age International, New Delhi
5. Economic Survey (Recent years)
6. Mid-term Economic Review
7. Budget speech



## SEMESTER VI

### BBEC612: BASIC TOOLS FOR ECONOMIC ANALYSIS – II

**Total Hours: 108**

**Credit: 4**

#### ***Learning Objectives:***

*Economics is increasingly becoming quantitative in nature. The students have to develop skills in mathematical techniques that are required for the study of both theoretical and applied economics. This course contains essential topics in mathematics that is helpful for the economic analysis. Also this course aims to develop skills in statistical techniques that are required for a meaningful study of applied economics and for carrying out empirical research.*

#### ***Course Outcome:***

- *Exhibiting a sound understanding of mathematical techniques discussed*
- *Formulating economic problems in mathematical terms*
- *Applying the relevant tools for analysing economic problems*
- *To provide an understanding of the concepts and methods of Statistics, for application in data analysis*

#### **Module I: Basic Matrix Algebra**

Matrices-Types, - Order of Matrix, Transpose of Matrix -Matrix Algebra-addition, subtraction, multiplication – Minors and Cofactors-Determinants up to order 3x3- Singular and non-singular matrices-Cramer's Rule-Applications in Economics-Market Equilibrium-input-output analysis.

(25 Hrs)

#### **Module II: Theory of Probability**

Probability and Distribution: Concept – Rules of probability (addition and multiplication theorem – statement only) – Different approaches to probability– Important terms related to probability (Random experiments, sample space, events) – Simple problems based on theorems

Random variable-discrete and continuous random variables- Probability density function -- moments of discrete random variables (expectation and var)



Probability distribution – binomial, normal, and standard normal – their properties and uses – Estimation of probabilities using Standard normal table.

(35 Hrs)

### **Module III: Statistical Inference**

Statistical inference-statistics and parameters--sampling distribution-standard error- central limit theorem (statement only)

Testing of hypothesis-null and alternative hypothesis Type I and Type II errors –Level of significance-test statistic-sampling distribution of sample mean-- -P value- degrees of freedom-critical region-one tailed and two tailed tests- large sample and small sample test- Testing the given population mean-Problems

(20 Hrs)

### **Module IV: Index Numbers and Time Series Analysis**

Index numbers – Different types – Importance and limitations-Problems in construction – Weighted and Un weighted price index numbers – Different methods of construction (Price indices only) – Simple aggregative, simple average of price relatives, Laspeyre's, Paache's, Fisher's and Marshall Edgeworths indices- Tests of Index Numbers: Time Reversal and Factor Reversal tests- base shifting and splicing - Special Purpose Indices-Wholesale Price Index and Consumer Price Index

Components of Time Series-Measurement of Trend using the method of Moving Average

(28 Hrs)

### **Prescribed Texts**

1. Chiang A.C. (2005), *Fundamental Methods of Mathematical Economics*, McGraw Hill.
2. Michel Hoy, John Livernois, Ray Rees ,*Mathematics for economics*(Third Edition),MIT Press, Cambridge
3. *Introduction to Probability and Statistics* (2005), Lipwchutz and John Schiller, Schaums Out lines ,Tata McGraw-Hill Education Private Limited.
4. Monga G.S., *Mathematics and Statistics for Economists*, Vikas Publishing House, New Delhi

### **Essential Readings**

1. John E. Freund(1992), *Mathematical Statistics*, Prentice Hall



2. Richard J. Larsen and Morris L. Marx(2011), *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall.
3. Gupta S.P, Fundamentals of Statistic(seventh edition),Himalaya Publications .
4. Mathematics for Economists An elementary survey(2001). Taro Yamane, Prentice-Hall of India Private Limited, New Delhi
5. Anderson, Sweeney and Williams, Statistics for Business and Economics(Seventh edition),Thomson Education
6. Richard Levine and David S Rubin, Statistics for Management(seventh edition), Pearson Education
7. Amir D Aczel, Jayavel Sounderpandian, Complete Business Statistics (Sixth Edition),TATA McGraw Hill Education Pvt.Ltd
8. Akihito Asano (2013), An introduction to Mathematics for Economics,Cambridge University Press



## **BBEC613: INDIAN ECONOMY - II**

**Total Hours: 72**

**Credit: 4**

### ***Learning Objective:***

*The objective of the course is to equip the students with the theoretical, empirical and policy issues relating to the society, polity and economy of India. The course, in particular, has been prepared on the background of the globalization process and its diverse ramifications on the knowledge economy.*

### ***Course Outcome:***

*Towards the successful completion of the course the students should be able to describe and explain the role of agriculture, industrial and service sectors in the development of Indian economy. The students are also able to analyze the progress and contribution of the three sectors in the economy as a whole. The students also should acquire the potential not only be aware of the economy as whole but also the basic features of Kerala's economy.*

### **Module I: Agriculture**

Role of Agriculture in Indian economy; Nature and trends in agricultural production and productivity – Problems of Indian Agriculture - land reforms in India, Green revolution, Rural credit and agricultural marketing – Impact of economic reforms on Indian agriculture.

(20 Hrs)

### **Module II: Industry Service Sector**

Industrial development since Independence – Industrial policies - MRTP Act, FERA and FEMA, recent policy reforms – Growth and problems of cottage and small scale industries, Role of public sector enterprises in India's industrialization – Public Sector in the post reform period - disinvestment policy - Impact of economic reforms on Indian Industrial sector- Construction Sector

Services sector –physical infrastructure – transport, communication, energy-social sector education, health.

(20 Hrs)

### **Module III: External Sector**

External Sector- Trends and composition of India's Imports - Trends and direction of India's Exports - EXIM Policy of India in relation to trade liberalization and its impacts-FDI, FII and





MNCs in India - External Borrowing and BOP problem in India – International Institutions (IMF, WB, ADB, WTO) and the Indian Economy.

(15 Hrs)

#### **Module IV: Kerala Economy**

Features, Kerala model of development - Structural change and economic growth in Kerala - Land reforms - current issues in agriculture – food crisis – changes in cropping pattern – agricultural indebtedness – unemployment - IT sector in Kerala - fiscal crisis in Kerala, Gulf migration, energy policy and energy crisis, second generation problem- decentralized planning in Kerala.

(17 Hrs)

#### **Module V (Self Study)**

Structure and composition of receipts and expenditures in central budget (previous two years)

#### **Prescribed Texts**

- 1 Bimal Jalan-Indian economy
- 2 Uma Kapila (recent edition), Indian Economy since Independence, Academic Foundation, New Delhi.
- 3 George K.K. (1993) Limits to Kerala Model of Development, CDS, Trivandrum.

#### **Readings**

1. Misra and Puri (recent edition), Indian Economy, Himalaya Publishing House, Mumbai.
2. Gaurav Datt & Ashwani Mahajan (recent edition), Datt & Sundharam Indian Economy, S. Chand & Co., New Delhi
3. Meera Bai M. (ed) (2008), Kerala Economy, Serials Publication, New Delhi.
4. Prakash B.A (2004) Kerala's Economic Development, Sage Publications, New Delhi
5. B.A Prakash (2009), The Indian Economy since 1991: Economic reforms and performance, Pearson Education.
6. Sunil Mani et al. (ed) (2006), Kerala's Economy: Crouching Tiger, Sacred Cows, D.C. Books, Kottayam.
7. State Planning Board, Economic Review, Government of Kerala, Thiruvananthapuram (latest issue)



## **BBEC614: HISTORY OF ECONOMIC THOUGHT**

**Total Hours: 90**

**Credit: 4**

### ***Learning Objective:***

*This course is intended to create a strong understanding of the development of the different schools of thought in Economics in a chronological order which would provide them with a background to the development of theories and problems of contemporary economics.*

### ***Course Outcome:***

*The students will have a thorough understanding of the development of economic ideas. It will also help to understand the theoretical framework economics.*

### **Module I: Ancient and Medieval Economic Thought**

Hebrew, Greek and Roman economic thought –scholasticism (St. Thomas Aquinas)

Main economic ideas of Mercantilism and Physiocracy

(10 Hrs)

### **Module II: Classical Economic Thought**

Early Classical School - Adam Smith: naturalism and optimism – division of labour – theory of value and distribution-theory of laissez-faire – capital accumulation and development; Ricardo: Theory of value and distribution– theory of rent, wages and profits – international trade – classical stationary state; Malthus: Theory of population – theory of market gluts; J.B. Say: Law of markets. J.S. Mill: Theory of reciprocal demand; Jeremy Bentham: utilitarianism

(25 Hrs)

### **Module III: Socialist Economic Thoughts**

Early socialists - ideas of Robert Owen, Charles Fourier, St. Simon, Sismondi; Karl Marx: dialectical materialism and materialistic interpretation of history – theory of surplus value-theory of capitalist crisis; Friedrich Engels – Lenin: Imperialism - Democratic socialism.

(20 Hrs)

### **Module IV: Marginalism, Institutionalism and Neo-classical Economic Thought**

Marginalist Revolution – contributions of Gossen, Jevons, Walras and Menger.

Institutionalism: Veblen – theory of leisure class

Neo-classical school: Marshall, Pigou

(15 Hrs)



### **Module V: Keynes and Post Keynesians**

Keynes as a critique of classical economics – economic ideas of Keynes

Post-Keynesian developments: Main ideas of Monetarism – New Classical School – New Keynesian School–Post Keynesian school -new institutional economics-Behavioural economics. (details are not expected)

(20 Hrs)

### **Module VI: Indian Economic Thought (Self Study)**

The economic ideas of Kautilya, Thiruvalluvar, DadabhaiNavoroji, Gandhiji, Ambedkar-Ranade, AmartyaSen, K.N. Raj, J.N. Bhagawathi, AmithBaduri and Prabath Patnaik.

#### **Prescribed Texts:**

1. Bhatia (2006), History of Economic Thought, Vikas Publications, New Delhi
2. History of Economic Thought(2015)18th Edition-T.N. Hajela-Ane Books
3. AK Das Gupta – A History of Indian Economic Thought- Routledge; 1 edition (5 August 1993)

#### **Essential Readings:**

1. Eric Roll (1975), A History of Economic Thought, Oxford University Press, New Delhi
2. Blaug M. (2004) Economic Theory in Retrospect, Cambridge University Press
3. Ingrid H. Rima (2009), Development of Economic Analysis, Routledge.
4. Kautilya, The Arthashastra, Penguin Books, Delhi. 6. Hajela T.N. (2008), History of Economic Thought, Ane Books India, New Delhi
5. Louise Haney - History of economic Thought – Surjith publication New Delhi
8. Brue SL and RR Grant (2007) – The evolution of Economic thought
9. Scrapanti E and S Zamagiri (2005) An Outline of the Economic thought (OUP New Delhi)
10. Schumpeter, Joseph (1954), History of Economic Analysis, OUP
11. Nick Wilkinson & Matthias Klaes-Introduction to Behavioral Economics-Palgrave publication-3rd ed. 2018 Edition
12. Richard H. Thaler, Cass R. Sunstein -Nudge: Improving Decisions About Health, Wealth, and Happiness (2009 )-Penguin Books



## **BBEC615: FINANCIAL INSTITUTIONS AND MARKETS**

**Total Hours: 108**

**Credit: 4**

### ***Course Objective:***

*This course exposes the students to the theory and functioning of the financial institutions and markets.*

### ***Course Outcome:***

*Financial institutions and markets play a significant role in all the modern economies of the world. The study of this area is significant especially after the financial sector reforms in most of the countries. The students will acquaint with the changing role of the financial sector of the economy. The stake holders are to familiarize with the basic concepts, the financial institutions and markets. It also discusses the working of banks and the basic principles and concepts which are often used in banking literature.*

### **Module I: Introduction to Financial System**

Financial system-meaning and functions

Financial Institutions - Monetary and Non-monetary (banking and non-banking) financial intermediaries - mutual funds, investment banks, unit trusts, asset management companies, venture capital funds - gilt-edged securities.

Financial Markets: Money Market, Capital Market, Foreign Exchange Market, Commodity Markets, Derivative Markets- Meaning and structure

Indian Financial system – A comparison [developed and developing nations].

(13 Hrs)

### **Module II: Banking**

Evolution of Banking-economic importance of banking

Banking types – Commercial, Cooperative and others.

Functions of commercial banks – Credit creation – Types: Branch banking – Unit banking – Mixed banking –Chain banking

Theories of Banking: Real Bills Doctrine – Shiftability theory – Anticipated Income theory – Objectives of portfolio management – liquidity, safety and profitability–prime lending and sub-prime lending – NPA.



Commercial banking in India- structure, brief history-nationalisation- regional rural banks - Banking sector reforms- Narasimham Committee Reports- Basel Norms; Challenges facing Indian banks- Financial inclusion.

Structure of Co-operative banking in India; 97th Constitutional Amendment in co-operative law; NABARD- objectives, Functions & working; role in the field of rural credit Challenges before co-operative Banking.

(30 Hrs)

### **Module III: Central Banking and Monetary Policy**

Central Bank – meaning – Central Banking in Sweden, England, USA, Japan and India. Functions of Central Bank with reference to RBI – Monetary policy of RBI-Monetary Policy Committee- Repo rate and Reverse Repo rate – Call rate – SLR & NLR  
Recent trends in the money market.

(20 Hrs)

### **Module IV: Capital Market**

Capital market-meaning and composition-primary and secondary markets-major financial instruments-equity shares and preference shares, debentures and bonds –Fixed income instruments-G.D.Rs and A.D.Rs- DFIs and FIIs-QIBs. Primary Market-institutions in the primary market-underwriters, merchant bankers and managers to issue-public issue and methods of public issue, IPO and FPO- Procedure for buying shares through IPO, Process of raising capital from foreign countries; listing of securities - physical shares and demat shares, depository participants-NSDL and CSDL. SEBI and capital market in India.

(25 Hrs)

### **Module V: Stock Market and Trading**

Stock exchange, stock trading, products in the secondary market - equity investment, debt investment; Derivatives - Introduction to derivatives; forward and futures contracts; options; other derivatives; forward and future prices; stock index futures; interest rate futures; the use of futures for hedging.

(20 Hrs)

### **Module VI: (Self Study)**

NPA-dismal performance of public sector banks-case study-Harshad Mehta scam

E-Banking – Need and Importance; Meaning, concept and operation of Tele Banking- Mobile Banking- Net Banking- Society for worldwide Interbank Financial Telecommunication (SWIFT)- Core Banking- EFT-RTGS and NEFT; MICR Technology.



Important Stock exchanges in India and Abroad - BSE and NSE, The London Stock Exchange, New York Stock Exchange, American Stock Exchange, NASDAQ System, Tokyo Stock Exchange.

### **Prescribed Texts**

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. Parameswaran R. (2010), *Indian Banking*, S. Chand & Company, New Delhi.
3. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
4. *Fundamentals Of Money And Banking*, Dr.V A Avadhani, Himalaya Publishing House (2009)

### **Essential readings:**

1. Sayers R.S. (1977), *Modern Banking*, OUP, New Delhi.
2. De Kock, M.H. (1960), *Central Banking*, Staples Press, London.
3. Harris, C.L. (1961), *Money and Banking*, Allyn and Bacon, London.
4. Sundharam KPM, *Banking: Theory, Law and Practice*, Sultan Chand and Sons, New Delhi (recent edition)
5. M.R. Baye, D.W. Jansen (1996), *Money, Banking and Financial Markets*, AITBS (Indian ed.)
6. K.C. Sekhar: *Banking – Theory and Practice*, Vikas Publishing House, New Delhi
7. Hajela, T.N., (2009) *Money and Banking*, Ane Books Pvt Ltd., New Delhi.
8. Rajesh R., Sivaganasithi ( 2009), *Banking Theory – Law & Practice*, The McGraw – Hill Companies, New Delhi.
9. Parameswaran R. (2010), *Indian Banking*, S. Chand & Company, New Delhi.
10. Reserve Bank of India (various issues) - *Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group*.
11. IMF Staff Papers.
12. Dutt and Sundaram, *Indian Economy*, (2015) S. Chand & Company, New Delhi.
13. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
14. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.



15. David S Kidwell, David W. Blackwell, David A Whidbee, Richard L Peterson (2005)  
Financial Institutions, Markets and Money.9<sup>th</sup> edition, Wiley Publication, New York.
16. Khan M F (2006), Indian Financial Institutions, Tata McGraw Hill Ltd



## ELECTIVE COURSES

### BBEC6E01: BASIC ECONOMETRICS

**Total Hours: 72**  
**Credit: 3**

#### ***Learning Objectives:***

*Students graduating in Economics are expected to know the basic concepts and applications of Econometrics. Econometric methods have proved particularly useful for understanding the inter-relationships among economic variables.*

- 1) To provide students an introduction to econometrics, such that they can potentially develop substantive new empirical findings and theoretical results.*
- 2) Introduce students to the econometric theory and its application in order to equip them with the basic knowledge required for performing quantitative analyses of economic models.*
- 3) To help students develop hands-on skills in the application of econometric and quantitative techniques to real world economic and business data.*

#### ***Course Outcome:***

- Students should be able to build econometric models using the economic and business data*
- They should be able to interpret econometric models with ease.*

#### **Module I: Introduction to Econometrics**

Definition and Scope of Econometrics- the methodology of econometric research - basic concepts of estimation Point estimation and interval estimation - properties of estimators – biasedness - efficiency, consistency and sufficiency.

(20 Hrs)

#### **Module II: Simple Linear Regression Model**

Deterministic and stochastic model- Two variable Regression Model: Simple Keynesian Model-Concept of PRF-meaning of the term linear-stochastic specification of disturbance term-SRF\_- Estimation of an equation -OLS method- assumptions- Gauss - Markov theorem –estimating regression coefficients in a simple linear regression model.-Reporting the regression result.

(25 Hrs)

#### **Module III: Multiple Regression Model**

Introduction to multiple regression model-Three variable model -Assumptions--interpretation of multiple regression equation- $R^2$  and Adjusted- $R^2$  –Reporting regression result and





interpretation - Dummy variable regression model-Dummy variable trap (Basic Concept only).

(15 Hrs)

#### **Module IV: Problems in Regression Analysis**

Functional forms of regression models-choice of functional forms- double log model –semi log models -interpretation of estimated parameters

Problems in regression-serial correlation –Causes-Consequences-Durbin Watson d statistics-Heteroscedasticity-Causes-Consequences-Whites General test- Multicollinearity- Causes-Consequences –VIF.

(12 Hrs)

#### **Module V (Self Study): Practical**

Introducing the software Gretl - Estimation of elasticity using sample data-estimation of growth rates –interpretation (using NAS data)

#### **Prescribed Texts**

1. D. Gujarati (2007), Basic Econometrics, Tata McGraw Hill

#### **Essential Readings**

1. W. Stock (2007), Introduction to Econometrics, Pearson education
2. Dilip M. Nachane (2006) ,Econometrics, Oxford University Press, New Delhi
3. Jeffrey Wooldridge (2009), Econometrics, Cengage Learning, Delhi.
4. G S Maddala and KajalLahiri, Introduction to Econometrics(fourth edition),Wiley-India



## **BBEC6E02: FINANCIAL ECONOMICS**

**Total Hours: 72**

**Credit: 3**

### ***Learning Objectives:***

*The basic objective of the course is to provide a comprehensive introduction to the functioning of financial markets in the emerging context of deregulations and globalization of markets. 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.*

### ***Course Outcome:***

*This course introduces students to the economics of finance. Students do 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 students will be introduced to numerical techniques in finance using spreadsheet programmes such as Microsoft Excel.*

### **Module I: Deterministic Cash-Flow Streams**

Basic theory of interest; discounting and present value; internal rate of return; evaluation 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.

(24 Hrs)

### **Module 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.

(24 Hrs)

### **Module III: Capital Asset Pricing Model (CAPM) & Arbitrage Pricing Theory (APT)**

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; arbitrage pricing theory

(24 Hrs)

### **Prescribed Texts**

1. Joseph Daniels & David VanHoose -International Monetary & Financial Economics  
- Pearson 2013



2. David G. Luenberger, Investment Science, Oxford University Press, USA, 1997.
3. Hull, J. Options, Futures and other Derivatives, fifth edition, Prentice Hall, 2002

### **Essential Readings**

1. Richard A. Brealey and Stewart C. Myers, Principles of Corporate Finance, McGraw-Hill, 7th edition, 2002.
2. Hill, 7th edition, 2002.
3. Burton G. Malkiel, A Random Walk Down Wall Street, W.W. Norton & Company, 2003.
4. 2003.
5. Simon Benninga, Financial Modeling, MIT Press, USA, 1997.
6. Gur Huberman & Zhenyu Wang-Arbitrage pricing theory- Federal Reserve Bank of New York, Staff Reports, Staff Report No-216, August 2005
7. Managerial Economics & Financial Analysis (JNTU)– 2011 by P. Vijaya Kumar and N. Appa Rao- Cengage; 1 edition (1 August 2011)



## **BBEC6E03: MARKETING MANAGEMENT**

**Total Hours: 72**

**Credit: 3**

### ***Learning Objectives:***

- *To impart knowledge in various aspects of marketing and acquaint the students with the applied problems of marketing with special reference to India.*
- *To familiarize the students the different channels of distribution and the promotion*

### ***Course outcome:***

*The students will be able to identify and demonstrate the dynamic nature of the environment in which marketing decisions are taken and appreciate the implications for marketing strategy determination and implementation.*

### **Module I: Understanding Marketing Management**

Nature and scope of marketing- marketing management - evolution of marketing concept - holistic marketing – market segmentation – differentiation -targeting-positioning – marketing and economic development - Marketing mix: Meaning and importance- product planning and development - PLC – product mix - branding - brand equity – packaging – labelling - marketing of services.

(25 Hrs)

### **Module II: Consumer Behaviour**

Meaning and factors influencing consumer behaviour - buying motives – buyer decision process - business buying behaviour - customer value and customer satisfaction-customer retention- customer relationship marketing.

(15 Hrs)

### **Module III: Pricing and Channels of Distribution**

Pricing and channels of distribution: Pricing objectives – policies and strategies in pricing – new product pricing strategies - channels of distribution – levels of channels– types of middle men – direct marketing.

(15 Hrs)

### **Module 1V: Marketing Promotion and Marketing Research**

Pricing and channels of distribution Promotion mix – personal selling and sales management – sales promotion – Advertising: importance – steps in advertising – objectives – budget –



media – Marketing research – objectives – steps – modern methods – limitations – Marketing Information System

(17 Hrs)

### **Readings**

1. Kotler, Kevin, Jha & Koshi (2009), *Marketing Management*, Pearson Education, Delhi
2. William J Stanton et al (2007), *Marketing*, McGraw Hill Publishing Company Pvt Ltd, Delhi
3. Mathew Emmanuel (2008), *Marketing Management*, DC Books, Kottayam.
4. Ramaswamy & Namakumari (2009), *Marketing Management*, Macmillan India Ltd, Delhi



# COMPLEMENTARY COURSES IN HISTORY

## SEMESTER I

### BDHS101: MAKING OF INDIAN NATION

**Total Hours: 108**

**Credit: 4**

***Learning Objective:***

*To enable the students to understand the major aspects of colonialism, nationalism and the important stages of the struggle for freedom and to critically analyze colonialism and nationalism. They may help them to have their own ideas on the concepts and realities of the nation that emerged through centuries of western domination and struggles against the same.*

***Course Outcome:***

*The student is expected to obtain an understanding on the various aspects of freedom struggle in the context of colonial past.*

**Module I: Formation of Indian hood**

- Major historiographical trends  
Colonial or Imperialist Historiography-Utilitarian School-Evangelical Historians-Administrative School-Nationalist Historiography-Marxist Historiography-Neo Imperialist Approach and Subaltern Studies
- Background of colonialism  
East India Companies-Dutch-English-French East India Companies
- From Company to the Crown  
Carnatic Wars-Plassey-Buxar-Anglo-Mysore and Anglo-Maratha Relations-British Paramountcy
- Colonial Discovery of India and its Culture  
Orientalism-Indology-Dissemination of Colonial Knowledge-Education

(30 Hrs)

**Module II: Economic and Political manifestations of Colonialism**

- Colonial Economy  
Colonial Capitalism-Colonial Society



- Agrarian Settlements  
Permanent Settlement of Revenue-Ryotwari and Mahalwari
- Changes in Political Structure  
Regulating Act-Pitt's India Act-Charter Acts-Administrative Changes After 1858-Minto-Morley Reforms-Montague-Chelmsford Reforms-Government of India Act 1935
- Impact of Colonial Knowledge  
Making of Indian Middle Class-Deindustrialization-Nationalistic Critique of Indian Economy-Drain Theory and Naoroji-R C Dutt-Question of Social Reform-Arya Samaj-Brahmo Samaj-Prarthana Samaj-Ramakrishna Mission-Theosophical Society of India-Rise of Nationalism

(30 Hrs)

### **Module III: Struggle Against Colonial State**

- Rebellions Before 1857  
Revolt of the Raja of Vizianagaram 1794, Veluthampi 1809-Pazhassi Revolt 1774-1805
- Peasants Revolts- Faqir Uprising-Mappila Risings-Revolt of 1857
- Tribal uprisings -Sanyasi Revolt-Ahoms Revolt-Santhal Rebellion
- Pre- Gandhian Agitations -Moderates and Extremists-Armed Struggles-Divisive Policies of Britain
- Question of Mobilization of Masses  
Entry of Gandhi into Indian Politics-Early Satyagraha Movements-Anti Rowlatt Agitation-Non-Co-operation and Civil Disobedience Movement-Critique of Gandhian Ideology

(30 Hrs)

### **Module IV: Nationhood-Reality**

#### **A. Transfer of Power**

- Communal Polarization-Second World War-Cripps Mission and Quit India Movement
- Subhash Chandra Bose and INA-Cabinet Mission Plan
- Partition - Indian Independence Act-Partition and its Impact-National Integration

#### **B. Making of Modern Kerala**

- Towards Modernity-Press and Education-Socio-Religious Movements-SNDP and NSS



- Kerala –Movement for Responsible Government-Vaikom and Guruvayur Satyagraha-Malayali and Ezhava Memorials-Temple Entry Proclamation-Aikya Kerala Movement

(18 Hrs)

### **Module V: For Self Study**

- Formation of the State of Kerala-First Government in Kerala-Land Reforms-Education-Migration-Kerala Model of Development-Ecology and Sustainable Development-Contemporary Issues

### **Prescribed Texts**

1. Bipin Chandra, *India's Struggle for Independence*
2. Metcalf Barbara D and Thomas R Metcalf, *A Concise History of Modern India*

### **Essential Readings**

1. Ania Loomba, *Colonialism / Post Colonialism*
2. Bhattacharya Sabya Sachi and Romila Thapar, *Situating Indian History*
3. Chandra Shekhar, *Colonialism Conflict and Nationalism*
4. Chatterjee Partha, *A Possible India*
5. Chatterjee Partha, *National Thought and the Colonial World*
6. Cohn Bernard S, *Colonialism and its Forms of Knowledge*
7. Gandhi M K, *My Experiments with Truth*
8. Hasan Mushirul, *India's Partition : Process, Strategy and Mobilization*
9. Dadabhai Naoroji, *Poverty and Un-British Rule in India*
10. Pandey Gyanendra, *Remembering Partition*
11. Sumit Sarkar., *Writing Social History*
12. Sreedhara Menon A, *The Legacy of Kerala*
13. P Sanal Mohan, *Modernity, of Slavery, Struggles against Caste Inequality in Colonial Kerala*
14. K Raviraman, *Development, Democracy and the State*
15. Bandopadhyaya Sekhar, *Plassey to Partition*
16. Bipin Chandra, *Nationalism and Colonialism in Modern India*
17. Irfan Habib, *Essays in Indian History*
18. Desai A R, *Social Background of Indian Nationalism*
19. Dharam Kumar and Tapan Ray Chaudhuri, *The Cambridge Economic History of India 1707-1970*





20. Kulke Kerman, *State in India 1000-1800*
21. Mahajan Sujatha, *Independence and Partition: The Erosion of Colonial Power in India*
22. Majumdar R C, *The Struggle for Freedom*
23. Tharachand, *History of Freedom Movement in India*
24. Seal Anil, *Emergence of Indian Nationalism*
25. Panikkar K N, *Culture, Ideology , Hegemony: Intellectual and Social Consciousness in Colonial India*
26. Panikkar K N, *Colonialism, Culture and Resistance*
27. Sarkar Sumit, *Modern India 1885-1947*
28. Sreedhara Menon A, *A Survey of Kerala History*
29. M G S Narayanan, *The City of Truth Revisited*
30. Padmanabha Menon, *Kochi Rajya Charithram*
31. P Bhaskaran Unni, *Pathonpatham Noottandile Keralam*



## SEMESTER II

### BDHS202: TRANSITION TO THE CONTEMPORARY WORLD

Total Hours: 108

Credit: 4

#### **Learning Objectives:**

*This course explains the trials and turbulences and transition that the world had experienced over the years. The course is designed to help the students to analyze the problems of the present day world developments.*

#### **Course Outcome:**

*The course is expected to provide the students with the skills needed to interpret contemporary world order in the context of events after 18<sup>th</sup> century AD.*

#### **Module I: Europe during and after French Revolution**

- The French Revolution- Causes- Impact and Reactions
- The Age of Napoleon
- Congress of Vienna
- German and Italian Unifications.

(25 Hrs)

#### **Module II: The War and its Aftermath**

- Trends before World War 1
- Colonialism and Imperialism- Imperialist rivalry and World Wars.
- Rise of Fascism and Nazism in Europe
- Growth of Communist Ideology- Russian Revolution of 1917- Lenin and Stalin: New Economic Policy
- Spread of Communism in East Europe.
- The Chinese Revolution of 1948- Interpretation, Impact and Consequences.

(35 Hrs)

#### **Module III: The World of Ideas**

- The Great Depression in 1929-33
- Post-Depression Economic-Political Order
- Globalization and its instruments - Development vs. Sustainable Development Debate.

(25 Hrs)



#### **Module-IV Decolonization and the new world order**

- Emergence of Anti-Colonial Movements in Asia and Africa
- World bodies- The League of Nations UNO
- NAM and other Regional Groupings.

(23 Hrs)

#### **Module V Contemporary World (for Self Study)**

- Issues in Contemporary World- Terrorism-Racism-Refugee Issues
- Communication and Information Technology- Mass Media

#### **Prescribed Texts:**

1. Arjun Dev and Indira Dev, *History of the World*, Orient Blackswan
2. R.R. Palmer, *History of the Modern World*

#### **Essential Readings:**

1. L.S. Stavrianos, *A Global History*
2. E.J. Hobsbawn, *Age of Revolutions*
3. -----, *Age of Capital*
4. -----, *Age Empire*
5. Cran Briton, *Anatomy of Revolution*
6. Albert Sbou, *French Revolution*
7. E.H.Carr, *History of Soviet Russia* (3 Vols)
8. -----, *Russian Revolution 1917-21*
9. I.Wallerstein, *Historical Capitalism*
10. A.G.Frank, *Latin America and Underdevelopment*
11. Immanuel C.Y. Hsu, *The Rise of Modern China*
12. Jerome Chen, *Mao and the Chinese Revolution*
13. T.K. Hopkins and I.Wallerstein, *World System Analysis*
14. Basil Davidson, *A History of Africa*
15. J.R. Hicks, *Theory of Economic History*
16. UNESCO, *History of Mankind*
17. Suyin Han, *The Morning Deluge: Mao Tse-Tung and the Chinese Revolution 1893-1953*
18. Harry Magdoff, *Imperialism*
19. Jaideep Saikia (ed.), *Terrorism*, Sage India,



# COMPLEMENTARY COURSES IN SOCIOLOGY

## SEMESTER I

### BDSO101: FOUNDATIONS OF SOCIOLOGY

**Total Hours: 108**

**Credit: 4**

#### ***Learning Objectives and Course Outcome:***

*The course in Sociology aims to provide a systematic introduction to Sociology as a discipline. It lays emphasis on the basic concepts as the foundations of Sociology. Importance is given to a systematic introduction to Sociology as a discipline. The substantial themes and the current Sociological issues are also included in the syllabus.*

*The students are exposed to divergent perspectives within sociology and acquire skills to understand various social phenomena through the perspectives of Sociology.*

#### **Module I: An Introduction and the background of origin of Sociology**

Classification of Sciences; Physical Science and Social sciences;  
Sociology as a Social Science.

Origin of Sociology. Intellectual and political influences –

Definitions. Characteristics of early Sociology.

Establishment of sociology as a Science; Nature of Sociology,

Subject matter of Sociology-Sociology and other disciplines.

(28 Hrs)

#### **Module II: Pioneers in Sociology**

Founding fathers of Sociology

A. Comte, Positivism, Law of three stages, Classification of Sciences Comte's views regarding Sociology

H. Spencer- Biography, theory of evolution, theory of organic analogy, Social Darwinism, types of Society.

E .Durkheim- theory of Social Facts, theory of division of labor, theory of Suicide, the elementary of Religious life. .



M. Weber.- theory of Ideal types, sociology of religion, theory of bureaucracy, types of Authority.

Sociology in India

(25 Hrs)

### **Module III:. Basic Concepts of Sociology**

Culture- Society- Community- Association- Institutions- Social Norms- Social Values, Socialization - Agencies of Socialization-Customs- Deviance- Conformity.

(25 Hrs)

### **Module IV: Social Structure and Social Stratification**

Status –Role- Power- Authority- Groups- Primary and Secondary- In groups and out groups-.Basis of social Stratification- Theoretical Perspectives - Forms of social stratification; sex and Gender, Race and Ethnicity, Caste, Class

(30 Hrs)

### **Module V: (for Self study)**

Social Movements in Kerala- history of the social movements in Kerala- Fishermen movements- Chengara land issue - Silent Valley movement.

### **Prescribed Texts**

1. Gidden Antony(2006),Sociology, Polity Press, New York
2. Tom Koorkkakala, Sociology for B.Sc and Post B.Sc [Nursing] students, Paras Medical Books Pvt.Ltd

### **Essential Readings**

1. Abraham, F.A (1982), Modern Sociological Theory,: Oxford University Press
2. Despande Satish (2000), Contemporary India-Sociological perspective, Penguin, New Delhi
3. Mac Iver. R.M and Charles. H(2006), Society: An Introductory Analysis, Macmillan India Ltd, New Delhi
4. Richard. T. Schaeffe (2006), Sociology: A brief Introduction, Tata McGraw Hill publishers, New Delhi.



## SEMESTER II

### BDSO202: FOUNDATIONS OF SOCIAL THOUGHT

**Total Hours: 108**

**Credit: 4**

***Learning Objective and Course Outcome:***

*The course in Sociology aims to provide a systematic introduction to Sociology as a discipline. It lays emphasis on the basic concepts as the foundations of Sociology. Importance is given to a systematic introduction to Sociology as a discipline. The substantial themes and the current Sociological issues are also included in the syllabus.*

*This course provide the students a good understanding about various sociological theories.*

#### **Module I**

What is sociological theory- Meaning of Theory- Functions of theories? Role of theory in Social research Characteristics of Sociological Theory- types of theories- Speculative versus Grounded-Grand theory versus Miniature- Micro versus Macro.

(35 Hrs)

#### **Module II**

Functionalism

Intellectual Influences of functionalism-

Contributions of Emile Durkheim, Max Weber, Malinowski and Radcliffe-Brown.

(25 Hrs)

#### **Module III**

Conflict theory-

Historical background- types of conflict-, Principal assumptions-

Major propositions- K. Marx – the important themes,

C Wright Mill's the power elite

(20 Hrs)

#### **Module IV**

Exchange Theory-

Emergence of Interactionist Tradition-

Contributions of early interactionists-C.H. Cooley- G.H. Mead's idea on Mind-Self and Society-



The structural perspectives of Peter Blaue-Alfred Schultz and Phenomenology-  
The Ethnomethodological Challenge-Garfunkel's Ethnomethodology

(28 Hrs)

**Module V (for Self Study):**

The Socio-Religious Reform Movements in Kerala-Sree Narayana Guru- Sree Ayyankali-  
Sree.Mannathu Padmanabha Pillai- St. Chavara Kuriakose Elias.

**Prescribed Texts**

1. Giddens, A (1976), Classical Social Theory and the Origins of Modern Sociology. American Journal of Sociology.
2. Sociology: Principles of Sociology with an Introduction to Social Thoughts- Rao C.N. Shankar - S Chand; 6th Rev. Edn. 2006 edition

**Essential Readings**

1. Bottomore, Tom, and Robert Nisbet (1979), A History of Sociological Analysis. London:
2. Durkheim, Emile (1933) The Division of Labour in Society. New York: MacMillan
3. Durkheim, Emile (1938), The Rules of Sociological Method. New York: Free Press.
4. Freund, Julian(1972), The Sociology of Max Weber, Harmondsworth, Penguin
5. Giddens, A, Capitalism and Modern Sociological Theory, An Analysis of Marx
6. Durkheim, and Max Weber (1971), Cambridge: Oxford University Press.
7. Weber, M. (1976), The Protestant Ethic and Spirit of Capitalism. London: Allen and Unwin
8. Ritzer, G.(1992), Sociological Theory. New York: McGraw Hill Inc.
9. Collins, Randall (1997), Theoretical Sociology. Jaipur: Rawat, .
10. Turner, Jonathan H (1987), The Structure of Sociological Theory, Jaipur: Rawat.
11. Zeitlin, I.M (1996), Rethinking Sociology: A Critique of Contemporary Theory. Delhi
12. Blumer. H. Symbolic Interactionism (1969): Perspective & Methods. Prentice Hall,
13. Collins Randall (1975). Conflict Sociology, New York: Academic Press.
14. Abraham, F.A (1982), Modern Sociological Theory. New Delhi: Oxford University Press.
15. Mead, G.H (1934), Mind Self and Society. Chicago: University of Chicago Press.
16. Merton, R.K (1949). Social Theory and Social Structure. Free Press.
17. Parsons Talcott (1951),.The Social System,. New York: Free Press.



# COMPLEMENTARY COURSES IN POLITICAL SCIENCE

## SEMESTER III

### BDPS301: PRINCIPLES OF POLITICAL SCIENCE

**Total Hours: 108**

**Credit: 4**

#### ***Learning Objectives:***

*Political science is an ever growing discipline. The course on Principles of Political Science aims to give a wider knowledge about the subject in an interdisciplinary perspective.*

*Political theories, major approaches, key issues, different ideologies and new theoretical concepts etc. are included to make the study more meaningful and relevant.*

#### ***Course Outcome:***

*On completing the course, students will be able to:*

- Define and remember basic concepts of Political Science*
- Explain and identify key factors of state and society*
- Describe and evaluate political theories*

#### **Module I: Nature and Scope of Political Science**

1. Meaning, nature & relevance of Political Science
2. Different perspectives – Politics as art of government, Politics as public affairs, Politics as compromise and consensus & Politics as power
3. Major Approaches- Traditional, Behavioural, Post Behavioural and Marxist.
4. Interdisciplinary studies- Relation of Political science with History, Economics, Sociology, Anthropology, Psychology – Geo-Politics

(30 Hrs)

#### **Module II: Study of the State**

1. State- Meaning and elements - Theories of the origin of the state - Divine origin, Evolutionary and Social contract theories
2. State & Nation, State & Government, State & Civil Society
3. State sovereignty – Meaning and kinds- Monism & Pluralism
5. Changing role of state in the era of Globalization

(25 Hrs)





### **Module III: Constitution and Constitutionalism**

1. Constitution – Meaning and importance - Types – Written and Unwritten, Rigid and Flexible- Features of a good Constitution
2. Constitutionalism – Meaning – Problems and prospects
3. Government- Meaning- Forms of government – Unitary and Federal, Parliamentary and Presidential, Plural or Collegiate etc.
4. Democracy – Forms, Challenges, Conditions necessary for its successful functioning
5. Theories of representation – Territorial, functional and minority

(25 Hrs)

### **Module IV: Political Ideologies**

1. Liberalism, Neo-liberalism, Marxism, Neo- Marxism, Gandhism
2. Political concepts – Liberty, Equality, Justice and Rights
3. Power, Authority and Legitimacy
4. New concepts: Feminism, Multiculturalism, Libertarianism, Communitarianism

(28 Hrs)

### **Module V: The Electoral System in India (for Self Study)**

The Electoral System in India – Constitutional provisions – Election Commission of India- composition – Powers and functions - weakness in the electoral system and electoral reforms.

#### **Prescribed Texts**

1. O P Gauba : An Introduction to Political Theory, Macmillan Publishers India Ltd, Delhi, 2008
2. J C Johari : Principles of Modern Political Science, Sterling Publishers, New Delhi, 2007
3. Urmila Sharma, S.K. Sharma : Principles And Theory In Political Science, Atlantic Publishers & Dist, 2000

#### **Essential Readings**

1. Ernest Barker : Principles of Social and Political Theory, Oxford University Press, London, 1961
2. Norman P Barry : An Introduction to Modern Political Theory, Macmillan London, 1989
3. Andre Betteille : Ideology and Social Science, Penguin Books, New Delhi, 2006
4. Sherman H.M Chang : The Marxian Theory of the State, Russell and Russell, New York, 1965
5. Baradat : Political Ideologies, Their origins and Impact, Prentice Hall 2008



6. A Appadorai : The Substance of Politics, Oxford University Press India 2001
7. A.C Kapoor : Principles of Political Science, S Chand & Company, New Delhi, 1987
8. Amal Ray & Mohit Bhattacharya: Political Theory: Ideas and Institutions, The World Press Pvt. Ltd, Culcutta 1989
9. Andrew Hacker : Political theory: Philosophy, Ideology, Science, Macmillan, Toronto, 1961
10. L.T Hobouse : ‘ Liberalism’, 65 Oxford University Press, New York 1964
11. Thomas Janoski : Citizenship and Civil Society, Cambridge University Press, 1998
12. Harold J Laski : Liberty in the Modern State, George Allen and Unwin, London, 1961
13. V.I Lenin : The State and Revolution, Progress Publishers, Moscow, 1969
14. Anthony Arblaster : ‘Democracy’, Open University Press, Buckingham 1987
15. Alex Callinicos : ‘Equality’ Cambridge, 2000
16. M.P Mathai : Mahatma Gandhi’s World - view, Gandhi Peace Foundation, 2000
17. L.T Hobhouse : The Elements of Social Justice, George Allen and Unwin, London, 1922
18. Rajni Kothari : State & Nation building : A Third World Perspective, Allied Publishers, Bombay, 1976
19. Harold D Lasswell & Abraham Kaplan : Power and Society, A Framework for Political Enquiry, Yale University Press 1950
20. Harold J Laski : A Grammar of Politics, S Chand & Company Ltd, New Delhi, 2000
21. Jason Dittmer, Jo Sharp : Geopolitics: An Introductory Reader, Routledge, 2014
22. M. Laxmikanth : Indian Polity, McGraw-Hill Education (India) Pvt Limited, Chennai 2017
23. N. Jayapalan : Comprehensive Modern Political Analysis, Atlantic Publishers & Dist, 2002



## SEMESTER IV

### BDPS402: INDIAN GOVERNMENT AND POLITICAL PROCESS

Total Hours: 108

Credit: 4

#### Learning Objectives:

*The course on Indian Government and Political Process aims to give a comprehensive outlook on the major emerging aspects of the discipline of political science. The study of political systems, political structures and functions, human rights, UNO and the new world order etc. will provide an updated knowledge to the students. The area of public administration is included to give an additional awareness about the actual governance of the political system.*

#### Course Outcomes

*On completing the course, students will be able to:*

- *Define and remember the political system and its key issues*
- *Explain and identify constitutional rights and duties*
- *Describe and evaluate the Government structure and administration*

#### Module I: Political System

1. Meaning, nature and characteristics of Political system
2. Input- output analysis (David Easton)
3. Structural functional analysis (Almond)
4. Political Culture, Political Socialization, Political Development and Political Modernization

(23 Hrs)

#### Module II: Indian Government and Governance

1. Indian Constitution- Salient features, Preamble, Fundamental Rights and Duties, Directive Principles of State Policy
2. Governmental structure of Union and States – Legislature, Executive Judiciary- Powers and functions
3. Democratic decentralization –73rd and 74th amendment acts-Local Government- Structure and Functions
4. Role of Pressure Groups, Mass Media, Political Parties & Public Opinion



5. Marginalized sections in India- Issues of Dalit, Women and Transgender sections

(35 Hrs)

### **Module III: Politics and Public Administration**

1. Meaning, Principles & Importance of Public Administration - Relation of Political science with Public Administration
2. Redressal of citizens grievances –Anti Corruption Mechanisms – Ombudsman - Lokpal- LokAyukta
3. Development Administration – Concept and features
4. Role of bureaucracy in India

(25 Hrs)

### **Module IV: Human Rights and U.N.O**

1. Human Rights- Meaning, evolution and importance
2. Human Rights in India –National Human Rights Commission (NHRC)
3. UNO – Structure and Functions- Universal Declaration of Human Rights (UDHR)
4. Role of UNO in world peace and environmental issues
5. Human Rights in the era of Globalization

(25 Hrs)

### **Module V: Right to Information Act (for Self Study)**

Right to Information Act – objectives - meaning of information and public authority – Public Information Officer – composition of Central and State Information Commissions – time limit and fee – appeals and complaints.

### **Prescribed Texts**

1. M. Laxmikanth : Indian Polity, McGraw-Hill Education (India) Pvt Limited, Chennai 2017
2. O.P Gauba : An Introduction to Political Theory, Macmillan Publishers India Ltd, Delhi 2008
3. M. Laxmikanth: Public Administration, McGraw Hill Education, 2011

### **Essential Readings**

1. Michael Rush : Politics and Society : An Introduction to Political Sociology, Prentice Hall, 1992
2. V V Dyke : Political Science – A philosophical Analysis, Stanford University Press 1960
3. S.M Lipset : Politics and the Social Science, Oxford University Press, New York, 1969



4. A C Kapoor : Principles of Political Science, S Chand & Company, New Delhi 1987
5. A Appadorai : The Substance of Politics, Oxford University Press India 2001
6. Amal Ray and Mohit Bhattacharya : Political Theory: Ideas and Institutions, The World Press Pvt. Ltd Calcutta 1989
7. S.C Dube : Modernization and Development : In Search for Alternative Paradigms, 69 United Nations University, Tokyo, 1988
8. J C Johari : Principles of Modern Political Science, Sterling Publishers, New Delhi, 2007
9. P.S Ramakrishnan : Ecology and Sustainable Development, National Book Trust India 2001
10. Madhav Gadgil, Ramachandra Guha: Ecology and Equity, Penguin Books India, New Delhi, 1995
11. Atul Kohli : The Success of India's Democracy, Cambridge University Press 2001
12. M Weiner : The Indian Paradox, Essays in Indian Politics : Sage Publications, New Delhi, 1989
13. D D Basu : An Introduction to the Constitution of India, Prentice Hall, New Delhi, 2008
14. M.V Pylee : An Introduction to the Constitution of India, Vikas Publishing House, New Delhi, 2003
15. B L Fadia : Indian Government and Politics, Sahitya Bhavan Publications, Agra, 2007
16. Prakash Chandra : Indian Political System, Bookhives, New Delhi ,1998
17. L W Pye : Aspects of Political Development, Little, Brown and Company, Boston, 1966
18. S. P Naidu : Public Administration : Concepts and Theories, S. Chand & Company, New Delhi 1998
19. R K Sapru : Development Administration, Sterling Publishers New Delhi, 1994
20. Avasthi and Maheswari: Public Administration, Sterling Publishers, New Delhi 1998
21. Gail Omvedt : Dalit Visions, Orient Longman, New Delhi, 2006
22. Alan Gewirth : Human Rights: Essays on Justification and Applications, Chicago University Press 1982
23. R.P Ramanan : Human Rights Concepts and Concerns, Current Books, Kottayam 2014



## OPEN COURSE

### BOEC501: FUNDAMENTALS OF ECONOMICS

**Total Hours: 72**

**Credit: 3**

#### ***Learning Objectives:***

*This course is designed to make the undergraduate students of other disciplines aware of the basic ideas and concepts in Economics.*

#### ***Course Outcome:***

- *Introductory grip on market mechanism and public policy management*
- *Appreciation of major issues in Indian economy*
- *Understanding of the functioning of Banking and financial system*
- *Rudimentary knowledge on trade , BoP and forex*

#### **Module I: Basic Concepts**

Introduction to economics- Basic economic problems-PPC-Economic systems-Law of Demand – Law of supply-market equilibrium-Price elasticity of demand

Issues in Indian Economy-Poverty, Inequality, Unemployment

National income – meaning and concepts-Price Indices in India –WPI,CPI-Inflation

(16 Hrs)

#### **Module II: Public Economics**

State vs Market - public revenue - tax and non-tax revenue – direct and indirect taxes – major direct and indirect taxes in India - public debt and public expenditure – budget – types - fiscal deficit - revenue deficit - trade cycle and its phases fiscal and monetary policies as tools for combating inflation and deflation.

(16 Hrs)

#### **Module III: Financial System and International Trade**

Money and its functions – Negotiable and non-negotiable instruments – cheques – drafts - bills of exchange – promissory notes-letter of credit - certificate of deposits – commercial papers - banking and non-banking institutions - commercial banks – recent trends in Indian commercial banking – (Core Banking, Internet Banking, Mobile Banking, ATM/Debit & Credit Cards) - RBI – functions - money and capital market – major financial instruments –



shares, debentures and bonds – Insurance: meaning, nature and types - stock exchange – BSE, NSE – stock market indices – SEBI - mutual funds.

Terms of trade - balance of trade - balance of payments - measures of correction - foreign exchange - exchange rate – spot – forward – fixed – floating - IMF, World Bank – WTO.

(25 Hrs)

#### **Module IV: Indian Economic Development**

An overview of Planning in India - Planning Commission – Finance Commission – Latest recommendations- NITI Ayog – Green revolution – changing pattern of India's industrialisation - Liberalization - Privatization - Globalization (LPG) – Kerala development experience.

(15 Hrs)

#### **Module V: Self study**

Major features of population in India and Kerala

#### **Prescribed Texts**

1. Samuelson (2009), Economics, Tata McGraw Hill, New Delhi.
2. L. M. Bhole. (2009) Financial Institutions and Markets: Structure, Growth and Innovations, Tata McGraw-Hill Education New Delhi
3. H L Bhatia (2018) Public Finance, Vikas Publishing, New Delhi

#### **Essential Readings:**

1. R.R. Paul (2008), Monetary Economics, Kalyani Publishers, Ludhiana
2. V.K. Bhalla (2008), Investment Management, S. Chand & Co., New Delhi.
3. Robert S. Pindyck et al., (recent edition) Micro Economics, Pearson Education, Delhi.
4. Bo Sodersten & Reed Dominic, International Economics, palgrave macmillan
5. Samuelson (2009), Economics, Tata McGraw Hill, New Delhi.
6. Gaurav Datt & Ashwani Mahajan, (recent edition) Datt & Sundharam Indian Economy, S. Chand & Co., New Delhi (recent edition)
7. Alwin Prakash, Kerala's Economic Development (2004), Sage Publications, New Delhi.
8. Meera Bai M. (ed) (2008), Kerala Economy, Serials Publication, New Delhi.



## BRIDGE COURSE IN ECONOMICS

Unit	Topic	Lectures
<b>1</b>	<b>Introduction to Economics</b>	<b>3</b>
	1.1 The scope and methods of Economics 1.2 The economic problem: scarcity and choice - Defining Economics 1.3 Basic Economic Questions, Microeconomics and Macroeconomics.	
<b>2</b>	<b>Market Forces of Supply and Demand</b>	<b>5</b>
	2.1 The basic decision making units-The circular flow 2.2 Demand and supply-Market equilibrium 2.3 Consumer theory- cost concepts-production function 2.4 Market structure	
<b>3</b>	<b>Macroeconomic Concerns</b>	<b>7</b>
	3.1 Output growth-unemployment-Inflation and deflation 3.2 National income- GDP-GNP-nominal GNP ,real GNP and GDP Deflator-CPI and PPI 3.3 Consumption and Investment 3.4 Fiscal policy and Monetary policy 3.5 Balance of payment accounts- Demand & Supply of foreign exchange	
<b>4</b>	<b>Public Economics</b>	<b>5</b>
	4.1 Market mechanism - Role of government 4.2 Public good, private good-Merit good 4.3 Concept of Tax-direct and indirect tax 4.4 Government budget and its structure	
<b>5</b>	<b>Indian Economy</b>	<b>5</b>
	5.1 Background of Indian Economic Reforms – New Economic Policy. 5.2 Appraisal of Indian Economic Reform. India’s Growth Experience 5.3 Contemporary Economic Issues-Inclusive development- Growth of the Service Sector- Food security- Migration and Urbanization- Land acquisition, SEZ and Industrialisation- Demographic dividend	





## Essential Readings

1. R.G. Lipsey. An Introduction to Positive Economics. English Language Book Society. (sixth edition or later edition)
2. Lipsey and Chrystal. 2007. Economics. Oxford University Press.
3. G, Mankiw. 2007. Economics: Principles and Applications. South Western of Cengage Learning
4. J E Stiglitz and C E Walsh. Principles of Economics, W.W. Norton & Company, New York (3rd or later Edition)
5. P Samuelson and W Nordhaus. Economics, Mc Graw Hill International Editions. (14th edition or latest one)
6. K E Case, Fair and Oster: Principles of economics, Pearson Education Inc, USA
7. R S. Pindyck, D.L. Rubinfeld and Mehta (2007). Microeconomics, 7Th edition, Prentice Hall, India.
8. H R. Varian. Intermediate Microeconomics, a Modern Approach. Affiliated East-West Press.
9. Rudiger Dornbusch, Stanley Fischer and Richard Startz, Macroeconomics, 7th (or later) edition, McGraw Hill.
10. Uma Kapila (ed). India's Economic Development Since 1947 (3rd Ed. or latest version). Academic.
11. International Economics: Dominick Salvatore (8th Ed.) Chapter 5, Wiley India.
12. Musgrave and Musgrave: Public Finance in Theory and Practice (Fifth Edition).
13. H.L. Bhatia. Public Finance. (Fifteenth Revised Edition).
14. Misra and Puri. Indian Economy, Himalaya publishers (latest edition).
15. K. Basu and A. Maertens. The Concise Oxford Companion to Economics in India. Oxford University Press.
16. S. Mahendra Dev. 2007. Inclusive Growth in India. Oxford University Press.
17. Agarwal, A.N. 2003, Indian Economy: Problems of Development and Planning (29th Edition) Wishwa Prakashani
18. I.J. Ahluwalia & I.M.D. Little (ed.). 1999. India's Economic Reforms and Development, Essays in honour of Manmohan Singh, Oxford University Press, New Delhi.
19. Government of India (annual) Economic Survey of India (Current years), also see Economic Survey 2009-10, Chapter 2.



20. C.P. Chandrasekhar, J. Ghosh and A Roy Choudhury. 2006. “The Demographic Dividend and Young India’s Economic Future,” in Economic and Political Weekly, 9 December.
21. M Rakshit. 2007. “Services-led growth: The Indian Experience” in Money and Finance, February.
22. M.S. Ahluwalia. 2002. “Economic Reforms in India since 1991: Has Gradualism Worked?” The Journal of Economic Perspectives, Vol. 16, No. 3.
23. J. Sachs, A Varshney and N Bajpai (ed). India in the Era of Economic Reforms. Oxford University Press.
24. Deepak Nayyar 2016 Employment, Growth and Development: Essays on A Changing World Economy.



## **ADD ON COURSE**

### **BECEX01: HUMAN RIGHTS EDUCATION**

**Total Hours: 36**

**Credit: 2**

#### **Course Rationale**

The Certificate Course in Human Rights Education is aimed at making the learners acquire conceptual clarity and develop respect for human rights norms and values and make the learners sensitive to the weaker and the vulnerable sections of the society. It includes awareness of civil society organizations and rights movements for promoting human rights. The course is meant for Undergraduate students of all disciplines.

#### **Module 1: Human Rights: National and International Perspectives (18 hours)**

- a. Definitions of Human Rights and Relevance of Human Rights in India-Social Aspects-  
Economic Aspects-Political Aspects
- b. Evolution of Human Rights and Duties  
Inter civilization approach to Human Rights-Theoretical perspectives-Developmental  
perspectives-Human Rights Movements
- c. Human Rights International Norms  
UDHR-Civil and political rights-Economic, social and cultural rights-Rights against  
torture, Discrimination and forced labour-Rights of the child
- d. Human Rights and duties in India- Preamble to the Indian constitution-Human Rights and  
Duties in Indian constitution

#### **Module 2: Special Issues relating to the violation of Human Rights and Redressal**

##### **Mechanisms (18 hours)**

- a. Deprivation of Human Rights-The core issues  
Poverty-Overpopulation-Illiteracy-Unsustainable Development Disadvantageous Groups  
(Women, Children, SC/ST, Homeless and slum dwellers, physically and differently abled  
persons, refugees and internally displaced persons
- b. Good Governance  
Democracy-Rule of law-Fairness in criminal justice administration-Combating corruption
- c. Redressal Mechanisms against Human Rights Violation



Judiciary-Government systems for Redressal- NHRC and other Statutory Commissions-  
Media advocacy-Creation of Human Rights Literacy and Awareness

d. Project Report

Self study – A Few Human Rights Issues in Kerala-Traditional property rights.

Problems of inter-state migrant labour- Problems of migrant labour and domestic servants  
abroad - Problems of AIDS affected persons.

**Reading list**

1. Human Rights-Concepts and Context, Raj Bala Mathur, Adai Pub, Jaipur, 2011
2. Human Rights-Content and Extent, Meera Bhairkohe, Serials Publishers, New Delhi, 2010
3. The History of Human Rights, Micheline R Ishay, Orient Longman, 2004
4. The Price of Freedom Denied, Brian J Grim and Roger Finke, Cambridge, 2011
5. International Human Rights Law, Oliver De Schutter, Cambridge, 2010
6. Every Right for Every Child-Governance and Accountability, Ed. Enakshi Ganguli Thukral, Routeledge, 2011
7. Human Rights in a Changing World, P Sukumaran Nair, Kalpaz Pub, 2011
8. Human Rights Violation-Issues and Perspectives, Ed. Max Ford Books, 2012

**Question Paper Pattern**

<b>Part</b>	<b>Type</b>	<b>Total Questions</b>	<b>Marks</b>	<b>No. of Questions to be Answered</b>	<b>Total Marks</b>
Part A	Short Answer	6	4	5	20
Part B	Short Essay	8	6	5	30
Part C	Essay	3	15	2	30
<b>Grand Total</b>					<b>80</b>



## **BECEX02: FINANCIAL JOURNALISM**

**Total Hours: 36**

**Credit: 2**

### **Course Rationale**

Financial journalism has become one of the most exciting and important areas in both print and electronic media and one of the fastest growing fields in terms of employability. It tracks, records, analyzes and interprets the financial changes that take place both national and global level. The Certificate course in Financial Journalism that is proposed to be offered will impart reasonable knowledge to the students in reporting business, economic and financial news. By the end of the course, one will be able to report and analyse business and financial news, working across television, radio, print and online media.

### **Course Structure**

#### **Module I: Fundamentals of Journalism (6 Hrs)**

Evolution of business and financial journalism - Ethics, Rules & Standards in journalism- Regulatory framework

Key Issues in Business and Financial Journalism - Journalism Practice-Online Journalism

#### **Module II: Introduction to Frequently Used Economic and Business Concepts (14 Hrs)**

Economic growth – Indicators- National Income Concepts- Broad Economic Sectors- price indices and inflation – dynamics of gold and oil prices - Capital Markets-Derivatives, Futures and Options Trading- SENSEX & Other Indices - Debt Markets-Mutual Funds and Exchange Traded Funds- currency futures-concepts in monetary policy- Budgetary concepts- BOP Concepts- foreign exchange rate- FOREX markets-Foreign Exchange Regimes- Government securities market-Role and functions of RBI and SEBI.

#### **Module III: Data Processing and Analytical Writing (10 Hrs)**

Economic/ Business data sources - Data Reporting-Analysis of Financial Statements - Statistical Tables-Frequently used charts/ figures- Frequently used statistical measures--ratio-percentages- mean -range-growth rates- trend analysis -introduction to MS Excel - interpretation of data.

#### **Module IV: Financial Reporting in Practice (6 Hrs)**

Steps involved in collection and analysis of facts and information – Interviewing -Editorial Production-language and style of writing - business news photography - fair practices in reporting.



## Module V: Self study

Exploring the Global Economy- WTO and Indian agriculture-Understanding Business Dynamics – Tax reforms- Basics of Banking- Functions of private corporates in India – India as a manufacturing hub.

### Reading List

1. Prasanna Chandra (2008) Financial Management. Tata Mc Graw Hill, New Delhi
2. John J. McCusker, Cora Gravesteijn (1991)The Beginnings of Commercial and Financial Journalism: The Commodity Price Currents, Exchange Rate Currents, and Money Currents of Early Modern Europe Central Boekhuis
3. David R. Robertson (1971) Financial Journalism, Summer School of Professional Journalism
4. Seema Sharma (2005) Communication Management Anmol Publications Pvt. Limited New Delhi
5. Jo A. Cates Journalism: A Guide to the Reference Literature, Green Wood, London
6. Bhole LM (2009) Financial Institutions & Markets 5E, Tata McGraw Hills New Delhi
7. Dornbusch & Fischer (2006) Macroeconomics 6<sup>th</sup> Edition, Tata McGraw hills New Delhi

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