



**Anekant Education Society's
TuljaramChaturchand College, Baramati**

Autonomous

Department of Economics

Two Year Post Degree Program in Economics

Faculty of Mental Moral & Social Science

Revised Syllabus for

M.A. Part-II Semester -III & IV

To Be Implemented From Academic Year 2020-2021

Title of the Course: M.A.(Economics) Preamble**Introduction:**

Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2022. Taking into consideration the rapid changes in global scenario and new approaches in different areas of economics and related subjects, Board of Studies in Economics of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of M. A. Economics Semester – IV under the Choice Based Credit System (CBCS). The model curriculum as developed by U.G.C. is used as a guideline for the present syllabus. The Master of Arts in Economics program is designed for individuals who are passionate about the study of economics and its applications in various fields. This program provides a comprehensive and rigorous curriculum that equips students with the knowledge and skills necessary to analyze and understand complex economic issues, formulate policy recommendations, and contribute to the field of economics through research and critical thinking.

The MA in Economics program also emphasizes the development of critical thinking, problem-solving, and communication skills. Students will engage in applied research projects, case studies, and real-world applications of economic concepts, allowing them to apply their knowledge in practical settings. The program encourages collaboration, discussion, and debate among students, fostering an intellectually stimulating learning environment that encourages innovative thinking and fosters a deep understanding of economic principles. Graduates of the MA in Economics program are prepared for a wide range of career opportunities in various sectors, including government, international organizations, academia, research institutions, consulting firms, financial institutions, and more.

Overall, the MA in Economics program provides students with a comprehensive education in economics, equipping them with the knowledge, skills, and analytical tools needed to excel in the field of economics and make meaningful contributions to the advancement of economic knowledge and policy.

: Programme Outcomes (POs) (M.A.Economics):

1. PO1 Research-Related Skills and Scientific temper: Infer scientific literature, build a sense of enquiry and be able to formulate, test, analyse, interpret and establish hypothesis and research questions; and to identify and consult relevant sources to find answers. Able to plan and write a research paper/project while emphasizing on academics and research ethics, scientific conduct and creating awareness about intellectual property rights and issues of plagiarism.
2. PO2 Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centred national development and act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
3. PO3 Social competence and communication skills: Demonstrate ability to accommodate the views of others and present their own opinions and complex ideas, in written or oral form, in a clear and concise manner in group settings. Exhibit thoughts and ideas effectively in writing and orally; communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies. Elicit views of others, present complex information in a clear and concise and help reach conclusion in group settings.
4. PO4 Disciplinary Knowledge: Demonstrate comprehensive knowledge and a strong theoretical grounding in their area of work.

5. PO5 Personal and professional competence: Perform independently and also collaboratively as a part of a team to meet defined objectives and carry out work across interdisciplinary fields. Execute interpersonal relationships, self-motivation and adaptability skills and commit to professional ethics.
6. PO6 Self-directed and Life-long learning: Demonstrate attitudes of being a life-long learner who passionately pursues self determined goals in the broadest context of socio-technological changes. Acquire the ability to engage in independent and life-long learning in the broadest context of socio technological changes.
7. PO7 Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
8. PO8 Critical Thinking and Problem solving: Identify problems by closely examining the situations around them and think holistically about the phenomena and generate viable solutions to these problems. Exhibit the skill of critical thinking and understand scientific texts and place scientific statements and themes in contexts and also evaluate them in terms of generic conventions. Identify the problem by observing the situation closely, take actions and apply lateral thinking and analytical skills to design the solutions.

: Programme Specific Outcomes (PSOs) (M.A.Economics):

The program outcomes for a Master of Arts (M.A.) in Economics may vary depending on the specific university or institution offering the program. However, generally, the following are common program outcomes for an M.A. in Economics:

PSO1. Knowledge of Economic Theories: Graduates of an M.A. in Economics should possess a strong understanding of economic theories, including microeconomics, macroeconomics, econometrics, and other specialized areas of economics.

PSO2. Analytical Skills: Graduates should be able to apply economic concepts and theories to analyse real-world economic issues, such as market behaviour, policy implications, and economic trends. They should also be able to critically evaluate economic research and data using statistical and econometric techniques.

PSO3. Research and Writing Skills: Graduates should have developed advanced research and writing skills, including the ability to conduct independent research, analyse economic data, and communicate their findings effectively through written reports, policy briefs, and other forms of economic writing.

PSO4. Policy Analysis: Graduates should be able to assess the impact of economic policies on various stakeholders and evaluate their effectiveness in achieving desired outcomes.

PSO5. Quantitative Skills: Graduates should have a strong foundation in quantitative methods, including statistical and econometric techniques, and be able to apply these skills to analyse economic data and conduct empirical research.

PSO6. Communication Skills: Graduates should be able to communicate complex economic concepts and findings to different audiences, including policymakers, business leaders, and the general public, in a clear and concise manner.

PSO7. Critical Thinking: Graduates should have developed critical thinking skills and be able to analyse economic problems from multiple perspectives, consider trade-offs, and propose innovative solutions based on economic principles and evidence.

PSO7. Professional Ethics: Graduates should understand and adhere to the professional ethics and standards of the economics field, including academic integrity, objectivity, and confidentiality in research and policy analysis.

PSO8. Professional Development: Graduates should be prepared for further professional development opportunities, such as pursuing a Ph.D. in Economics, working in academia, government, international organizations, or private sector organizations, or engaging in economic consulting or research.

SYLLABUS (CBCS) FOR M. A. ECONOMICS W.E.F. JUNE 2020.
ACADEMIC YEAR 2020-2021
CLASS: M. A. II (SEMESTER- III)
PAPER CODE: ECO 5301
PAPER-1 TITLE OF PAPER- MACRO ECONOMICS I
CREDIT: 4 NO. OF LECTURES: 60

Learning Objectives :

1. To well understand some basic concepts and theories of Macro economics.
1. To analysis demand for money and supply of money in an economy.

Learning Outcome:

- CO1. Understand the basics of national income accounting.
- CO2. Understand the causes and consequences of business cycles.
- CO3. Understand the roles of fiscal and monetary policy in fighting recessions and inflation.
- CO4. Understand factors that contribute to and detract from long-term economic growth.
- CO5. Apply economic reasoning to understand the operation of an economy.
- CO6. Understand the interaction between the domestic economy and the rest of the world.
- CO7. Apply basic international trade and finance concepts to global pricing issues, including working with interest rates.

UNIT 1: Introduction**(15Lectures)**

- 1.1 Meaning, Nature, Scope and importance of Macro Economics
- 1.2 Gross Domestic Product, Gross National Product, Net Domestic Product, Net National Product
- 1.3 Nominal and Real domestic product. Price Indexes and GDP deflator.
- 1.4 Concept of disposable Income and Relationships between Income & consumption,
- 1.5. National Accounts Statistics-system.

UNIT 2: Aggregate Supply & Aggregate Demand**(15 Lectures)**

- 2.1 Aggregate Demand Curve, Aggregate Supply.
- 2.2 Curve Difference between Potential Output and Actual Output- Classical Approach
- 2.3 Determination of output and employment Effects of change in Aggregate Demand and Supply Curves - Classical Approach
- 2.4 Keynesian approach, Determination of Equilibrium of Aggregate Demand and Supply
- 2.5 Keynesian approach-neutrality of money Multiplier Effect
- 2.6 Concept of Multiplier, Working of the Multiplier, Limitations of the Multiplier.

UNIT 3: IS-LM Model**(15 Lectures)**

- 3.1 Derivation of IS curve and LM curve
- 3.2 Equilibrium in the Goods and Assets under fixed and flexible prices
- 3.3 Derivation of aggregate demand schedule Monetary and Fiscal policy
- 3.4 The Money Market and LM Curve.
- 3.5 The transmission Mechanism-Liquidity Trap
- 3.6 Fiscal policies and crowding out effect, Optimum Policy mix with IS-LM model.

UNIT 4: New Classical Macroeconomics**(15 Lectures)**

- 4.1 Consumption and saving, Life cycle hypothesis, Permanent income hypothesis.

- 4.2 Investment spending, Marginal productivity of capital, Concept of accelerator and super Multiplier.
- 4.3 The Real Business cycle Theory
- 4.4 The Rational expectations Revolution New Classical Macroeconomics: Perfect Information Rational Expectations
- 4.5 Open Economy IS-LM-BPo's, the Mundell-Flemin

BASIC READING LIST

1. Dornbusch Rudiger, Fischer Stanley, Startz Richard (2002), Macro Economics, Tata McGraw Hill, New Delhi.
2. Mankiw Gregory N., (2016), Macro Economics, Worth Publication

ADDITIONAL READING LIST

1. Gupta Suraj. B. (2000), S. Chand Publication. New Delhi.
2. Ackley G. 1978. Macroeconomics: theory and policy, New York: Macmillan.
3. Branson. W. H. 1952. Macroeconomics Theory and Policy. Second Edition, New York.
4. Behrman, S. and T.N. Srinivasan (1995), Handbook of Development Economics, Vol. 3, Elsevier, Amsterdam.
5. Thirwal, A.P. (1999), (6th Edition), Growth and Development, Macmillan, U.K.
6. Brown, M. (1966), On the Theory and Measurement of Technical Change, Cambridge University Press, and Cambridge, Mass.
7. Chenery, H. and T.N. Srinivasan (Eds.) (1989), Handbook of Development Economics, Vols.1 & 2, Elsevier, Amsterdam.
8. Dasgupta, P. (1993), An Enquiry into Well-being and Destitution, Clarendon Press, Oxford.
9. Gillis, M., D.H. Perkins, M. Romer and D.R. Snodgrass (1992), Economics of Development, (3rd Edition), W.W. Norton, New York.
10. Kindleberger, C.P. (1977), Economic Development, (3rd Edition), McGraw Hill, New York.
11. Economics Meier, G.M. (1995), Leading Issues

Mapping of Program Outcome with Course Outcome

- 4: Strong alignment
- 3: Moderate alignment
- 2: Partial alignment
- 1: Weak alignment
- 0: No alignment

Learning Outcome (CO)	O1	O2	O3	O4	O5	O6	O7	O8
CO1. Understand the basics of national income accounting								
CO2. Understand the causes and consequences of business cycles								
CO3. Understand the roles of fiscal and monetary policy in fighting recessions and inflation								

Learning Outcome (CO)	O1	O2	O3	O4	O5	O6	O7	O8
CO4. Understand factors that contribute to and detract from long-term economic growth								
CO5. Apply economic reasoning to understand the operation of an economy								
CO6. Understand the interaction between the domestic economy and the rest of the world								
CO7. Apply basic international trade and finance concepts to global pricing issues, including working with interest rates								

Justification:

- CO1. Understand the basics of national income accounting:** Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding economic concepts and applying them to analyze national income.
- CO2. Understand the causes and consequences of business cycles:** Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding economic concepts related to business cycles.
- CO3. Understand the roles of fiscal and monetary policy in fighting recessions and inflation:** Strong alignment with PO1 (Research-Related Skills), PO2 (Effective Citizenship and Ethics), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding economic policies and their implications.
- CO4. Understand factors that contribute to and detract from long-term economic growth:** Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding economic factors affecting long-term growth.
- CO5. Apply economic reasoning to understand the operation of an economy:** Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves applying economic reasoning to analyze the operation of an economy.
- CO6. Understand the interaction between the domestic economy and the rest of the world:** Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding the global economic context.
- CO7. Apply basic international trade and finance concepts to global pricing issues, including working with interest rates:** Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6

(Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves applying international trade and finance concepts to analyze global pricing issues.

SYLLABUS (CBCS) FOR M. A. ECONOMICS W.E.F. JUNE 2020.**ACADEMIC YEAR 2020-2021****CLASS: M. A. II (SEMESTER- III)****PAPER CODE: ECO 5302****PAPER-1 TITLE OF PAPER- ECONOMIC GROWTH AND DEVELOPMENT-I****CREDIT: 4 NO. OF LECTURES: 60**

Objective: The objective of this course is to familiarize the students of Master degree with the basic theories, approaches and problems of economics of development and planning.

Course Outcome:

CO 1 Model Application: Students will be able to critically analyze and apply growth models to various economic scenarios, recognizing their limitations and advantages.

CO 2 Technical Change Insight: Graduates will distinguish between different types of technical changes, understanding their impacts on economic growth.

CO 3 Endogenous Growth Understanding: Students will grasp the intricacies of the New Endogenous Growth Theory, distinguishing between the models proposed by Arrow, Lucas, and Romar.

CO 4 Global Context: By analyzing empirical models, students will understand how countries like Japan and China have shaped their economic trajectories.

CO 5 Development Strategy Formulation: Graduates will be able to suggest economic development strategies based on the course's teachings, understanding the role of sectors like agriculture and trade.

CO 6 Human Capital Appreciation: Students will understand the crucial role of human capital formation and entrepreneurship in the context of economic development.

CO 7 Critical Thinking: Armed with both theoretical knowledge and real-world examples, students will be equipped to critically evaluate and discuss growth strategies, models, and their implications in diverse contexts.

Unit-I Growth and Development**15 Hours**

1.1 Economic Growth and Development

1.2 Economic Growth and Income Distribution- Kuznets Hypothesis

1.3 Characteristics of an Underdeveloped economy

1.4 Measurement of Development- Physical Quality of Life Index; Human Development Index, GHDI, Gross National Happiness and Indices

1.5 Sustainable Development- MDGs and SDGs

Unit-II Obstacles and Characteristics of Growth**15 Hours**

2.1 Characteristics of an Underdeveloped Economy

2.2 Obstacles to Economic Development- Vicious Circle of Poverty, Various Constraints

2.3 Economic and Non Economic Factors of Development

2.4 Meaning and Characteristics of Modern Economic Growth

Unit-III Theories of Growth-I**15 Hours**

- 3.1 Classical Theory of Development- Smith, Ricardo, Malthus and Mill
 3.2 Marxian Theory of Development
 3.3 Schumpeterian Theory of Development
 3.4 Marx's Stages of Economic Growth
 3.5 Rostow's Stages of Economic Growth
 3.6 Gershenkron's Great Spurt Theory
 3.7 Nurkse and Lewis Theory of Development

Unit-IV Theories of Growth-II**15 Hours**

- 4.1 Leibenstein's Critical Minimum Effort Thesis
 4.2 Nelson's Low Level Equilibrium Trap
 4.3 Big Push Theory
 4.4 The Doctrine of Balanced and Unbalanced Growth

References :

1. Economics of Development and Planning- M L Jhingan, Vrinda Publication, Delhi
2. Vruddhi ani VikasacheArthashastra (Marathi)- Ed. By J F Patil, FadkePrakashan, Kolhapur.

Mapping of Program Outcome with Course Outcome

- 4: Strong alignment
 3: Moderate alignment
 2: Partial alignment
 1: Weak alignment
 0: No alignment

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1. Model Application: Critically analyze and apply growth models to various economic scenarios, recognizing their limitations and advantages	4	2	2	4	3	3	2	4
CO2. Technical Change Insight: Distinguish between different types of technical changes, understanding their impacts on economic growth	4	2	2	4	3	3	2	4
CO3. Endogenous Growth Understanding: Grasp the intricacies of the New Endogenous Growth Theory, distinguishing between the models proposed by Arrow, Lucas, and Romer	4	2	2	4	3	3	2	4
CO4. Global Context: Understand how countries like Japan and China have shaped their economic trajectories through analyzing empirical models	4	3	2	4	3	3	2	4
CO5. Development Strategy Formulation: Suggest economic development strategies based on the	3	3	2	4	4	3	2	3

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
course's teachings, understanding the role of sectors like agriculture and trade								
CO6. Human Capital Appreciation: Understand the crucial role of human capital formation and entrepreneurship in the context of economic development	3	2	2	4	4	3	2	3
CO7. Critical Thinking: Equip to critically evaluate and discuss growth strategies, models, and their implications in diverse contexts	4	3	3	4	3	3	3	4

Justification:

- CO1. Model Application: Strong alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves critical analysis and application of economic growth models.
- CO2. Technical Change Insight: Strong alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding technical changes and their impacts on economic growth.
- CO3. Endogenous Growth Understanding: Strong alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding and distinguishing between different growth theories.
- CO4. Global Context: Strong alignment with PO1 (Research-Related Skills), PO2 (Effective Citizenship and Ethics), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves analyzing the global context of economic development.
- CO5. Development Strategy Formulation: Moderate alignment with PO1 (Research-Related Skills), PO2 (Effective Citizenship and Ethics), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves suggesting development strategies based on the course's teachings.
- CO6. Human Capital Appreciation: Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding the role of human capital in economic development.
- CO7. Critical Thinking: Strong alignment with PO1 (Research-Related Skills), PO2 (Effective Citizenship and Ethics), PO3 (Social competence and communication skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves equipping students with critical thinking skills to evaluate and discuss growth strategies and models.

SYLLABUS (CBCS) FOR M.A.ECONOMICSw.e.f JUNE 2020
ACADEMIC YEAR 2020-2021
SUBJECT –Economics
CLASS- M.A Part II (Semester III)
TITLE OF PAPER – Agribusiness Economics – I
PAPER CODE: ECO 5303

CREDIT: 4

LECTURES: 40

A) Learning Objectives:

CO 1 Understanding Agricultural Economics: Students should develop a strong understanding of the fundamental principles and concepts of agricultural economics, including supply and demand, price determination, market structures, and the role of agriculture in the overall economy.

CO 2 Farm Management: Students should be able to apply economic principles to farm management, including decision-making related to resource allocation, production techniques, and risk management.

CO 3 Market Analysis: The course should equip students with the skills to analyze agricultural markets, including factors affecting price volatility, market trends, and the impacts of government policies and international trade.

CO 4 Agribusiness Value Chain: Students should gain insight into the various stages of the agribusiness value chain, including production, processing, marketing, and distribution. They should understand how different entities in the value chain interact and the economic implications of these interactions.

CO 5 Policy Analysis: Students should be able to analyze agricultural and agribusiness policies at the local, national, and international levels, including their impact on production, prices, and market stability.

CO 6 Environmental and Sustainability Issues: The course may cover topics related to environmental and sustainability concerns in agribusiness, such as the economic implications of sustainable farming practices and the use of resources.

CO 7 Risk Management: Students should learn about risk assessment and management in agribusiness, including the use of insurance, hedging, and other risk mitigation strategies.

Chapter: 1 Agriculture and Economic Development

Introduction, what is Agriculture Economics, Nature and Scope of Agriculture Economics, Role of agriculture in Economic Development, Changing phase of agriculture in economic development, Agriculture as an industry, Complementary between agriculture and Industry.

Chapter : 2 Resource Management and Input and Output Relationship

Introduction : Features and importance of land, capital and labor, Forms of capital [Farm Machinery, Building, Depreciation], Stock and Flow resources, Production relationships, Types of Production functions, Elasticity of Production, Rational and irrational zone of production functions, Iso-Quant.

Chapter: 3 Risks and Uncertainty

Introduction: Risk and Uncertainty, Degree of uncertainty and amount of risk taking, Difference between risk and uncertainty, types of risk, Theories of risk, Game Theory and Decision theory.

Chapter: 4 Models of Agriculture Development

Introduction: Lewis theory of labor, Mellor's and Boserup's Model of Agricultural Development, Schultz's transformation of traditional agriculture.

References :

R.K. Lekhi, Jogindar Singh. "Agriculture Economics: An Indian Perspective". Kalyani Publishers, 2011.

Mapping of Program Outcome with Course Outcome

- 4: Strong alignment
- 3: Moderate alignment
- 2: Partial alignment
- 1: Weak alignment
- 0: No alignment

Course Objective (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1. Understanding Agricultural Economics: Develop a strong understanding of fundamental principles and concepts of agricultural economics	4	2	3	4	3	3	2	3
CO2. Farm Management: Apply economic principles to farm management, including decision-making related to resource allocation, production techniques, and risk management	3	2	3	4	3	3	2	3
CO3. Market Analysis: Equip students with skills to analyze agricultural markets, including factors affecting price volatility, market trends, and impacts of government policies and international trade	3	2	4	4	3	3	2	3
CO4. Agribusiness Value Chain: Gain insight into various stages of the agribusiness value chain, including production, processing, marketing, and distribution	3	2	3	4	3	3	2	3
CO5. Policy Analysis: Analyze agricultural and agribusiness policies at local, national, and international levels, including their impact on production, prices, and market stability	3	3	3	4	4	3	3	3
CO6. Environmental and Sustainability Issues: Cover topics related to environmental and sustainability concerns in agribusiness	3	3	3	3	3	4	4	3

Course Objective (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO7. Risk Management: Learn about risk assessment and management in agribusiness, including the use of insurance, hedging, and other risk mitigation strategies	3	2	3	4	3	3	2	3

Justification:

- CO1. Understanding Agricultural Economics: Strong alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves developing a strong understanding of fundamental principles and concepts.
- CO2. Farm Management: Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves applying economic principles to farm management.
- CO3. Market Analysis: Moderate alignment with PO1 (Research-Related Skills), PO3 (Social competence and communication skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves equipping students with skills to analyze agricultural markets.
- CO4. Agribusiness Value Chain: Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves gaining insight into various stages of the agribusiness value chain.
- CO5. Policy Analysis: Strong alignment with PO1 (Research-Related Skills), PO2 (Effective Citizenship and Ethics), PO3 (Social competence and communication skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves analyzing policies at various levels.
- CO6. Environmental and Sustainability Issues: Moderate alignment with PO1 (Research-Related Skills), PO2 (Effective Citizenship and Ethics), PO3 (Social competence and communication skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), PO7 (Environment and Sustainability), and PO8 (Critical Thinking and Problem Solving) as it involves covering topics related to environmental and sustainability concerns.
- CO7. Risk Management: Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves learning about risk assessment and management in agribusiness.

SYLLABUS (CBCS) FOR M.A.ECONOMICS w.e.f JUNE 2020
ACADEMIC YEAR 2020-2021
SUBJECT -Economics
CLASS- M.A Part II (Semester III)
PAPER CODE-ECO5304
TITLE OF PAPER - RESEARCH METHODOLOGY
CREDIT: 4 NO OF LECTURES : 40

Learning Objectives:

- 1) To understand the basic concepts of Research Methodology.
- 2) To equip the students to pursue research in the same discipline.

Learning Outcome:**CO1 Understanding of Research Paradigms:**

Students should be able to demonstrate an understanding of different research paradigms, including positivism, interpretivism, and critical theory.

CO2 Research Design and Planning:

Students should be capable of designing and planning a research study, including the formulation of research questions, objectives, and hypotheses.

CO3 Literature Review Skills:

Develop the ability to conduct a comprehensive literature review, identifying key theories, concepts, and existing research relevant to the chosen research topic.

CO4 Data Collection Techniques:

Acquire knowledge and skills in various data collection methods, such as surveys, interviews, experiments, and archival research, and understand their applicability in different research scenarios.

CO5 Sampling Strategies:

Understand and apply different sampling techniques, including random sampling, stratified sampling, and purposive sampling, with an awareness of their strengths and limitations.

CO6 Quantitative Research Skills:

Gain proficiency in quantitative research methods, including statistical analysis, hypothesis testing, and the use of statistical software for data analysis.

CO 7Qualitative Research Skills:

Develop proficiency in qualitative research methods, including thematic analysis, content analysis, and the interpretation of qualitative data.

Unit 1:Introduction to Research	10
1.1 Meaning and types of research	
1.2 Social Science. Research- Meaning Objectives, Nature, importance, utility, Limitations and difficulties.	
1.3 Stages involved in designing research.	
Unit 2: Research Techniques	12

2.1 Data Collection - Sources of Data	
2.2 Primary - Interviews, Questionnaire, Observation, Schedule.	
2.3 Secondary Data Collection.	
2.4 Case studies & Historical methods	
2.5 Hypothesis - Definition, Formulation and Role.	
2.6 Sampling Technique - Types of Samples, Size of Samples	
Unit 3: Analysis of Data	12
3.1 Classification and Tabulation.	
3.2 Graphs and Diagrams.	
3.3 Measures of Central Tendencies. Mean, median mode	
3.4 Dispersion & Correlation.	
3.5 Hypothesis Testing Chi Square test.	
Unit 4: The Computer : Its Role in Research	06
4.1 Global Information - Internet surfing, downloading, blogs, mails.	
4.2 Use of Word tools	
4.3 Presentation – (Drawing on Slide) Power Point	
4.4 Computerized data processing- Excel, SPSS.	
4.5 Stages of report writing..	

BASIC READING LIST

- 1) Wilkinson and Bhandarkar - Methodology and Techniques of Social research -Pauline, Young - Scientific Social Surveys and Research
- 2) Goode and Hatt - Methods in Social Surveys and Research
- 3) Krishnaswamy K.N. and Appa Iyer Sivakumar (2009): Management Research Methodology, Pearson Education Publication, N.Delhi .
- 4) Sharma Prasad and Satyanarayana (ed) Research Methods in Social Sciences
- 5) Moser and Kalton - Survey Methods in Social Investigations
- 6) Sadhu and Singh - Research Methodology in Social Sciences
- 7) Kurein C. T. A guide to research in Economics.
- 8) Devendra Thakur - Research Methodology in Social Sciences
- 9) Basotia G.R. Sharma K.K.- Research Methodology.
- 10) Kothori C.R. Research methodology New era Publication

ADDITIONAL READING LIST

- 1) Acoff. Russel L.(1961) The Design of Social Research, Chicago, Uni. of Chicago,
- 2) Allen, T. Harrell (1978) New Methods in Social Science Research. New York; Praeges Publishes.
- 3) Berdie, Douglas R. & Andesson, John F. (1974) Questionnaires, Design and use Metuchen N.J. the sear escrow press Inc.
- 4) Ghosh B.N. (1982) Scientific Methods & Social Research New Delhi, Sterling Publishers Pvt. Ltd.
- 5) Goode, William J. & Hatt, Paul K. (1952) Methods in Social Research, New York MacGrow Hill.
- 6) Wilkinson and Bhandarkar – Methodology and Techniques of Social

Research.

- 7) Pauline Young : Scientific Social survey and Research
- 8) Moser and Kalton : Survey methods in Social Investigations.

Mapping of Program Outcome with Course Outcome

- 4: Strong alignment
 3: Moderate alignment
 2: Partial alignment
 1: Weak alignment
 0: No alignment

Course Objective (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1. Understanding of Research Paradigms	4	3	2	4	2	3	2	4
CO2. Research Design and Planning	4	3	3	4	3	3	2	4
CO3. Literature Review Skills	4	3	3	4	3	3	2	4
CO4. Data Collection Techniques	4	3	3	4	3	3	2	4
CO5. Sampling Strategies	4	2	2	4	2	3	2	3
CO6. Quantitative Research Skills	4	2	2	4	2	3	2	4
CO7. Qualitative Research Skills	4	3	3	4	3	3	2	4

Justification:

1. **CO1. Understanding of Research Paradigms:** Strong alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves demonstrating an understanding of different research paradigms.
2. **CO2. Research Design and Planning:** Strong alignment with PO1 (Research-Related Skills), PO2 (Effective Citizenship and Ethics), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves designing and planning a research study.
3. **CO3. Literature Review Skills:** Strong alignment with PO1 (Research-Related Skills), PO3 (Social competence and communication skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves conducting a comprehensive literature review.
4. **CO4. Data Collection Techniques:** Strong alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves acquiring knowledge and skills in various data collection methods.
5. **CO5. Sampling Strategies:** Moderate alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding and applying different sampling techniques.
6. **CO6. Quantitative Research Skills:** Strong alignment with PO1 (Research-Related Skills), PO4 (Disciplinary Knowledge), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves understanding and applying different sampling techniques.

Thinking and Problem Solving) as it involves gaining proficiency in quantitative research methods.

7. **CO7. Qualitative Research Skills:** Strong alignment with PO1 (Research-Related Skills), PO3 (Social competence and communication skills), PO4 (Disciplinary Knowledge), PO5 (Personal and professional competence), PO6 (Self-directed and Life-long learning), and PO8 (Critical Thinking and Problem Solving) as it involves developing proficiency in qualitative research methods.