



**Anekant Education Society's  
Tuljaram Chaturchand College, Baramati**

*Autonomous*

**Department of Economics**

**One Year Degree Program in**

**Economics**

Faculty of Mental Moral & Social Science

**Revised Syllabus for**

**B.A. First Year Semester - II**

**For Tuljaram Chaturchand College, Baramati**

**2023 Pattern (NEP 2020)**

**Choice Based Credit System Syllabus**

**To Be Implemented From Academic Year 2023-2024**

**Title of the Program : B. A. Economics****Preamble****Introduction:**

Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023. 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 B. A. Economics 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 Bachelor of Arts in Economics program is designed to provide students with a comprehensive understanding of economic principles and their applications. It aims to equip students with the analytical tools and critical thinking skills necessary to analyse economic phenomena and make informed decisions. The BA Economics program combines theoretical knowledge with practical applications, providing students with a solid foundation in economic theory, quantitative methods, and empirical analysis. Through a carefully structured curriculum, students will develop a deep understanding of microeconomics, macroeconomics, econometrics, and other relevant areas of study.

The program emphasizes the development of analytical thinking, problem-solving abilities, and effective communication skills. Students will learn to apply economic concepts and theories to real-world scenarios, evaluate policy implications, and assess the impact of economic decisions on individuals, businesses, and societies. Furthermore, the BA Economics program encourages students to explore specialized areas of interest within the field of economics. Through elective courses, students can choose to delve deeper into areas such as international economics, development economics, environmental economics, or financial economics, aligning their studies with their career aspirations or personal interests.

The program also recognizes the importance of research skills and provides opportunities for students to engage in independent research projects. Under the guidance of faculty members, students will develop the ability to formulate research questions, collect and analyse data, and present their findings effectively. Throughout their studies, students will be exposed to the ethical considerations and social implications of economic decisions. The program aims to install a sense of social responsibility and an understanding of the role of economics in addressing contemporary challenges, such as income inequality, environmental sustainability, and global economic issues. Upon completion of the BA Economics program, graduates will be equipped with a strong foundation in economic theory and analysis, making them well-prepared for diverse career paths. Graduates may pursue careers in areas such as finance, banking, consulting, public policy, research, or further academic study in economics or related fields.

The BA in Economics program is committed to fostering an inclusive and supportive learning environment, encouraging intellectual curiosity, and promoting interdisciplinary perspectives. It aims to produce graduates who are equipped to contribute to the advancement of knowledge in economics and engage in meaningful economic discourse in their professional and personal lives.

**: Aims and Objectives of the new Curriculum :**

The program objectives of a Bachelor's degree in Economics (BA Economics) are includes :

1. **Foundation in Economic Theory:** The program aims to provide students with a solid understanding of fundamental economic concepts, theories, and models. Students will learn about topics such as supply and demand, market structures, consumer behaviour, and aggregate economic analysis.
2. **Analytical Skills:** BA Economics programs aim to develop students' analytical and critical thinking skills. Students will learn to apply economic principles to analyse and solve real-world problems, evaluate economic policies, and make informed decisions.
3. **Quantitative and Data Analysis Skills:** Economics relies on quantitative methods and data analysis. The program aims to equip students with the necessary quantitative skills to understand and interpret economic data. Students will learn to use statistical techniques, econometric models, and economic software to analyse economic phenomena.
4. **Understanding of Microeconomics and Macroeconomics:** BA Economics programs typically cover both microeconomics and macroeconomics. The objective is to provide students with a comprehensive understanding of how individual economic agents (such as households and firms) interact and how the overall economy functions.
5. **Application of Economics to Real-World Issues:** The program aims to demonstrate the practical application of economic principles to real-world issues. Students will explore the economic implications of current events, public policies, and global economic challenges. They will learn to analyse economic problems and propose appropriate solutions.
6. **Communication Skills:** Effective communication is vital in economics. BA Economics programs aim to improve students' written and oral communication skills. Students will learn to present economic analysis, write reports and research papers, and effectively communicate complex economic concepts to diverse audiences.
7. **Awareness of Global and Socioeconomic Context:** Economics operates within a broader global and socioeconomic context. The program aims to foster students' understanding of the social, cultural, and political factors that influence economic systems and outcomes. Students will explore the role of economics in addressing issues such as poverty, inequality, sustainability, and economic development.
8. **Research Skills:** BA Economics programs often introduce students to basic research methods and techniques. The objective is to develop their research skills, including the ability to gather and analyse relevant economic data, conduct literature reviews, and present research findings.
9. **Ethical Awareness:** Economics raises ethical considerations in decision-making and policy analysis. BA Economics programs aim to develop students' awareness of ethical issues and their implications in economic contexts. Students will explore the ethical dimensions of economic decision-making and the social impact of economic policies.
10. **Professional and Career Development:** BA Economics programs often provide resources and guidance for students' professional and career development. This includes assisting students in understanding career opportunities in various sectors, developing job search skills, and promoting the application of economic knowledge and skills in professional settings.

**: Programme Specific Outcomes (PSOs) (B.A. Economics):**

- PSO1.** Economic Knowledge: Graduates of a BA Economics program should have a solid understanding of economic theories, principles, and concepts. They should be able to explain fundamental economic ideas, analyse economic phenomena, and apply economic frameworks to real-world situations.
- PSO2.** Analytical Skills: BA Economics programs aim to develop students' analytical and critical thinking skills. Graduates should be able to identify and evaluate economic problems, analyse data using appropriate quantitative methods, and draw logical conclusions based on economic analysis.
- PSO3.** Quantitative Literacy: Economics often involves working with numerical data and applying statistical techniques. BA Economics graduates should possess quantitative literacy, including the ability to interpret and analyse economic data, understand economic relationships, and use statistical tools to draw meaningful insights.
- PSO4.** Communication Skills: Effective communication is essential in economics. Graduates should be able to communicate economic concepts and findings clearly and effectively, both in written and oral forms. They should be capable of presenting economic analysis, writing reports, and explaining economic ideas to diverse audiences.
- PSO5.** Economic Policy Analysis: BA Economics programs often focus on policy analysis, providing graduates with the ability to evaluate the impact of economic policies. Graduates should be able to assess the consequences of policy decisions, understand trade-offs, and provide informed recommendations based on economic analysis.
- PSO6.** Understanding of Microeconomics and Macroeconomics: BA Economics graduates should have a solid foundation in both microeconomics and macroeconomics. They should be able to analyse the behaviour of individual economic agents (microeconomics) and understand aggregate economic phenomena such as economic growth, inflation, and unemployment (macroeconomics).
- PSO7.** Awareness of Global Economic Issues: Economics operates within a global context, and BA Economics graduates should have an awareness of global economic issues. They should be familiar with international trade, economic integration, global financial markets, and the impact of global events on national economies.
- PSO8.** Research Skills: BA Economics programs often introduce students to basic research methods and techniques. Graduates should possess research skills, including the ability to gather and analyse economic data, conduct literature reviews, and understand research methodologies used in economics.
- PSO9.** Ethical Awareness: Economics raises ethical considerations in decision-making and policy analysis. BA Economics graduates should have an awareness of ethical issues in economics and an understanding of the social implications of economic decisions and policies.
- PSO10.** Career Readiness: BA Economics programs aim to prepare graduates for various career paths. Graduates should possess skills that are relevant to careers in fields such as finance, banking, consulting, public policy, research, or further academic study in economics or related fields.

**Anekant Education Society's**  
**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
*Autonomous*

## Board of Studies in Economics

From 2022-23 to 2024-25

Sr. No.	Name	Designation
1.	<b>Dr. Samadhan K. Patil</b>	Chairman
2.	<b>Mr. Sandeep B. Sable</b>	Member
3.	<b>Dr. Chandrakant P. Kamble</b>	Member
4.	<b>Dr. Rahul N. Dhumal</b>	Member
5.	<b>Mr. Krushna V. Kulkarni</b>	Member
6.	<b>Dr. Jyotiram S. Ghadage</b>	Member
7.	<b>Dr. Versha H. Bhosale</b>	Member
8.	<b>Dr. Abasaheb Shinde</b>	Vice-Chancellor Nominee
9.	<b>Dr. Naresh Bodake</b>	Expert from other University
10.	<b>Dr. Subhash Kombade</b>	Expert from other University
11.	<b>Mr. Prashanrt Raut</b>	Industry Expert
12.	<b>Dr. Arvind Rithe</b>	Meritorious Alumni
13.	<b>Mr. Shivam Ughade</b>	PG Student
14.	<b>Mr. Aniket Padale</b>	PG Student
15.	<b>Miss. Sonali Pawar</b>	UG Student
16.	<b>Miss. Shweta Lakhe</b>	UG Student

## Credit Distribution Structure for B.A. First Year Economics

With effect from Academic Year 2023-2024

Level	Semester	Major		Minor	OE	VSC, SEC, (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr/Sem
		Mandatory	Electives						
4.5	I	ECO-101- MJM : Introduction to Micro Economics I (4 credits)	--	--	ECO-116-OE: Indian Economy I (2 credits)	ECO-121-VSC: Introduction to Financial Markets I (2 credits)		CC1 (2 credits)	22
		ECO-102- MJM : History of Economic Thought I (2 credits)			ECO-117-OE: Public Finance I (2 credits)	ECO-126- SEC: Financial Planning and Portfolio Management I (2 credits)	ECO-135-VEC Environmental Economics I (2 credits)		
						ECO-137-IKS: Ancient Indian Economic Thoughts (2 credits)			
	II	ECO-151- MJM: Introduction to Macro Economics (4 credits)	--	ECO-161- MN : Fundamental s of Banking (2 credits)	ECO-166-OE: Indian Economy II (2 credits)	ECO-171-VSC: Introduction to Financial Markets II (2 credits)		CC2 (2 credits)	22
		ECO-152- MJM: History of Economic Thought II (2 credits)			ECO-167-OE: Public Finance II (2 credits)	ECO-176-SEC Financial Planning and Portfolio Management II (2 credits)			
		<b>Cum Cr.</b>	<b>12</b>	<b>--</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>4</b>

**Course Structure for B.A. First Year Economics**  
**With effect from Academic Year 2023-2024**

<b>Sem</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Title of Course</b>	<b>Theory /Practical</b>	<b>No. of Credits</b>
I	Major [Mandatory]	ECO-101-MJM	Introduction to Micro Economics	Theory	04
	Major [Mandatory]	ECO-102-MJM	History of Economic Thought I	Theory	02
	Open Elective	ECO-116-OE	Indian Economy I	Theory	02
	Open Elective	ECO-117-OE	Public Finance I	Theory	02
	Vocational Skill Course	ECO-121-VSC	Introduction to Financial Markets I	Theory	02
	Skill Enhancement Course	ECO-126-SEC	Financial Planning and Portfolio Management I	Theory	02
	Ability Enhancement Course	ENG-131-AEC	Functional English 1	Theory	02
	Value Education Courses	ECO-135-VEC	Environmental Economics I	Theory	02
	Indian Knowledge System	ECO-137-IKS	Ancient Indian Economic Thoughts	Theory	02
	Co-curricular Course (CC)	---	To be Selected from the Basket	Theory	02
	<b>Total Credits Semester - I</b>				
II	Major [Mandatory]	ECO-151-MJM	Introduction to Macro Economics	Theory	04
	Major [Mandatory]	ECO-152-MJM	History of Economic Thought II	Theory	02
	Minor	ECO-161-MN	Fundamentals of Banking	Theory	02
	Open Elective	ECO-166-OE	Indian Economy II	Theory	02
	Open Elective	ECO-167-OE	Public Finance II	Theory	02
	Vocational Skill Course	ECO-171-VSC	Introduction to Financial Markets II	Theory	02
	Skill Enhancement Course	ECO-176-SEC	Financial Planning and Portfolio Management II	Theory	02
	Ability Enhancement Course	ENG-181-AEC	Functional English 2	Theory	02
	Value Education Courses (VEC)	ECO-185-VEC	Environmental Economics II	Theory	02
	Co-curricular Course (CC)	---	To be Selected from the Basket	Theory	02
	<b>Total Credits Semester - II</b>				

**SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A****(W .e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: Major (Mandatory)</b>
<b>Course Name</b>	<b>: Introduction to Macro Economics</b>
<b>Course Code</b>	<b>: ECO-151-MJM</b>
<b>No. of Teaching Hrs.</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives :**

1. To understand the basic concepts of Macro Economics.
2. To understand the different aspects of National Income.
3. To help students understand the behavior of the economy.
4. To equip students with the tools for analyzing the relationship among broad classical approaches.
5. To understand the relationship between investment and saving.
6. To understand the broad concept of Money.
7. To understand the various aspects of money measures,

**B) Course Outcomes :**

**CO1.** Students would be able to understand the functioning and interlinking ages amongst macroeconomic variables.

**CO 2.** The course will equip the students with the tools to understand the behavior of the economy.

**CO 3.** The students would be able to apply economic reasoning to problems of the economy.

**CO 4.** Analyze Traditional and Modern Definitions of macroeconomics.

**CO 5.** Analyze the performance of national income of the economy.

**CO 6.** Use economic analysis to evaluate aggregate economy.

**CO 7.** Analyze Traditional and Modern Definitions of economics.

**TOPICS / CONTENTS****Unit 1. Introduction****15 Teaching Hrs.**

- 1.1 Macro Economics- Meaning, Scope, Importance and Limitations
- 1.2 Difference between Micro Economics and Macro Economics
- 1.3 National Income- Concept, GNP, NNP, GDP, PCI
- 1.4 Circular flow of Income – Two sectors Model

**Unit 2. Output and Employment****15 Teaching Hrs.**

- 2.1 Say's Law of Market- Classical theory of employment, criticism by Keynes
- 2.2 Keynesian Theory of Employment
- 2.3 Consumption Function- Meaning, Psychological law of consumption, APC, MPC, Factors influencing consumption function



**Unit 3. Saving and Investment****15 Teaching Hrs.**

3.1 Saving- APS and MPS, Paradox of Saving

3.2 Investment- Meaning, Types, Gross and Net Investment, Autonomous and Induced investment

3.3 Investment Function- Concept and determinants

3.4 Marginal Efficiency of Capital 3.5 Investment Multiplier- Concept and Limitations

3.6 Principle of Acceleration

**Unit 4. Value of Money****15 Teaching Hrs.**

4.1 Money- Definition and Functions

4.2 Quantity Theory of Money

4.3 Cash Balance Approach

4.4 Fridman's Approach

4.5 RBI's several money measures.

**Basic Reading List:**

1. Ackey, G (1976) Macro Economics Theory and Policy, Macmillan Publishing Company, New York
  2. Ahuja H. L. (2002) Macroeconomics Theory and Policy, Chand and Co. Ltd New Delhi.
  3. D'souza Errol (2008) Macroeconomics: Person Publication, New Delhi.
  4. Gupta S.B. (1994) Monetary Economics, S. Chand and Co. Delhi
  5. Jingan M.L. (2002) Macro Economic Theory, Vrinda Publication, Delhi
  6. Vaish M. C. (2002) Macro Economic Theory, Vikas Publishing House, N. Delhi
  7. Shapiro E (1996) Macro Economic Analysis; Galgotia Publication, New Delhi
- ADDITIONAL READING LIST**
8. Dillard, D. (1960), The Economics of John Maynard Keynes, Crossby Lockwood and Sons, London.
  9. Day A.C.L. (1960) Outline of Monetary Economics, Oxford University Press, Oxford
  10. Higgins, B. (1963), Economic Development: Principles, Problems and Policies, Central Book Depot, Allahbad.
  11. Keynes, J.M. (1936), The General Theory of Employment, Interest and Money, Macmillan, London.
  12. Kindleberger, C.P. (1958), Economic Development, McGrawHill Book Company, New York.
  13. Datar, Lomate, Ushir (2012), Sthul Arthashastra, Nirali Prakashan, Pune.
  14. Lucas, R. (1981), Studies in Business Cycle Theory, MIT Press, and Cambridge, Massachusetts.

## Mapping of Program Outcome with Course Outcome

Weightage

1 : Weak

2: Moderate

3: Strong

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3			2						
CO 2	2			2						
CO 3	1			3						
CO 4	1	3								
CO 5		2								
CO 6		2	2		2	2				
CO 7		3	2		2	2				

## Justification for the Mapping

**PSO1.** Economic Knowledge:**CO1.** Students would be able to understand the functioning and interlinking ages amongst macroeconomic variables.**CO 2.** The course will equip the students with the tools to understand the behavior of the economy.**CO 3.** The students would be able to apply economic reasoning to problems of the economy.**CO 4.** Analyze Traditional and Modern Definitions of macroeconomics.**PSO2.** Analytical Skills:**CO 4.** Analyze Traditional and Modern Definitions of macroeconomics.**CO 5.** Analyze the performance of national income of the economy.**CO 6.** Use economic analysis to evaluate aggregate economy.**CO 7.** Analyze Traditional and Modern Definitions of economics.**PSO3.** Quantitative Literacy:**CO 6.** Use economic analysis to evaluate aggregate economy.**CO 7.** Analyze Traditional and Modern Definitions of economics.**PSO4.** Communication Skills:**CO1.** Students would be able to understand the functioning and interlinking ages amongst macroeconomic variables.**CO 2.** The course will equip the students with the tools to understand the behavior of the economy.**CO 3.** The students would be able to apply economic reasoning to problems of the economy.**PSO5.** Economic Policy Analysis:**CO 6.** Use economic analysis to evaluate aggregate economy.**CO 7.** Analyze Traditional and Modern Definitions of economics.**PSO6.** Understanding of Microeconomics and Macroeconomics:**CO 5.** Analyze the performance of national income of the economy.**CO 6.** Use economic analysis to evaluate aggregate economy.

**SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A****(W .e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: Major (Mandatory)</b>
<b>Course Name</b>	<b>: History of Economic Thought II</b>
<b>Course Code</b>	<b>: ECO-152-MJM</b>
<b>No. of Teaching Hrs.</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) COURSE OBJECTIVES :**

1. Familiarize students with the major economists and their contributions to economic thought throughout history.
2. Understand the historical and intellectual context in which economic ideas and theories developed.
3. Trace the evolution of economic thought from ancient times to the present day, highlighting the key theories, concepts, and debates.
4. Analyze the different schools of economic thought, such as classical, neoclassical, Keynesian, and institutional economics, and understand their underlying principles and assumptions.
5. Examine the influence of social, political, and cultural factors on the development of economic theories and their practical applications.
6. Critically evaluate the strengths, weaknesses, and limitations of different economic theories and their implications for economic policy.
7. Identify the connections, influences, and debates between different economists and their ideas.

**B) COURSE OUTCOMES :**

- CO1.** Knowledge of Major Economic Thinkers.
- CO2.** Students will develop a thorough understanding of key economic theories and concepts.
- CO3.** Students will be able to analyze economic theories and ideas in their historical context.
- CO4.** Students will develop the ability to critically evaluate and analyze different economic theories, identifying their strengths, weaknesses, and limitations.
- CO5.** Students will recognize the intellectual connections and debates between different economists.
- CO6.** Students will be able to apply historical economic theories to contemporary economic issues and debates.
- CO7.** Research and Analytical Skills.

**TOPICS / CONTENTS****Unit 1 : Indian Economic Thinkers****10 Teaching Hrs.**

- 1.1 Kautilya's Economic Thought
- 1.2 Agriculture live Stock Public Finance
- 1.3 Evaluation of Kautilya's Economic Thought

**Unit 2: Economist of 19<sup>th</sup> Century****10 Teaching Hrs.**

- 2.1 Dadabahi Nauroji
- 2.2 M. G. Ranade
- 2.3 B.R. Ambedkar

**Unit 3: Modern Indian Economists****10 Teaching Hrs.**

- 3.1 Amartya Sen
- 3.2 Abhijeet Banarjee
- 3.3 Raghuram Rajan

**Book Readings :**

1. Arthik Vicharacha Itihas Bhosale Kate
2. Arthik Vicharacha Itihas Raykhelkar and Damaji
3. "The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers" by Robert L. Heilbroner
4. "A History of Economic Thought" by William J. Barber
5. "The History of Economic Thought: A Reader" edited by Steven G. Medema and Warren J. Samuels
6. "The Evolution of Economic Thought" by Stanley Brue and Randy Grant
7. "Economics: The User's Guide" by Ha-Joon Chang
8. "A Companion to the History of Economic Thought" edited by Warren J. Samuels, Jeff E. Biddle, and John B. Davis
9. "The Making of Economic Society" by Robert L. Heilbroner and William Milberg

**Mapping of Program Outcome with Course Outcome**
**Weightage                      1 : Weak    2: Moderate    3: Strong**

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	3							
CO 2	3	3	2							
CO 3	2									
CO 4	2	2		3						
CO 5				2						
CO 6		2			2					
CO 7		2			2					

**Justification for the Mapping**
**PSO1. Economic Knowledge:**

- CO1. Knowledge of Major Economic Thinkers.
- CO2. Students will develop a thorough understanding of key economic theories and concepts.
- CO3. Students will be able to analyze economic theories and ideas in their historical context.
- CO4. Students will develop the ability to critically evaluate and analyze different economic theories, identifying their strengths, weaknesses, and limitations.

**PSO2. Analytical Skills:**

- CO4. Analyze Traditional and Modern Definitions of macroeconomics.
- CO1. Knowledge of Major Economic Thinkers.  
economists.
- CO6. Students will be able to apply historical economic theories to contemporary economic issues and debates.
- CO7. Research and Analytical Skills.

**PSO3. Quantitative Literacy:**

- CO1. Knowledge of Major Economic Thinkers.
- CO2. Students will develop a thorough understanding of key economic theories and concepts.

**PSO4. Communication Skills:**

- CO4. Students will develop the ability to critically evaluate and analyze different economic theories, identifying their strengths, weaknesses, and limitations.
- CO5. Students will recognize the intellectual connections and debates between different economists.

**PSO5. Economic Policy Analysis:**

- CO6. Students will be able to apply historical economic theories to contemporary economic issues and debates.
- CO7. Research and Analytical Skills.

**SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A****(W .e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: Minor</b>
<b>Course Name</b>	<b>: Fundamentals of Banking</b>
<b>Course Code</b>	<b>: ECO-161-MN</b>
<b>No. of Teaching Hrs.</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) COURSE OBJECTIVES:**

1. To provide students with a comprehensive understanding of the Indian economy, its structure, and its position in the global context.
2. To familiarize students with the key economic systems, policies, and reforms that have shaped the Indian economy over time.
3. To introduce students to the concepts and methodologies of economic planning and its role in sectoral development.
4. To explore the demographic trends in India and their implications for economic growth, social welfare, and sustainable development.
5. To develop students' knowledge and understanding of national income accounting and its significance in measuring economic performance.
6. To analyze the challenges and opportunities related to population growth, gender issues, and human development in India.
7. To promote critical thinking and problem-solving skills by examining the relationship between economic growth, income inequality, and inclusive development in the Indian context.

**B) COURSE OUTCOMES:**

- CO1.** Students will be able to demonstrate a comprehensive understanding of the Indian economy, its historical evolution, and its key features and characteristics.
- CO2.** Students will be able to analyze and evaluate the impact of economic systems, policies, and reforms on the Indian economy.
- CO3.** Students will be able to assess the objectives, strategies, and achievements of economic planning in India, particularly in sectors like agriculture, industry, and services.
- CO4.** Students will be able to identify and analyze the demographic trends in India, including population growth, migration, and urbanization, and their implications for the economy.
- CO5.** Students will be able to apply the concepts and methodologies of national income accounting to measure and interpret economic performance in India.
- CO6.** Students will be able to analyze the social and economic challenges related to population growth, gender issues, and human development, and assess the role of government policies

and programs.

**CO7.** Students will be able to critically evaluate the relationship between economic growth, income inequality, and inclusive development in India, and propose strategies for promoting equitable growth and sustainable development.

## TOPICS/CONTENTS

### Unit 1: Introduction -

10 Teaching Hrs.

- 1.1 Meaning of Bank, Evolution of Banking in India.
- 1.2 Structure of Banking in India.
- 1.3 Principles of Banking.

### Unit 2: Commercial banks-

10 Teaching Hrs.

- 2.1 Functions of Commercial bank.
- 2.2 Credit Creation of a commercial bank.
- 2.3 New Technology in Banking.

### Unit 3: Operation &Types of Accounts

10 Teaching Hrs.

- 3.1 Opening and Operating of Account.
- 3.2 Closer and Transfer of Account.
- 3.3 Types of Account Holders – Individual & Institutional.

### Recommended Readings:

1. Report on Trends and Progress of Banking in India: Reserve Bank of India Publication.
2. Indian Banking System Prin. Dr. B. R. Sangle
- 6) D. Muralidharan.[2009]'Modern Banking Theory and Practice,' PHI Learning Pvt. Ltd. New Delhi.
- 7) Sharma, K.C.[2007]'Modern Banking in India,' Deep and Deep Pub. New Delhi.
- 8) Uppal,R.K. [2009]' Modern Banking in India – Dimensions and Risk' New Century Pub. New Delhi.

## Mapping of Program Outcome with Course Outcome

Weightage            1 : Weak                                  2: Moderate            3: Strong

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3		3							
CO 2	2		2							
CO 3	2									
CO 4				2						
CO 5		2		2						
CO 6		2			2					
CO 7		2			2					

### Justification for the Mapping

#### POS1. Economic Knowledge

**CO1.** Students will be able to demonstrate a comprehensive understanding of the Indian economy, its historical evolution, and its key features and characteristics.

**CO2.** Students will be able to analyze and evaluate the impact of economic systems, policies, and reforms on the Indian economy.

**CO3.** Students will be able to assess the objectives, strategies, and achievements of economic planning in India, particularly in sectors like agriculture, industry, and services.

#### PSO2. Analytical Skills:

**CO5.** Students will be able to apply the concepts and methodologies of national income accounting to measure and interpret economic performance in India.

**CO6.** Students will be able to analyze the social and economic challenges related to population growth, gender issues, and human development, and assess the role of government policies and programs.

**CO7.** Students will be able to critically evaluate the relationship between economic growth, income inequality, and inclusive development in India, and propose strategies for promoting equitable growth and sustainable development.

#### PSO3. Quantitative Literacy:

**CO1.** Knowledge of Major Economic Thinkers.

**CO2.** Students will develop a thorough understanding of key economic theories and concepts.

#### PSO4. Communication Skills:

**CO4.** Students will develop the ability to critically evaluate and analyze different economic theories, identifying their strengths, weaknesses, and limitations.

**CO5.** Students will recognize the intellectual connections and debates between different economists.

#### PSO5. Economic Policy Analysis:

**CO6.** Students will be able to apply historical economic theories to contemporary economic issues and debates.

**CO7.** Research and Analytical Skills.



**SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A****(W .e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: Open Elective Courses</b>
<b>Course Name</b>	<b>: Indian Economy II</b>
<b>Course Code</b>	<b>: ECO-166-OE</b>
<b>No. of Teaching Hrs.</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**TOPICS / CONTENTS****A) Course Objectives:**

1. **Understand the Background:** To impart knowledge about the pre-1991 economic scenario of India, leading to the necessity of reforms.
2. **Grasp the Nature of Economic Reforms:** Familiarize students with the primary principles of Liberalization, Privatization, and Globalization and their manifestations in the Indian context.
3. **Comprehensive Overview of Sectors:** Ensure students understand sector-specific reforms, especially in finance, tax, exchange rate policy, and capital markets.
4. **Introduction to Foreign Trade:** Provide a solid foundation in India's foreign trade concepts, its historical evolution, and its post-reform trajectory.
5. **Explore Infrastructure and Development:** Enlighten students about the major developmental and infrastructural projects initiated by the Indian government in recent years.
6. **Delineate Domestic and Global Challenges:** Make students aware of the myriad challenges, both domestic and international, that the Indian economy faces in the current scenario.
7. **Critical Analysis:** Foster critical thinking and the ability to critically analyze the outcomes, implications, and future prospects of the economic policies and reforms undertaken.

**B) Course Outcomes:**

- CO1. Contextualize Reforms:** Clearly articulate the pre-1991 economic context and recognize the catalysts that led to the initiation of economic reforms in India.
- CO2. Analyze Economic Principles:** Examine the nuances of Liberalization, Privatization, and Globalization, and their specific impact on the Indian economy.
- CO3. Evaluate Sector-Specific Changes:** Critically assess the reforms undertaken in finance, tax, capital markets, and the exchange rate policy, drawing connections to their present-day implications.
- CO4. Dissect Foreign Trade Dynamics:** Understand and explain the basic concepts of foreign trade, trace India's historical trade patterns, and evaluate its post-reform transformations.
- CO5. Understand Developmental Projects:** Identify and describe the objectives, scope, and significance of major infrastructural and developmental projects like Gati Shakti and BHARATMALA.
- CO6. Assess Challenges:** Analyze the domestic and global challenges faced by the Indian economy,

drawing on contemporary examples and data.

**CO7. Project Future Implications:** Based on past and current trends, speculate on the future directions of the Indian economy, its potential growth sectors, and emerging challenges.

## Topics/Contents

### Unit 1: Economic Reforms in India

**10 Teaching Hrs.**

- 1.1 Background and Prelude to Reforms
- 1.2 Nature of Reforms- Liberalization, Privatization and Globalization
- 1.3 Nature of Reforms in Financial Sector, Tax Structure, Exchange Rate Policy, Capital Markets
- 1.4 Economy after Reforms- Challenge, Ongoing Issues and Future Directions

### Unit 2: India's Foreign Trade

**10 Teaching Hrs.**

- 2.1 Introduction to Basic Concepts Related to Foreign Trade- Direction and Composition of Trade, Balance of Trade, Balance of Payment and WTO
- 2.2 Brief Historical Overview of India's Foreign Trade and Foreign Trade Policy after Economics Reforms
- 2.3 Composition and Direction of India's Foreign Trade
- 2.4 Challenges and Opportunities in Foreign Trade for India

### Unit 3 : Major Development Programmes and Challenges for Indian Economy 10 Teaching Hrs.

- 3.1 Overview of Major Development Programmes in Recent Times
- 3.2 Ambitious Infrastructure Projects in India – Viz. Gati Shakti, BHARATMALA etc.
- 3.3 Challenges Before Indian Economy – Domestic Challenges
- 3.4 Challenges Before Indian Economy-Global Challenges

### References:

1. Datt and Sundaram's Indian Economy, Gaurav Datt and Ashwini Mahajan, S. Chand Publication, New Delhi, Latest Edition
2. Indian Economy, Ramesh Singh, McGraw Hill Publication, New Delhi, Latest Edition
3. Bharatiya Arthvyavastha (Marathi), Ranjan Kolambe, Bhagirath Prakshan, Pune
4. Economics (Marathi), Dr. Kiran Desale, Deepstambh Publication, Jalgaon.
5. Development (Marathi), Dr. Kiran Desale, Deepstambh Publication, Jalgaon
6. Latest India Year Book, Publication Division, Government of India, New Delhi
7. India: The Emerging Giant, Arvind Pangaria, Oxford University Press

### Mapping of Program Outcome with Course Outcome

Weightage              1 : Weak                                  2: Moderate                                  3: Strong

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1		2								
CO 2		3								
CO 3										
CO 4	2									
CO 5	2							2		
CO 6						2	2	2		
CO 7						2	2			

### Justification for the Mapping

**PSO1. Economic Knowledge:**

**CO4. Dissect Foreign Trade Dynamics:** Understand and explain the basic concepts of foreign trade, trace India's historical trade patterns, and evaluate its post-reform transformations.

**CO5. Understand Developmental Projects:** Identify and describe the objectives, scope, and significance of major infrastructural and developmental projects like Gati Shakti and BHARATMALA.

**PSO2. Analytical Skills:**

**CO1. Contextualize Reforms:** Clearly articulate the pre-1991 economic context and recognize the catalysts that led to the initiation of economic reforms in India.

**CO2. Analyze Economic Principles:** Examine the nuances of Liberalization, Privatization, and Globalization, and their specific impact on the Indian economy.

**PSO6. Understanding of Microeconomics and Macroeconomics:**

**CO6. Assess Challenges:** Analyze the domestic and global challenges faced by the Indian economy, drawing on contemporary examples and data.

**CO7. Project Future Implications:** Based on past and current trends, speculate on the future directions of the Indian economy, its potential growth sectors, and emerging challenges.

**PSO7. Awareness of Global Economic Issues:**

**CO6. Assess Challenges:** Analyze the domestic and global challenges faced by the Indian economy, drawing on contemporary examples and data.

**CO7. Project Future Implications:** Based on past and current trends, speculate on the future directions of the Indian economy, its potential growth sectors, and emerging challenges.

**PSO8. Research Skills:**

**CO5. Understand Developmental Projects:** Identify and describe the objectives, scope, and significance of major infrastructural and developmental projects like Gati Shakti and BHARATMALA.

**CO6. Assess Challenges:** Analyze the domestic and global challenges faced by the Indian economy, drawing on contemporary examples and data.

**SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A****(W .e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: Open Elective Courses</b>
<b>Course Name</b>	<b>: Public Finance II</b>
<b>Course Code</b>	<b>: ECO-167-OE</b>
<b>No. of Teaching Hrs.</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) COURSE OBJECTIVES:**

1. To well understand basic concept and roll of government in an economy.
2. to analysis public revenue and expenditure of the government.
3. To discuss functions of the Government in an economy
4. To study budget analysis and measure.
5. To understand the basic problems of use of resources, distribution of income, etc.
6. To study public debt, expenditure programmes, budgetary procedures, stabilization instruments, debt issues etc.
7. To discuss the implications of policy for efficiency and equity

**B) COURSE OUTCOMES:**

- CO1.** Explains the concepts of private and public finance.  
**CO2.** To have conceptual clarity of public expenditure and revenue theories.  
**CO3.** To analyzing various governments tax policies.  
**CO4.** To know the application of public economics in analyzing various revenue sources.  
**CO5.** To comprehend various types of public goods and its real-world application.  
**CO6.** To apply and integrate Equity and Efficiency Economics principles to analyze public debt  
**CO7.** To Develop alternative policies.

**TOPICS / CONTENTS**

<b>1. Public Debt</b>	<b>10 Teaching Hrs.</b>
1.1 Meaning and types of Public Debt	
1.2 Sources of internal and external Public Debt	
1.3 Effects of Public Debt	
1.4 Methods of repayment	
<b>2. Budget</b>	<b>10 Teaching Hrs.</b>
2.1 Meaning, nature and objectives of Budget	
2.2 Types of Budget – Revenue, Capital, Surplus, Deficit and Balance Budget	
2.3 Preparation of Indian Central Budget	

## 2.4 Gender Budget

**3. Fiscal Policy****10 Teaching Hrs.**

3.1 Meaning, Role and Objectives of Fiscal Policy

3.2 Review of Indian Fiscal Policy since 2001

3.3 Fiscal Policy in developing economy

3.4 Limitations of Fiscal policy

**BASIC READING LIST:**

1. Jha R., (1998) Modern Public Economics, Routledge London
2. Bhargavre P.K., (1984) some Aspects of Indian Public Finance, Uppal Publishing House New Delhi.
3. Government of India (1985) Long Term Fiscal Policy, New Delhi.
4. Government of India (1992) Reports of the tax Reforms committee- interim and Final, (chairman: Raja J. Chelliah).
5. Srivastava, D.K., (Ed) (2000) Fiscal Federalism in India, Har-Anand Publication, Ltd. New Delhi.
6. Datt R., (2001), second Generation Economics Reforms in India, Deep and Deep Publications, New Delhi
7. Bhatia H.L. (1984) Public Finance, Vikas Publishing House Pvt.Ltd. New Delhi.

## Mapping of Program Outcome with Course Outcome

Weightage

1 : Weak

2: Moderate

3: Strong

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1										
CO 2					2					
CO 3			3		2					
CO 4			2							
CO 5										
CO 6		2								
CO 7		2							2	

## Justification for the Mapping

**PSO2.** Analytical Skills:

**CO6. Assess Challenges:** Analyze the domestic and global challenges faced by the Indian economy, drawing on contemporary examples and data.

**CO7. Project Future Implications:** Based on past and current trends, speculate on the future directions of the Indian economy, its potential growth sectors, and emerging challenges.

**PSO3.** Quantitative Literacy:

**CO3. Evaluate Sector-Specific Changes:** Critically assess the reforms undertaken in finance, tax, capital markets, and the exchange rate policy, drawing connections to their present-day implications.

**CO4. Dissect Foreign Trade Dynamics:** Understand and explain the basic concepts of foreign trade, trace India's historical trade patterns, and evaluate its post-reform transformations.

**PSO5.** Economic Policy Analysis: informed recommendations based on economic analysis.

**CO2. Analyze Economic Principles:** Examine the nuances of Liberalization, Privatization, and Globalization, and their specific impact on the Indian economy.

**CO3. Evaluate Sector-Specific Changes:** Critically assess the reforms undertaken in finance, tax, capital markets, and the exchange rate policy, drawing connections to their present-day implications.

**PSO9.** Ethical Awareness:

**CO7. Project Future Implications:** Based on past and current trends, speculate on the future directions of the Indian economy, its potential growth sectors, and emerging challenges.

**SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A****(W .e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: Value Skill Course</b>
<b>Course Name</b>	<b>: Introduction to Financial Markets II</b>
<b>Course Code</b>	<b>: ECO-171-VSC</b>
<b>No. of Teaching Hrs.</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) COURSE OBJECTIVES:**

- 1) To develop financial skills.
- 2) To provide students with a solid understanding of the basics of financial markets in India.
- 3) To understand regulatory requirements while working in financial markets.
- 4) To develop business acumen and entrepreneurial skills for financial market.
- 5) To develop basic understanding of mutual funds, capital and derivative market.
- 6) To enhance students' awareness of the regulatory environment and investor protection measures in the Indian financial markets.
- 7) To develop an understanding of the money market and its instruments, along with the role of the Reserve Bank of India (RBI).

**B) COURSE OUTCOMES:**

- CO1.** Understand and explain the effects on financial markets of exchange rates, interest rates and the pricing of bonds.
- CO2.** Describe the main financial assets and how they may be valued.
- CO3.** Understand the functions and types of financial markets and their significance in the Indian economy.
- CO4.** Identify and differentiate various financial instruments such as equity shares, bonds, derivatives, and money market instruments.
- CO5.** Comprehend the functioning of the money market, its participants, and the role of the RBI in monetary policy implementation.
- CO6.** Apply fundamental analysis techniques to evaluate the financial performance and valuation of companies in the stock market.
- CO7.** Understand and explain stock market prices and returns; stock market risk and the influence of risk on the pricing of shares.

**TOPICS / CONTENTS****Unit 1: Introduction -****10 Teaching Hrs.**

- 1.4 Indian financial system –Definition, structure, constituents, role, and structural reforms.
- 1.5 Indian Money Market – Meaning, Nature, segments, features of developed and underdeveloped money market.
- 1.6 Indian Capital Market- Meaning, Nature, financial instruments, functions, limitations.

**Unit 2: Foreign Exchange Market****10 Teaching Hrs.**

- 2.1 Foreign Exchange Market –Meaning and need of foreign exchange market.
- 2.2 Participants in foreign exchange market, functions of foreign exchange market.
- 2.3 Dealings in foreign exchange market.

**Unit 3: Non –Bank Financial Institutions****10 Teaching Hrs.**

- 3.1 Non Banking financial Institutions –Meaning, Nature, distinction between banks and FBFI's.
- 3.2 Role and importance of NBFIs in the economy, Regulation of NBFIs in India.
- 3.3 Lease finance, Hire Purchase finance, Housing finance companies, Venture capital finance companies.

**Recommended Readings:**

1. Mishkin, F. S., & Eakins, S. G. (2018). Financial Markets and Institutions (9th ed.). Pearson.
2. Khan, M. Y., & Jain, P. K. (2019). Financial Management: Text, Problems, and Cases (8th ed.). McGraw Hill Education.
3. Bharati V. Pathak. (2019). An Introduction to Indian Financial System. McGraw Hill Education
4. Varshney, P. (2019). Indian Financial Markets: An Analytical Approach. Oxford University Press.
5. Bodie, Z., Kane, A., & Marcus, A. J. (2019). Investments (11th ed.). McGraw Hill Education.
6. Mishra, S. K., & Puri, V. K. (2020). Indian Financial System: Development, Institutions, and Services (4th ed.). Himalaya Publishing House



## Mapping of Program Outcome with Course Outcome

Weightage

1 : Weak

2: Moderate

3: Strong

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3						1			
CO 2	2									
CO 3										
CO 4										
CO 5										
CO 6		2					2	2		
CO 7		2	2					2		

## Justification for the Mapping

**PSO1.** Economic Knowledge:**CO1.** Understand and explain the effects on financial markets of exchange rates, interest rates and the pricing of bonds.**CO2.** Describe the main financial assets and how they may be valued.**PSO2.** Analytical Skills:**CO6.** Apply fundamental analysis techniques to evaluate the financial performance and valuation of companies in the stock market.**CO7.** Understand and explain stock market prices and returns; stock market risk and the influence of risk on the pricing of shares.**PSO3.** Quantitative Literacy:**CO7.** Understand and explain stock market prices and returns; stock market risk and the influence of risk on the pricing of shares.**PSO5.** Economic Policy Analysis:**CO6.** Apply fundamental analysis techniques to evaluate the financial performance and valuation of companies in the stock market.**CO7.** Understand and explain stock market prices and returns; stock market risk and the influence of risk on the pricing of shares.**PSO7.** Awareness of Global Economic Issues:**CO1.** Understand and explain the effects on financial markets of exchange rates, interest rates**CO6.** Apply fundamental analysis techniques to evaluate the financial performance and valuation of companies in the stock market.**PSO8.** Research Skills:**CO6.** Apply fundamental analysis techniques to evaluate the financial performance and valuation of companies in the stock market.**CO7.** Understand and explain stock market prices and returns; stock market risk and the influence of risk on the pricing of shares.

**SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A****(W .e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: Skill Enhance Course</b>
<b>Course Name</b>	<b>: Financial Planning and Portfolio Management II</b>
<b>Course Code</b>	<b>: ECO-176-SEC</b>
<b>No. of Teaching Hrs.</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A. Course Objectives**

1. **Understanding of Historical Context:** To familiarize students with the evolution of the mutual funds and insurance sectors in India, tracing their roots from pre-liberalization to the modern era.
2. **Knowledge of Products and Services:** To provide a comprehensive overview of the diverse range of mutual funds and insurance products available in the Indian market.
3. **Grasping Regulatory Frameworks:** To introduce students to the key regulatory bodies, namely SEBI for mutual funds and IRDAI for insurance, and elucidate their roles and guidelines.
4. **Analysis of Investment and Protection Mechanisms:** To equip students with the knowledge of how mutual fund investments work (e.g., NAV) and how insurance underwriting and premiums are determined.
5. **Comparative Study:** To enable students to understand the overlap between mutual funds and insurance, specifically through products like ULIPs.
6. **Awareness of Current Trends:** To highlight the ongoing technological, economic, and regulatory shifts in both sectors and explore their implications.
7. **Ethical and CSR Considerations:** To underscore the importance of ethical investing and socially responsible insurance products in modern financial markets.

**B. Course Outcomes :**

**CO1. Historical Appreciation:** Students will be able to chronologically map out and explain major milestones in the development of India's mutual fund and insurance sectors.

**CO2. Product Proficiency:** Students will be adept at distinguishing between various mutual fund types (e.g., equity, debt, hybrid) and insurance products (e.g., term life, health, property insurance).

**CO3. Regulatory Acumen:** Students will have a clear understanding of the regulatory landscape governing both sectors, and can elucidate the roles of SEBI and IRDAI.

**CO4. Analytical Skills:** Students will be capable of analyzing mutual fund portfolios,

computing returns based on NAV, and assessing insurance premiums and claims processes.

**CO5. Comparative Knowledge:** Students will competently compare and contrast mutual funds and insurance, identifying areas of convergence like ULIPs, and distinct characteristics of each.

**CO6. Trend Awareness:** Students will remain abreast of the latest trends in both sectors, from technological innovations to changing consumer behaviors, and will be able to hypothesize future trajectories.

**CO7. Ethical Judgment:** Upon completion, students will be able to evaluate mutual fund and insurance products not only from a financial perspective but also from ethical and CSR standpoints, championing responsible finance.

## Topics/Contents

### **Chapter 1: Introduction to Mutual Funds in India** **10 Teaching Hrs.**

1.1 Historical Evolution of Mutual Funds in India-Pre and Post Reforms Period

1.2 Types of Mutual Funds

1.3 Mutual Fund Structure and Constituents- Asset Management Company (AMC), Trustee and Custodian, Registrar and Transfer Agents

1.4 Regulation and Governance- Role of the SEBI, AMFI, Net Asset Value (NAV), Dividends, Risks and Rewards

### **Chapter 2: Introduction to the Insurance Industry in India** **10 Teaching Hrs.**

2.1 Historical Development of the Insurance Sector Pre-Independence and Post, Nationalization and LIC, Post-liberalization: Private players and regulatory changes

2.2 Types of Insurance: Life Insurance, General Insurance and Specialty Insurance

2.3 Insurance Regulatory and Development Authority (IRDA) - Establishment and functions

2.4 Current Trends and Innovations in the Insurance Industry

### **Chapter 3: Comparison and Integration of Mutual Funds and Insurance** **10 Teaching Hrs.**

3.1 Investment vs. Protection: Core Objectives; Diversification benefits of mutual funds, Risk protection and hedging benefits of insurance

3.2 Unit-Linked Insurance Plans (ULIPs), Structure and components, Comparison with mutual funds, Pros and cons from an investment and insurance perspective

3.3 Distribution Channels- Bancassurance: Synergy of banking, mutual funds, and insurance; Insurance brokers vs. Mutual fund distributors, Digital platforms and robo-advisors

3.4 Future Outlook and Challenges

#### **Evaluation Metrics:**

- Assignments and Projects Quizzes and Class Participation

#### **Recommended Reading:**

- "The Mutual Funds Book" by Ankit Gala & Khushboo Gala.
- "Risk and Insurance in India" by K.C. Gupta.
- Annual Reports by SEBI and IRDAI.
- "The Little Book of Common-Sense Investing" by John C. Bogle

## Mapping of Program Outcome with Course Outcome

Weightage

1 : Weak

2: Moderate

3: Strong

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3						2			
CO 2										
CO 3					2					
CO 4		2			2					
CO 5										2
CO 6								2		2
CO 7								2		

## Justification for the Mapping

**PSO1.** Economic Knowledge:**CO1. Historical Appreciation:** Students will be able to chronologically map out and explain major milestones in the development of India's mutual fund and insurance sectors.**PSO2.** Analytical Skills:**CO4. Analytical Skills:** Students will be capable of analyzing mutual fund portfolios, computing returns based on NAV, and assessing insurance premiums and claims processes.**PSO5.** Economic Policy Analysis:**CO3. Regulatory Acumen:** Students will have a clear understanding of the regulatory landscape governing both sectors, and can elucidate the roles of SEBI and IRDAI.**CO4. Analytical Skills:** Students will be capable of analyzing mutual fund portfolios, computing returns based on NAV, and assessing insurance premiums and claims processes.**PSO7.** Awareness of Global Economic Issues:**CO1. Historical Appreciation:** Students will be able to chronologically map out and explain major milestones in the development of India's mutual fund and insurance sectors.**PSO8.** Research Skills:**CO6. Trend Awareness:** Students will remain abreast of the latest trends in both sectors, from technological innovations to changing consumer behaviors, and will be able to hypothesize future trajectories.**CO7. Ethical Judgment:** Upon completion, students will be able to evaluate mutual fund and insurance products not only from a financial perspective but also from ethical and CSR standpoints, championing responsible finance.**PSO10.** Career Readiness:**CO5. Comparative Knowledge:** Students will competently compare and contrast mutual funds and insurance, identifying areas of convergence like ULIPs, and distinct characteristics of each.**CO6. Trend Awareness:** Students will remain abreast of the latest trends in both sectors.