



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

Autonomous

Two Year Post Degree Program in

Economics

Faculty of Mental Moral& Social Science

Revised Syllabus for

M.A.Part-IISemester -III

For TuljaramChaturchand College, Baramati

Choice Based Credit System Syllabus

To be implemented from Academic Year 2023-2024

Title of the Course: M.A.(Economics)

Preamble

Introduction:

TuljaramChaturchand 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 TuljaramChaturchand College, Baramati - Pune has prepared the syllabus of M. A. Economics Semester - III 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.

❖ Aims and Objectives of the new Curriculum:

1. **Advanced Economic Knowledge:** The curriculum should aim to provide students with a comprehensive understanding of advanced economic concepts and theories, including microeconomics, macroeconomics, econometrics, and specialized areas of economics such as international trade, monetary economics, and development economics.
2. **Analytical Skills Development:** The curriculum should focus on developing students' analytical skills through rigorous training in quantitative methods, data analysis, and economic modeling. Students should be able to critically evaluate economic theories, analyze real-world economic problems, and make evidence-based policy recommendations.
3. **Research and Innovation:** The curriculum should foster a culture of research and innovation, encouraging students to engage in independent research, critically evaluate existing economic literature, and contribute to the advancement of economic knowledge. Students should be trained in research methodologies, academic writing, and presentation skills.
4. **Policy Analysis and Application:** The curriculum should equip students with the skills to analyze economic policy issues and apply economic concepts to real-world problems. This includes

understanding the policy-making process, evaluating the impact of economic policies, and designing effective economic policies to address socio-economic challenges.

5. **Global and Interdisciplinary Perspective:** The curriculum should incorporate a global and interdisciplinary perspective, exposing students to diverse economic systems, institutions, and policy environments. Students should also be encouraged to apply economic principles to interdisciplinary areas such as environmental economics, health economics, and social economics.
6. **Professional Development:** The curriculum should prepare students for careers in academia, government, international organizations, think tanks, and the private sector. This includes developing professional skills such as communication, teamwork, leadership, and ethical decision-making.

: Programme outcomes (Pos) (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:

1. **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.
2. **Analytical Skills:** Graduates should be able to apply economic concepts and theories to analyze real-world economic issues, such as market behavior, policy implications, and economic trends. They should also be able to critically evaluate economic research and data using statistical and econometric techniques.
3. **Research and Writing Skills:** Graduates should have developed advanced research and writing skills, including the ability to conduct independent research, analyze economic data, and communicate their findings effectively through written reports, policy briefs, and other forms of economic writing.
4. **Policy Analysis:** Graduates should be able to assess the impact of economic policies on various stakeholders and evaluate their effectiveness in achieving desired outcomes. They should also be able to propose evidence-based policy recommendations to address economic challenges and promote economic growth.
5. **Quantitative Skills:** Graduates should have a strong foundation in quantitative methods, including statistical and econometric techniques, and be able to apply these skills to analyze economic data and conduct empirical research.
6. **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.
7. **Critical Thinking:** Graduates should have developed critical thinking skills and be able to analyze economic problems from multiple perspectives, consider trade-offs, and propose innovative solutions based on economic principles and evidence.
8. **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.
9. **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.

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

Board of Studies in Economics

Sr.No.	Name	Designation
1.	Dr. Samadhan K. Patil	Chairman
2.	Mr. Sandeep B. Sabale	Member
3.	Dr. Chandrakant P. Kamble	Member
4.	Dr. Rahul N. Dhumal	Member
5.	Mr. Krushna V. Kulkarni	Member
6.	Dr. Jyotiram S. Ghadage	Member
7.	Dr. Versha H. Bhosale	Member
8.	Dr. Abasaheb Shinde	Vice-Chancellor Nominee
9.	Dr. Naresh Bodake	Expert from other University
10.	Dr. Subhash Kombade	Expert from other University
11.	Mr. Prashant Raut	Industry Expert
12.	Dr. Arvind Rithe	Meritorious Alumni
13.	Mr. Swapnil Gonjari	Student
14.	Mr. Aniket Padole	Student

M.A. ECONOMICS PROGRAMME CREDIT DISTRIBUTION PATTERN (86)

Class	Semester	Core Course	Elective Course			Ability Enhancement Compulsory Courses (AECC)		Total Credit
			Discipline Specific Elective	Dissertation Project	Generic Elective Course	Ability Enhancement Compulsory Courses	Skill Enhancement Courses	
M.A. I	I	4 papers 4 x 4= 16 Credits	-	-	HR – I 2 Credit CS – I 2 Credit	-	-	20
	II	4 papers 4 x 4= 16 Credits	-	-	CS – II 2 Credit	Subject Related Certificate Course 2 Credit	-	20
M.A. II	III	4 papers 4 x 4= 16 Credits	-	-	Introduction to Constitution 02 Credit	-	Subject Related Skill Dev. Course I 2 Credit	22
							Skill Based Subject 2 Credits	
	IV	3 papers 3 x 4= 12 Credits	Elective Paper (A) 4 Credit <u>OR</u> Paper (B) 4 Credits	1 Project = 4 Credits	-	-	Subject Related Skill Dev. Course II 2 Credit	24
							Skill Based Subject 2 Credits	
Total Credits		60	4	4	8	2	8	86

Mandatory 14 additional/ add-on credits for Post Graduate Programmes**Note:**

1. 12credits from Group - 1 are compulsory
2. Choose minimum 2credits from Group - 2 to Group - 7

Group-1	Human Rights Awareness Course (Semester-I):		02 credit
	Cyber Security Awareness Course (Semester-I)		02 credit
	Cyber Security Awareness Course (Semester-II)		02 credit
	Introduction to Constitution (Semester –III)		02 credit
	Subject Related skill development courses (Sem III)		02 credit
	Subject Related skill development courses (Sem IV)		02 credit
Group-2 Skill Component Courses	1. Subject Related Certificate Course (Sem. II)		02 credits
Group-3	(a)	Representation in Sports at University Level	02 credits
	(b)	Representation in Sports at State Level / National level	02 credits
	(c)	Representation in Sports at International (overseas) Level	04 credits
Group-4	(a)	Selection in AVISHKAR at University Level	02 credits
Group-5	(a)	Research paper publication at National level	02 credits
	(b)	Research paper publication at International (overseas) level	02 credits
Group-6	(a)	Participation in Summer School/ Internship programme / Short term course (not less than 2 weeks duration)	02 credits
Group-7	(a)	Participation in cultural and co curricular activities/ extracurricular activities/competitions at University level / State Level	02 credit
	(b)	Participation in cultural and co curricular activities / extracurricular activities/ competitions at International (overseas) level	02 credits

Note:

1. One Credit = 15Lectures. .
2. The Project should be initiated at on the onset of III Semester and submitted during IV Semester.
3. Theory paper be covered with 70% actual teaching (3 actual lectures per week) and 30% Component (1 lecture per week) of self-study should be further evaluated through group discussion / Seminar / Open Book Test / MCQ / Essay writing / Assignment etc.

Department of Economics
Course Structure for M.A. Economics
With effect from Academic Year 2022-2023

Sem.	Paper Code	Title	No. of Credits
I	PAEC111	Micro Economic - I	04
	PAEC112	Public Finance- I	04
	PAEC113	International Economics I	04
	PAEC114	Indian Economic Policy - I	04
	HR-101	Human Rights	02
	CYS-101	Introduction to Cyber Security - I	02
II	PAEC121	Micro Economic - I	04
	PAEC122	Public Finance - I	04
	PAEC123	International Economics I	04
	PAEC124	Indian Economic Policy - I	04
	CYS-102	Introduction to Cyber Security - II	02
	CC-111	Stock Market Analysis	02
III	PAEC231	Macro Economic I	04
	PAEC232	Economics of Growth and Development - I	04
	PAEC233	Agribusiness Economics - I	04
	PAEC234	Research Methodology	04
		Introduction to Constitution	02
	PAEC SD-11	Computer Application - I	02
	PAEC SD-12	Tourism Management - I	02
IV	PAEC241	Macro Economic II	04
	PAEC242	Economics of Growth and Development - II	04
	PAEC243	Agribusiness Economics - II	04
	PAEC244	Modern Banking OR History of Economic Thought	04
	PAEC SD-21	Computer Application - II	02
	PAEC SD-22	Tourism Management - II	02
	PAEC PR- I	Project	04

**SYLLABUS (CBCS) FOR M.A.ECONOMICSw.e.f JUNE 2023
ACADEMIC YEAR 2023-2024**

SUBJECT - Economics

CLASS- M.A Part II (Semester III) Paper Code :PAEC231

TITLE OF PAPER –MACRO ECONOMICS - I

CREDIT: 4

LECTURES: 60

Learning Objectives:

1. To well understand some basic concepts and theories of Macroeconomics
2. 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

15

- 1.1 Meaning, Nature, Scope, importance and limitations of Macro Economics
- 1.2 Gross Domestic Product, Gross National Product, Net Domestic Product, Net National Product
- 1.3 Nominal and Real domestic product. GDP deflator and disposable Income.
- 1.4 Circular Flow of Income in –two, three and four sector economy

UNIT 2: Aggregate Supply & Aggregate Demand

15

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

UNIT 3: IS-LM Model

15

- 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 Fiscal policies and crowding out effect, Optimum Policy mix with IS-LM model.

UNIT 4: New Classical Macroeconomics

15

- 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 Open Economy IS-LM-BoPs, Mundell-Fleming model.

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
 प्रा. रामदेशमुख, आधुनिक स्थूल अर्थशास्त्र, विद्याबुक्स पब्लिशर्स.

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								
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								

Learning Outcome (CO)	O1	O2	O3	O4	O5	O6	O7	O8
finance concepts to global pricing issues, including working with interest rates								

Justification:

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.ECONOMICSw.e.f JUNE 2023
ACADEMIC YEAR 2023-2024**

SUBJECT - Economics

CLASS- M.A Part II(Semester III) Paper Code:PAEC232

TITLE OF PAPER –Economics of Growth and Development – I

CREDIT: 4

LECTURES: 60

Learning Objectives:

1. To ensure greater understanding of the process of economic development.
2. To help understand the theoretical background of the economic
3. Focus on teaching basics of policy making and how they relate with the society.

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.

Revised Syllabus

Unit-I Growth and Development

15

- 1.1 Economic Growth and Development – Vicious Circle of Poverty
- 1.2 Economic Growth and Income Distribution- Kuznets Hypothesis
- 1.3 Calculation of Various indices- Physical Quality of Life Index; Human Development Index, GHDI, GNH
- 1.4 Concept of Sustainable Development- MDGs and SDGs

Unit-II Obstacles and Characteristics of Growth

15

- 2.1 Characteristics of an Underdeveloped Economy
- 2.2 Obstacles and Constraints to the Economic Development-
- 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

- 3.1 Classical Theory of Development
- 3.2 Marxian Theory and Stages of Development
- 3.3 Schumpeterian Theory of Development
- 3.4 Rostow's Stages of Economic Growth
- 3.5 Nurkse and Lewis Theory of Development

Unit-IV Theories of Growth-II

15

- 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, New Delhi
2. Vruddhi ani Vikasache Arthashastra (Marathi) - Ed. By J F Patil, PhadkePrakashan, 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 course's teachings, understanding the role of sectors like agriculture and trade	3	3	2	4	4	3	2	3
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:

1. 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.

2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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 2023
ACADEMIC YEAR 2023-2024
SUBJECT - Economics
CLASS- M.A Part II (Semester III) Paper Code : PAEC233
TITLE OF PAPER –Agribusiness Economics - I

CREDIT: 4

LECTURES: 60

Learning Objectives:

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

Course Outcome:

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.

UNIT : 1 Agriculture and Economic Development 15

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

UNIT: 2 Resource Management and Input and Output Relationship 15

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

UNIT: 3 Risks and Uncertainty 15

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

UNIT: 4 Models of Agriculture Development 15

- 1.1 Mellor's and Boserup Model of Agricultural Development,
- 1.2 Schultz's transformation of traditional agriculture.
- 1.3 Lewis Theory of unlimited Supplies of Labour

Basic Reading Lists :

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

Singh Sadhu Singh "Fundamentals of Agricultural Economics" Himalaya Publishing House, 2013

B.H. Hibbard (1948) Agriculture Economics McGraw Hill New York

L.C. Gray (1922) Introduction to Agricultural Economics Macmillan New York

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
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.
4. 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.
 5. 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.
 6. 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.
 7. 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.ECONOMICSw.e.f JUNE 2023

ACADEMIC YEAR 2023-2024

SUBJECT - Economics

CLASS- M.A Part II (Semester III) Paper Code: PAEC234

TITLE OF PAPER –ResearchMethodology

CREDIT: 4

LECTURES: 60

A) Learning Objectives:

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

Course 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 7 Qualitative Research Skills:

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

Unit 1: Introduction to Research

15

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

15

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

15

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 Regression Analysis

3.5 Hypothesis Testing - Chi Square test, T Test, Z Test, F Test

Unit 4: The Computer: Its Role in Research

15

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 Appalyer 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

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:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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 gaining proficiency in quantitative research methods.
- 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),

**MA Second Year
Skill Development Course (PG)Sem III**

2 Credits

32 Lectures

Computer Application – I (PAEC SD-1)

Learning Objectives:

1. To understand the basic concepts and principles of computer applications in economics.
2. To develop skills in using software and tools for data analysis, modeling, and visualization in economic analysis.
3. To apply computer applications in solving real-world economic problems and making informed decisions.

Learning Outcomes:

1. Students will be able to demonstrate a solid understanding of the basic concepts and principles of computer applications in economics, including data analysis, modeling, and visualization techniques.
2. Students will develop proficiency in using software and tools commonly used in economic analysis, such as statistical software, programming languages, and economic databases.
3. Students will be able to apply computer applications in solving real-world economic problems, analyzing economic data, and making informed decisions.

Unit 1: Using MS-Excel for economic analysis**(10 Lectures)**

- 1.1. Meaning, concepts uses and Characteristics of Excel
- 1.2. Types of computers and their applications
- 1.3 Basic components of computer – CPU, Input Devices, Output Devices

Unit 2: Descriptive Statistics Using Excel**(11 Lectures)**

- 3.1. Central Tendency: Meaning, concept and objectives
- 3.2. Measures of Central Tendency: Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean
- 3.3. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation

Unit 3 : Growth Rates and Graphs Using Excel**(11 Lectures)**

- 3.1. Growth Rates: Simple Growth Rate
- 3.2. Compound Growth Rate
- 3.3. Diagrammatic Presentation of Data: Line Graph, Bar Diagram, Frequency and Polygon

READING LIST:

1. Dhanasekaran. K (2013) Computer applications in Economics, Vrinda Publications Pvt. Ltd.
2. Elhance, D. N. (1962), Fundamentals of Statistics, KitabMahal, Allahabad.
3. Gupta, S. C. (1981), Fundamentals of Statistics, Himalaya Publishing House, Bombay.
4. N. M. Downie and R. W. Heath (1970), Basic Statistical Methods, Harper and Row, New York.

MA Second Year**Skill Based Subjects Sem- IIPAECS-2****2 Credits Tourism Management – I 32 Lectures****Learning Objectives:**

1. To understand the fundamental principles and theories of tourism management and their practical applications in the tourism industry.
2. To develop skills in planning, developing, and managing tourism products, services, and destinations.
3. To acquire knowledge of the various components of the tourism industry, including transportation, accommodations, attractions, and events, and their interrelationships.

Learning Outcomes:

1. Students will demonstrate a solid understanding of the fundamental principles and theories of tourism management and their practical applications in the tourism industry.
2. Students will develop proficiency in planning, developing, and managing tourism products, services, and destinations through the application of marketing, financial, and operational management concepts and tools.
3. Students will enhance their leadership, communication, and interpersonal skills through practical experiences and interactions with industry professionals and stakeholders.

Unit : 1 Introduction of Tourism (10Lectures)

- 1.1 History, Components, Types, and Nature of Tourism
- 1.2 Tourism Concepts and Principles
- 1.3 Impact of Tourism & Environmental Impacts of Tourism

Unit : 2 Tourism : Global Scenario (11Lectures)

- 2.1 The concept of Domestic and International Tourism
- 2.2 The Psychological Dimension
- 2.3 Tourism - The existing pattern and Future trends and Tourism Scenario in India

Unit : 3 Tourism Marketing (11Lectures)

- 3.1 Definition of Hospitality and Tourism Marketing,
- 3.2 Importance of Marketing, Core concepts - Needs, Wants, Demands, Products, Exchange, Markets and Relationship
- 3.3 **Marketing Communication**, Marketing Plan / Destination Marketing

Reading List :

Sudhanshu Yoshi Sustainable Tourism Supply Chain Management

David L. Edgell, Jason R. Swanson Tourism Policy and Planning: Yesterday, Today, and Tomorrow