



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

*Autonomous*

**Department of Economics**

Faculty of Mental Moral & Social Science

**Revised Syllabus for**

**T.Y.B.A. Third Year Semester - V**

For Tuljaram Chaturchand College, Baramati

PATTERN 2022

**Choice Based Credit System Syllabus**

**To be implemented from Academic Year 2024-2025**

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

Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2024. Taking into consideration the rapid changes in science and technology 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 Semester - V 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 BA in Economics program is designed to equip students with a solid foundation in economic theory, quantitative analysis, and applied economics. It aims to provide students with a comprehensive understanding of how individuals, firms, and governments make decisions in the allocation of resources and the functioning of markets. The program may cover various topics such as microeconomics, macroeconomics, econometrics, international economics, and economic policy. The BA in Economics program is known for its academic rigor, combining theoretical knowledge with analytical and problem-solving skills. Students will be exposed to economic theories, mathematical and statistical techniques, and empirical analysis to understand and analyze complex economic issues. The program may also emphasize critical thinking, research skills, and the application of economic principles to real-world problems. Curriculum and Specializations: The curriculum of the BA in Economics program may be structured to provide a well-rounded education, including general education courses in humanities, social sciences, and natural sciences, alongside specialized courses in economics. Students may have the option to choose elective courses or concentrations in areas such as labor economics, environmental economics, financial economics, or public policy, depending on the offerings of the institution. The BA in Economics program may be taught by experienced faculty members who are experts in the field of economics. They may use a variety of teaching methods, including Teaching Hrs., discussions, case studies, and research projects to facilitate learning. Students may also have access to resources such as libraries, research centers, data sources, and technology tools to support their studies and research. The BA in Economics program can prepare students for a wide range of career opportunities in fields such as banking and finance, consulting, government and public policy, international organizations, research and academia, and more.

**Aims and Objectives of the new curriculum of the TYBA**

1. To maintain updated curriculum.
2. To take care of fast development in the knowledge of Economics.
3. To enhance the quality and standards of Economics Education.
4. To provide a broad common framework, for exchange, mobility and free dialogue across the Indian Economy.
5. To create and aptitude for economics in those students who show a promise for higher studies and creative work in economics.
6. To create confidence in others, for equipping themselves with that part of economics which is needed for various branches of Sciences or Humanities in which they have aptitude for higher studies and original work.

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

**PSO 1. Understanding of Economic Concepts and Principles:** Graduates of a B.A. Economics program should have a solid understanding of fundamental economic concepts such as supply and demand, microeconomics, macroeconomics, and econometrics. They should also be familiar with economic theories and principles related to various economic phenomena, such as market behavior, consumer choices, production, and distribution.

**PSO 2. Analytical and Critical Thinking Skills:** B.A. Economics graduates should possess strong analytical and critical thinking skills that allow them to critically evaluate economic issues and problems. They should be able to analyze and interpret economic data, apply economic models and theories to real-world situations, and develop evidence-based solutions to economic problems.

**PSO 3. Quantitative Skills:** Economics is a quantitative field, and B.A. Economics graduates should be proficient in quantitative methods used in economic analysis. This may include statistical analysis, mathematical modeling, and data interpretation using tools such as Excel, statistical software, and econometric techniques.

**PSO 4. Policy Analysis and Evaluation:** Graduates of a B.A. Economics program should be able to analyze and evaluate economic policies and their impact on various stakeholders, such as individuals, businesses, and governments. They should understand the trade-offs involved in policy decisions and be able to critically assess the economic consequences of different policy options.

**PSO 5. Communication Skills:** Effective communication is crucial in the field of economics. B.A. Economics graduates should be able to clearly communicate complex economic concepts and analysis, both in writing and verbally. They should be able to prepare economic reports, policy briefs, and presentations that are understandable to a wide range of audiences.

**PSO 6. Global Perspective:** Economics is a global discipline, and B.A. Economics graduates should have a broad understanding of the global economy, including international trade, finance, and development. They should be able to analyze economic issues from a global perspective, taking into consideration the interconnectedness of economies and the implications of globalization.

**PSO 7. Professional and Ethical Behavior:** B.A. Economics graduates should exhibit professional and ethical behavior in their work as economists. They should adhere to professional standards, follow ethical guidelines, and demonstrate integrity in their economic analysis and decision-making.

**PSO 8. Career Opportunities:** Graduates of a B.A. Economics program can pursue various career opportunities in fields such as finance, banking, consulting, government, research, academia, and international organizations. They may also choose to pursue further education, such as a master's or doctoral degree in economics or a related field.

**Anekant Education Society's**  
**Tuljaram Chaturchand College,**  
**Baramati**  
*Autonomous*  
**Board of Studies in Economics**

<b>Sr. No.</b>	<b>Name</b>	<b>Designation</b>
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

**Class: T.Y.B.A. Year-III (G-3) Sem. - V**  
**Title of Paper: Economics of Development**  
**Paper Code: UAEC351**  
**Pattern : 2022**

**Credit: 03**

**No. of Lectures: 48**

**A) Learning Objectives:**

1. To understand and differentiate between economic development and economic growth.
2. Identify and analyze indicators of economic growth and economic development.
3. To understand the concept of developed and developing countries.
4. To understand the various Characteristics of Developing Countries, Development Process and Theories.
5. To understand the economic, demographic, technological, and socio-cultural characteristics of developing countries.
6. Recognize the various constraints hindering the development process, including the vicious circle of poverty, low agricultural productivity, technological limitations, and political/administrative constraints.
7. Explore the theories of economic development proposed by prominent economists such as Adam Smith, David Ricardo, Thomas Malthus, and Joseph Schumpeter.

**B) Learning Outcomes:**

- CO1.** Demonstrate a comprehensive understanding of the concepts of economic development and growth, including their meanings and distinctions.
- CO2.** Evaluate different indicators used to measure economic growth and development, such as GDP, HDI, GNI per capita, and others, to assess the progress of nations.
- CO3.** Analyze the economic, demographic, technological, and socio-cultural characteristics that distinguish developed and developing countries.
- CO4.** Identify and critically assess the various constraints that impede the development process, including their interrelations and impacts on economic progress.
- CO5.** Examine and compare the theories of economic development proposed by Adam Smith, David Ricardo, Thomas Malthus, and Joseph Schumpeter, understanding their contributions and implications for economic policy and practice.
- CO6.** Familiarize one with various development planning techniques, including project appraisal, cost-benefit analysis, and impact assessment.
- CO7.** Explore the impact of globalization on economic development, including trade policies, international finance, and global economic institutions.

**TOPICS / CONTENTS**

<b>Unit 1. Economic Development and Growth</b>	<b>Lectures 12</b>
1.1 Meaning of Economic Development and Growth	
1.2 Indicators of Economic Growth	
1.3 Indicators of Economic Development	
1.4 Differences between Economic Development & Growth	
<b>Unit 2. Developing Countries</b>	<b>Lectures 12</b>
2.1 Concept- Developed, Developing Countries	
2.2 Economic and Demographic Characteristics of Developing Countries	

**Unit 3. Constraints on Development Process**

**Lectures 12**

3.1 Vicious Circle of Poverty and Population Explosion

3.2 Low Productivity of Agriculture and Scarcity of Capital

3.3 Inappropriate Technology and Socio- Cultural Constraints

3.4 Political and Administrative Constraints

**Unit 4. Theories of Economic Development**

**Lectures 12**

4.1 Economic Development Theory :Adam Smith

4.2 Economic Development Theory : Ricardo

4.3 Economic Development Theory : Malthus

4.4 Schumpeterian Theory of Economic Development

**Basic Reading List:**

1. Adelman, I. (1961) Theories of Economic Growth and Development, Stanford University Press, Stanford.
2. Behrman, S. and T.N Srinivrsan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevire, Amsterdam
3. Chenery H. and T.N.Shrinivasan, (1989) Handbook of Development Economics Vo1&2, Elsevier. Amsterdam.
4. Dasgupta p. (1993) An Enquiry into Well Being and Destitution.
5. Ghatak,S.(1986) An Introduction to Development Economics,Allen and Unwin, London,
6. Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
7. Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
8. Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
9. Todaro M.P. (1996) Economic Development (6th Edition) Lonman, london.

**Additional Reading List:**

1. Kindalberger C.P.(1977) Economic Development (3rd Edition ) MCGraw Hill, New York.
2. Zhingan M.L.(1982) The Economics Of Development and Planning. Vrinda Publication (P) Ltd.
3. Mahata J.K.(1964) Economic of Growth, Asia.
4. Ghosh. B.N.(1982) Economic Development and Planning National Book 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
CO 1	2							
CO 2	3		3			2		
CO 3							3	1
CO 4		2			3			
CO 5	2	3			2			
CO 6			2	2		2		2
CO 7							2	

### Justification for the Mapping

**PSO1. Economic Knowledge:**

**CO1.** Demonstrate a comprehensive understanding of the concepts of economic development and growth, including their meanings and distinctions.

**CO2.** Evaluate different indicators used to measure economic growth and development, such as GDP, HDI, GNI per capita, and others, to assess the progress of nations.

**CO5.** Examine and compare the theories of economic development proposed by Adam Smith, David Ricardo, Thomas Malthus, and Joseph Schumpeter, understanding their contributions and implications for economic policy and practice.

**PSO2. Analytical Skills:**

**CO4.** Identify and critically assess the various constraints that impede the development process, including their interrelations and impacts on economic progress.

**CO5.** Examine and compare the theories of economic development proposed by Adam Smith, David Ricardo, Thomas Malthus, and Joseph Schumpeter, understanding their contributions and implications for economic policy and practice.

**PSO3. Quantitative Literacy:**

**CO2.** Evaluate different indicators used to measure economic growth and development, such as GDP, HDI, GNI per capita, and others, to assess the progress of nations.

**CO6.** Familiarize one with various development planning techniques, including project appraisal, cost-benefit analysis, and impact assessment.

**PSO4. Communication Skills:**

**CO6.** Familiarize one with various development planning techniques, including project appraisal, cost-benefit analysis, and impact assessment.

**PSO5. Economic Policy Analysis:**

**CO4.** Identify and critically assess the various constraints that impede the development process, including their interrelations and impacts on economic progress.

**CO5.** Examine and compare the theories of economic development proposed by Adam Smith, David Ricardo, Thomas Malthus, and Joseph Schumpeter, understanding their contributions and implications for economic policy and practice.

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

**CO2.** Evaluate different indicators used to measure economic growth and development, such as GDP, HDI, GNI per capita, and others, to assess the progress of nations.

**CO6.** Familiarize one with various development planning techniques, including project appraisal, cost-benefit analysis, and impact assessment.

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

**CO3.** Analyze the economic, demographic, technological, and socio-cultural characteristics that distinguish developed and developing countries.

**CO7.** Explore the impact of globalization on economic development, including trade policies, international finance, and global economic institutions.

**PSO8.** Research Skills:

**CO6.** Familiarize one with various development planning techniques, including project appraisal, cost-benefit analysis, and impact assessment.

**CO3.** Analyze the economic, demographic, technological, and socio-cultural characteristics that distinguish developed and developing countries.

**PSO9.** Ethical Awareness:

No direct mapping found in the provided COs.

**PSO10.** Career Readiness:

No direct mapping found in the provided COs.



**Class: T.Y.B.A. Year-III (Sp-3) Sem. - V**

**Title of Paper: International Economics**

**Paper Code: UAEC352**

**Pattern : 2022**

**No. of lectures: 48**

**Credit : 03**

**A) Course Objectives:**

1. To understand basic concept International trade, Terms of trade, Foreign Currencies as well as Balance of payment.
2. To stimulate the student interest by showing the relevance and use of various economic theories.
3. To understand the basic various concepts in International Economics.
4. To understand the rational Importer as well as Exporter.
5. To understand the determination of Currency Prices
6. To understand the various aspects of International trade.
7. To analyze current issues related to international economics.

**B) Course Outcomes:**

**CO1-** The course will help the students to make them aware about the recent trends in Balance of Trade and Payments.

**CO-2** The main outcome of this course is to update student about international transactions or to elaborate the status of exchange market

**CO-3** Understand how international factor mobility affects an economy

**CO-4** Analyze current issues and policies using the concepts of international trade theory

**CO-5** Understand the various reasons why countries engage in international trade, including the direction and volume of trade between nations.

**CO-6** Analyze the performance of Importer and Exporter under different situations.

**CO-7** Students will discuss the major economic theories of international trade, and to analyze the economic implications of alternative trade policies

<b>Unit</b>	<b>Title of the Chapter</b>	<b>Teaching Hrs.</b>
<b>1</b>	<b>Introduction</b>	<b>12</b>
	1.1 Meaning of International Economics	
	1.2 Scope of International Economics	
	1.3 Importance of International Economics	
	1.4 Role of International Economics in economic growth	
<b>2</b>	<b>Theories of International Trade</b>	<b>12</b>
	2.1 Meaning of International Trade	
	2.2 Domestic Trade Vs International Trade	
	2.3 Classical Theories of International Trade	
	2.4 Heckscher-Ohlin theory	

	<b>Terms of Trade</b>	
	3.1 Concept of Terms of trade	
	3.2 Various Concept of Terms of trade : Gross Barter, Net Barter, Income, Single Factorial and Double Factorial Terms of trade	
	3.3 Factors affecting on Terms of trade	
	3.4 Causes of Unfavorable Terms of trade to Developing Countries	
<b>4</b>	<b>Balance of Payments</b>	<b>12</b>
	4.1 Concepts of Balance of trade and Balance of payments	
	4.2 Components of Balance of payments	
	4.3 Causes of disequilibrium of Balance of payment	
	4.4 Measures to correct disequilibrium of Balance of payment	

**TOPICS/CONTENTS**

**References:**

1. Kenan, P.B. (1994), The International Economy, Cambridge University Press, London.
2. Kindlberger, C.P. (1973), International Economics, R.D. Irwin, Homewood.
3. Krugman, P.R. and M. Obstgeld (1994), International Economics : Theory and Policy, Glenview, Foresman.
4. Salvatore, D.L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J.
5. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London .
6. International Economics , M.L. Jhingan
7. Bhagwati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge University Press, Mass.
8. Greenaway, D. (1983), International Trade Policy, Macmillan Publishers Ltd., London.

**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
CO 1						2		
CO 2					2			
CO 3			2					
CO 4	2							
CO 5		2		2				
CO 6				2				2
CO 7					2			

**Justification for the Mapping**

**PO1: Research-related skills**

**CO4-** Analyze current issues and policies using the concepts of international trade theory

**PO2: Effective citizenship and ethics**

**CO5-** Understand the various reasons why countries engage in international trade, including the direction and volume of trade between nations.

**CO3** - Understand how international factor mobility affects an economy

**PO4: Disciplinary knowledge**

**CO5**- Understand the various reasons why countries engage in international trade, including the direction and volume of trade between nations.

**CO6**- Analyze the performance of Importer and Exporter under different situations.

**PO5: Personal and professional competence**

**CO2** - The main outcome of this course is to update student about international transactions or to elaborate the status of exchange market

**CO7**- Students will discuss the major economic theories of international trade, and to analyze the economic implications of alternative trade policies

**PO6: The course promotes self-directed and lifelong learning**

**CO1**- The course will help the students to make them aware about the recent trends in Balance of Trade and Payments

**PO7: Environment and sustainability**

The course does not address the program outcome.

**PO8: Critical thinking and problem-solving skills**

**CO6**- Analyze the performance of Importer and Exporter under different situations.

**Class: T.Y.B.A. Year-III (Sp-4) Sem. - V**  
**Title of Paper: ELEMENTAY QUANTITATIVE TECHNIQUE**  
**Paper Code: UAEC353**  
**Pattern : 2022**

**No. of lectures: 48**

**Credit : 03**

**Course Objectives :**

- 1:** To well understand nature, scope basic concepts of statistics.
- 2:** To analysis sample size with primary and secondary data
- 3:** Proficiency in using mathematical and statistical tools for decision-making and problem-solving.
- 4:** Mastery of statistical methods for data collection, organization, analysis, and interpretation.
- 5:** Critical thinking skills to analyze data and interpret results accurately.
- 6:** Critical thinking skills to evaluate the validity and reliability of statistical analyses and interpretations.
- 7:** Effective communication of quantitative analysis and findings to stakeholders.
- 8:** Understanding of the ethical considerations involved in quantitative analysis and research.
- 9:** Awareness of emerging trends and advancements in statistical methods and technologies, and the ability to adapt to new developments.
- 10:** Preparation for further education or career advancement in fields related to statistics, such as data science, actuarial science, biostatistics, or econometrics.

**B) Course Outcomes (Cos):**

- CO1:** Apply statistical concepts such as measures of central tendency and dispersion to analyze data.
- CO2:** To Demonstrate proficiency in basic mathematical operations including arithmetic.
- CO3:** To Utilize spreadsheet software effectively for data organization, manipulation, and analysis.
- CO4:** To Understand the principles of hypothesis testing and be able to perform basic hypothesis tests.
- CO5:** Apply range programming techniques to solve optimization problems.
- CO6:** Analyze standard deviation data using appropriate statistical methods.
- CO7:** Interpret and communicate quantitative analysis results clearly through written reports and presentations.

**CONTENTS**

<b>UNIT 1: Introduction to Statistics</b>	<b>(12)</b>
1.1 Definition of Statistics, Origin and Growth of Statistics	
1.2 Scope of Statistics	
1.3 Functions of Statistics	
1.4 Limitations of Statistics	
<b>UNIT 2: Collection of Data</b>	<b>(12)</b>
2.1 Statistical survey or enquiry	
2.2 Methods of collecting data- Primary data &Secondary data	
2.3 Methods of Sampling	

2.4 Classification of data, tabulation of data

**UNIT 3: Measures of Central Tendency****(12)**

3.1 Arithmetic Mean: Meaning, Merits and Demerits, Calculation of Arithmetic Mean - Individual, Discrete and Continuous series.

3.2 Median: Meaning, Merits and Demerits, Calculation of Median - Individual, Discrete and Continuous series.

3.3 Mode: Meaning, Merits and Demerits

3.4 Calculation of Mode - Discrete and Continuous series

**UNIT 4: Statistics Analysis****(12)**

4.1 Measures of variation: Merits and Demerits

4.2 Range method

4.3 Mean Deviation

4.4 Standard Deviation

**BASIC READING LIST:**

1. S. P. Gupta - Statistical Methods, Sultan Chand &amp; Sons, New Delhi.

3. Gupta, S.C. and Kapoor V.K.-Fundamentals and Applied statistics, S. Chand &amp; Sons; NewDelhi.

4. डॉ. राम देशमुख, मूलभूत सांख्यिकी, विभागाकाशन नागपूर-2005.

5. रानडे पुंजा, गिणती तंत्राणि संशोधन पत्रिका, डायमंड काशन पुणे -2010

**ADDITIONAL READING LIST:**

1. Suklaand Gulshan - Statistics, S. Chand &amp;Company Ltd., New Delhi.

2. Shenoy, Srivastav and Sharma- Business Statistics, New Age International Publishers, Mumbai.

3.Elhance and Aggarwal- Fundamentals of Statistics, Kitab Mahal, Allahabad.

4. Pillai and Bagavathi- Statistics Theory and Practice, S. Chand &amp; Company, New Delhi.

5. Y. R. Mahajan- Problems in Statistics, Pimpalpure and Company Publishers, Nagpur.

6.AllanR.G.D - MathematicalAnalysisofEconomistsMacmillanPress, London.

7. BlackJ.&amp;J.F.Bradley - EssentialMathematicsforEconomists,JohnWileyand Sons

11. ChiangA.C.FundamentalMethodsofMathematics.McGrawHillNewDelhi 12. CroxtionF.D.- AppliedGeneralStatistics,Prenticehall,NewDelhi.

12. Spiegel, M.R.-Theory and Problems of Statistics, McGraw Hill Book, London.

**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
CO 1	2			2				
CO 2	2			2				
CO 3		2			2			
CO 4								
CO 5		2						
CO 6					2			
CO 7			2					

**Justification for the Mapping****PO1. Economic Knowledge:****CO1:** Understanding statistical basic concepts.**CO2:** Applying range programming techniques.

**CO3:** To Utilize spreadsheet with software effectively.

**CO5:** Analysis programming techniques to solve optimization.

**PO3. Quantitative Literacy:**

**CO7:** Interpret and communicate quantitative analysis with written reports and presentations.

**PSO4. Communication Skills:**

**CO1:** Understand the concept and writing report.

**CO2:** Basic mathematical operations including arithmetic.

**PO5. Economic Policy Analysis:**

**CO6:** Understanding of data using in statistics.

**CO3:** Understand the principles of hypothesis.

**PO6. Understanding of Microeconomics and Macroeconomics:**

**CO4:** able to perform basic for macro level.

**CO2:** Analysis of antiemetic calculation.

**PO7. Awareness of Global Economic Issues:**

**PO8. Research Skills:**

**CO7:** analysis results clearly through written reports and presentations.

**PO9. Ethical Awareness:**

**PO10. Career Readiness:**

**PO1. Economic Knowledge:**

**CO1:** Apply statistical concepts such as measures of central tendency and dispersion to analyze data.

**CO5:** Analysis programming techniques to solve optimization. application of fundamental statistical concepts, which are essential for understanding the nature and scope of statistics.

**CO1** aligns with **PO1** as it focuses on the

**PO2: Analytical Skills:**

To analysis sample size with primary and secondary data.

Mapped **CO:** **CO4:** To Understand the principles of hypothesis testing and be able to perform basic hypothesis tests.

Justification: **CO4** involves understanding hypothesis testing principles, including considerations like sample size determination, which aligns with **PO2's** focus on analyzing sample size in both primary and secondary data.

**PO3:** Proficiency in using mathematical and statistical tools for decision-making and problem-solving.

Mapped **CO:** **CO2:** To Demonstrate proficiency in basic mathematical operations including arithmetic.

Justification: **CO2** focuses on developing proficiency in mathematical operations, which are essential tools for decision-making and problem-solving in statistical analysis, aligning with the goal of **PO3**.

**PO4:** Mastery of statistical methods for data collection, organization, analysis, and interpretation.

Mapped **CO:** **CO6:** Analyze standard deviation data using appropriate statistical methods.

Justification: **CO6** involves analyzing data using appropriate statistical methods, which is part of mastering statistical methods for data analysis and interpretation as stated in **PO4**.

**PO5:** Critical thinking skills to analyze data and interpret results accurately.

Mapped **CO:** **CO5:** Apply range programming techniques to solve optimization problems.

Justification: **CO5** involves applying range programming techniques for optimization, which requires critical thinking skills to analyze data and interpret results accurately, aligning with the objective of **PO5**.

**PO6:** Critical thinking skills to evaluate the validity and reliability of statistical analyses and interpretations.

Mapped **CO:** **CO7:** Interpret and communicate quantitative analysis results clearly through written reports and presentations.

Justification: **CO7** involves interpreting quantitative analysis results and communicating them effectively, which requires critical thinking skills to evaluate the validity and reliability of statistical analyses and interpretations as stated in **PO6**.

**PO7:** Effective communication of quantitative analysis and findings to stakeholders.

Mapped **CO:** **CO3:** To Utilize spreadsheet software effectively for data organization, manipulation, and analysis.

Justification: **CO3** focuses on utilizing spreadsheet software for data organization and analysis, which is crucial for effectively communicating quantitative analysis and findings to stakeholders as stated in **PO7**.

**PO8:** Understanding of the ethical considerations involved in quantitative analysis and research.

**Academic Year 2024-2025**  
**Subject: Economics**  
**Class: T.Y.B.A (Semester-V), Pattern -2022**  
**Title of Paper: Financial Literacy**

**Paper Code: UAECSEC-3**

**Credit: 02**

**Lectures: 32**

**A) COURSE OBJECTIVES:**

1. To develop basic understanding about the banking sector, it's working and various banking services
2. To understand the basic concepts regarding Accounts
3. Describe fundamental concepts behind Modern E-Banking
4. Demonstrate a working knowledge of financial terms and concepts of Share Market
5. Analyze how financial markets and Instruments Operate
6. Analyze how financial markets and Instruments can be used to achieve economic Objectives
7. Familiarizing the students with the principles and practices of insurance.

**B) COURSE OUTCOMES:**

**CO1**-Students will be able to understand types of accounts and Types of account Holders

**CO2**-Students will be able to understand Operating ,Closer and Transfer of Account

**CO3**-An overview of stock exchanges in India

**CO4**-Regulation of stock exchanges in India

**CO5** -Role of stock exchanges

**CO6**-Explain risk management in insurance and understanding of the insurance mechanism

**CO7**-Create valuable insights into overview of Life Insurance and General Insurance Products

**TOPICS/CONTENTS**

**Unit -1: Banking**

**(10 Teaching Hrs.)**

- 1.1 Types of Accounts and Account Holders
- 1.2 Operating of Account
- 1.3 Closer and Transfer of Account.

**Unit -2: Share Market**

**( 10 Teaching Hrs.)**

- 2.1 Primary and Secondary Market
- 2.2 Mutual Funds
- 2.3 Commodity Market

**Unit -3: Insurance Sector**

**(10 Teaching Hrs.)**

- 3.1 Different Schemes of Insurance –Health Insurance, Personal Accident Insurance, Term Insurance, Group Insurance
- 3.2 LIC and GIC
- 3.3 IRDAIE – Objectives and Role

**Recommended Books:**

- 1) Report on Trends and Progress of Banking in India: Reserve Bank of India Publication.
- 2 )Indian Banking System Prin. Dr. B. R. Sangle
- 3) D. Muralidharan.[2009]'Modern Banking Theory and Practice,' PHI Learning Pvt. Ltd. New Delhi.
- 4) Sharma, K.C.[2007]'Modern Banking in India,' Deep and Deep 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
CO 1			2		2			
CO 2		2			2			
CO 3	2			2				2
CO 4								2
CO 5								
CO 6			2			2		
CO 7	2					2		

**Justification for the Mapping****PO1: Research-related skills**

CO3- An overview of stock exchanges in India

CO7- Create valuable insights into overview of Life Insurance and General Insurance Products

**PO2: Effective citizenship and ethics**

CO2- Students will be able to understand Operating ,Closer and Transfer of Account

**PO3: Social competence**

CO1 - Students will be able to understand types of accounts and Types of account Holders

CO6- Explain risk management in insurance and understanding of the insurance mechanism

**PO4: Disciplinary knowledge**

CO3- An overview of stock exchanges in India

**PO5: Personal and professional competence**

CO1 -Students will be able to understand types of accounts and Types of account Holders

CO2-Students will be able to understand Operating ,Closer and Transfer of Account

**PO6: The course promotes self-directed and lifelong learning**

CO6-Explain risk management in insurance and understanding of the insurance mechanism

CO7-Create valuable insights into overview of Life Insurance and General Insurance Products

**PO7: Environment and sustainability-** The course does not address the program outcome.**PO8: Critical thinking and problem-solving skills –**

CO3- An overview of stock exchanges in India

CO4- Regulation of stock exchanges in India



**Academic Year 2024-2025**

**Subject: Economics**

**Class: T.Y.B.COM (Semester-V), Pattern -2022**

**Title of Paper: International Economics**

**Paper Code: UCIE3503      Credit: 03      Lectures: 48**

**A) Course Objectives:**

1. To study the theories of International Trade.
2. To highlight the trends and challenges faced by nations in a challenging global environment.
3. To enlighten international financial terms.
4. To analyze current issues related to international economics.
5. To study the relationship between Foreign Trade and Economic Development.
6. To Analyze the Foreign Investments
7. To study the relationship between Terms of Trade and Economic Development

**B) Course Outcomes:**

**CO1-** The main outcome of this course is to familiarize classical and modern theories of international trade.

**CO2-** The main outcome of this course is to update student about international transactions or to elaborate the status of exchange market

**CO3-** Understand how international factor mobility affects an economy

**CO4-** Analyze current issues and policies using the concepts of international trade theory

**CO5-** Understand the various reasons why countries engage in international trade, including the direction and volume of trade between nations.

**CO6-** Students will identify major economic characteristics of selected world's regions.

**CO7-** Students will discuss the major economic theories of international trade, and to analyze the economic implications of alternative trade policies

**Unit -1: Introduction**

**(Teaching hrs. 12)**

1.1 Meaning of International Economics.

1.2 Scope of International Economics.

1.3 Importance of International Economics

1.4 Role of International Economics in economic growth

**Unit -2: International Trade**

**(Teaching hrs. 12)**

2.1 Meaning of International Trade.

2.2 Similarities Between Domestic Trade & International Trade.

2.3 Difference between Domestic Trade & International Trade.

2.4 Importance of International Trade.

**Unit -3: Theories of International Trade**

**(Teaching hrs. 12)**

3.1 Theory of absolute cost advantage.

3.2 Theory of comparative cost advantage.

3.3 Heckscher-Ohlin theory

3.4 Leontief's Paradox

**Unit -4 : Terms of Trade**

**(Teaching hrs 12)**

4.1 Concept of Terms of Trade

A) Gross Barter Terms of Trade

- B) Net Barter Terms of Trade
- C) Income Terms of Trade and Trade Policy
- D) Single Factorial Terms of Trade
- E) Double Factorial Terms of Trade
- 4.2 Factors affecting on Terms of Trade
- 4.3 Causes of Unfavorable Terms of trade to Developing Countries
- 4.4 New Foreign Trade policies

**Recommended Books:**

1. Kenan, P.B. (1994), The International Economy, Cambridge University Press, London.
2. Kindlberger, C.P. (1973), International Economics, R.D. Irwin, Homewood.
3. Krugman, P.R. and M. Obstgeld (1994), International Economics : Theory and Policy, Glenview, Foresman.
4. Salvatore, D.L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J.
5. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London.
6. International Economics, M.L. Jhingan

**Mapping of Program Outcome with Course Outcome**

**Weightage**                      **1 : Weak**                      **2: Moderate**                      **3: Strong**

Course Outcome	Programme Outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1					
CO 2				2	
CO 3	2				
CO 4	2				
CO 5			2		
CO 6			2		
CO 7					2

**Justification for the Mapping**

**PO1: Knowledge and Critical Thinking**

**CO3-** Understand how international factor mobility affects an economy

**CO4-** Analyze current issues and policies using the concepts of international trade theory

**PO2: Communication skills-**; The course does not address the program outcome.

**PO3: Independent learning**

**CO5-**. Understand the various reasons why countries engage in international trade, including the direction and volume of trade between nations.

**CO6-** Students will identify major economic characteristics of selected world's region

**PO4: Leadership quality**

**CO2-** The main outcome of this course is to update student about international transactions or to elaborate the status of exchange market

**PO5: Teamwork –**

CO-7: Students will discuss the major economic theories of international trade and analyze the economic implications of alternative trade policies

**SYLLABUS (CBCS) FOR B.Com.  
W.E.F. JUNE 2024  
(AS PER 2022 PATTERN)**

**Programme: B.Com. Semester: V**  
**Class: T Y B Com Subject: Banking and Finance**  
**Title: Banking Law and Practices in India-I (Spl\_3)**  
**Course Code: COMBF-3506C**

**Credits: 3**

**No. of Lectures: 48**

**Course Objectives:**

1. Understand key provisions of Banking Regulation Act, 1949 & its implications for banking in India.
2. Analyze definitions & requirements of capital, reserves, & cash reserves under Banking Regulation Act, 1949.
3. Examine licensing process for banks & branches, comprehending management structure.
4. Evaluate provisions on amalgamation, profit/loss accounting, & RBI powers under Banking Regulation Act, 1949.
5. Interpret amendments in Negotiable Instrument (Amendment) Act 2018 & their impact on financial instruments.
6. Analyze duties, rights, & protections for paying bankers in negotiable instruments context.
7. Examine responsibilities, rights, & protections of collecting bankers & associated precautions.

**Course Outcomes:**

1. Explain Banking Regulation Act, 1949's significance in regulating banking & maintaining stability.
2. Differentiate capital, reserve funds, & cash reserves per Banking Regulation Act, 1949.
3. Outline procedures & criteria for licensing banks & branches, understanding management framework.
4. Analyze provisions on amalgamation, financial reporting, & regulatory powers.
5. Interpret amendments in Negotiable Instrument (Amendment) Act 2018, understanding their implications.
6. Evaluate duties, rights, & protections provided to paying bankers in negotiable instruments context.
7. Assess responsibilities, rights, & protections of collecting bankers, applying precautions in cheque handling.

**SYLLABUS/TOPICS/CONTENTS**

**Unit 1 Banking Regulation Act, 1949**

**(Teaching hrs. 14)**

- 1.1 Provisions of the Banking Regulation Act, 1949- Definition, Capital, Reserve Fund, Cash Reserve, Licensing, Branch Licensing, Management, Voluntary Amalgamation – Sec. 44A
- 1.2 Compulsory Amalgamation – Sec.45

**Unit 2 Negotiable Instrument (Amendment) Act 2018**

**(Teaching hrs. 14)**

2.1 Cheque, Bills of Exchange and Promissory Note- Definition, Parties and Features

2.2 Notice of Dishonor

2.3 Noting and Protesting

2.4 Amendment in Negotiable Instrument Act

**Unit 3 Paying Banker**

**(Teaching hrs. 10)**

3.1 Precautions in Payment of Customers’ Cheques

3.2 Paying Banker’s -Duties and Rights

3.3 Statutory Protection to Paying Banker

3.4 Return of cheques

**Unit 4 Collecting Banker**

**(Teaching hrs. 10)**

4.1 Precautions in collecting Customer’s Cheques

4.2 Collecting Banker’s - Duties and Rights Statutory

4.3 Protection to Collecting Banker

**Reference Books:**

1. Practice of Law and Banking -: G.S. Gill
2. Banking Law and Practice -: P.N. Varshney
3. Banking Theory and Law Practice -: E. Gordon, K. Natarajan
4. Banking Law and Practice in India -: M.L. Tannan
5. Banking Law and Practice in India -: Maheshwari
6. Banking Theory and Practice -: K.C. Shekar
7. Law and Practice of Banking -: B.M. Lall and Nigam
8. Banking Law & Practices Shri. Prakash Misal, Success Publication.

**Mapping of Program Outcome with Course Outcome**

**Weightage**

**1 : Weak**

**2: Moderate**

**3: Strong**

Course Outcomes (COs)	Program Outcomes (POs)	Alignment (Scale 1-3)	Justification
1. Explain Banking Regulation Act, 1949's significance in regulating banking & maintaining stability.	PO1, PO5, PO7	3	This CO aligns with PO1 (Economic Knowledge) as it involves understanding the regulatory framework of the banking sector. It also aligns with PO5 (Economic Policy Analysis) and PO7 (Awareness of Global Economic Issues) as it requires analyzing the impact of regulations on economic stability.
2. Differentiate capital, reserve funds, & cash reserves per Banking Regulation Act, 1949.	PO1, PO2, PO6	3	This CO aligns with PO1 (Economic Knowledge) as it involves understanding financial concepts related to banking regulation. It also aligns with PO2 (Analytical Skills) and PO6 (Understanding of Microeconomics and Macroeconomics) as it requires analytical skills to differentiate between financial components.
3. Outline procedures	PO1, PO6,	3	This CO aligns with PO1 (Economic

Course Outcomes (COs)	Program Outcomes (POs)	Alignment (Scale 1-3)	Justification
& criteria for licensing banks & branches, understanding management framework.	PO8		Knowledge) as it involves understanding regulatory procedures in the banking sector. It also aligns with PO6 (Understanding of Microeconomics and Macroeconomics) and PO8 (Research Skills) as it requires research and analytical skills to outline procedures and criteria.
4. Analyze provisions on amalgamation, financial reporting, & regulatory powers.	PO1, PO2, PO5, PO6	3	This CO aligns with PO1 (Economic Knowledge) as it involves analyzing regulatory and financial aspects of the banking sector. It also aligns with PO2 (Analytical Skills), PO5 (Economic Policy Analysis), and PO6 (Understanding of Microeconomics and Macroeconomics) as it requires analytical and policy analysis skills.
5. Interpret amendments in Negotiable Instrument (Amendment) Act 2018, understanding their implications.	PO1, PO4, PO5, PO9	3	This CO aligns with PO1 (Economic Knowledge) as it involves understanding legal and economic implications of amendments. It also aligns with PO4 (Communication Skills), PO5 (Economic Policy Analysis), and PO9 (Ethical Awareness) as it requires communicating and analyzing the impact of legal changes.
6. Evaluate duties, rights, & protections provided to paying bankers in negotiable instruments context.	PO1, PO4, PO6, PO9	3	This CO aligns with PO1 (Economic Knowledge) as it involves understanding legal and economic rights and duties. It also aligns with PO4 (Communication Skills), PO6 (Understanding of Microeconomics and Macroeconomics), and PO9 (Ethical Awareness) as it requires communication, analytical, and ethical considerations.
7. Assess responsibilities, rights, & protections of collecting bankers, applying precautions in cheque handling.	PO1, PO4, PO6, PO9, PO10	3	This CO aligns with PO1 (Economic Knowledge) as it involves understanding legal and economic responsibilities. It also aligns with PO4 (Communication Skills), PO6 (Understanding of Microeconomics and Macroeconomics), PO9 (Ethical Awareness), and PO10 (Career Readiness) as it requires communication, analytical, ethical considerations, and readiness in handling financial responsibilities.

**YLLABUS (CBCS) FOR B.Com.  
W.E.F. JUNE 2024  
(AS PER 2022 PATTERN)**

**Programme:** B. Com.  
**Class:** T Y B Com  
**Title:** Financial Markets in India

**Semester:** V  
**Subject:** Banking and Finance IV  
**Course Code:** COMBF3505C

**Credits:** 3

**No. of Lectures:** 48

**Course Objectives:**

1. Understand the structure and functioning of the Indian financial system.
2. Identify various financial instruments and their roles within the Indian financial system.
3. Analyze indicators of financial development and their implications for the economy.
4. Evaluate the role of the financial system in promoting economic development.
5. Comprehend the structure, functions, and scope of the Indian money market.
6. Assess deficiencies in the Indian money market and reforms implemented post-1991.
7. Examine the significance, structure, and participants of the Indian capital market.

**Course Outcomes:**

1. Students will be able to describe the components and organization of the Indian financial system.
2. Students will be able to classify different financial instruments and explain their roles in the financial system.
3. Students will be able to interpret indicators of financial development and their impact on economic growth.
4. Students will analyze the financial system's contribution to economic development through case studies and examples.
5. Students will be able to differentiate between various segments of the Indian money market and understand their functions.
6. Students will be able to identify deficiencies in the Indian money market and propose solutions based on reforms post-1991.
7. Students will be able to discuss the structure, scope, and functioning of the Indian capital market, including its primary and secondary markets.

**SYLLABUS/TOPICS/CONTENTS**

**Unit 1 Indian Financial System**

**12**

- 1.1 Structure of Indian Financial System
- 1.2 Financial Instruments
- 1.3 Indicators of Financial Development
- 1.4 Role of Financial System in Economic Development

- 2.1 Meaning, Structure and Scope of Indian Money Market
- 2.2 Functions of Indian Money Market
- 2.3 Deficiencies of Indian Money Market
- 2.4 Reforms in Indian Money Market after 1991

**Unit 3 Indian Capital Market** **12**

- 3.1 Meaning, Structure and Scope of Indian Capital Market –Equities, Bonds, Commodities
- 3.2 Participants of Capital Market
- 3.3 Functions of Primary and Secondary Markets
- 3.4 Reforms in Indian Capital Market after 1991

**Unit 4 Role of Banks in Foreign Exchange Market (FEM)** **12**

- 4.1. Meaning, Scope, Segments, Participants in FEM
- 4.2 Types of Transactions in Foreign Exchange Market
- 4.3 Role of Banks in Foreign Exchange Market in India
- 4.4 Exchange Risk Management- Arbitrage and Hedging

**Reference Books**

1. Indian Financial System, H R Machiraju, Vikas Publishing, New Delhi
2. Financial Institutions and Markets, L M Bhole, Tata McGraw-Hill Education, New Delhi
3. Financial Sector Reforms in India, Radhika Pandey, Ila Patnaik, National Institute of Public Finance and Policy, 2019, New Delhi.
4. Indian Economy, Gaurav Dutta and Ashwini Mahajan, S Chand Publications, New Delhi.

**Mapping of Program Outcome with Course Outcome**

Weightage	1 : Weak	2: Moderate	3: Strong
Course Outcomes (COs)	Program Outcomes (POs)	Alignment (Scale 1-3)	Justification
1. Students will be able to describe the components and organization of the Indian financial system.	PO1, PO6, PO7	3	This CO aligns with PO1 (Economic Knowledge) as it requires understanding of the financial system's structure and functioning. It also aligns with PO6 (Understanding of Microeconomics and Macroeconomics) and PO7 (Awareness of Global Economic Issues) as it involves understanding economic systems at both micro and macro levels.
2. Students will be able to classify different financial instruments and explain their roles in the financial system.	PO1, PO5, PO6	3	This CO aligns with PO1 (Economic Knowledge) as it requires knowledge of financial instruments and their functions within the economy. It also aligns with PO5 (Economic Policy Analysis) and PO6 (Understanding of Microeconomics and Macroeconomics) as it involves analyzing economic policies related to financial instruments.
3. Students will be able to interpret indicators of financial development and their impact on	PO1, PO5, PO6, PO7	3	This CO aligns with PO1 (Economic Knowledge) as it involves understanding economic indicators. It also aligns with PO5 (Economic Policy Analysis) and PO6

Course Outcomes (COs)	Program Outcomes (POs)	Alignment (Scale 1-3)	Justification
economic growth.			(Understanding of Microeconomics and Macroeconomics) as it requires analyzing the impact of financial development on economic policies and growth.
4. Students will analyze the financial system's contribution to economic development through case studies and examples.	PO1, PO2, PO5, PO6	3	This CO aligns with PO1 (Economic Knowledge) as it requires understanding the relationship between financial systems and economic development. It also aligns with PO2 (Analytical Skills) and PO5 (Economic Policy Analysis) as it involves analytical skills in evaluating the financial system's impact on economic policies and development.
5. Students will be able to differentiate between various segments of the Indian money market and understand their functions.	PO1, PO3, PO5, PO6	3	This CO aligns with PO1 (Economic Knowledge) as it involves knowledge of different segments of the money market. It also aligns with PO3 (Quantitative Literacy) and PO5 (Economic Policy Analysis) as it requires understanding quantitative aspects and policies related to money market segments.
6. Students will be able to identify deficiencies in the Indian money market and propose solutions based on reforms post-1991.	PO1, PO5, PO6, PO8	3	This CO aligns with PO1 (Economic Knowledge) as it involves recognizing market deficiencies. It also aligns with PO5 (Economic Policy Analysis) and PO6 (Understanding of Microeconomics and Macroeconomics) as it requires proposing policy reforms and understanding their economic impact.
7. Students will be able to discuss the structure, scope, and functioning of the Indian capital market...	PO1, PO5, PO6, PO7	3	This CO aligns with PO1 (Economic Knowledge) as it involves understanding the structure and functioning of capital markets. It also aligns with PO5 (Economic Policy Analysis) and PO6 (Understanding of Microeconomics and Macroeconomics) as it requires analyzing policies and economic aspects related to capital markets.