



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

*Autonomous*

**Department of Economics**

**Three Year Degree Program in**

**Economics**

**Faculty of Mental Moral & Social Science**

**Revised Syllabus for  
B.A. Second & Third Year  
Semester - III**

**NEP 2020 (2.0)**

**Choice Based Credit System Syllabus**

**To be implemented from Academic Year 2025-2026**

**Title of the Program : BA****Preamble****Introduction:**

Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023. Taking into consideration the rapid changes in global scenario and new approaches in different areas of economics and related subjects, Board of Studies in Economics of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of B. A. Economics under the Choice Based Credit System (CBCS). The model curriculum as developed by U.G.C. is used as a guideline for the present syllabus. "The Bachelor of Arts in Economics program is designed to provide students with a comprehensive understanding of economic principles and their applications. It aims to equip students with the analytical tools and critical thinking skills necessary to analyse economic phenomena and make informed decisions. The BA Economics program combines theoretical knowledge with practical applications, providing students with a solid foundation in economic theory, quantitative methods, and empirical analysis. Through a carefully structured curriculum, students will develop a deep understanding of microeconomics, macroeconomics, econometrics, and other relevant areas of study.

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

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

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



## Aims and Objectives of the new Curriculum

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

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

**: Programme Outcomes (Pos) (B.A. Economics):**

**PO1. Critical and Creative Thinking:** Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations

**PO2. Communication Skill:** Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself

**PO3. Multicultural Competence:** Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups

**PO4. Research Skills:** The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships

**PO5. Environmental awareness:** The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living

**PO6. Problem-solving Abilities:** Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches

**PO7. Collaboration and Teamwork:** The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**PO8. Value inculcation:** The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies

**PO9. Digital and technological skills:** The graduates will be able to demonstrate the capability to use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.

**PO10. Community Engagement and Service:** The graduates will be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of society.

**Board of Studies in Economics**

From 2025-26 to 30-31

Sr. No.	Name	Designation
1.	<b>Dr. Samadhan K. Patil</b> Head & Professor, Department of Economics T. C. College, Baramati. 4131 02.	Chairman
2.	<b>Dr. Sandeep B. Sable</b> Assistant Professor, Department of Economics T. C. College, Baramati. 4131 02.	Member
3.	<b>Dr. Chandrakant P. Kamble</b> Associate Professor, Department of Economics T. C. College, Baramati. 4131 02.	Member
4.	<b>Dr. Rahul N. Dhumal</b> Associate Professor, Department of Economics T. C. College, Baramati. 4131 02.	Member
5.	<b>Mr. Krushna V. Kulkarni</b> Assistant Professor, Department of Economics T. C. College, Baramati. 4131 02.	Member
6.	<b>Dr. Jotiram S. Ghadage</b> Assistant Professor, Department of Economics T. C. College, Baramati. 4131 02.	Member
7.	<b>Mr. Amar Nandgude</b> Assistant Professor, Department of Economics T. C. College, Baramati. 4131 02.	Member
8.	<b>Dr. Dhondiram Pawar</b> Professor, Department of Economics, Sir Parashurambhau College, Sadashiv Peth, Pune 411030.	Vice-Chancellor Nominee Subject Expert from SPPU, Pune
9.	<b>Dr. Satynarayan Kote</b> Professor, Mumbai School of Economics and Public Policy (Autonomous), University of Mumbai, Santacruz East, Mumbai 400098.	Subject Expert from Outside the Parent University
10.	<b>Dr. Subhash Kombade</b> Professor, Department of Economics, Shivaji University Kolhapur 416004.	Subject Expert from Outside the Parent University
11.	<b>Mr. Vipul Patil</b> Vilite Multimedia Private Limited, Plot No.P- 15 Office 8/9, Pencil Square, MIDC Baramati 413133.	Representative from industry/corporate sector/allied areas
12.	<b>Dr. Arvind Rithe</b> Assistant Professor, Department of Economics Symbiosis School for online & Digital Learning At. Post: Lavale, Tal. : Mulshi Dist : Pune 412108.	Meritorious Alumni
13.	<b>Mrs. Pooja Gade</b>	PG Student
14.	<b>Mr. Mayur Kudale</b>	UG Student



Level/ Difficulty	Sem	Subject DSC-1	<b>Credits Related to Major</b>						Subject DSC-2	Subject DSC-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total
			Major Core	Major Elective	VSC	FP/OJT/CEP /RP	Minor		--								
4.5/100	I	2(T)+2(P)						2(T)+2(P)	2(T)+2(P)	2(T)+2(P)	2(T)	2 (T/P)	2(T) (Generic)	2(T)	2(T)	--	22
	II	2(T)+2(P)						2(T)+2(P)	2(T)+2(P)	2(T)+2(P)	2(P)	2 (T/P)	--	2(T)	2(T)	2(T)	22
	Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.																
5.0/200			<b>Credits Related to Major</b>														
			Major Core	Major Elective	VSC	FP/OJT/CEP /RP	Minor		--								
	III	4(T)+2(P)		--	2 (T/P)	2(FP)	2(T)+2(P)	--	--		2(T)	--	2(T)	2(T)	--	2(T)	22
	IV	4(T)+2(P)		--	2 (T/P)	2(CEP)	2(T)+2(P)	--	--		2(P)	2 (T/P)	--	2(T)	--	2(T)	22
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor																	
5.5/300	V	8(T)+4(P)		2(T)+2(P)	2 (T/P)	2(FP)/CEP	2(T)	--	--		--	--	--	--	--	--	22
	VI	8(T)+4(P)		2(T)+2(P)	2 (T/P)	4 (OJT)	--	--	--		--	--	--	--	--	--	22
	Total 3Years	44	8	8	8	10	18	8	8	6	8	4	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor																	
6.0/400	VII	6(T)+4(P)		2(T)+2 (T/P)	--	4(RP)	4(RM)(T)	--	--		--	--	--	--	--	--	22
	VIII	6(T)+4(P)		2(T)+2 (T/P)	--	6(RP)	--	--	--		--	--	--	--	--	--	22
	Total 4Years	64	16	8	8	22	22	8	8	6	8	4	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits																	
6.0/400	VII	10(T)+4(P)		2(T)+2 (T/P)	--	--	4(RM) (T)	--	--		--	--	--	--	--	--	22
	VIII	10(T)+4(P)		2(T)+2 (T/P)	--	4 (OJT)	--	--	--		--	--	--	--	--	--	22
	Total 4Years	72	16	8	8	14	22	8	8	6	8	4	4	8	4	6	176

T = Theory P = Practical DSC = Discipline Specific Course OE = Open Elective SEC = Skill Enhancement Course

IKS = Indian Knowledge System AEC = Ability Enhancement Course VEC = Value Education Course CC = Co-curricular Course

VSC= Vocational Skill Course OJT= On Job Training CEP= Community Engagement Project FP= Field Project RP= Research Project

T = Theory P = Practical  
IKS = Indian Knowledge System  
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**Anekant Education Society's  
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati  
(Autonomous)**

**Course and Credit Structure for S.Y.B.A. Economics (2024 Pattern as per NEP-2020)**

Sem	Course Type	Course Code	Course Title	Theory/ Practical	Credits
<b>III</b> (5.0)	Major Mandatory	ECO - 201-MJM	Micro Economics I	Theory	04
	Major Mandatory	ECO - 202-MJM	Introduction to Banking	Theory	02
	Vocational Skill Course (VSC)	ECO - 203-VSC	Research Methodology I	Theory	02
	Field Project(FP)	ECO - 204-FP	Guidelines	Practical	02
	Minor	ECO - 205-MN	Demography	Theory	04
	Open Elective (OE)	ECO - 206-OE	Indian Economy I	Theory	02
	Subject Specific Indian Knowledge System (IKS)	ECO - 207-IKS	Economics of Kautilya	Theory	02
	Ability Enhancement Course (AEC)	MAR-210-AEC/ HIN-210-AEC/ SAN-210-AEC	---	Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CU L/NSS/NCC- 211-CC	To be continued from the Semester - II		02
	<b>Total Credits Semester - III</b>				<b>22</b>
<b>IV</b> (5.0)	Major Mandatory	ECO -251-MJM	Micro Economics II	Theory	04
	Major Mandatory	ECO -252-MJM	Introduction to Banking II	Theory	02
	Vocational Skill Course (VSC)	ECO -253-VSC	Research Methodology II	Theory	02
	Community Engagement Project (CEP)	ECO -254-CEP	Guidelines	Practical	02
	Minor	ECO -255-MN	Indian Economy and Demography	Theory	04
	Open Elective (OE)	ECO -256-OE	Indian Economy I	Theory	02
	Skill Enhancement Course (SEC)	ECO - 257-SEC	Basic Statistics	Theory	02
	Ability Enhancement Course (AEC)	MAR-260-AEC/ HIN-260-AEC/ SAN-210-AEC		Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CU L/NSS/NCC- 261-CC	To be continued from the Semester - III		02
	<b>Total Credits Semester - IV</b>				<b>22</b>
	<b>Total Credits Semester – III + IV</b>				<b>44</b>

**Course and Credit Structure for T.Y.B.A. Economics  
(2024 Pattern as per NEP-2020)**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
<b>V</b> (5.5)	Major Mandatory	ECO -301-MJM	International Economics I	Theory	04
	Major Mandatory	ECO -302-MJM	Quantitative Techniques I	Theory	04
	Major Mandatory	ECO -303-MJM	Research Methodology I	Theory	02
	Major Elective(MJE)	ECO -304-MJE(A)	Advanced Micro Economics	Theory (Any One)	04
	Major Elective(MJE)	ECO -304-MJE(B)	Industrial Economics		
	Minor	ECO -311-MN	Development of Planning I	Theory	04
	Vocational Skill Course(VSC)	ECO -321-VSC	Banking and Finance	Theory	02
	Community Engagement Project(CEP) / Field Project	MAR-335-CEP / MAR-335-FP		Practical	02
	<b>Total Credits Semester-V</b>				<b>22</b>
<b>VI</b> (5.5)	Major Mandatory	ECO -351-MJM	International Economics II	Theory	04
	Major Mandatory	ECO -352-MJM	Quantitative Techniques II	Theory	04
	Major Mandatory	ECO -353-MJM	Research Methodology II	Theory	02
	Major Elective(MJE)	ECO -354-MJE(A)	Advanced Macro Economics	Theory (Any One)	04
	Major Elective(MJE)	ECO -354-MJE(B)	Labor Economics		
	Minor	ECO -361-MN	Development of Planning II	Theory	04
	On Job Training(OJT)	ECO -385-OJT	Guidelines	Practical	04
	<b>Total Credits Semester-VI</b>				<b>22</b>
	<b>Total Credits Semester-V + VI</b>				<b>44</b>



**SYLLABUS (CBCS as per NEP 2020) FOR S.Y.B.A  
(W.e. from June, 2025)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: S.Y.B.A.</b>
<b>Semester</b>	<b>: III</b>
<b>Course Type</b>	<b>: Major Mandatory</b>
<b>Course Name</b>	<b>: Micro Economics - I</b>
<b>Course Code</b>	<b>: ECO-201-MJM</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives:**

1. To provide students with a clear understanding of the meaning, nature, scope, and importance of microeconomics, while also addressing its limitations in real-world applications.
2. To equip students with the knowledge of demand analysis, including the definition of demand, the Law of Demand, and the various factors that determine and influence demand.
3. To enable students to understand the concept of elasticity of demand, including its different types and determinants, and its role in influencing consumer behavior and market outcomes.
4. To introduce students to utility analysis, focusing on the concept of utility, the Law of Diminishing Marginal Utility, and the practical application of these ideas in understanding consumer choices.
5. To explore ordinal utility theory, including the concept of indifference curves, and help students understand the principles of consumer equilibrium in microeconomic analysis.
6. To provide students with a foundational understanding of supply analysis, including the meaning, concept, and Law of Supply, and how supply responds to changes in the market.
7. To teach students about elasticity of supply, covering its types, determinants, and significance in understanding producer behavior and market adjustments.

**B) Course Outcomes:**

1. Students will develop a comprehensive understanding of the meaning, nature, scope, and limitations of microeconomics.
2. Students will be able to explain the concept of demand and analyze its determinants, including the Law of Demand and elasticity.
3. Students will gain knowledge of the types and factors influencing elasticity of demand, enhancing their ability to interpret market behavior.
4. Students will understand utility theory, including cardinal and ordinal utility, and the Law of Diminishing Marginal Utility.

5. Students will be able to apply the concept of indifference curves to analyze consumer preferences and equilibrium.
6. Students will grasp the principles of supply, including the Law of Supply and the factors that determine elasticity of supply.
7. Students will develop the ability to analyze how changes in market conditions affect the supply of goods and services through elasticity concepts.

## TOPICS/CONTENTS

### UNIT 1 Introduction

(Teaching Hrs. 15)

- 1.1 Meaning, Nature and Scope of Micro Economics
- 1.2 Importance and Limitations of Micro Economics
- 1.3 Variables - Dependent and Independent Variable
- 1.4 Tools for Analysis – Schedules, Graphs and Equations

### UNIT 2 Demand Analysis

(Teaching Hrs. 15)

- 2.1 Meaning and Concept of Demand
- 2.2 The Law of Demand
- 2.3 Concept and Determinants of Elasticity of Demand
- 2.4 Types of Elasticity of Demand

### UNIT 3 Utility Analysis

(Teaching Hrs. 15)

- 3.1 Meaning and Concept of Utility
- 3.2 Cardinal Approach – Meaning and Definition, The Law of Diminishing Marginal Utility
- 3.3 Ordinal Approach - Concept and Properties of Indifference curve
- 3.4 Consumer Equilibrium

### UNIT 4 Supply Analysis

(Teaching Hrs. 15)

- 4.1 Meaning and Definition of Supply
- 4.2 The Law of Supply
- 4.3 Concept and Types of Elasticity of Supply
- 4.4 Determinants of Elasticity of Supply

### Reference Books:

1. Jhingan M.L., Micro Economic Theory, Virinda Publication, Delhi
2. R.K.Datir & Other, Sukshma Arthashastra, Nirali Prakashan, Pune.
3. G.S. Maddala And Ellen, Micro Economics Theory and Application, Tata McGraw Hill.
4. D.N. Dwivedi, Micro Economic Theory and Applications, Pearson Education.
5. Koutsoyiannis, A. (1990) Modern Microeconomics, Macmillan.
6. Heathfield and Wibe (1987), An Introduction to Cost and Production Functions, Macmillan, London.
7. Gauld. J.P. and Edward P.L. (1996), Microeconomic Theory, Richard Irwin, Homewood.
8. Bach. G.L. (1977), Economics, Prentice Hall of India, New Delhi.
9. Ray, N.C. (1975), An Introduction to Microeconomics, Macmillan Company of India Ltd., Delhi.
10. Mansfield, E. (1997) Microeconomics (9th Edition), W.W. Norton and Company, New York.

**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	PO9	PO10
CO 1	2					2			2	
CO 2	2	2	2			2	2	2		
CO 3				2						
CO 4								2		
CO 5				2						2
CO 6		2			2		2			2
CO 7			2		2				2	

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

CO 1: Students will develop a comprehensive understanding of the meaning, nature, scope, and limitations of Micro Economics.

CO 2: Students will be able to explain the concept of demand and analyze its determinants, including the Law of Demand and elasticity.

**PSO2. Analytical Skills:**

CO 2: Students will be able to explain the concept of demand and analyze its determinants, including the Law of Demand and elasticity.

CO 6: Students will grasp the principles of supply, including the Law of Supply and the factors that determine elasticity of supply.

**PSO3. Quantitative Literacy:**

CO 2: Students will be able to explain the concept of demand and analyze its determinants, including the Law of Demand and elasticity.

CO 7: Students will develop the ability to analyze how changes in market conditions affect the supply of goods and services through elasticity concepts.

**PSO4. Communication Skills:**

CO 3: Students will gain knowledge of the types and factors influencing elasticity of demand, enhancing their ability to interpret market behavior.

CO 5: Students will be able to apply the concept of indifference curves to analyze consumer preferences and equilibrium.

**PSO5. Economic Policy Analysis:**

CO 6: Students will grasp the principles of supply, including the Law of Supply and the factors that determine elasticity of supply.

CO 7: Students will develop the ability to analyze how changes in market conditions affect the supply of goods and services through elasticity concepts.

**PSO6. Understanding of Micro Economics:**

CO 1: Students will develop a comprehensive understanding of the meaning, nature,



scope, and limitations of Micro Economics.

**CO 2:** Students will be able to explain the concept of demand and analyze its determinants, including the Law of Demand and elasticity.

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

**CO 2:** Students will be able to explain the concept of demand and analyze its determinants, including the Law of Demand and elasticity.

**CO 6:** Students will grasp the principles of supply, including the Law of Supply and the factors that determine elasticity of supply.

**PSO8. Research Skills:**

**CO 2:** Students will be able to explain the concept of demand and analyze its determinants, including the Law of Demand and elasticity.

**CO 4:** Students will understand utility theory, including cardinal and ordinal utility, and the Law of Diminishing Marginal Utility.

**PSO9. Ethical Awareness:**

**CO 1:** Students will develop a comprehensive understanding of the meaning, nature, scope, and limitations of microeconomics.

**CO 7:** Students will develop the ability to analyze how changes in market conditions affect the supply of goods and services through elasticity concepts.

**PSO10. Career Readiness:**

**CO 5:** Students will be able to apply the concept of indifference curves to analyze consumer preferences and equilibrium.

**CO 6:** Students will grasp the principles of supply, including the Law of Supply and the factors that determine elasticity of supply.

**SYLLABUS (CBCS as per NEP2020) FOR S.Y.B.A.  
(W.e. from June, 2025)**

<b>Name of the Programme :</b>	<b>B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: S.Y.B.A.</b>
<b>Semester</b>	<b>: III</b>
<b>Course Type</b>	<b>: Major (Mandatory)</b>
<b>Course Name</b>	<b>: Introduction to Banking</b>
<b>Course Code</b>	<b>: ECO-202-MJM</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) Course Objectives:**

1. Introduce students to the evolution and structure of the Indian banking system.
2. Explain the key functions of banks, including deposit mobilization and lending.
3. Familiarize students with the process of opening, operating, and closing bank accounts.
4. Explain different types of account holders and their specific banking needs.
5. Provide an understanding of traditional and modern methods of remittances.
6. Develop knowledge of digital banking services such as IMPS, UPI, RTGS, and NEFT.
7. Create awareness about financial inclusion, cybersecurity, and digital banking frauds.

**B) Course Outcomes:**

1. Understand the evolution, structure, and role of banking in economic development.
2. Explain the functions of banks and their importance in financial intermediation.
3. Demonstrate knowledge of opening, operating, and closing various types of bank accounts.
4. Identify different types of account holders and their banking requirements.
5. Evaluate the different methods of remittances, including digital payment systems.
6. Analyze the impact of digital banking on financial transactions and inclusion.
7. Apply banking knowledge to real-world financial transactions and decision-making.

**TOPICS / CONTENTS****Unit 1: Evolution of Banking (10 Lectures)**

- 1.1 Introduction to Banking – Origin, Meaning, and Definition of 'Bank' and role of banks
- 1.2 Evolution of Banking in India – Before and After 1991
- 1.3 Structure of the Indian Banking System – RBI, Public & Private Banks, Cooperative Banks, Regional Rural Banks (RRBs), Payment Banks, Small Finance Banks, Foreign Banks

**Unit 2 : Functions of Banks (10 Lectures)**

- 2.1 Primary Functions of Banks
- 2.2 Secondary Functions of Banks –
- 2.3 Modern Banking Services – ATM Services, Internet Banking, Mobile Banking, Digital Payment Solutions

**Unit 3 : Types of Bank Accounts & Methods of Remittances (10 Lectures)**

- 3.1 Types of Deposit Accounts – Savings, Current, Fixed, Recurring and Flexi Deposits
- 3.2 Types of Account Holders – Individual Account Holders and Institutional Account Holders
- 3.3 Modern Methods of Remittances – Electronic Funds Transfers (EFT) – RTGS, NEFT, SWIFT and Instant Payment Systems – IMPS, UPI

**Recommended Readings:**

- 1. Schipke, A., Turunen, J., Choueiri, N., & Gulde, A.M. (2023) – *India's Financial System: Building the Foundation for Strong and Sustainable Growth*, International Monetary Fund, Washington, D.C.
- 2. Bandyopadhyay, T. (2013) – *A Bank for the Buck: The Story of HDFC Bank*, Jaico Publishing House, Mumbai.
- 3. Chakrabarti, R. (2010) – *Grit, Guts and Gumption: Driving Change in a State-Owned Giant*, Viking Press, New Delhi.
- 4. Reserve Bank of India (1998) – *Report of the Committee on Banking Sector Reforms (Narasimham Committee II)*, RBI Publications, Mumbai.



**Mapping of Program Outcome with Course Outcome**

Weightage

1: Weak

2: Moderate

3: Strong

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

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

CO1: Demonstrate a comprehensive understanding of the structure and components of the Indian financial system and its pivotal role in economic development.

CO3: Explain the structure and functions of Indian banking institutions, including the regulatory role of the RBI, and assess their contribution to economic growth.

**PSO2: Analytical Skills**

CO2: Critically analyse the evolution and reforms of the Indian financial system since 1991, identifying key challenges and future prospects.

CO7: Evaluate the effectiveness of microfinance and financial inclusion initiatives in enhancing access to financial services and promoting inclusive economic development.

**PSO3: Quantitative Literacy**

CO4: Analyse the structure and instruments of India's financial markets, distinguishing between the money and capital markets, and evaluate the regulatory functions of SEBI.

CO6: Assess the implications of banking sector reforms and the rise of digital banking on the efficiency and inclusivity of financial services in India.

**PSO4: Communication Skills**

CO1: Demonstrate a comprehensive understanding of the structure and components of the Indian financial system and its pivotal role in economic development.

CO3: Explain the structure and functions of Indian banking institutions, including the regulatory role of the RBI, and assess their contribution to economic growth.

**PSO5: Economic Policy Analysis**

CO2: Critically analyse the evolution and reforms of the Indian financial system since 1991, identifying key challenges and future prospects.

CO6: Assess the implications of banking sector reforms and the rise of digital banking on the efficiency and inclusivity of financial services in India.

**PSO6: Understanding of Microeconomics and Macroeconomics**

CO3: Explain the structure and functions of Indian banking institutions, including the regulatory role of the RBI, and assess their contribution to economic growth.

CO4: Analyse the structure and instruments of India's financial markets, distinguishing between the money and capital markets, and evaluate the regulatory functions of SEBI.

**PSO7: Awareness of Global Economic Issues**

**CO2:** Critically analyse the evolution and reforms of the Indian financial system since 1991, identifying key challenges and future prospects.

**CO5:** Articulate the roles and functions of NBFIs and the insurance sector, including the regulatory framework established by IRDAI, and assess their impact on the financial system.

**PSO8: Research Skills**

**CO4:** Analyse the structure and instruments of India's financial markets, distinguishing between the money and capital markets, and evaluate the regulatory functions of SEBI.

**CO7:** Evaluate the effectiveness of microfinance and financial inclusion initiatives in enhancing access to financial services and promoting inclusive economic development.

**PSO9: Ethical Awareness**

**CO5:** Articulate the roles and functions of NBFIs and the insurance sector, including the regulatory framework established by IRDAI, and assess their impact on the financial system.

**CO7:** Evaluate the effectiveness of microfinance and financial inclusion initiatives in enhancing access to financial services and promoting inclusive economic development.

**PSO10: Career Readiness**

**CO6:** Assess the implications of banking sector reforms and the rise of digital banking on the efficiency and inclusivity of financial services in India.

**CO7:** Evaluate the effectiveness of microfinance and financial inclusion initiatives in enhancing access to financial services and promoting inclusive economic development.

**SYLLABUS (CBCS as per NEP 2020) FOR S.Y.B.A.  
(W.e .from June,2024)**

<b>Name of the Programme</b>	<b>: B.A</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: S.Y.B.A.</b>
<b>Semester</b>	<b>: III</b>
<b>Course Type</b>	<b>: Vocational Skill Course (VSC)</b>
<b>Course Name</b>	<b>: Research Methodology</b>
<b>Course Code</b>	<b>: ECO-203-VSC</b>
<b>No. of Credits</b>	<b>: 04</b>
<b>No. of Lectures</b>	<b>: 30</b>

**A) COURSE OBJECTIVES:**

- 1) The main objective of this course is to introduce the basic concepts in research methodology
- 2) Introducing students to the fundamental concepts and terminology of research, types of research
- 3) To give an overview of the research methodology and explain the technique of defining a research problem
- 4) A research methodology course aims to equip students with the fundamental knowledge and skills to design, conduct, and critically evaluate research
- 5) To explain the functions of the literature review in research.
- 6) To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review.
- 7) To explain the details of sampling designs, and also different methods of data collections.

**B) COURSE OUTCOMES :**

**CO1.** Students who complete this course will be able to understand and comprehend the basics in research methodology and applying them in research/ project work.

**CO2** This course will help them to select an appropriate research design.

**CO3** With the help of this course, students will be able to take up and implement a research project/ study.

**CO4** The course will also enable them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.

**CO5 .** The Students will develop skills in qualitative and quantitative data analysis and presentation.

**CO6** Students will be able to demonstrate the ability to choose methods appropriate to research objectives.

**CO7** Equip themselves with ethical issues related to Research and Publication



**TOPICS/CONTENTS:****1. Introduction to Research****( Teaching Hrs. 10)**

1.1 Meaning ,types and Proces of research

1.2 Social Science. Research- Meaning Objectives, Nature, importance, utility, Limitations and difficulties

1.3 Stages involved in designing research.

**2. Research Techniques****(Teaching Hrs. 10)**

1.2 Primary - Interviews, Questionnaire, Observation, Schedule.

2.2 Secondary Data Collection, Quantitative and Qualitative Data

2.6 Sampling Technique - Types of Samples

**3. Analysis of Data****(Teaching Hrs. 10)**

3.1 Classification.

3.2 Tabulation.

3.3 Graphs and Diagrams.

**Recommended Readings:**

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

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

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

**Justification for the Mapping****PO1. Critical and Creative Thinking:**

**CO1.** Students who complete this course will be able to understand and comprehend the basics in research methodology and applying them in research/ project work.

**CO3** With the help of this course, students will be able to take up and implement a research project/ study.

**PO2. Communication Skill:**

**CO4** The course will also enable them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.

**CO5 .** The Students will develop skills in qualitative and quantitative data analysis and presentation.

**PO3. Multicultural Competence: -****PO4. Research Skills:**

**CO1.** Students who complete this course will be able to understand and comprehend the basics in research methodology and applying them in research/ project work.

**CO2** This course will help them to select an appropriate research design

**CO3** With the help of this course, students will be able to take up and implement a research project/ study.

**PO5. Environmental awareness: -****PO6. Problem-solving Abilities:**

**CO5 .** The Students will develop skills in qualitative and quantitative data analysis and presentation.

**PO7. Collaboration and Teamwork:**

**CO4** The course will also enable them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.

**PO8. Value inculcation:**

**CO7** Equip themselves with ethical issues related to Research and Publication

**PO9. Digital and technological skills:**

**CO5 .** The Students will develop skills in qualitative and quantitative data analysis and presentation.

**PO10. Community Engagement and Service:**

**CO4** The course will also enable them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.

**SYLLABUS (CBCS as per NEP 2020) FOR S.Y.B.A**  
**(W .e. from June, 2024)**

<b>Name of the Programme</b>	<b>: B.A</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UGECO</b>
<b>Class</b>	<b>: S.Y.B.A.</b>
<b>Semester</b>	<b>: III</b>
<b>Course Type</b>	<b>: Mandatory</b>
<b>Course Name</b>	<b>: Research Project</b>
<b>Course Code</b>	<b>: ECO-204-RP</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) Course Objectives**

- 1) To teach students how to define a research topic, understand its scope, and formulate relevant research questions or hypotheses.
- 2) To guide students in identifying research gaps and understanding the significance of addressing these gaps within their research.
- 3) To enable students to search for relevant literature, evaluate and select credible sources, analyze and synthesize information, and write a structured literature review.
- 4) To instruct students on the components of a research project proposal, including introduction, literature review, study area, objectives, hypothesis, methodology, significance, expected outcomes, chapter scheme, and timeline.
- 5) To provide students with knowledge on developing a clear and effective research methodology that aligns with their research objectives and hypotheses.
- 6) To improve students' academic writing skills through structured writing of research proposals and literature reviews.
- 7) To teach students how to effectively present their research proposals in both written and oral formats, focusing on clarity, coherence, and academic rigor.

**B) Course Outcomes-**

- CO1** Clearly define a research topic, articulate its scope, and formulate appropriate research questions or hypotheses.
- CO2** Identify gaps in existing research and understanding the importance of addressing these gaps in their studies.
- CO3** Conduct a comprehensive literature review, including searching for relevant sources, evaluating their credibility, and synthesizing information into a coherent review.
- CO4.** Prepare a detailed research project proposal, demonstrating understanding of its various components, such as objectives, methodology, and expected outcomes.
- CO5** Develop a clear and effective research methodology that aligns with their research objectives and is appropriate for their study.
- CO6** Enhance their academic writing skills, enabling them to produce well-structured and coherent research proposals and literature reviews.
- CO7** To present their research proposals effectively, both in written format and oral presentations, demonstrating clarity, coherence, and academic rigor.



**Standard Operating Procedure (SOP) and Guidelines for Research Project:**

1. The research project spans across Semester III (4 credits) and Semester IV (6 credits), comprising a total of 10 credits. This is a single, continuous research project divided into two parts over the two semesters of the PG program.
2. The research project must be completed under the supervision and guidance of an in-house research mentor.
3. In Semester III, students are required to present their plan of work and conduct a literature review related to their project.
4. The actual research work will be conducted during Semester III.
5. The department may organize necessary lectures, workshops, and laboratory training exercises as part of the research project.
6. Students may undertake the research project individually or in groups of up to three members, selecting relevant research topics in consultation with their dissertation supervisor.
7. Supervisors will assist students in reading research articles relevant to selected research topic and guide them in selecting a topic for their dissertation project.
8. With the guidance of their supervisors, students will discuss the research objectives, approach, methodology, data collection methods, and other critical aspects of their project.
9. Students are expected to prepare a comprehensive proposal in a scientific format for their dissertation project.
10. A printed copy of the project proposal must be submitted for internal assessment.
11. Students must also prepare a PowerPoint presentation of their project proposal for the final evaluation.
12. Building on the project proposal from the previous semester, students will plan and engage in an independent and thorough investigation of their chosen research topic.
13. Students may engage in activities such as surveys, interviews, field observations, or experiments to achieve their research objectives.
14. Midway through the semester, students will present their preliminary findings to an internal examiner. Feedback from this session should be incorporated into the final analysis and report.
15. At the conclusion of the dissertation project, students will write a thesis that includes the aim, methodology, results, discussion, and future implications of their research.
16. Students must adhere to ethical principles and standards throughout all stages of their research.
17. A printed and hardbound copy of the dissertation thesis must be submitted for internal assessment.
18. Additionally, students will prepare a PowerPoint presentation of their dissertation thesis for the oral presentation during the Viva-voce, as part of the external evaluation.
19. For the external assessment, students must submit the final report and participate in a viva-voce.
20. The Project Report must be duly signed by the supervisor and the Head of the Department before being submitted to the concerned department.

**The final Research Project thesis shall be presented in accordance with the following specifications whenever necessary:**

- (a) The paper used for printing shall be of A4 size.
- (b) Printing shall be in a standardized form on both sides of the paper and in 1.5 line spacing.
- (c) A margin of 1.5 inches shall be on the left-hand side.
- (d) The card for cover shall not be more than 330 GSM.
- (e) The title of the thesis/dissertation, name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover. The name of the Co-supervisor, if any, may be mentioned on the title page and the front cover.
- (f) Use the standard referencing style for bibliography/references as per the discipline.
- (g) The hard-bound cover of the thesis/dissertation shall be of black colour.

### **TOPICS/CONTENTS**

- |                |   |                           |
|----------------|---|---------------------------|
| <b>UNIT 1:</b> | <b>Title Framing</b>  | <b>(Teaching Hrs. 10)</b> |
|                | 1.1 Define research topic                                       |                           |
|                | 1.2 Scope of research topic                                     |                           |
|                | 1.3 Research questions/Hypothesis                               |                           |
|                | 1.4 Identifying Research Gap                                    |                           |
|                | 1.5 Introduction to the problem                                 |                           |
| <b>UNIT 2:</b> | <b>Literature Review</b>  | <b>(Teaching Hrs. 10)</b> |
|                | 2.1 Search for Relevant Literature                              |                           |
|                | 2.2 Evaluate and Select Sources                                 |                           |
|                | 2.3 Analyze and Synthesize the Information                      |                           |
|                | 2.4 Develop a Structure for Your Review                         |                           |
|                | 2.5 Write the Literature Review                                 |                           |
| <b>UNIT 3:</b> | <b>Preparation of Research Project Proposal</b>                 | <b>(Teaching Hrs 10)</b>  |
|                | 3.1 Introduction  |                           |
|                | 3.2 Literature Review   |                           |
|                | 3.3 Study area  |                           |
|                | 3.4 Objectives  |                           |
|                | 3.5 Hypothesis  |                           |
|                | 3.6 Methodology   |                           |
|                | 3.7 Significance of the Study                                   |                           |
|                | 3.8 Expected Outcomes   |                           |
|                | 3.9 Chapter Scheme  |                           |
|                | 3.10 Timeline (Plan of work)                                    |                           |
|                | 3.11 Bibliography   |                           |
| <b>UNIT 4:</b> | <b>Submission of research project proposal and presentation</b> |                           |
|                | 4.1 Submission of print copy of research project proposal       |                           |
|                | 4.2 Presentation of the proposal                                |                           |

#### **References-**

1. Gomez, B., & Jones III, J. P. (Eds.). (2010). Research methods in geography: A critical introduction (Vol. 6). John Wiley & Sons.
2. Gomez, B., & Jones, J. P. III (2010). Research Methods in Geography: A Critical Introduction. John Wiley and Sons.
3. Goudie, A. (Ed) (2004): Encyclopaedia of Geomorphology, Routledge, London.
4. Gregory, D., Johnston, R., Pratt, G., Watts, M. & Whatmore, S. (2009). The Dictionary of

Human Geography. Singapore: Wiley-Blackwell.

5. Hay, I. (2000). Qualitative research methods in Human Geography.

6. Montello, D. and Sutton, P. (2013). An Introduction to Scientific Research Methods in Geography and Environmental Studies. SAGE Publications.

7. Warf, B. (Ed)(2006). Encyclopaedia of Human Geography. London: SAGE Publications.

8. Kothari, C.R. (2004): Research Methodology: Methods and Techniques, New Age

### Mapping of Program Outcomes with Course Outcomes

Course Outcome	Program Outcomes (Pos)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	1									
CO 2	1					2				
CO 3			2							
CO 4										
CO 5			1							2
CO 6										
CO 7		2								

### Justification for the Mapping

#### PO1. Critical and Creative Thinking:

CO1 Clearly define a research topic, articulate its scope, and formulate appropriate research questions or hypotheses.

CO2 Identify gaps in existing research and understanding the importance of addressing these gaps in their studies.

#### PO2. Communication Skill:

CO7 To present their research proposals effectively, both in written format and oral presentations, demonstrating clarity, coherence, and academic rigor.

#### PO3. Multicultural Competence: --

#### PO4. Research Skills:

CO3 Conduct a comprehensive literature review, including searching for relevant sources, evaluating their credibility, and synthesizing information into a coherent review.

CO5 Develop a clear and effective research methodology that aligns with their research objectives and is appropriate for their study

#### PO5. Environmental awareness: --

#### PO6. Problem-solving Abilities:

CO2 Identify gaps in existing research and understanding the importance of addressing these gaps in their studies.

#### PO7. Collaboration and Teamwork:

CO5 Develop a clear and effective research methodology that aligns with their research objectives and is appropriate for their study.

#### PO8. Value inculcation: -

#### PO9. Digital and technological skills: -

#### PO10. Community Engagement and Service

CO5 Develop a clear and effective research methodology that aligns with their research objectives and is appropriate for their study.



**SYLLABUS (CBCS as per NEP 2020/ 2024 Pattern) FOR S.Y.B.A  
(W .e. from June, 2025)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: Second Year</b>
<b>Semester</b>	<b>: III</b>
<b>Course Type</b>	<b>: Minor</b>
<b>Course Name</b>	<b>: Demography</b>
<b>Course Code</b>	<b>: ECO-205-MN</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives:**

1. Understand the concept, nature, scope, and importance of demography.
2. Analyze physical and cultural factors influencing population distribution.
3. Evaluate population density variations and their implications on regions.
4. Comprehend population growth, fertility, and mortality concepts and calculation methods.
5. Examine classical theories of population, including Malthusian, Optimum Population, and Demographic Transition theories.
6. Explore migration types, factors influencing migration patterns, and urbanization trends.
7. Identify and discuss the challenges associated with urbanization.

**B) Course Outcomes:**

- CO1.** Demonstrate a comprehensive understanding of the fundamental concepts of demography, including its definition, nature, scope, and significance in societal studies.
- CO2.** Analyze and interpret the influence of physical and cultural factors on the distribution of populations across different regions.
- CO3.** Assess population density variations and their implications on regions, distinguishing between overpopulated, optimum, and under populated areas.
- CO4.** Apply various methods to calculate population growth and interpret demographic indicators such as CBR, CDR, SBR, and SDR to understand fertility and mortality patterns.
- CO5.** Evaluate classical theories of population, including Malthusian, Optimum Population, and Demographic Transition theories, and their relevance in explaining demographic trends.
- CO6.** Examine different types of migration and the factors influencing migration patterns, including economic, social, and political factors.
- CO7.** Analyze urbanization trends and patterns in India, understanding the process, challenges, and implications for society and the environment.

**TOPICS / CONTENTS****Unit 1. Introduction** **15 Hours**

- 1.1. Demography – Concept, Definition
- 1.2. Nature of Demography.
- 1.3. Scope of Demography
- 1.4. Importance of Demography.

**Unit 2. Distribution of Population and Population Growth** **15 Hours**

- 2.1. Physical and cultural factors affecting the distribution of Population.
- 2.2. Density of population – over, optimum and under populated Regions.
- 2.3. Population growth – Meaning, definition and Methods of calculating population Growth.
- 2.4. Concept related to fertility and mortality – CBR, CDR, SBR, SDR.

**Unit 3. Theories of population** **15 Hours**

- 3.1. Malthusian Theory.
- 3.2. Optimum Population Theory.
- 3.3. Theory of Demographic Transition.
- 3.4. Karl Marx's Theory of Surplus Population

**Unit 4. Migration and Urbanization** **15 Hours**

- 4.1. Definition and types of Migration.
- 4.2. Factors affecting Migration.
- 4.3. Urbanization - Definition, trends and patterns of urbanization in India.
- 4.4. Problems of Urbanization.

**Reference Books:**

1. A.K. P.C. Swain (2008) - 'Population Studies' - Kalyani Publications, Ludhiana.
2. Agarwal S.S. (1985) - 'India's Population Problem' - Tata McGraw Hill Publication, Bombay.
3. Bhende A.A. & Tara Kanitkar (1982) - 'Principles of Population Studies' – Himalaya Publishing House, Bombay.
4. Dr. D.D.Kachole (2001) - 'Demography' - Kailasha Publication, Aurangabad

### Mapping of Program Outcome with Course Outcome

Weightage 1:

Weak 2: Moderate

3: Strong

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

### Justification for the Mapping

**PSO1. Economic Knowledge:**

**CO5.** Evaluate classical theories of population, including Malthusian, Optimum Population, and Demographic Transition theories, and their relevance in explaining demographic trends.

**CO6.** Examine different types of migration and the factors influencing migration patterns, including economic, social, and political factors.

**PSO2. Analytical Skills:**

**CO2.** Analyze and interpret the influence of physical and cultural factors on the distribution of populations across different regions.

**CO3.** Assess population density variations and their implications on regions, distinguishing between overpopulated, optimum, and under populated areas.

**CO4.** Apply various methods to calculate population growth and interpret demographic indicators such as CBR, CDR, SBR, and SDR to understand fertility and mortality patterns.

**PSO3. Quantitative Literacy:**

**CO4.** Apply various methods to calculate population growth and interpret demographic indicators such as CBR, CDR, SBR, and SDR to understand fertility and mortality patterns.

**PSO4. Communication Skills:**

**CO1.** Demonstrate a comprehensive understanding of the fundamental concepts of demography, including its definition, nature, scope, and significance in societal studies.

**CO7.** Analyze urbanization trends and patterns in India, understanding the process, challenges, and implications for society and the environment.

**PSO5. Economic Policy Analysis:**

**CO5.** Evaluate classical theories of population, including Malthusian, Optimum Population, and Demographic Transition theories, and their relevance in explaining demographic trends.

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

**CO5.** Evaluate classical theories of population, including Malthusian, Optimum Population, and Demographic Transition theories, and their relevance in explaining demographic trends.

**CO7.** Analyze urbanization trends and patterns in India, understanding the process, challenges, and implications for society and the environment.

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

**CO7.** Analyze urbanization trends and patterns in India, understanding the process, challenges, and implications for society and the environment.

**PSO8. Research Skills:**



CO2. Analyze and interpret the influence of physical and cultural factors on the distribution of populations across different regions.

CO3. Assess population density variations and their implications on regions, distinguishing between overpopulated, optimum, and under populated areas.

**PSO9. Ethical Awareness:**

CO3. Assess population density variations and their implications on regions, distinguishing between overpopulated, optimum, and under populated areas.

CO6. Examine different types of migration and the factors influencing migration patterns, including economic, social, and political factors.

CO7. Analyze urbanization trends and patterns in India, understanding the process, challenges, and implications for society and the environment.

**PSO10. Career Readiness:**

**Career Readiness** is well addressed, preparing students for research, policy analysis, and development roles.

**SYLLABUS (CBCS as per NEP 2020) FOR S.Y.B.A.  
(W.e. from June, 2025)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UAECO</b>
<b>Class</b>	<b>: S.Y.B.A.</b>
<b>Semester</b>	<b>: III</b>
<b>Course Type</b>	<b>: Open Elective (OE)</b>
<b>Course Name</b>	<b>: Indian Economy-I</b>
<b>Course Code</b>	<b>: ECO-206-OE</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**C) Course Objectives:**

1. To introduce students to the fundamental economic systems—capitalism, socialism, and mixed economies—and their applicability within the Indian context.
2. To examine the characteristics that define India as a developing economy, facilitating a deeper understanding of its economic structure and growth trajectory.
3. To analyse the distinctions between developing and developed economies, highlighting key economic indicators and developmental parameters.
4. To investigate recent trends in Indian agriculture, focusing on cropping patterns, technological advancements, crop insurance schemes, and the expansion of agribusiness.
5. To define Micro, Small, and Medium Enterprises (MSMEs) and assess their role and significance in India's economic development.
6. To explore the features of new industrial policies in India, understanding their objectives, frameworks, and impact on the industrial sector.
7. To identify and critically assess the challenges confronting Indian agriculture and industry, as well as major issues in economic development, including the management of natural and energy resources, education, health, and environmental sustainability.

**D) Course Outcomes:**

1. Students will be able to articulate and differentiate between various economic systems—capitalism, socialism, and mixed economies—and discuss their relevance to the Indian economy.
2. Students will evaluate the features that characterize India as a developing economy and analyse its position within the global economic landscape.
3. Students will compare and contrast developing and developed economies using key economic indicators and developmental metrics.

4. Students will analyse contemporary trends in Indian agriculture, including changes in cropping patterns, adoption of new technologies, implementation of crop insurance, and growth of agribusiness ventures.
5. Students will define MSMEs and critically assess their contributions to India's economic growth, employment generation, and industrial diversification.
6. Students will examine and interpret the characteristics and implications of India's new industrial policies on the nation's industrial development and economic progress.
7. Students will identify the challenges facing Indian agriculture and industry and propose informed solutions to major economic development issues related to natural and energy resources, education, health, and environmental concerns.

## TOPICS / CONTENTS

### Unit 1: Introduction to the Indian Economy

(Teaching

Hrs. 10)

- 1.1 Definition and Types of economies: capitalist, socialist, mixed and market economy
- 1.2 Features of Indian Economy as a Developing Economy, composition of GDP of India
- 1.3 Classification of countries by world bank according to GNI

### UNIT 2 Recent Trends in Agriculture and Industrial sector

(Teaching

Hrs. 10)

- 2.1 Recent trends in Indian Agriculture:  
cropping patterns, technology, crop insurance, agribusiness
- 2.2 Definition and role of MSMEs in the Indian economy
- 2.3 Features of new industrial policies in India

### UNIT 3 Challenges to Agriculture and Industrial sector

(Teaching

Hrs. 10)

- 3.1 Challenges to Indian agriculture
- 3.2 Challenges to Indian Industry
- 3.3 Major issues in economic development: natural and energy resources, education, health, environment

### Reference Books:

1. Datt, R., & Sundaram, K.P.M. (2018). "Indian Economy" (72nd Edition). S. Chand Publishing, New Delhi.
2. Misra, S.K., & Puri, V.K. (2020). "Indian Economy" (40th Edition). Himalaya Publishing House, Mumbai.
3. Verma, S. (2018). "Indian Economy." Unique Publishers, New Delhi.
4. Agarwal, A.N. (2016). "Indian Economy: Problems of Development and Planning" (41st Edition). New Age International Publishers, New Delhi.
5. Panagariya, A. (2008). "India: The Emerging Giant." Oxford University Press, New York.
6. Government of India. (2020). "Economic Survey 2019-20." Ministry of Finance, New Delhi.



7. University of Mumbai. (2022). "S.Y.B.A. Indian Economy.

8. डॉ.राजेंद्र रसाळ, "भारतीय अर्थव्यवस्था", सक्सेस पब्लिकेशन, पुणे

### Mapping of Program Outcome with Course Outcome

Weightage      1: Weak                      2: Moderate                      3: Strong

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

### Justification for the Mapping

#### PSO1: Economic Knowledge

CO1: Students will be able to articulate and differentiate between various economic systems- capitalism, socialism, and mixed economies and discuss their relevance to the Indian economy.

CO2: Students will evaluate the features that characterize India as a developing economy and analyse its position within the global economic landscape.

#### PSO2: Analytical Skills

CO3: Students will compare and contrast developing and developed economies using key economic indicators and developmental metrics.

CO7: Students will identify the challenges facing Indian agriculture and industry and propose informed solutions to major economic development issues related to natural and energy resources, education, health, and environmental concerns.

#### PSO3: Quantitative Literacy

CO3: Students will compare and contrast developing and developed economies using key economic indicators and developmental metrics.

CO7: Students will identify the challenges facing Indian agriculture and industry and propose informed solutions to major economic development issues related to natural and energy resources, education, health, and environmental concerns.

#### PSO4: Communication Skills

**CO1:** Students will be able to articulate and differentiate between various economic systems-capitalism, socialism, and mixed economies and discuss their relevance to the Indian economy.

**CO6:** Students will examine and interpret the characteristics and implications of India's new industrial policies on the nation's industrial development and economic progress.

**PSO5: Economic Policy Analysis**

**CO6:** Students will examine and interpret the characteristics and implications of India's new industrial policies on the nation's industrial development and economic progress.

**CO7:** Students will identify the challenges facing Indian agriculture and industry and propose informed solutions to major economic development issues related to natural and energy resources, education, health, and environmental concerns.

**PSO6: Understanding of Microeconomics and Macroeconomics**

**CO1:** Students will be able to articulate and differentiate between various economic systems-capitalism, socialism, and mixed economies-and discuss their relevance to the Indian economy.

**CO2:** Students will evaluate the features that characterize India as a developing economy and analyse its position within the global economic landscape.

**PSO7: Awareness of Global Economic Issues**

**CO2:** Students will evaluate the features that characterize India as a developing economy and analyse its position within the global economic landscape.

**CO3:** Students will compare and contrast developing and developed economies using key economic indicators and developmental metrics.

**PSO8: Research Skills**

**CO4:** Students will analyse contemporary trends in Indian agriculture, including changes in cropping patterns, adoption of new technologies, implementation of crop insurance, and growth of agribusiness ventures.

**CO5:** Students will define MSMEs and critically assess their contributions to India's economic growth, employment generation, and industrial diversification.

**PSO9: Ethical Awareness**

**CO7:** Students will identify the challenges facing Indian agriculture and industry and propose informed solutions to major economic development issues related to natural and energy resources, education, health, and environmental concerns.

**CO4:** Students will analyse contemporary trends in Indian agriculture, including changes in cropping patterns, adoption of new technologies, implementation of crop insurance, and growth of agribusiness ventures.

**PSO10: Career Readiness**

**CO5:** Students will define MSMEs and critically assess their contributions to India's economic growth, employment generation, and industrial diversification.

**CO6:** Students will examine and interpret the characteristics and implications of India's new industrial policies on the nation's industrial development and economic progress.

**SYLLABUS (CBCS as per NEP 2020) FOR S.Y.B.A  
(W .e. from June, 2024)**

<b>Name of the Programme</b>	<b>: B.A</b>
<b>Subject</b>	<b>: Economics</b>
<b>Program Code</b>	<b>: UGECO</b>
<b>Class</b>	<b>: S.Y.B.A.</b>
<b>Semester</b>	<b>: III</b>
<b>Course Type</b>	<b>: Mandatory</b>
<b>Course Name</b>	<b>: Economics of Kautilya</b>
<b>Course Code</b>	<b>: ECO-207-IKS</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) Course Objectives**

1. Understanding Kautilya's Economic Thought.
2. Explore the life and contributions of Kautilya (Chanakya) to economic theory.
3. Analyze the core economic principles of Arthashastra in the context of statecraft and administration.
4. Examining the Role of the State in Economic Governance.
5. Understand Kautilya's views on the role of the state in economic management.
6. Examine concepts of taxation, public finance, and revenue administration as proposed in Arthashastra.
7. Analyzing Trade, Markets, and Labor Policies

**B) Course Outcomes (COs)**

**CO1:** Demonstrate an understanding of Kautilya's contributions to economic thought and statecraft.

**CO2:** Explain the role of the state in economic governance as per Kautilya's Arthashastra.

**CO3:** Analyze Kautilya's views on taxation, public finance, and revenue administration.

**CO4:** Evaluate trade, market regulations, and labor policies in Arthashastra.

**CO5:** Examine the significance of agriculture and land revenue systems in Kautilya's economic model.

**CO6:** Apply Kautilya's principles of economic ethics and governance to modern economic policies.

**CO7:** Compare Kautilya's economic ideas with contemporary economic theories and policies.

**TOPICS/CONTENTS****Unit 1: Introduction to Kautilya's Economic Thought** 10L

- 1.1. Life and works of Kautilya
- 1.2 Relevance of Kautilya's Arthashastra in modern economics
- 1.3 Comparison with classical and modern economic thought

**Unit 2: State and Economic Governance** 10L

- 2.1 Role of the state in economic affairs
- 2.2 Concept of **Dandaniti (Political Economy)**
- 2.3 Fiscal policies and taxation system in Arthashastra

**Unit 3: Public Finance and Administration** 10L

- 3.3 Revenue sources and taxation in Kautilya's model
- 3.2 Public expenditure and budgeting principles
- 3.2 Role of ethics in economic governance

**Book Readings:**

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

Programme Outcome	Course Outcomes	Justification
PO 1. Foundation in Economic Theory	CO 1: Knowledge of Major Economic Thinkers.	Understanding major economic thinkers provides a foundational understanding of economic theory development and evolution.
	CO 2: Students will develop a thorough understanding of key economic theories and concepts.	Understanding key economic theories and concepts is essential for building a strong foundation in economic theory.
	CO 3: Students will be able to analyze economic theories and ideas in their historical context.	Analyzing economic theories in their historical context enhances understanding of their development and applicability over time.
	CO 4: Students will develop the ability to critically evaluate and analyze different economic theories, identifying their strengths, weaknesses, and limitations.	Critically evaluating economic theories sharpens analytical skills by assessing their strengths, weaknesses, and implications.
PO 2. Analytical Skills	CO 5: Students will recognize the	Recognizing intellectual connections and



Programme Outcome	Course Outcomes	Justification
	intellectual connections and debates between different economists.	debates fosters analytical skills by understanding the diversity of economic thought.
PO 3. Quantitative and Data Analysis Skills	CO 7: Research and Analytical Skills.	Research and analytical skills are honed through quantitative analysis and data interpretation, essential in economic analysis.
PO 4. Understanding of Microeconomics and Macroeconomics	CO 2: Students will develop a thorough understanding of key economic theories and concepts.	Understanding key economic theories and concepts encompasses both microeconomic and macroeconomic principles.
	CO 6: Students will be able to apply historical economic theories to contemporary economic issues and debates.	Applying historical economic theories to contemporary issues demonstrates understanding of microeconomic and macroeconomic applications.
PO 5. Application of Economics to Real-World Issues	CO 6: Students will be able to apply historical economic theories to contemporary economic issues and debates.	Applying historical economic theories to contemporary issues bridges theoretical knowledge with practical application.
PO 6. Communication Skills		While not directly addressed in the provided course outcomes, communication skills are essential for effectively conveying economic analyses.
PO 7. Awareness of Global and Socioeconomic Context		While not directly addressed in the provided course outcomes, awareness of global and socioeconomic contexts is crucial for understanding economic issues in broader contexts.
PO 8. Research Skills	CO 7: Research and Analytical Skills.	Research skills are developed through conducting economic research and analysis, essential for advancing economic knowledge and understanding.
PO 9. Ethical Awareness		While not directly addressed in the provided course outcomes, ethical awareness is essential in considering the ethical implications of economic theories and policies.
PO 10. Professional and Career Development		While not directly addressed in the provided course outcomes, the development of professional and career skills is promoted through practical application of economic theories and research.