



**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 IV & VI**

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

**Credit Distribution Structure for Three/Four Year Honors / Honors with Research Degree Programmes
With Multiple Entry and Exit options as per National Education Policy (2024 Pattern as per NEP-2020)**

Level/ Difficulty	Sem	Subject DSC-1	Subject DSC-2	Subject DSC-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total			
4.5/100	I	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(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.														
Level/ Difficulty	Sem	Credits Related to Major				Minor	--	GE/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CEP /RP									
5.0/200	III	4(T)+2(P)	--	2 (T/P)	2(FP)	2(T)+2(P)	--	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	10	18	8	8	6	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	22	22	8	8	6	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	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with 176 credits														
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														

**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
III (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
Total Credits Semester - III					22
IV (5.0)	Major Mandatory	ECO -251-MRM	Micro Economics II	Theory	04
	Major Mandatory	ECO -252-MRM	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
Total Credits Semester - IV					22
Total Credits Semester – III + IV					44

**Course and Credit Structure for T.Y.B.A. Economics
(2023 Pattern as per NEP-2020)**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
V (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
	Total Credits Semester-V				
VI (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)	Cooperation II	Theory (Any One)	04
	Major Elective(MJE)	ECO -354-MJE(B)	Labor Economics		
	Minor	ECO -361-MN	Development & Planning II	Theory	04
	On Job Training(OJT)	ECO -385-OJT	Guidelines	Practical	04
	Total Credits Semester-VI				
Total Credits Semester-V + VI					44

**SYLLABUS (CBCS as per NEP2020) FOR SYBA
(W. e. from June, 2025)**

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: SYBA
Semester	: IV
Course Type	: Major Mandatory
Course Name	: Micro Economics -II
Course Code	: ECO-251-MJM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives :

1. To introduce the fundamental concepts of firm and industry in the context of various market structures.
2. To examine the price determination mechanisms under perfect and imperfect competition.
3. To analyze different forms of market imperfections such as monopoly, oligopoly, duopoly, and monopolistic competition.
4. To explore factor pricing theories related to rent, wages, interest, and profit.
5. To understand the impact of product differentiation and selling costs in monopolistic competition.
6. To assess the theories of welfare economics including Pigovian, Hicksian, and Pareto optimality.
7. To develop critical thinking in applying microeconomic theories to real-world market behavior and economic welfare.

B) Course Outcomes :

- CO1-** Explain the economic and non-economic objectives of a firm and distinguish between different cost concepts such as fixed, variable, marginal, and opportunity cost.
- CO2-** Analyze short-run and long-run cost curves and their significance in managerial decision-making.
- CO3-** Describe the concepts of total, average, and marginal revenue and evaluate their role in pricing decisions.
- CO4-** Explain the features of perfect and imperfect competition and analyze the price and output determination under perfect competition.
- CO5-** Compare different forms of imperfect competition—monopoly, duopoly, oligopoly, and monopolistic competition—highlighting their pricing and equilibrium mechanisms.
- CO6-** Evaluate the concept and theories of factor pricing, including rent, wages, interest, and profit, from both classical and modern perspectives.
- CO7-** Assess the practical implications of cost, revenue, market structure, and factor pricing theories on real-world business and economic decisions.

TOPICS / CONTENTS

Chapter No. 1 Cost and Revenue Analysis (Teaching Hrs. 15)

- 1.1 Objectives of Firm: Economic and Non-Economic
- 1.2 Cost Concepts : Fixed Costs, Variable Costs, Total Cost, Average Cost, Marginal Cost, Economic Cost and Accounting Cost, Opportunity Cost
- 1.3 Short-Run and Long Run Costs curves
- 1.4 Revenue Concept: Total Revenue, Average Revenue & Marginal Revenue

Chapter No. 2 Pricing in Perfect Competition (Teaching Hrs. 15)

- 2.1 Concept of Firm and Industry
- 2.2 Concept of Perfect Competition and Imperfect Competition
- 2.3 Difference between Perfect Competition and Imperfect Competition
- 2.4 Perfect Competition: Characteristics, Equilibrium

Chapter No. 3 Pricing in Imperfect Competition (Teaching Hrs. 15)

- 3.1 Monopoly- Concept, Characteristics, Price discrimination, Equilibrium
- 3.2 Duopoly: Concept, Characteristics, Equilibrium
- 3.3 Oligopoly: Concept, Characteristics, Equilibrium
- 3.4 Monopolistic Competition: Concept, Characteristics, Product Differentiation, Selling Cost, Excess Capacity,

Chapter No. 4 Factors Pricing (Teaching Hrs. 15)

- 4.1 Rent : Concept, Quasi Rent, Ricardian and Modern Theory
- 4.2 Wages : Concept, Collective Bargaining , Backward bending labour supply curve, Modern Theory
- 4.3 Interest : Concept, Keynesian Liquidity preference theory
- 4.4 Profit : Concept, Risk and Uncertainty Theory, Innovation Theory

References:

1. Koutsoyiannis, A. (1990) Modern Microeconomics, Macmillan.
2. Ahuja H.L. : Modern Micro Economics, S. Chand & Company Ltd New Delhi
3. Jhingan M.L., Micro Economic Theory, Virinda Publication, Delhi
4. R.K.Datir & Other, Sukshma Arthashastra, Nirali Prakashan, Pune.
5. G.S. Maddala And Ellen, Micro Economics Theory and Application, Tata McGraw Hill.
6. D.N. Dwivedi, Micro Economic Theory and Applications, Pearson Education..
7. Heathfield and Wibe (1987), An Introduction to Cost and Production Functions, Macmillan, London.
8. Gauld. J.P. and Edward P.L. (1996), Microeconomic Theory, Richard Irwin, Homewood.
9. Ray, N.C. (1975), An Introduction to Microeconomics, Macmillan Company of India Ltd., Delhi.
10. K.K. Dewett, Modern Economics Theory, S. Chand Publications, 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	PO9	PO10
CO 1	2		2						2	
CO 2		2				2				
CO 3			2	2						2
CO 4					2	2				
CO 5		2					2			
CO 6	2				2			2	2	
CO 7				2			2	2		2

Justification for the Mapping**PO1. Economic Knowledge:**

CO2- Analyze short-run and long-run cost curves and their significance in managerial decision-making.

CO6- Evaluate the concept and theories of factor pricing, including rent, wages, interest, and profit, from both classical and modern perspectives.

PO2. Analytical Skills:

CO2- Analyze short-run and long-run cost curves and their significance in managerial decision-making.

CO5- Compare different forms of imperfect competition monopoly, duopoly, oligopoly, and monopolistic competition highlighting their pricing and equilibrium mechanisms.

PO3. Quantitative Literacy:

CO1- Explain the economic and non-economic objectives of a firm and distinguish between different cost concepts such as fixed, variable, marginal, and opportunity cost.

CO3- Describe the concepts of total, average, and marginal revenue and evaluate their role in pricing decisions.

PO4. Communication Skills:

CO3- Describe the concepts of total, average, and marginal revenue and evaluate their role in pricing decisions.

CO7- Assess the practical implications of cost, revenue, market structure, and factor pricing theories on real-world business and economic decisions.

PO5. Economic Policy Analysis:

CO4- Explain the features of perfect and imperfect competition and analyze the price and output determination under perfect competition.

CO6- Evaluate the concept and theories of factor pricing, including rent, wages, interest, and profit, from both classical and modern perspectives.

PO6. Understanding of Micro Economics:

CO2- Analyze short-run and long-run cost curves and their significance in managerial decision-making.

CO4- Explain the features of perfect and imperfect competition and analyze the price and output determination under perfect competition.

PO7. Awareness of Global Economic Issues:

CO5- Compare different forms of imperfect competition monopoly, duopoly, oligopoly, and monopolistic competition highlighting their pricing and equilibrium mechanisms.

CO7- Assess the practical implications of cost, revenue, market structure, and factor pricing theories on real-world business and economic decisions.

PO8. Research Skills:

CO6- Evaluate the concept and theories of factor pricing, including rent, wages, interest, and profit, from both classical and modern perspectives.

CO7- Assess the practical implications of cost, revenue, market structure, and factor pricing theories on real-world business and economic decisions.

PO9. Ethical Awareness:

CO1- Explain the economic and non-economic objectives of a firm and distinguish between different cost concepts such as fixed, variable, marginal, and opportunity cost.

CO6- Evaluate the concept and theories of factor pricing, including rent, wages, interest, and profit, from both classical and modern perspectives.

PO10. Career Readiness:

CO3- Describe the concepts of total, average, and marginal revenue and evaluate their role in pricing decisions.

CO7- Assess the practical implications of cost, revenue, market structure, and factor pricing theories on real-world business and economic decisions.

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

Name of the Programme	: B.A.
Subject	: Economics
Program Code	: UAECO
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Major (Mandatory)
Course Name	: Introduction to Banking II
Course Code	: ECO- 252-MJM
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives

1. To introduce students to the structure and functioning of the Reserve Bank of India (RBI) as the central bank of the country.
2. To explain monetary policy tools and their role in maintaining financial stability and economic growth.
3. To understand the concept of Non-Banking Financial Institutions (NBFIs) and their functions in the financial system.
4. To study the concept of financial inclusion and the role of microfinance institutions.
5. To provide knowledge about risk management and prudential norms in the banking sector.
6. To familiarize students with recent reforms, innovations, and digital transformation in Indian banking.
7. To make students aware of contemporary challenges such as NPAs, mergers, cyber security, and sustainability in banking.

B) Course Outcomes

1. Explain the role and functions of the Reserve Bank of India and its regulatory powers.
2. Understand the objectives, instruments, and transmission of monetary policy in India.
3. Describe the working and importance of Non-Banking Financial Institutions in India.
4. Evaluate the effectiveness of financial inclusion policies and microfinance initiatives.
5. Analyze the challenges faced by banks such as NPAs and credit risk.
6. Understand recent banking reforms, digital innovations, and cyber security concerns.
7. Demonstrate awareness of the evolving structure of the Indian financial system and its global linkages.

Topics / Contents

Unit 1: Structure and Functions of the Reserve Bank of India (RBI) (10 L)

- 1.1 Evolution and Organizational Structure of the RBI – Objectives and management.
- 1.2 Functions of RBI – Issue of currency, banker to government, banker's bank.
- 1.3 RBI and Credit Control – Quantitative and qualitative methods of credit regulation.

Unit 2: Monetary Policy and Financial Regulation in India (10 L)

- 2.1 Monetary Policy – Meaning, objectives, and role in economic stability.
- 2.2 Instruments of Monetary Policy – CRR, SLR, Repo, Reverse Repo, Open Market Operations, and Margin Requirements.
- 2.3 Coordination between RBI and Government – Fiscal-monetary policy interface.

Unit 3: Non-Banking Financial Institutions and Financial Inclusion (10 L)

- 3.1 Non-Banking Financial Institutions (NBFIs) – Meaning, types, role, and regulation by RBI.
- 3.2 Development Financial Institutions (DFIs) – NABARD, SIDBI, EXIM Bank, NHB: objectives and functions.
- 3.3 Financial Inclusion – Concept, need, and initiatives (Jan Dhan Yojana, PM Mudra Yojana, SHGs, Business Correspondent Model).

Reference Books:

1. K. C. Shekhar and Lekshmy Shekhar (2022). Banking Theory and Practice. Vikas Publishing House, New Delhi.
2. P. N. Varshney (2021). Banking Law and Practice. Sultan Chand & Sons, New Delhi.
3. Pathak, Bharati V. (2020). The Indian Financial System: Markets, Institutions, and Services. Pearson Education, New Delhi.
4. Reserve Bank of India. Report on Trend and Progress of Banking in India (latest edition).
5. Gurusamy, S. (2021). Banking Theory, Law and Practice. McGrawHill Education.
6. Chhabra, T. N. (2020). Elements of Banking and Insurance. Dhanpat Rai & Sons, New Delhi.
7. Government of India. Economic Survey (latest edition).
8. Online Resources: RBI ([\[www.rbi.org.in\]\(http://www.rbi.org.in\)](http://www.rbi.org.in)), NABARD ([\[www.nabard.org\]\(http://www.nabard.org\)](http://www.nabard.org)), and Ministry of Finance reports.

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

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: S.Y.B.A
Semester	: IV
Course Type	: Major Mandatory
Course Name	: Research Methodology II
Course Code	: ECO-253-VSC
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives -

- 1) Learn to identify and define research problems, formulate clear research questions, and develop testable hypotheses
- 2) Understand different types of research designs and develop plans for conducting research, from initial concept to completion.
- 3) Gain skills in conducting literature searches, reviewing existing sources
- 4) **To Promote Critical Thinking:**
- 5) Acquire knowledge of various data collection methods (quantitative and qualitative) and develop skills in statistical analysis and data interpretation.
- 6) Become familiar with the ethical principles and concerns in research to ensure responsible conduct throughout a study.
- 7) Develop the ability to write comprehensive research proposals, present findings clearly, and communicate the research process and outcomes effectively.

B) Course Outcomes-

- CO1.** Comprehend the philosophical foundations of research and the various types of research (qualitative, quantitative, and mixed).
- CO2** Learn to identify research gaps, define research problems, and develop specific, measurable, achievable, relevant, and time-bound (SMART) objectives.
- CO3.** Understand and apply different research designs and strategies to suit chosen research problems.
- CO4.** Search for, select, and critically analyse relevant research articles.
- CO5** Learn to find ongoing, state-of-the-art research to understand the background material and identify current gaps.
- CO6** Gain experience with various data collection instruments and techniques.
- CO7.** Develop skills in both qualitative and quantitative data analysis and presentation.

TOPICS/CONTENTS**UNIT 1 Research Techniques****(Teaching Hrs.10)**

- 1.1 Case Study Method
- 1.2 Historical Method
- 1.3 Hypothesis – Definition, Formation and Role

UNIT 2 Use of Statics in Research**(Teaching Hrs.10)**

- 2.1. Measurement of Central Tendency-Mean, Median, Mode
- 2.2. Dispersion and Correlation
- 2.3. Hypothesis Testing –Chi Square Test

UNIT 3 Information System and Report Writing**(Teaching Hrs.10)**

- 3.1. Information System and Knowledge Management
- 3.2. Computerized Data Processing- Word, Excel, PowerPoint
- 3.3 Stages of Report Writing

Reference Books:

1. Ferguson, Paul R. and Glenys J. Ferguson, (1994), Industrial Economics - Issues and Perspectives, Macmillan, London.
2. Shepher, William G. (1985), The Economics of industrial Organization, Prentice - Hall, Inc, Englewood Cliffs, N. J.
3. G. Symeonids : Industrial Economics ,2011, London School of Economics & Political Science.
4. Ahluwalia, I. J. (1985), Industrial Growth in India - Stagnation since Mid-sixties, Oxford University Press, New Delhi.

Mapping of Program Outcome with Course Outcome

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

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

Justification for the Mapping

Fundamental Knowledge:

CO2 Learn to identify research gaps, define research problems, and develop specific, measurable, achievable, relevant, and time-bound (SMART) objectives.

CO5 Learn to find ongoing, state-of-the-art research to understand the background material and identify current gaps.

Problem-Solving Abilities:

CO1. Comprehend the philosophical foundations of research and the various types of research (qualitative, quantitative, and mixed).

CO3. Understand and apply different research designs and strategies to suit chosen research problems.

Analytical Skills:

CO4. Search for, select, and critically analyse relevant research articles.

CO7. Develop skills in both qualitative and quantitative data analysis and presentation.

Technical Proficiency:

CO2 Learn to identify research gaps, define research problems, and develop specific, measurable, achievable, relevant, and time-bound (SMART) objectives.

CO6 Gain experience with various data collection instruments and techniques.

Ethical Understanding:

CO4. Search for, select, and critically analyze relevant research articles.

Regulatory Compliance:

CO2 Learn to identify research gaps, define research problems, and develop specific, measurable, achievable, relevant, and time-bound (SMART) objectives.

Communication Skills:

CO1. Comprehend the philosophical foundations of research and the various types of research (qualitative, quantitative, and mixed).

CO5 Learn to find ongoing, state-of-the-art research to understand the background material and identify current gaps.

Global Perspective:

CO3. Understand and apply different research designs and strategies to suit chosen research problems.

Career Readiness:

CO5 Learn to find ongoing, state-of-the-art research to understand the background material and identify current gaps.

Lifelong Learning:

CO5 Learn to find ongoing, state-of-the-art research to understand the background material and identify current gaps.

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

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: S.Y.B.A
Semester	: IV
Course Type	: Mandatory
Course Name	: CEP
Course Code	: ECO-254-CEP
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives–

- 1) To gain hands-on experience and enhance skills in community service by working with community organizations.
- 2) To become skilled at recognizing and defining the scope of problems and needs within a community.
- 3) o effectively integrate theoretical knowledge and critical thinking skills to find practical, real-world solutions to community challenges.
- 4) To promote ethical values, social responsibility, and an appreciation for diverse perspectives within a community context.
- 5) To develop critical thinking skills by engaging with real-world problems and reflecting on the impact of their experiences
- 6) To work collaboratively with students and institutions to identify and address local issues through participatory approaches
- 7) To foster strong, long-term partnerships between higher education institutions and community members.

B) Course Outcomes-

CO1 Students develop a heightened sense of personal responsibility to community issues and a commitment to contributing to the public good.

CO2 Graduates gain knowledge of community life, local wisdom, and the social realities, challenges, and assets of diverse communities.

CO3 Students learn to bridge the gap between theory and practice by applying academic concepts

CO4 The program cultivates empathy, mutual respect, and strong bonds of mutuality with community members

CO5 Through hands-on experiences, students enhance their ability to analyze problems and develop solutions for community challenges.

CO6 Graduates are expected to demonstrate high standards of ethical conduct

CO7 The curriculum encourages an understanding of sustainability and fosters a sense of stewardship towards the environment and community well-being.

Guidelines for Community Engagement Project (CEP)

To carry out the Community Engagement Project work following guidelines should be used:

1. Community based learning: Students should participate in community based Community based field projects under the supervision of faculty.
2. A minimum of **30 hours of learning per credit** in a semester is required.
3. Assignment of project topics to individual student or groups of students (2 or 3 students in one group/ Commerce faculty can have 5 students per group) and one faculty member from the department will act as GUIDE for the student or group of students.
4. Preparation of a questionnaire (20 -30 questions or more) related to their project topic (in Marathi or English). If the project is related to work that does not involve SURVEY work, then the questionnaire part can be replaced accordingly.
5. The departmental coordinator/guide should check the questions and finalize the questionnaire. The question that may create unnecessary complications should be avoided. The questions should be qualitative as well as quantitative.
6. Students should go to their chosen field with the questionnaire and collect the information regarding the questions asked to the concerned people. Collect as much information as possible by collecting 25 or more questionnaires or related data. The more the data, the better it will be for analysis.
7. The student should compile all the relevant data and carry out its analysis.
8. Write a project report in the standard format (2 Copies): Index, Chapter-1, Chapter-2, Conclusion, References etc. The report should mention the clear **OUTPUT** drawn from the study. The typed project report should have minimum 25 pages, with font size 12 and line spacing of 1.5.
9. Submit the project report with the Guide's signature to the department (To the Departmental CEP coordinator).
10. The Oral presentation for all the projects in the department should be arranged in the department. To evaluate the project, TWO examiners from the department should be appointed by HoD. There will be NO external examiner appointed for the evaluation of projects. Also, there will be NO internal and external marks.
11. The total project work including preparation of questionnaire to oral presentation should be evaluated for 2 credits (50 Marks). The details about the allocation of time, marks and scheme of examination for Community Engagement Project are given in Table. The departmental CEP coordinator/HoD should submit the marks as per regular procedure to the examination section.
12. Since it is a compulsory subject in our syllabus, passing students in this Community Engagement Project is **MUST** to complete their degree.

TOPICS/CONTENTS**UNIT 1: Planning of fieldwork for data collection****(Teaching Hrs. 10)**

- 1.1 Planning of fieldwork/survey
- 1.2 Preparation of questionnaire/field sheet/field book
- 1.3 Carrying out fieldwork/survey for primary data collection

develop solutions for community challenges.

Global Perspective:

CO4 The program cultivates empathy, mutual respect, and strong bonds of mutuality with community members

Career Readiness:

CO3 Students learn to bridge the gap between theory and practice by applying academic concepts

Lifelong Learning:

CO7 The curriculum encourages an understanding of sustainability and fosters a sense of stewardship towards the environment and community well-being.

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

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Minor
Course Name	: Indian Economy and Demography
Course Code	: ECO-255-MN
No. of Lectures	: 60
No. of Credits	: 04

A. Course Objectives

1. To analyze the demographic characteristics and the trends in size and growth of India's population since 1951.
2. To introduce the concept of demographic dividend and assess its implications for India.
3. To understand the salient features of India's National Population Policy (2000) and its goals.
4. To examine the meaning and importance of family planning in population management and explore different methods of family planning and their socio-economic impacts.
5. To study the relationship between population growth and economic development and influence of population on natural resources and key economic factors like saving, investment, capital formation, and technology.
6. To examine the status of women as an indicator of development and its interrelation with demographic change.
7. To evaluate the role of family welfare programs in population control and understand the impact of education on population control and demographic behavior.
8. To explore how women's autonomy contributes to effective population control.

B. Course Outcomes

CO1: Analyze the demographic characteristics of India, including trends in population size, growth, and structure since 1951, and apply these insights to understand historical and current demographic changes.

CO2: Explain the concept of demographic dividend and critically assess its potential benefits and challenges for India's economic development and societal growth.

CO3: Evaluate the goals and key features of India's National Population Policy (2000) and assess its relevance and effectiveness in addressing population-related issues in contemporary India.

CO4: Discuss the significance of family planning in population management and evaluate various family planning methods, considering their socio-economic implications on households and communities.

CO5: Assess the complex relationship between population growth and economic development, analyzing its impact on natural resources, savings, investment, capital formation, and technological advancement

CO6: Investigate the status of women as an indicator of development, critically analyzing its relationship with demographic change and exploring how gender equality influences demographic transitions.

CO7: Critically evaluate the effectiveness of family welfare programs in population control, and analyze how education influences demographic behavior and contributes to population management strategies.

CO8: Explore how enhancing women's autonomy in decision-making can lead to more effective population control, linking this autonomy to broader socio-economic outcomes in population management.

TOPICS/CONTENTS

Unit 1. Characteristics of population in India since 1951 (Teaching Hrs. 15)

- 1.1 Characteristics of population in India
- 1.2 Size and Growth of population
- 1.3 Causes of rapid growth in population in India
- 1.4 Concept of Demographic dividend

Unit 2. Population Policy (Teaching Hrs. 15)

- 2.1 Salient features of India's population policy.
- 2.2 National Population Policy (2000)
- 2.3 Family Planning – Meaning, importance
- 2.4 Methods of family planning.

Unit 3 Population and Development (Teaching Hrs. 15)

- 3.1 Relation between Population and Development
- 3.2 Population and Natural Resources- Demographic and Socio-economic factors Influencing Saving, Investment, Capital Formation and Technology
- 3.3 Population and Labour force- Population and Employment, Economically Active Population, Work Participation
- 3.4 Women and Development- Indicators of Status of Women, Inter-relation between Status of Women and Demographic Change

Unit 4. Population control measures in India (Teaching Hrs. 15)

- 4.1 Family Welfare
- 4.2 Education and Population Control
- 4.3 Women's Autonomy and Population Control
- 4.4 Socio-economic Measures for Population Control

Reading list:

1. Majid Hussain, Loksankhya shastra (Marathi)
2. Bose, Ashish: India's urbanization 1901 – 2001 – 2nd Ed New Delhi, Tata McGraw Hill, 1978
3. Bougue, Donald J: Principles of demography – New York: John Wiley and Sons, 1969
4. Bhende, Asha A and Tara Kanitkar: Principles of population studies – 5th rev. ed. Delhi: Himalaya, 12997
5. Davis, Kingsley: The population of India and Pakistan – New Jersey; Princeton, 1951
6. Hauser, Philip M and Otis Dudley Duncan, Ed: The study of population: an inventory and appraisal – Chicago: University of Chicago Press, 1951
7. Misra.B.D.: An Introduction to the study of population – New Delhi : South Asian, 1981
8. Population growth in Kerala; Its implications – Trivandrum – Govt. Press, 1986
9. PrakasaRaoVLS : Urbanisation in India : Spatial Dimensions – New Delhi : Concept, 1983

10. Ramakumar.R and Gopal Y S: Technical demography – New Delhi: Wiley Eastern, 1986
11. Shrivastava O S: A text book of demography with economics of man power supply and manpower demand, New Delhi: Vikas, 1983
12. Sinha and Zachariah: Elements of Demography

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

Justification of Mapping:

1. CO1 aligns with PO1, PO2, PO3, PO6, and PO7 because analyzing demographic trends requires critical thinking, problem-solving, social awareness, and an understanding of societal impacts.
2. CO2 aligns with PO1, PO2, PO3, PO6, and PO7 as understanding the demographic dividend involves critical analysis of economic impacts and social responsibilities.
3. CO3 aligns with PO1, PO2, PO3, PO6, and PO7 since evaluating policies like the National Population Policy involves critical thinking, policy analysis, and social responsibility.
4. CO4 aligns with PO1, PO2, PO3, PO6, and PO7 because understanding family planning involves problem-solving and socio-economic analysis.
5. CO5 aligns with PO1, PO2, PO3, PO5, PO6, and PO8 as the relationship between population growth and economic development requires understanding the environmental and societal impacts.
6. CO6 aligns with PO1, PO2, PO3, PO5, PO6 and PO8, emphasizing the investigation of women's status in development contexts and its relation to gender equality.
7. CO7 aligns with PO1, PO2, PO3, PO4, PO6, PO7, and PO8 because it evaluates family welfare programs and how education shapes demographic behavior, linking it with both social responsibility and gender sensitivity.
8. CO8 aligns with PO1, PO2, PO3, and PO8, focusing on the relationship between women's autonomy, gender equality, and population control.

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

Name of the Programme	:	B.A.
Subject	:	Economics
Program Code	:	UAECO
Class	:	S.Y.B.A.
Semester	:	IV
Course Type	:	Open Elective
Course Name	:	Indian Economy- II
Course Code	:	ECO-256-OE
No. of Lectures	:	60
No. of Credits	:	04

Course Objectives

By the end of the course, students should be able to:

1. Provide students with an understanding of the concept, scope, and significance of Human Resource Development (HRD) in India.
2. Analyze the demographic profile of India and explore the opportunities and challenges of demographic dividend.
3. Explain the role of education and health in developing human resources for economic and social progress.
4. Familiarize students with employment trends, labour market issues, and skill development initiatives in India.
5. Examine the impact of migration, urbanisation, and social inequalities on human capital formation.
6. Highlight the role of women in HRD and evaluate policies and programs for gender empowerment.
7. Study government policies, institutional frameworks, and contemporary challenges in HRD, including digitalisation and sustainable development goals.

Course Outcomes

1. Explain the meaning, objectives, and importance of Human Resource Development in the context of India.
2. Evaluate the demographic trends of India and critically assess the demographic dividend.
3. Demonstrate knowledge of the role of education and health in enhancing human capital.
4. Analyse employment patterns and assess the effectiveness of skill development programs in India.
5. Interpret the socio-economic impact of migration and urbanisation on human resource development.
6. Assess the role of women in HRD and examine the challenges of gender inequality.
7. Critically evaluate government policies, institutional measures, and global challenges for strengthening HRD in India.

TOPICS / CONTENTS**UNIT 1 Indian Planning and Economic Reforms (Teaching Hrs. 10)**

- 1.1 Objectives and Achievements of Five-Year Plans
- 1.2 Economic Reforms of 1991: LPG (Liberalisation, Privatisation, Globalisation)
- 1.3 NITI Aayog: Structure and Functions

UNIT 2 External Sector of Indian Economy (Teaching Hrs. 10)

- 2.1 India's Foreign Trade: Composition and Direction
- 2.2 Balance of Payments and Foreign Exchange Reserves
- 2.3 Role of WTO, IMF, and World Bank in Indian Economy

UNIT 3 Population and Human Resource Development (Teaching Hrs. 10)

- 3.1 Population Growth and Recent Policy
- 3.2 Demographic Dividend: Opportunities and Challenges
- 3.3 Role of Human Resources in Economic Development of India

References

1. Uma Kapila (2022), Indian Economy: Performance and Policies, Academic Foundation, New Delhi.
2. Ramesh Singh (2023), Indian Economy, McGraw Hill Education.
3. Mishra & Puri (2021), Indian Economy: Its Development Experience, Himalaya Publishing House.
4. Datt, Ruddar & Sundaram, K.P.M. (2020), Indian Economy, S. Chand & Company Ltd.
5. Jalan, Bimal (2019), India's Economic Reforms, Penguin Books India.
6. Ahluwalia, I.J. & Little, I.M.D. (2018), India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press.
7. Kapila, Raj (2021), Indian Economy Since Independence, Academic Foundation.
8. Panagariya, Arvind (2020), India: The Emerging Giant, Oxford University Press.
9. Todaro, Michael P. & Smith, Stephen C. (2021), Economic Development, Pearson Education.
10. Government of India (Latest Issues), Economic Survey of India, Ministry of Finance, 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							
CO 2	2			2				
CO 3		2			2			
CO 4			2			2		
CO 5		3			1		2	
CO 6			2				3	2
CO 7				2		2		2
CO 8								

Justification for the Mapping

PO1: Critical and Creative Thinking

CO1: Explain the meaning, objectives, and importance of Human Resource Development in the context of India.

CO2: Evaluate the demographic trends of India and critically assess the demographic dividend.

PO2: Communication Skills

CO3: Demonstrate knowledge of the role of education and health in enhancing human capital.

CO5: Interpret the socio-economic impact of migration and urbanisation on human resource development.

PO3: Multicultural Competence

CO4: Analyse employment patterns and assess the effectiveness of skill development programs in India.

CO6: Assess the role of women in HRD and examine the challenges of gender inequality.

PO4: Research Skills

CO2: Evaluate the demographic trends of India and critically assess the demographic dividend.

CO7: Critically evaluate government policies, institutional measures, and global challenges for strengthening HRD in India.

PO5: Environmental Awareness

CO3: Demonstrate knowledge of the role of education and health in enhancing human capital.

CO5: Interpret the socio-economic impact of migration and urbanisation on human resource development.

PO6: Problem-Solving Abilities

CO4: Analyse employment patterns and assess the effectiveness of skill development programs in India.

CO7: Critically evaluate government policies, institutional measures, and global challenges for strengthening HRD in India.

PO7: Collaboration and Teamwork

CO5: Interpret the socio-economic impact of migration and urbanisation on human resource development.

CO6: Assess the role of women in HRD and examine the challenges of gender inequality.

PO8: Community Engagement and Service

CO6: Assess the role of women in HRD and examine the challenges of gender inequality.

CO7: Critically evaluate government policies, institutional measures, and global challenges for strengthening HRD in India.

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

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Skill Enhancement Course
Course Name	: Basic Statistics
Course Code	: ECO-257-SEC
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives

1. Understand the fundamental concepts of descriptive and inferential statistics.
2. Apply statistical tools to analyze economic data effectively.
3. Develop skills in organizing, presenting, and interpreting data using graphical and numerical methods.
4. Comprehend the principles of probability and its applications in economic decision-making.
5. Perform basic hypothesis testing and interpret results in an economic context.
6. Understand the relationship between variables using correlation and regression analysis.
7. Cultivate critical thinking to evaluate statistical information in economic research and policy analysis.

B) Course Outcomes

1. **CO1:** Explain key statistical concepts such as mean, median, variance, and standard deviation, and their relevance in economics.
2. **CO2:** Collect, organize, and present economic data using tables, charts, and graphs.
3. **CO3:** Apply probability concepts to assess uncertainty in economic scenarios.
4. **CO4:** Conduct hypothesis testing to draw conclusions about economic populations.
5. **CO5:** Analyze the relationship between economic variables using correlation and regression techniques.
6. **CO6:** Interpret statistical results to support economic arguments and policy recommendations.
7. **CO7:** Critically evaluate statistical data and methods used in economic studies and reports.

TOPICS/CONTENTS**Unit 1: Introduction to Statistics**

1. Definition Scope Importance and Limitations of Statistics
2. Primary and Secondary
3. Types of data Quantitative and Qualitative

Unit 2: Measures of Central Tendency and Dispersion

1. Meaning and Importance of Central Tendency
2. Types of Averages: Arithmetic Mean, Median, Mode
3. Meaning and Importance of Dispersion

Unit III: Probability and Probability Distributions

1. Basic Concepts of Probability: Events, sample space, and probability rules.
2. Conditional Probability
3. Random Variables: Discrete and continuous random variables.

Basic Reading List :

1. **Gupta, S. P. (2021)** *Statistical Methods*, Sultan Chand & Sons, New Delhi.
2. **Elhance, D. N. (2019)** *Fundamentals of Statistics*, Kitab Mahal, Allahabad.
3. **Agarwal, B. L. (2018)** *Basic Statistics*, New Age International Publishers, New Delhi.
4. **R. S. Bhardwaj (2020)** *Business Statistics*, Excel Books, New Delhi.
5. **Veerachamy, R. (2017)** *Quantitative Methods for Economics*, New Age International Publishers.

Additional Reading List :

1. **Gupta, C. B. (2019)** *An Introduction to Statistical Methods*, Vikas Publishing House, New Delhi.
2. **Croxton, F. E. & Cowden, D. J. (1979)** – *Applied General Statistics*, Prentice Hall of India, New Delhi.
3. **Hooda, R. P. (2018)** *Statistics for Business and Economics*, Macmillan India Ltd., New Delhi.
4. **Goon, A. M., Gupta, M. K., & Dasgupta, B. (2010)** *Fundamentals of Statistics*, World Press, Calcutta.
5. **Levin, R. I. & Rubin, D. S. (2012)** *Statistics for Management*, Pearson Education.

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

Justification of Mapping:

CO1 aligns strongly with **PO1** (economic knowledge) as it introduces statistical concepts relevant to economics, with moderate alignment to **PO2** (quantitative skills).

CO2 and **CO4** strongly correlate with **PO2** and **PO3** due to their focus on data analysis and interpretation.

CO3 and **CO5** align with **PO2**, **PO4**, and **PO6** as they involve applying statistical techniques to economic problems and real-world scenarios.

CO6 and **CO7** have strong correlations with **PO3**, **PO4**, **PO6**, and **PO7** as they emphasize interpretation, critical evaluation, and policy analysis.