



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

Name of the Programme	:	B.A.
Subject	:	Economics
Program Code	:	UAECO
Class	:	T.Y.B.A.
Semester	:	VI
Course Type	:	Major (Mandatory)
Course Name	:	International Economics- II
Course Code	:	ECO-351-MJM
No. of Lectures	:	60
No. of Credits	:	04

A) Course Objectives

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

1. Understand the basic concepts of **foreign exchange and its reserves**, along with their role in international trade and finance.
2. Study different **systems of exchange rate determination** and their practical implications in the global economy.
3. Comprehend key concepts like **devaluation, revaluation, depreciation, and appreciation**, and their impact on economies.
4. Explore the **functions of foreign exchange markets** and the role of institutions in regulating them.
5. Gain knowledge about **international reserves**, their components, and the motives for holding them.
6. Examine the issues of **international factor mobility**, including labour migration, brain drain, and foreign capital.
7. Understand the **objectives and functions of international financial institutions** (World Bank, IMF, WTO) and regional organizations (SAARC, BRICS).

B) Course Outcomes

After successful completion of the course, students will be able to:

1. Identify and explain the **components of foreign exchange reserves** and their significance in economic stability.
2. Compare and analyse
3. different **exchange rate systems** and their impact on trade and monetary policy.
4. Apply the concepts of **currency value changes** (devaluation, revaluation, etc.) in real-world economic situations.
5. Demonstrate understanding of the **structure and working of foreign exchange markets**.
6. Evaluate the **role of international reserves** in stabilizing exchange rates and supporting Balance of Payments.
7. Critically assess the **causes and effects of labour migration, brain drain, and inflow of foreign capital**.
8. Explain the **objectives and functions of global and regional economic institutions**, and assess their importance in promoting international cooperation.

TOPICS / CONTENTS**UNIT 1 Foreign Exchange (Teaching Hrs. 15)**

- 1.1 Foreign Exchange Market: Meaning, Functions
- 1.2 Components of Foreign Exchange Reserves
- 1.3 Systems of Exchange Rate Determination: Fixed and Flexible Exchange Rate
- 1.4 Concepts: Devaluation, Revaluation, Depreciation and Appreciation

UNIT 2 International Reserves (Teaching Hrs. 15)

- 2.1 International Reserves: Definition, Concepts and Significance
- 2.2 Components of International Reserves: Foreign Currency Assets, Gold, SDRs
- 2.3 Motives for Holding International Reserves: Exchange Rate Stability & External Shocks
- 2.4 Management of International Reserves: Institutional Framework and Risk Management

UNIT 3 International Factor Mobility (Teaching Hrs. 15)

- 3.1 Labour Migration: Meaning, Causes and Effects
- 3.2 Brain Drain: Concept, Causes and Effects
- 3.3 Foreign Capital: Types, FDI, FII
- 3.4 Problems of Foreign Capital

UNIT 4 International Financial Institutions and Regional Cooperation (Teaching Hrs. 15)

- 4.1 World Bank & Asian Development Bank (ADB): Objectives and Functions
- 4.2 International Monetary Fund (IMF): Organization and Functions
- 4.3 World Trade Organization (WTO): Objectives and Functions
- 4.4 SAARC, ASEAN, UNCTAD & BRICS: Objectives and Functions

References :

1. Paul R. Krugman and Maurice Obstfeld (2018), *International Economics: Theory and Policy*, Pearson Education.
2. Maurice D. Levi (2019), *International Finance*, Routledge.
3. A.V. Rajwade (2014), *Foreign Exchange, International Finance and Risk Management*, Academic Foundation.
4. Sanati (2024), *International Trade Finance and Forex Operations: Theory and Application*, Routledge.
5. Vivek Viswan V. (2021), *Foreign Exchange Management and International Finance*, Viva Books.
6. John H. Dunning and Sarianna M. Lundan (2019), *Multinational Enterprises and the Global Economy*, Edward Elgar Publishing.
7. N. Yoshino, P. Kumar, F. Taghizadeh-Hesary (Ed.) (2021), *Studies in International Economics and Finance*, Springer.
8. Jagdish Bhagwati (2002), *Free Trade Today*, Princeton University Press.
9. *Economic Survey of India (Latest Annual Publications)*, Ministry of Finance, Government of India).
10. Bo Södersten and Geoffrey Reed (1994), *International Economics*, Macmillan.
11. **Dominick Salvatore (2019), *International Economics*, Wiley.**

12. **Thomas A. Pugel (2016)**, *International Economics*, McGraw-Hill Education.
 13. **Charles P. Kindleberger and Peter H. Lindert (2015)**, *International Economics*, Irwin/McGraw-Hill.

Mapping of Program Outcome with Course Outcome

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

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

Justification for the Mapping

PO1: Critical and Creative Thinking

CO1: Identify and explain the components of foreign exchange reserves and their significance in economic stability.

CO2: Compare and analyse different exchange rate systems and their impact on trade and monetary policy.

PO2: Communication Skills:

CO4: Apply the concepts of currency value changes (devaluation, revaluation, etc.) in real-world economic situations.

CO8: Explain the objectives and functions of global and regional economic institutions, and assess their importance in promoting international cooperation.

PO3: Multicultural Competence

CO7: Critically assess the causes and effects of labour migration, brain drain, and inflow of foreign capital.

CO8: Explain the objectives and functions of global and regional economic institutions, and assess their importance in promoting international cooperation.

PO4: Research Skills:

CO2: Compare and analyse different exchange rate systems and their impact on trade and monetary policy.

CO5: Demonstrate understanding of the structure and working of foreign exchange markets.

PO5: Environmental Awareness:

CO6: evaluate the role of international reserves in stabilizing exchange rates and supporting Balance of Payments.

CO8: Explain the objectives and functions of global and regional economic institutions, and assess their importance in promoting international cooperation.

PO6: Problem-Solving Abilities

CO1: Identify and explain the components of foreign exchange reserves and their significance in economic stability.

CO3: Apply the concepts of currency value changes (devaluation, revaluation, etc.) in real-world economic situations.

PO7: Collaboration and Teamwork

CO4: Apply the concepts of currency value changes (devaluation, revaluation, etc.) in real-world economic situations.

CO7: Critically assess the causes and effects of labour migration, brain drain, and inflow of foreign capital.

PO8: Community Engagement and Service

CO6: Evaluate the role of international reserves in stabilizing exchange rates and supporting Balance of Payments.

CO8: Explain the objectives and functions of global and regional economic institutions, and assess their importance in promoting international cooperation.

**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	:	T.Y.B.A.
Semester	:	VI
Course Type	:	Major (Mandatory)
Course Name	:	Quantitative Techniques- II
Course Code	:	ECO-352-MJM
No. of Lectures	:	60
No. of Credits	:	04

A) Course Objectives:

1. Understand the fundamental principles of quantitative techniques.
2. Learn to apply basic mathematical operations in problem-solving.
3. Understand the elementary principles of correlation.
4. Learn to concern basic correlation coefficient operations in problem-solving.
5. To understand index number and testing of hypothesis for analysis in price system.
6. Explore the application of quantitative techniques in various fields including business, economics, and science.
7. Develop critical thinking skills to analyze and interpret quantitative data.

B) Course Outcome:

1. The main outcome of this course is apprising students with various concepts of statics with theoretical base and calculations.
2. The paper also deals with simple tools and techniques, which will help a student in data collection, presentation, analysis and drawing inferences about various statistical hypotheses.
3. Demonstrate proficiency in performing basic arithmetic operations including addition, subtraction, multiplication, and division.
4. Demonstrate proficiency in performing basic arithmetic operations including addition, subtraction, multiplication, and division.
5. Solve algebraic equations and inequalities using appropriate methods and techniques.
6. Apply statistical measures such as mean, median, mode, and standard deviation to analyze data sets.
7. Interpret graphical representations of quantitative data including bar charts, histograms, and scatter plots.

TOPICS / CONTENTS**UNIT 1: Correlation****(Teaching Hrs. 15)**

- 1.1 Meaning of correlation
- 1.2 Significance of Correlation
- 1.3 Types of correlation
- 1.4 Karl Pearson's Coefficient of Correlation (Simple)

UNIT 2: Statistical Analysis**(Teaching Hrs. 15)**

- 2.1 Measures of variation: Merits and Demerits
- 2.2 Range method
- 2.3 Mean Deviation
- 2.4 Standard Deviation

UNIT 3: Economical Application**(Teaching Hrs. 15)**

- 3.1 Meaning, Need and importance probability
- 3.2 Types of Probability: **theoretical, experimental, and subjective**
 - 3.3 Need and relevance of probability
 - 3.4 Applications of Tests (T-Test, Z- Test)

UNIT4: Hypothesis**(Teaching Hrs. 15)**

- 4.1 Definition of Hypothesis
- 4.2 Formulation of Hypothesis
- 4.3 Testing of Hypothesis - chi square
- 4.4 Types of Error

BASIC READING LIST:

1. S. P. Gupta - Statistical Methods, Sultan Chand & Sons, New Delhi.
2. Gupta, S.C. and Kapoor V.K.-Fundamentals and Applied statistics, S. Chand & Sons; New Delhi.
3. प्रा. राम देशमुख , मुलभूत सांख्यिकी , विद्या प्रकाशन नागपूर, २००५
4. डॉ. रानडे पुष्पा, गणितीय तंत्रे आणि संशोधन, डायमंड प्रकाशन, पुणे २०१०

ADDITIONAL READING LIST:

1. Sukla and Gulshan - Statistics, S. Chand & Company Ltd., New Delhi.
2. Shenoy, Srivastav and Sharma- Business Statistics, New Age International Publishers, Mumbai.
3. Elhance and Aggarwal- Fundamentals of Statistics, Kitab Mahal, Allahabad.
4. Pillai and Bagavathi- Statistics Theory and Practice, S. Chand & Company, New Delhi.
5. Y. R. Mahajan- Problems in Statistics, Pimpalpure and Company Publishers, Nagpur.
6. Allan R.G.D – Mathematical Analysis of Economists Macmillan Press, London.
7. Black J. & J.F. Bradley – Essential Mathematics for Economists, John Wiley and Sons

8. Chiang A .C. Fundamental Methods of Mathematics. McGraw Hill New Delhi
 9. Croxtion F.D.- Applied General Statistics, Prenticehall, New Delhi.

Mapping of Program Outcome with Course Outcome

Weightage: 1: Weak 2: Moderate 3: Strong

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

Justification for the Mapping

PSO1. Knowledge of various concepts of statics with theoretical base.

CO1. Understand the basics of correlation.

CO2. Understand the mathematical operations in problem-solving.

CO3. Understand the roles elementary principles of correlation.

PSO2. Analytical Skills:

CO6. Understand the interaction between the domestic economy and the rest of the world.

CO7. Apply basic concepts to interest rate, including simple, compound interest rate

PSO3. Research and Writing Skills:

CO5. Apply economic reasoning to understand the operation of an economy.

PSO4. Policy Analysis:

CO6. Understand the interaction between the domestic economy and the rest of the world.

CO7. Apply basic hypothesis testing with different tests

PSO5. Quantitative Skills:

CO1. Understand the basics of types of error.

PS6. Critical Thinking:

CO1. Understand the statistical framework.

CO2. Understand the roles of statistical tools in economics.

CO3. Basic correlation coefficient operations in problem-solving

PSO7. Professional Ethics:

CO2. Apply basic help a student in data collection, presentation, analysis.

**SYLLABUS (CBCS as per NEP 2020) FOR TYBA
(W .e. from June, 2024)**

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: T.Y.B.A
Semester	: IV
Course Type	: Major Mandatory
Course Name	: Research Methodology II
Course Code	: ECO-353-MJM
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 analyse 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 T.Y.B.A.
(w.e. from June, 2025)**

Name of the Programme	:	B.A.
Subject	:	Economics
Program Code	:	UAECO
Class	:	T.Y.B.A.
Semester	:	VI
Course Type	:	Major (Elective)
Course Name	:	Cooperation- II
Course Code	:	ECO-354-MJE(A)
No. of Lectures	:	60
No. of Credits	:	04

Course Objectives

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

1. Understand the structure, management, and governance of cooperative societies.
2. Comprehend the roles and responsibilities of members and management in cooperatives.
3. Gain knowledge about cooperative marketing concepts, structure, and institutions like NAFED.
4. Learn the principles, types, and importance of cooperative farming in India.
5. Understand the significance of cooperative education and training for members and management.
6. Explore various institutions, workshops, and programs that promote cooperative capacity building.
7. Analyse challenges and strategies for improving transparency, accountability, and sustainability in cooperatives.

Course Outcomes

1. Explain the organizational structure of cooperatives and the role of the general body and board of directors.
2. Demonstrate understanding of decision-making processes, governance, and accountability in cooperative management.
3. Identify and evaluate cooperative marketing systems, their features, and the role of institutions like NAFED.
4. Describe the types, principles, and current scenario of cooperative farming in India.
5. Recognize the importance of cooperative education and training for sustainable growth.
6. Assess the role of institutions, workshops, and awareness programs in enhancing member skills and capacity.
7. Critically analyse challenges in cooperatives and suggest solutions for better governance, transparency, and efficiency.

TOPICS / CONTENTS

UNIT 1 Structure and Management of Cooperatives**(Teaching Hrs. 15)**

- 1.1 Organizational structure (General body, Board of Directors).
- 1.2 Roles and responsibilities of members and management.
- 1.3 Decision-making and governance in cooperatives.
- 1.4 Accountability and transparency in management.

UNIT 2 Co-operative Marketing**(Teaching Hrs. 15)**

- 2.1 Basic concepts and features of co-operative marketing
- 2.2 Structure of cooperative marketing
- 2.3 National Agricultural Cooperative Marketing Federation (NAFED)
- 2.4 Challenges to cooperative marketing.

UNIT 3 Co-operative farming**(Teaching Hrs. 15)**

- 3.1 Meaning and types of Co-operative farming
- 3.2 Principles and Features of Cooperative Farming**
- 3.3 Need for Cooperative Farming**
- 3.4 Co-operative farming: current scenario of cooperative farming in India.

UNIT 4: Cooperative Education and Training**(Teaching Hrs. 15)**

- 4.2 Importance of training for members and management.
- 4.2 Institutions providing cooperative education & training: **VAMNICOM**
- 4.3 Workshops, seminars, and awareness programs.
- 4.3 Capacity building for sustainable cooperative growth.

References:

1. TNAU Publication (2020), *Co-operative Principles and Management*, Tamil Nadu Agricultural University Press.
2. Vasant Desai (2016), *Dynamics of Co-operative Management*, Himalaya Publishing House.
3. M. Govinda Rao and M. Venkateswarlu (2018), *Cooperative Development in India*, Oxford University Press.
4. S.N. Mishra (2017), *Co-operative Marketing in India*, Himalaya Publishing House.
5. S. R. Sharma (2019), *Principles and Practice of Co-operative Farming*, Macmillan India.
6. National Institute of Co-operative Management (VAMNICOM) Publications, *Cooperative Education and Training Manual*, 2020.
7. B. L. Agarwal (2018), *Cooperative Management: Theory and Practice*, Kalyani Publishers.
8. D. Singh and R. P. Singh (2019), *Rural Cooperatives and Agricultural Development*, New Age International Publishers.
9. Dr. K. P. Rao (2020), *Cooperative Societies in India: Structure and Functioning*, Prashant Publications.
10. Economic Survey of India (latest edition), Ministry of Finance, Government of India.

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

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

CO 4			2		2			
CO 5		2			1			2
CO 6				2			3	
CO 7			1			2		2
CO 8								

Justification for the Mapping

PO1: Critical and Creative Thinking

CO1: Explain the organizational structure of cooperatives and the role of the general body and board of directors.

CO2: Demonstrate understanding of decision-making processes, governance, and accountability in cooperative management.

PO2: Communication Skills

CO3: Identify and evaluate cooperative marketing systems, their features, and the role of institutions like NAFED.

CO5: Recognize the importance of cooperative education and training for sustainable growth.

PO3: Multicultural Competence

CO4: Describe the types, principles, and current scenario of cooperative farming in India.

CO7: Critically analyse challenges in cooperatives and suggest solutions for better governance, transparency, and efficiency.

PO4: Research Skills

CO2: Demonstrate understanding of decision-making processes, governance, and accountability in cooperative management.

CO6: Assess the role of institutions, workshops, and awareness programs in enhancing member skills and capacity.

PO5: Environmental Awareness

CO4: Describe the types, principles, and current scenario of cooperative farming in India.

CO5: Recognize the importance of cooperative education and training for sustainable growth.

PO6: Problem-Solving Abilities

CO1: Explain the organizational structure of cooperatives and the role of the general body and board of directors.

CO7: Critically analyse challenges in cooperatives and suggest solutions for better governance, transparency, and efficiency.

PO7: Collaboration and Teamwork

CO3: Identify and evaluate cooperative marketing systems, their features, and the role of institutions like NAFED.

CO6: Assess the role of institutions, workshops, and awareness programs in enhancing member skills and capacity.

PO8: Community Engagement and Service

CO5: Recognize the importance of cooperative education and training for sustainable growth.

CO7: Critically analyse challenges in cooperatives and suggest solutions for better governance, transparency, and efficiency.

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

Name of the Programme	: B.A.
Subject	: Economics
Semester	: VI
Course Title	: Labour Economics
Course Code	: ECO- 354- MJE
Course Type	: Major (Mandatory)
Credits	: 04
Total Lectures	: 60
Marks	: 50

Course Objectives

1. To understand the structure, features, and functioning of the Indian labour market.
2. To study the evolution, role, and challenges of trade unions in India.
3. To examine the causes and settlement mechanisms of industrial disputes in India.
4. To understand the concept and practice of collective bargaining and workers' participation in management.
5. To explore the principles, agencies, and theories of labour welfare and the role of the labour welfare officer.
6. To study social security mechanisms, both assistance and insurance, and their implementation in India.
7. To analyze the role of the International Labour Organization (ILO) in shaping Indian labour policies and legislations.

Course Outcomes

After completing this course, the students will be able to:

1. Explain the characteristics and structure of the Indian labour market and related reforms.
2. Analyse the problems and policy measures relating to child labour and female labour.
3. Trace the historical development of trade unions in India and evaluate their current challenges.
4. Understand industrial disputes, their causes, and the machinery for settlement.
5. Comprehend the process and importance of collective bargaining and forms of workers' participation in management.
6. Examine the principles, theories, and institutions of labour welfare and social security in India.
7. Evaluate the impact of globalisation and ILO conventions on Indian labour laws and policy frameworks.

Detailed Syllabus

Chapter 1: Introduction – Indian Labour Market (15 Hours)

- 1.1 Characteristics of the Indian Labour Market – Size, structure, informalisation, regional and gender aspects.
- 1.2 Child Labour and Female Labour – Causes, magnitude, government policies and recent

measures.

1.3 Globalisation and Indian Labour Market – Employment shifts, contract labour, flexible labour practices, and labour reforms.

1.4 Exit Policy and Need for Safety Nets – Recommendations of the Second National Commission on Labour and policy outcomes.

Chapter 2: Trade Unionism (15 Hours)

2.1 Meaning, Definition and Functions of Trade Unions – Economic, social and political roles.

2.2 Historical Evolution of Trade Unions in India – Major phases, important legislations, and present status.

2.3 Problems of Trade Unions – Multiplicity, politicisation, finance, recognition, and interunion rivalry.

2.4 Role of Outside Leadership – Political influence and issues of internal democracy in trade unions.

Chapter 3: Industrial Relations (15 Hours)

3.1 Industrial Disputes – Causes and consequences; mechanisms for prevention and settlement (conciliation, arbitration, adjudication).

3.2 Collective Bargaining – Concept, features, importance, and prerequisites for successful bargaining.

3.3 Collective Bargaining in India – Levels, trends, challenges and emerging practices in Indian industries.

3.4 Workers' Participation in Management – Concept, objectives, forms, and extent of implementation in India.

Chapter 4: Labour Welfare and Social Security (15 Hours)

4.1 Labour Welfare – Meaning, objectives, principles, and theories (paternalism, social, and functional theory).

4.2 Agencies for Labour Welfare – Role of state, employer, trade unions, voluntary agencies; functions of labour welfare officer.

4.3 Social Security – Concept, scope, social assistance vs social insurance, and importance in developing economies.

4.4 Social Security in India – Major legislations and schemes (ESI, EPF, gratuity, maternity benefit, workmen's compensation) and the role of the ILO.

Reference Books

1. Datt, R. and Sundaram, K.P.M. (2023). Indian Economy. S. Chand & Co., New Delhi.

2. Mamoria, C.B. and Gankar, S.V. (2019). Dynamics of Industrial Relations. Himalaya Publishing House, Mumbai.

3. Mishra, S.K. and Puri, V.K. (2023). Indian Economy: Its Development Experience and Policies. Himalaya Publishing House, Mumbai.

4. Monappa, A., Arun Monappa & Mirza Saiyadain. (2017). Industrial Relations and Labour Laws. Tata McGrawHill Education, New Delhi.

5. Ratna Sen. (2018). Industrial Relations in India: Shifting Paradigms. Macmillan India, New Delhi.

6. Singh, J.K. (2011). Labour Economics: Principles, Problems and Practices. Deep & Deep Publications Pvt. Ltd., New Delhi.

7. Padhi, P.K. (2020). Labour and Industrial Laws. PHI Learning Pvt. Ltd., New Delhi.

8. International Labour Organization (ILO). Conventions, Recommendations, and Reports on Labour and Social Security. (Online Resources).

**SYLLABUS (CBCS as per NEP 2020, 2023 Pattern) FOR T.Y.B.A
(W .e. from June, 2025)**

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Minor
Course Name	: Development & Planning-II
Course Code	: ECO-361-MN
No. of Lectures	: 60
No. of Credits	: 04

A. Course Objectives

1. Introduce students to various theoretical approaches to economic development, including Big Push, Balanced Growth, and Imbalanced Growth models.
2. Explain the role and challenges of foreign capital in the economic development process, differentiating between private and public investment as well as types of foreign aid.
3. Develop an understanding of macroeconomic policy frameworks, particularly monetary and fiscal policies, their tools, and their limitations.
4. Examine the interrelationship between macroeconomic policies and cyclical fluctuations in economic activity.
5. Familiarize students with the concept, objectives, and importance of economic planning in developing economies.
6. Explore the shift in planning approaches in India, including inclusive growth strategies and the transition from the Planning Commission to NITI Aayog.
7. Enable students to critically evaluate various development strategies and policy measures for achieving sustainable and inclusive economic growth.

B. Course Outcomes

- CO1: Explain and differentiate key theories of economic development such as the Big Push, Balanced Growth, and Imbalanced Growth models.
- CO2: Analyze the significance and challenges of foreign capital in developing economies, including the role of foreign investment and aid.
- CO3: Demonstrate understanding of the objectives, instruments, and limitations of monetary and fiscal policies.
- CO4: Evaluate how fiscal and monetary policies can be applied to stabilize economic fluctuations.
- CO5: Describe the meaning, objectives, and necessity of economic planning in the context of national development.
- CO6: Assess the evolution of India's planning strategies, with special reference to inclusive growth and the role of NITI Aayog.
- CO7: Apply theoretical knowledge to analyze real-world development challenges and propose appropriate policy solutions.

TOPICS / CONTENTS**Unit 1. Approaches to Economic Development** **15 Lectures**

- 1.1 Balanced Growth
- 1.2 Imbalanced Growth
- 1.3 Karl Mark's Theory of Economic Development
- 1.4 Schumpeterian Theory of Economic Development

Unit 2. Foreign Capital and Development **15 Lectures**

- 2.1 Meaning & Role of Foreign Capital in Economic Development
- 2.2 Problems of Foreign Capital
- 2.3 Private Foreign Investment- Types & Role, Public Foreign Investment-Types
- 2.4 Foreign Aid- Tied and Untied

Unit 3. Macro-Economic Policy **15 Lectures**

- 3.1 Meaning and Definition
- 3.2 Monetary Policy- Objectives, Instruments and Limitations
- 3.3 Fiscal Policy- Objectives, Instruments and Limitations
- 3.4 Fiscal Policy in Cyclical Fluctuations

Unit 4. Economic Planning **15 Lectures**

- 4.1 Meaning, Definition and features of Planning
- 4.2 Need of Economic Planning
- 4.3 Objective of Economic Planning- Economic, Social and Political
- 4.4 NITI AYOJ - Objectives and Structure

Basic Reading List

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

Additional Reading List

1. Kindalberger C.P. (1977) Economic Development (3rd Edition) MCGraw Hill, New York.
2. Zhingan M.L. (1982) The Economics Of Development and Planning. Vrinda Publication (P) Ltd. Department of Economics BA/B.Com Third Year Sem V & VI 7
3. Mahata J.K. (1964) Economic of Growth, Asia.
4. Ghosh. B.N. (1982) Economic Development and Planning National Book House.

5. Mishra & Puri, Development and Planning- Theory And Practice, Himalaya.
6. Jagdish Bhagwati, The Economics Of Underdeveloped Countries.
7. Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.
8. Sen Amartya (1970) Growth Economics, Penguin.
9. Meaer and Baldwin (1970) Economic Development, Asia
10. Mehata J.K. (1971) Economic Development, Chaitanya.
11. Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
12. Datir R.K. (2013) Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, pune.
13. World Bank, World Development Report -2001 to 2011.

MAPPING OF PROGRAM OUTCOME WITH COURSE OUTCOME

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, 2024)**

Name of the Programme	: T.Y.B.A.
Subject	: Economics
Program Code	: UAECO
Class	: T.Y.B.A
Semester	: VI
Course Type	: On Job Training
Course Name	: Guidelines Practical
Course Code	: ECO-385-OJT
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives -

1. To acquiring new competencies and skills needed for a job in a real or close to real working environment.
2. To use of particular tools or equipment in a live-work practice, simulated, or training environment.
3. To Balance theoretical understanding with practical experience.
4. To understand the requirements of running mental health organizations.
5. To demonstrate the practical skills required in the field of mental health.
6. To get a first-hand experiential learning at all the work procedures they can expect to encounter.
7. To learn workplace expectations, equipment operations, and any other skills students need to complete their job successfully

B) Course Outcomes-

- CO1.** Students will understand the basics of psychological work environment.
CO2. Improve the ability of working with equipment's in the workplace.
CO3. Students will know the more about his/her own strengths to deal with
CO4. Students will be able to understand the skills in a workplace situation.
CO5. Students will get knowledge about practical skills with demonstration learning process.
CO6. Students will understand the role of professional expertise in day today life.
CO7. Students will learn how to get success on job place.

Introduction:

On the job training is one of the best ways to deliver type of specific and continuous learning. On the job training is a form of training provided at the workplace. We have some organisations related to our subject area. Our students need to visit some organisations/ institutes related to Economics to understand the workings of those institutes.

Format of OJT

1. Students must complete the 120-hour OJT with any Organisation/ Industry, NGO, , etc.
2. This will be similar to an internship where the student will have active participation in the work of the organisation in the form of volunteering, helping to run activities forth organisation, etc.
3. The student must maintain a diary of the work done, and signature of Agency Supervisor (in the NGO, Organisation, etc.) will be taken at the end of the OJT.

4. At the end of the OJT, the Organization must provide a certificate stating that the student has completed the 120-hour internship with that Organization.
5. The student must submit a report of the work done during the 120-hour OJT for the final assessment. The format of the report must be as follows:
 - a. Information about the Organization
 - b. Goal of internship
 - c. Attaching the diary and summary of work done
 - d. Discussion and outcomes – students’ learning out of the internship.
 - e. Conclusion
 - f. References (as applicable).

Important notes:

A. General Instructions:

1. Each batch of OJT will consist of maximum 4 to 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a diary for this course and obtain the completion certificate from the Agency Supervisor, Teacher in-charge and certified by H.O.D. with out his certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.
5. Field visit is compulsory.

Conduct of Examination

B. Evaluation of OJT - (Total 4 Credits)

1. There will be 40 marks for continuous (internal) assessment (2 credit) and 60 marks for End of Semester Examination (ESE, 2 Credit).
2. Continuous (Internal) Assessment -40 marks (2 Credits) the internal assessment will be done by both the teacher-in charge. The division of the 40 internal marks like following:

Internal Evaluation Items	Marks
Punctuality and Attendance in a Semester	10
Punctuality and Attendance in a Semester	15
Submission of Report (Only a, b and c) and Viva	15
Total	40

C.) End of Semester Examination (ESE)-60 marks (2 Credit). The End Semester Examination will be of 60 marks and division of marks like the following:

External Evaluation Items	Marks
Final Submission of Report (a, b, c, d, e and f)	20
Presentation of work done by Students	20
Viva- Conduct by Internal and External Examine	20
Total	60

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

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

CO1. Students will understand the basics of psychological work environment.

PSO2.Analytical Skills:

CO5. Students will get knowledge about practical skills with demonstration learning process.

PSO3.Quantitative Literacy:

CO7.Students will learn how to get success on job place.

PSO4.Communication Skills:

CO6.Students will understand the role of professional expertise in day today life.

PSO5.Economic Policy Analysis:

CO4. Students will be able to understand the skills in a workplace situation.

PSO6.Understanding of Microeconomics and Macroeconomics:

CO3. Students will know the more about his/her own strengths to deal with

PSO7.Awareness of Global Economic Issues:

CO7.Students will learn how to get success on job place.

PSO8.Research Skills:

CO2.Improve the ability of working with equipment's in the workplace.

PSO9.Ethical Awareness:

CO2.Improve the ability of working with equipment's in the workplace.

PSO10.Career Readiness:

CO4. Students will be able to understand the skills in a workplace situation.