



**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
Third Year
Semester V**

NEP 2020 (2.0)

Choice Based Credit System Syllabus

To be implemented from Academic Year 2026-2027

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 T.Y.B.A. Economics (2024 Pattern as per NEP-2020)

Sem	Course Type	Course Code	Course Title	Theory/ Practical	Credits
V (5.5)	Major Mandatory	ECO-301-MRM	Macro Economics -I	Theory	04
		ECO -302-MRM	InternationalEconomics - I	Theory	04
		ECO -303-MRM	Public Finance - I	Theory	04
	Major Elective (MJE)	ECO -305-MJE(A)	Growth & Development - I	Theory (Any one)	04
		ECO -305-MJE(B)	Industrial Economics - I		
	On Job Training (OJT)	ECO -306-OJT	On Job Training	Practical	04
	Minor	ECO -307-MN	Financial Literacy	Theory	02
Total Credits Semester-V					22
VI (5.5)	Major Mandatory	ECO -351-MRM	Macro Economics –II	Theory	04
		ECO -352-MRM	InternationalEconomics -II	Theory	04
		ECO -353-MRM	Public Finance – II	Theory	04
	Major Elective (MJE)	ECO -355-MJE(A)	Growth & Development – II	Theory (Any one)	04
		ECO -355-MJE(B)	Industrial Economics - II		
	Vocational Skill Course (VSC)	ECO -356-VSC	Introduction to Stock Market	Theory	04
	Field Project	ECO -357-FP	Field Project	Practical	02
Total Credits Semester-VI					22
Total Credits Semester-V+ VI					44

**SYLLABUS (CBCS as per NEP 2020) FOR T.Y.B.Com
(W .e. from June, 2026)**

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: T.Y.B.A
Semester	: V
Course Type	: Major
Course Name	: Macro Economics I
Course Code	: ECO-301-MRM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives -

- 1) To learn to apply macroeconomic models to analyse policy questions and substantive economic issues.
- 2) To learn the core goals of macroeconomic policy, such as achieving sustainable economic growth etc.
- 3) Grasp the concepts of balance of payments equilibrium and how it relates to international trade and finance.
- 4) Understand concepts like GDP, inflation, unemployment rates, interest rates, consumption, and investment.
- 5) Develop the ability to read and understand economic news and apply macroeconomic concepts to real-world
- 6) To understand the complex tradeoffs involved in policymaking,
- 7) Be introduced to different theories and models that explain economic growth (long-run) and business cycles (short-run).

B) Course Outcomes-

- CO1.** Be able to think about a number of policy questions relevant to the operation of the real economy
- CO2** Understand the fundamentals of microeconomics necessary for advanced microeconomic analysis
- CO3** Apply macroeconomic theories and tools to analyze and understand real-world economic events and challenges.
- CO4.** Understand concepts such as the balance of payments and exchange rates in the context of open economies.
- CO5** Understand the causes of fluctuations in output, employment, and prices, and analyse theories of business cycles
- CO6** Critically compare and evaluate the strengths and weaknesses of different schools of thought in macroeconomics.
- CO7.** Demonstrate the ability to use macroeconomic models to assess the impact and effectiveness of fiscal (government spending) and monetary (central bank) policies on the economy.

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

- 1.1 Meaning, Nature, and Scope of Micro Economics.
- 1.2 Significance of Macro Economics.
- 1.3 Difficulties in Macro Economics
- 1.3 Difference between Micro and Macro Economics

UNIT 2 National Income (Teaching Hrs.15)

- 2.1 National Income- Definition, Features, concepts
- 2.2 Various concepts of National Income
- 2.2 Two Sector Circular Flow of Income
- 2.4 Methods and Difficulties in Accounting National Income

UNIT 3 Theories of Output and Employment (Teaching Hrs.15)

- 3.1 Classical Theory of Employment
- 3.2 Say's Law of Market and its Implications
- 3.3 Criticism on Classical theory by Keynes
- 3.4 Keynesian Theory of Employment

UNIT 4 Money (Teaching Hrs.15)

- 4.1 Barter System and Evolution of Money,
- 4.2 Functions of Money
- 4.3 Demand for Money.
- 4.4 Supply of Money

Reference Books:

1. Ferguson, Paul R. and Glenys J. Ferguson, (1994), Industrial Economics - Issues and Perspectives, Macmillan, London.
2. Shepherd, William G. (1985), The Economics of industrial Organization, Prentice - Hall, Inc, Englewood Cliffs, N. J.
3. G. Symeonidis : 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			3						2	
CO 2	2					1				
CO 3		1						2		

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

Justification for the Mapping

PSO1. Economic Knowledge:

CO2 Understand the fundamentals of microeconomics necessary for advanced microeconomic analysis

CO5 Understand the causes of fluctuations in output, employment, and prices, and analyse theories of business cycles

PSO2. Analytical Skills:

CO3 Apply macroeconomic theories and tools to analyze and understand real-world economic events and challenges.

CO7 Apply macroeconomic theories and tools to analyse and understand real-world economic events and challenges.

PSO3. Quantitative Literacy:

CO1. Be able to think about a number of policy questions relevant to the operation of the real economy

CO6 Critically compare and evaluate the strengths and weaknesses of different schools of thought in macroeconomics.

PSO4. Communication Skills:

CO5 Understand the causes of fluctuations in output, employment, and prices, and analyse theories of business cycles

PSO5. Economic Policy Analysis:

CO4. Understand concepts such as the balance of payments and exchange rates in the context of open economies.

CO7. Demonstrate the ability to use macroeconomic models to assess the impact and effectiveness of fiscal (government spending) and monetary (central bank) policies on the economy.

PSO6. Understanding of Microeconomics and Macroeconomics:

CO2 Understand the fundamentals of microeconomics necessary for advanced microeconomic analysis

PSO7. Awareness of Global Economic Issues:

CO5 Understand the causes of fluctuations in output, employment, and prices, and analyse theories of business cycles

PSO8. Research Skills:

CO3 Apply macroeconomic theories and tools to analyse and understand real-world economic events and challenges

PSO9. Ethical Awareness:

CO1. Be able to think about a number of policy questions relevant to the operation of the real economy

PSO10. Career Readiness:

CO4. Understand concepts such as the balance of payments and exchange rates in the context of open economies

**SYLLABUS (CBCS as per NEP 2020) FOR T.Y.B.A.
(w.e. from June, 2026)**

Name of the Programme	:	B.A.
Subject	:	Economics
Program Code	:	UAECO
Class	:	T.Y.B.A.
Semester	:	V
Course Type	:	Major (Mandatory)
Course Name	:	International Economics- I
Course Code	:	ECO-302-MRM
No. of Lectures	:	60
No. of Credits	:	04

Course Objectives

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

1. To introduce the meaning, nature, scope, and importance of International Economics.
2. To explain inter-regional and international trade and the role of trade in developing economies.
3. To study the need for international trade theories and classical trade theories.
4. To understand Modern theories of International trade.
5. To analyse international trade policies.
6. To explain the structure and components of Balance of Trade and Balance of Payments.
7. To study Terms of Trade and international trade policy.

Course Outcomes

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

1. Students will be able to explain the basic concepts of International Economics.
2. Students will be able to differentiate between inter-regional and international trade.
3. Students will be able to apply classical theories of international trade.
4. Students will be able to Modern Theory and its relevance.
5. Students will be able to evaluate trade policies.
6. Students will be able to analyse Balance of Trade and Balance of Payments issues.
7. Students will be able to assess Terms of Trade and India's international trade policy.

TOPICS / CONTENTS SEM V

UNIT 1 Introduction to International Economics**(Teaching Hrs. 15)**

- 1.1 Meaning, Definition and Nature of International Economics
- 1.2 Scope and Importance of International Economics
- 1.3 Differences Between Inter-Regional and International Trade
- 1.4 Role of International Trade in Developing Economy

UNIT 2 Theories of International Trade**(Teaching Hrs. 15)**

- 2.1 Need for International Trade theories
- 2.2 Absolute cost Advantage Theory

- 2.3 Comparative cost Advantage Theory
2.4 Heckscher -Ohlin Theory of International Trade

UNIT 3 International Trade and Payments (Teaching Hrs. 15)

- 3.1 Concepts of Balance of Trade & Payment
3.2 Balance of Trade and Balance of Payment: Structure and Components
3.3 Causes and Consequences of Disequilibrium in Balance of Payments
3.4 Measures to Correct Balance of Payments Disequilibrium

UNIT 4 Terms of Trade and Trade Policy (Teaching Hrs. 15)

- 4.1 Definition, significance and Factors Influencing Terms of Trade
4.2 Types of Terms of Trade: Net Barter Terms of Trade (NBT), Gross Barter Terms of Trade (GBT), Income Terms of Trade (ITT), Single Factorial Terms of Trade (SFTT), Double Factorial Terms of Trade (DFTT)
4.3 Causes for unfavourable terms of Trade for Underdeveloped Countries
4.4 Arguments in favour of and against Protectionism and Free Trade

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.**
- 14.

Mapping of Program Outcome with Course Outcome

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

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

Justification for the Mapping

PO1: Critical and Creative Thinking

CO3: Students will be able to apply classical theories of international trade.

CO5: Students will be able to evaluate trade policies.

PO2: Communication Skills

CO1: Students will be able to explain the basic concepts of International Economics.

CO2: Students will be able to differentiate between inter-regional and international trade.

PO3: Multicultural Competence

CO2: Students will be able to differentiate between inter-regional and international trade.

CO7: Students will be able to assess Terms of Trade and India's international trade policy.

PO4: Research Skills

CO3: Students will be able to apply classical theories of international trade.

CO6: Students will be able to analyse Balance of Trade and Balance of Payments issues.

PO5: Environmental Awareness

CO5: Students will be able to evaluate trade policies.

CO7: Students will be able to assess Terms of Trade and India's international trade policy.

PO6: Problem-Solving Abilities

CO3: Students will be able to apply classical theories of international trade.

CO6: Students will be able to analyse Balance of Trade and Balance of Payments issues.

PO7: Collaboration and Teamwork

CO4: Students will be able to understand modern Theory and its relevance.

CO5: Students will be able to evaluate gains from international trade and trade policies.

PO8: Community Engagement and Service

CO1: Students will be able to explain the basic concepts of International Economics.

CO7: Students will be able to assess Terms of Trade and India's international trade policy.

**SYLLABUS (CBCS as per NEP 2020) FOR T.Y.B.A.
(w.e. from June, 2026)**

Name of the Programme	:	B.A.
Subject	:	Economics
Program Code	:	UAECO
Class	:	T.Y.B.A.
Semester	:	V
Course Type	:	Major (Mandatory)
Course Name	:	Public Finance - I
Course Code	:	ECO-303-MRM
No. of Lectures	:	60
No. of Credits	:	04

Learning Objectives:

1. To make students to analyze the role of Public Finance in Economic Development.
2. To know the sources of Revenue, Expenditure and Debt of Govt. of India.
3. To make students competent to become success in competitive examination.
4. To explain types of Public Expenditure and reasons for rising Public Expenditure.
5. To analysis public revenue and expenditure of the government.
6. To Role and functions of the Government in an economy
7. An applied to policies and operations which involve the use of tax and expenditure measures.
8. To understand the basic problems of use of resources, distribution of income, etc.

Learning Outcome:

1. To relate and recognize the Nature and Scope of Public Finance.
2. To describe and analyze the concept of Public Revenue and its components.
3. Explains the concepts of government and public finance.
4. To have conceptual clarity of public expenditure and revenue theories.
5. To apply the principle of optimal taxation in analyzing various governments tax policies.
6. Public revenue and expenditure of the government with theoretical base and its Current application.
7. To explain types of Public Expenditure and reasons for rising Public Expenditure.
8. To explain the types of Public Debt and its effects.

TOPICS/CONTENTS

UNIT 1: Introduction to Public Finance

- 1.1 Meaning, Nature, Scope and Importance of Public Finance
- 1.2 Public Finance versus Private Finance
- 1.3 Role of Public Finance in Economic planning & Development
- 1.1 Role of Government in Organized Society

(15)

UNIT 2: Public Revenue

- 2.1 Sources of Public Revenue- Tax and Non-tax revenue
- 2.2 Meaning of Tax, Types of Taxes- Direct Tax and Indirect Tax, Merits and Demerits
- 2.3 Goods and Service Tax: Concept and Characteristics; GST in India

2.4 Concepts: Impact of Tax, Incidence of Tax, Shifting of Tax and Taxable Capacity

UNIT 3: Principle of Public Expenditure (15)

3.1 Introduction: Meaning and Scope, Reasons for Growth

3.2 Wagner's Law of Increasing State Activities

3.3 Wiseman- Peacock Hypotheses;

3.4 Types of Public expenditure

3.5 Pure Theory of Public Expenditure

3.6 Social Cost-Benefit Analysis

UNIT 4: Theory of Taxation (15)

4.1 Introduction Characteristics of a Good Tax System

4.2 Tax Incidence: Meaning- Alternative Concepts – Measurement- Theories

4.3 Theories of Taxation: Benefit and Ability to pay approaches-

4.4 Theory of optimal taxation- Excess burden of taxes

4.5 Theory of Incidence; Alternative concepts of Incidence

4.6 Impact of public tax on Indian economy

BASIC READING LIST

1. Musgrave R. A. and Musgrave P. S. – The theory of Public Finance (different editions)
2. Goode, R. (1986), Government Finance in Developing Countries, Tata McGraw Hill, New Delhi.
3. Houghton, J.M. (1970), The Public Finance: Selected Readings, Penguin, Harmonds worth.
4. Rajesh K.Jha (2012) Public Finance. Pearson Publication New Delhi.

ADDITIONAL READING LIST

1. Cornes, R. and T. Sandler (1986), The Theory of Externalities, Public Goods and Club Goods, Cambridge University Press, Cambridge.
2. Duff, L. (1997), Government and Market, Orient Longman, New Delhi.
3. Herber, B.P. (1967), Modern Public Finance, Richard D. Irwin, Homewood.
4. Spulber, N. (1998), Redefining the State, Cambridge University Press, Cambridge.
5. Buchanan, J.M. (1968), The Demand and Supply of Public Goods, Rand McNally, Chicago.
6. Mueller, D.C. (1979), Public Choice, Cambridge University Press, Cambridge.
7. Spulber, N. (1998), Redefining the State, Cambridge University Press, Cambridge.
8. Stiglitz, J.E. (1986), Economics of Public Sector, Norton, New York.

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.** Apply knowledge of public finance and economics concepts.
- CO1.** Understand the basics of role of government.
- CO2.** Understand the development process with problem-solving.
- CO3.** Understand the roles of government in planning and development.
- PSO2.** Develop analytical and critical thinking skills
- CO6.** Understand the interaction between the domestic economy and the rest of the world.
- CO7.** Apply basic concepts to Public good, private good of public finance
- PSO3. :** Interpret financial and economic data with public expenditure
- CO5.** Apply economic reasoning to understand the operation of an economy.
- PSO4.** Understand policy implications and governance systems
- CO6.** Understand the interaction between the domestic economy and the rest of the world.
- CO7.** Examine public expenditure theories and public debt management
- PSO5.** Understand tax system of economy
- CO1.** Analyze sources of public revenue including taxation and non-tax revenue.
- 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.** Examine public expenditure theories and public debt management.
- CO4:** Evaluate fiscal policy and government budget in economic development.
- CO5:** Assess the role of public finance in economic stability and welfare.

**SYLLABUS (CBCS as per NEP 2020, 2024
Pattern) FOR T.Y.B.A
(W.e.f. June, 2026)**

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: T.Y.B.A.
Semester	: V
Course Type	: Elective
Course Name	: Economics of Growth and Development-I
Course Code	: ECO-305-MJE(A)
No. of Lectures	: 60
No. of Credits	: 04

A) Learning Objectives:

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

B) Learning Outcomes:

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

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

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

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

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

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

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

TOPICS / CONTENTS**Unit 1. Economic Development and Growth** **15 Hours**

- 1.1 Meaning of Economic Development and Growth
- 1.2 Indicators of Economic Growth
- 1.3 Indicators of Economic Development
- 1.4 Differences between Economic Development & Growth

Unit 2. Developing Countries **15 Hours**

- 2.1 Concept- Developed, Developing Countries.
- 2.2 Characteristics of Developing Countries.
- 2.3 Role of Infrastructure in economic development.
- 2.4 Role of technology in economic development, Green technology.

Unit 3. Constraints on Development Process **15 Hours**

- 3.1 Vicious Circle of Poverty and Population Explosion
- 3.2 Low Productivity of Agriculture and Scarcity of Capital
- 3.3 Inappropriate Technology and Socio- Cultural Constraints
- 3.4 Political and Administrative Constraints, Human Capital

Unit 4. Theories of Economic Development **15 Hours**

- 4.1 Economic Development Theory: Adam Smith, Ricardo, Malthus.
- 4.2 Rostow's stages of growth.
- 4.3 Big Push Theory.
- 4.4 Leibenstein's Critical Minimum Effort Theory

Basic Reading List:

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

Additional Reading List:

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

Mapping of Program Outcome with Course Outcome

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		

PSO1. Economic Knowledge:

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

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

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

PSO2. Analytical Skills:

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

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

PSO3. Quantitative Literacy:

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

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

PSO4. Communication Skills:

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

PSO5. Economic Policy Analysis:

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

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

PSO6. Understanding of Microeconomics and Macroeconomics:

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

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

PSO7. Awareness of Global Economic Issues:

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

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

PSO8. Research Skills:

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

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

PSO9. Ethical Awareness:

Ethical Awareness is present, especially in discussion-based topics.

PSO10. Career Readiness:

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

This justification ensures that the course outcomes align effectively with the expected Program Outcomes, making students well-equipped for both academic and professional growth.

SYLLABUS (CBCS as per NEP 2020, 2024 Pattern) FOR T.Y.B.A
(W.e.f. June, 2026)

Name of the Programme	: B.A
Subject	: Economics
Program Code	: UAECO
Class	: T.Y.B.A.
Semester	: V
Course Type	: Elective
Course Name	: Industrial Economics
Course Code	: ECO-305-MJE(B)
No. of Lectures	: 60
No. of Credits	: 04

Course Objectives

1. To enable students to understand the meaning, nature, scope and significance of Industrial Economics.
2. To acquaint learners with the classification of industries after 1991 and the structural changes in the Indian industrial sector.
3. To examine the changing role of public and private sector industries and their emerging challenges.
4. To develop an understanding of agro-based industries and their contribution to economic growth and development.
5. To explain the theories of industrial location and the factors influencing industrial location decisions.
6. To analyze the causes and extent of regional industrial imbalance in India and evaluate measures for balanced regional development.
7. To provide comprehensive knowledge about sources of industrial finance, institutional finance, foreign capital and recent trends in financing large-scale industries and MSMEs.
8. To create awareness about the working, problems and progress of major industries in Maharashtra.

Course Outcomes

CO1. Learners will be acquainted with the concepts, nature and scope of industrial economics.

CO2. The learners will get exposed to the classification of industries after 1991 and the changing role of public and private sector industries.

CO3. The students will understand the role and significance of agro-based industries in economic development.

CO4. The learners will identify the location of industries and the theories associated therewith.

CO5. The students will understand the causes of industrial imbalance and the measures to correct regional industrial imbalance.

CO6. The learners will get exposed to various sources of industrial finance including institutional finance and foreign capital.

CO7. The students will be familiar with recent trends in financing large-scale industries and MSMEs.

CO8. The learners will be aware of the industrial profile, working, problems and progress of major industries in Maharashtra.

TOPICS/CONTENTS**UNIT 1 Introduction (15 Hours)**

- 1.1 Meaning, Nature, Scope, Need, and Significance of Industrial Economics.
- 1.2 Industrial Combinations-Types, Causes, Mergers and amalgamations.
- 1.3 Sellers Concentration, Economies of Scale.
- 1.4 Inter-relationship between industrial Development and Economic Development.

UNIT 2 Industrial Location (15 Hours)

- 2.1 Factors affecting location of Industries.
- 2.2 Theories of Industrial location – Alfred Weber’s Theory, Sargent Florence Theory.
- 2.3 Industrial Imbalance – Need for balanced regional industrial development, Causes and measures of Industrial imbalance.
- 2.4 Regional Industrial Imbalance in India – Extent and Government Policy measures for balanced Regional Industrial Development.

UNIT 3 Industrial Productivity & Efficiency (15 Hours)

- 3.1 Industrial Productivity and Efficiency – Meaning, Norm, Tools and Measurement of Industrial Productivity and efficiency.
- 3.2 Factors affecting Industrial Productivity and Efficiency.
- 3.3 Causes of Low Industrial Productivity.
- 3.4 Remedial measures by the Government to improve Industrial Productivity.

UNIT 4 Industrial Finance and Indian Industrial Growth (15 Hours)

- 4.1 Meaning, Scope Importance of Industrial Finance.
- 4.2 Sources of Industrial Finance.
- 4.3 Foreign Capital.
- 4.4 Industrial Policy-Trends in Industrial Growth since 1991.

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.
5. Ahluwalia.I.J.(1985),IndustrialGrowthinIndia,OxfordUniversityPress,NewDelhi.
6. Barthwal.R.R.(2021),IndustrialEconomics(4thEdition),WileyEasternLtd.,NewDelhi.
7. Cherunilam.F.(1994),IndustrialEconomics:IndianPerspective(3rdEdition),Himalaya Publishing House, Mumbai.
8. MishraM.(2022),IndustrialEconomics,KunalBook,NewDelhi
9. Desai.B.(1991),IndustrialEconomyinIndia,(3rdEdition),HimalayanPublishingHouse, Mumbai.
10. Divine,P.J.andR.M.Jonesetal.(1976),AnIntroductiontoIndustrialEconomics, George Allen and Unwin Ltd., London.
11. KarS.andet.al.(2015),IndustrialandLabourEconomics,SpringerIndia
12. ManiN(2022),IndustrialEconomics,NewCenturyPublications,NewDelhi

13. Singh A.K. and Kanaujiya K.S. (2022), Rural Industrialization: Challenges and Opportunities, Kunal Book, New Delhi
14. Rajesh Kumar R (2021) Industrial Economics and Foreign Trade, Jyothi Publishers, Ernakulam, Kerala
15. Sabade B.R (2009), Industrial Development of Maharashtra, Maharashtra Chamber of Commerce and Industries, Pune
16. Industrial Maharashtra: Facts, Figures and Opportunities, (2007), Maharashtra Economic Development Council, Maharashtra, Mumbai

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		

PSO1. Economic Knowledge:

CO1. Explain and analyse the main issues and debates in the field of industrial economics.

CO3. Analyse the value and the limitations of existing theory in the area of industry economics.

PSO2. Analytical Skills:

CO1. Explain and analyse the main issues and debates in the field of industrial economics.

CO6 Student learn the interrelationship between Industrial development and Economic development.

PSO3. Quantitative Literacy:

CO7. After completion of the course, student will be able to demonstrate knowledge and understanding of a set of analytical techniques.

PSO4. Communication Skills:-

PSO5. Economic Policy Analysis:

CO5 Students analyze the performance of an industrial economy in the context of contemporary development.

PSO6. Understanding of Microeconomics and Macroeconomics:

CO3. Analyse the value and the limitations of existing theory in the area of industry economics.

PSO7. Awareness of Global Economic Issues:

CO6 Student learn the interrelationship between Industrial development and Economic development.

PSO8. Research Skills:

CO2 Critically evaluate different policy approaches to industry.

PSO9. Ethical Awareness: -

PSO10. Career Readiness: -

**SYLLABUS (CBCS as per NEP 2020) FOR T.Y.B.A.
(w.e. from June, 2026)**

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-306-OJT
No. of Lectures	: 60
No. of Credits	: 04

The National Education Policy 2020 emphasize Practical Assignments and Skill Development to the students across institutes of higher learning in various streams. In view of this, Tuljaram Chaturchand College, Baramati has come up with a concept to provide Field Project/On-Job Training Program to all students studying in third year UG programs in semester VI. The On-Job Training Program will provide valuable work experience to the students, help them explore a career path and develop and refine skills that will eventually give themselves an edge in the job market.

Eligibility for On-Job Training Programme :

The students who have sought admission to the Under Graduation of any faculty, (Third Year-Semester -VI) under NEP 2020 (2023 Pat tern) need to undergo compulsory 'Field Project or On-Job Training Program'.

Nature of On-Job Training Program:

A student has to undergo 120 hours of practical training in suitable establishments in consultation with the concerned teacher.

Framework of the On-Job Training:

1. The area in which a student has to undergo On-Job Training Program will be finalized by the concerned teacher in consultation with the On-Job Training Program providing organization.
2. This will help a student to have hands - on experience of the important aspects of the Discipline Specific Special Subject chosen by him / her.
3. The contents of the On-Job Training Program should be adequate and a students should be able to understand various concepts and put it into practice within a time frame of 120 hours.
4. On-Job Training Program is of 120 hours net

Guidelines for Teachers:

- Teachers' contribution in planning and implementation of **On-Job Training Program** is very crucial and pivotal. Teachers need to play the crucial role of a guide to make the **On-Job Training Program** a success.
- Meaningful execution of the **On-Job Training Program** will add a significant value not only to the skill set of students but will enhance institutional image to a significant extent.
- The National Assessment and Accreditation Council also emphasizes **On-Job Training Program** as a part of effective curriculum delivery. The number of students undergoing **On-Job Training Program** will certainly aid colleges to secure better grades during evaluation.

Evaluation of OJT:

Particulars	Marks	Internal Examiner (50 Marks)	External Examiner (50 Marks)
Duration of Training	30	15	15
Practical skills	20	10	10
Report based on Training	20	10	10
Knowledge assessments through oral presentation	30	15	15

Note :

- 1) The internal examiner will be the teacher from the concerned department.
- 2) The external examiner will be appointed by the coordinator from other faculty.
- 3) There shall be two hard copies of the report. The original shall be kept by the student and another report to be submitted to the department.
- 4) The department must submit one hard copy of UG student and one hard copy of PG student to the IQAC from the submitted report by students.

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.

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

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

CO3. Analyse the value and the limitations of existing theory in the area of industry economics.

CO5. Students analyze the performance of an industrial economy in the context of contemporary development.

PO2: Analytical Skills:

CO1. Explain and analyse the main issues and debates in the field of industrial economics.

CO2. Critically evaluate different policy approaches to industry.

PO3: Quantitative Literacy:

CO3. Analyse the value and the limitations of existing theory in the area of industry economics.

CO4. Students learn core concepts of industrial economics and theories in the field.

PO4: Communication Skills:

CO1. Explain and analyze the main issues and debates in the field of industrial economics.

CO5. Students analyze the performance of an industrial economy in the context of contemporary development.

PO5: Economic Policy Analysis:

CO3. Analyse the value and the limitations of existing theory in the area of industry economics.

CO4. Students learn core concepts of industrial economics and theories in the field.

PO6: Understanding of Micro Economics and Macro Economics:

CO3. Analyse the value and the limitations of existing theory in the area of industry economics.

CO6. Student learn the interrelationship between Industrial development and Economic development.

PO7: Awareness of Global Economic Issues:

CO2. Critically evaluate different policy approaches to industry

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

PO8: Research Skills:

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

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

PO9: Ethical Awareness:

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

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

**SYLLABUS (CBCS as per NEP 2020) FOR T.Y.B.A.
(w.e. from June, 2026)**

Name of the Programme	:	B.A.
Subject	:	Economics
Program Code	:	UAECO
Class	:	T.Y.B.A.
Semester	:	V
Course Type	:	Minor
Course Name	:	Financial Literacy
Course Code	:	ECO-307-MN
No. of Lectures	:	30
No. of Credits	:	02

Course Objectives

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

1. To introduce students to the concept, meaning, importance and scope of financial literacy in daily life.
2. To develop understanding of basic financial concepts such as income, expenditure, savings and investment.
3. To explain the role of financial literacy in improving personal financial stability and overall economic well-being.
4. To create awareness about digital banking services, their benefits, possible frauds and necessary precautions.
5. To provide knowledge about different types of insurance including health, life, term, general insurance and social security schemes like PMJJBY and PMSBY.
6. To make students aware of the rights and responsibilities of policy holders in insurance contracts.
7. To enable students to prepare and manage a personal budget by understanding various types of income and expenses.

Course Outcomes

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

1. Explain the meaning, importance and scope of financial literacy in personal and social life.
2. Identify and differentiate between income, expenditure, savings and investment.
3. Analyse how financial literacy contributes to personal financial security and national economic development.
4. Use digital banking services safely by identifying common financial frauds and applying preventive measures.
5. Classify various types of insurance policies and understand the benefits of social insurance schemes such as PMJJBY and PMSBY.
6. Describe the rights and responsibilities of policy holders while purchasing and maintaining insurance policies.
7. Prepare a personal budget by categorising income and expenses into fixed, variable and discretionary components.

TOPICS / CONTENTS SEM V**UNIT 1 Introduction to Financial Literacy (Teaching Hrs. 10)**

- 1.1 Financial Literacy Meaning, Importance and Scope of Financial Literacy
- 1.2 Basic Concepts: Income, Expenditure, Savings and Investment.
- 1.3 Role of Financial Literacy in Personal and Economic Well-being

UNIT 2 Financial Literacy in Banking and Insurance (Teaching Hrs. 10)

- 2.1 Digital Banking: Meaning, Benefits, Frauds & Precautions
- 2.2 Types of Insurance: Health, Life, Term, General, Social- PMJJBY, PMSBY
- 2.3 Rights and Responsibilities of Policy Holder

UNIT 3 Personal Budget (Teaching Hrs. 10)

- 3.1 Personal Budget: meaning and Importance
- 3.2 Types of personal Income: Salary, Business, Transfer Income
- 3.3 Types of Personal Expenses: Fixed, variable and Discretionary

References

1. **Reserve Bank of India (RBI)** (Latest Edition), *Financial Education – A Guide for Users of Banking Services*, RBI Publications, Mumbai.
2. **Government of India** (Latest Edition), *Financial Literacy and Consumer Awareness*, National Centre for Financial Education (NCFE), New Delhi.
3. **Sudipta Ghosh** (2017), *Financial Literacy and Financial Education*, PHI Learning, New Delhi.
4. **Prasanna Chandra** (2018), *Personal Finance*, Tata McGraw Hill Education, New Delhi.
5. **V.G. Kulkarni and M.R. Kothari** (2016), *Banking and Insurance*, Himalaya Publishing House, Mumbai.
6. **M.Y. Khan** (2019), *Indian Financial System*, McGraw Hill Education, New Delhi.
7. **ICICI Foundation for Inclusive Growth** (Latest Edition), *Financial Literacy Workbook*, ICICI Bank Publications, Mumbai.
8. **S. Gurusamy** (2018), *Financial Services and Systems*, McGraw Hill Education, New Delhi.
9. **National Insurance Academy** (Latest Edition), *Insurance Principles and Practices*, Oxford University Press, New Delhi.
10. **NCFE** (Latest Edition), *Handbook on Personal Budgeting and Money Management*, National Centre for Financial Education, New Delhi.

Mapping of Program Outcome with Course Outcome

Weightage 1: Weak 2: Moderate 3: Strong

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

CO 4				2		2		
CO 5			2				2	2
CO 6		2					2	
CO 7	2				2	2		
CO 8								

Justification for the Mapping

PO1: Critical and Creative Thinking

CO3: Analyse how financial literacy contributes to personal financial security and national economic development, which develops critical thinking about economic decisions.

CO7: Prepare a personal budget by categorizing income and expenses, requiring logical and creative financial planning.

PO2: Communication Skills

CO1: Explain the meaning, importance and scope of financial literacy in personal and social life, improving the ability to communicate financial concepts clearly.

CO6: Describe the rights and responsibilities of policy holders, strengthening financial awareness and communication ability.

PO3: Multicultural Competence

CO3: Analyse financial literacy's contribution to national economic development, promoting understanding of diverse socio-economic groups.

CO5: Understand social insurance schemes such as PMJJBY and PMSBY, which focus on inclusive financial protection for different sections of society.

PO4: Research Skills

CO3: Analyse financial security and economic development issues using financial literacy concepts.

CO4: Identify digital banking frauds and apply preventive measures, encouraging investigation and analytical skills.

PO5: Environmental Awareness

CO3: Understand how responsible financial decisions contribute to sustainable economic development.

CO7: Prepare a budget that promotes responsible consumption and efficient use of financial resources.

PO6: Problem-Solving Abilities

CO4: Use digital banking safely by identifying frauds and applying preventive measures to solve real-life financial problems.

CO7: Manage income and expenses effectively through personal budgeting.

PO7: Collaboration and Teamwork

CO5: Classify various insurance policies and understand social insurance schemes, supporting informed group discussions and collective decision-making.

CO6: Understand policy holder responsibilities, encouraging cooperative financial behaviour.

PO8: Community Engagement and Service

CO1: Explain financial literacy concepts to spread awareness in society.

CO5: Promote awareness of social insurance schemes like PMJJBY and PMSBY for community welfare.