



**Shiromani Gurdwara Parbandhak Committee's  
Guru Nanak Khalsa College  
of  
Arts, Science and Commerce  
(Autonomous)  
Matunga, Mumbai – 400 019, Maharashtra**

**Program: Bachelor of Arts**

**Course: SYBA- Economics**

**Semester III & IV**

**Major Paper-I/ II/Minor/OE/VSC/SEC/CC**

**(As per NEP Guidelines-DSC Model)**

**With effect from Academic Year 2024-25**



## Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)

### Program Structure Semester-III

Course Code	Course Name	Teaching Hours	Credits Assigned	Total Credits
		Theory	Theory	
	(Major) Paper-I	60	4	4
	(Major) Paper-II	60	4	4
	(Minor) Paper	60	4	4
	Open elective (OE)	30	2	2
	Vocational Skill Course (VSC)/ Skill Enhancement Course (SEC)	30	2	2
	Ability Enhancement Course (AEC)/ Value Education Course (VEC)	30	2	2
	Co-curricular (CC)/On job training (OJT)/ Field project (FP)/Research project (RP)/ Community engagement & service (CEP)	--	--	4
<b>Total</b>		<b>270</b>	<b>18</b>	<b>22</b>

### Semester-IV

Course Code	Course Name	Teaching Hours	Credits Assigned	Total Credits
		Theory	Theory	
	(Major) Paper-I	60	4	4
	(Major) Paper-II	60	4	4
	(Minor) Paper	60	4	4
	Open elective (OE)	30	2	2
	Vocational Skill Course (VSC)/ Skill Enhancement Course (SEC)	30	2	2
	Ability Enhancement Course (AEC)/ Value Education Course (VEC)	30	2	2
	Co-curricular (CC)/On job training (OJT)/ Field project (FP)/Research project (RP)/ Community engagement & service (CEP)	--	--	4
<b>Total</b>		<b>270</b>	<b>18</b>	<b>22</b>

### **PROGRAMME OUTCOMES (PO) - BACHELOR OF ARTS (BA)**

**PO1:** Learners will have strengthened intellectual, personal, and professional abilities through effective communication skills enhancing employability through linguistic competence.

**PO 2:** Learners will be able to learn the historical evolution of mass/multimedia, its theories and practices. They will be equipped to assess media content and its societal impact.

**PO 3:** Learners will be able to appreciate the glory of the ancient knowledge system and recognize its relevance in contemporary societies.

**PO 4:** Learners will be able to develop, evaluate and apply analytical and cognitive skills such as abstract conceptualization, data analysis, problem solving, creative thinking, etc.

**PO 5:** Learners will enhance their knowledge of their subjects by continual use of ICT and other advanced research tools.

**PO 6:** Learners will be able to understand, integrate and practice values, morals and ethics in their everyday life; creating an awareness of rights and duties fostering holistic development and thus enabling them to be socially responsible citizens.

**PO 7:** Learners will develop holistic understanding towards the historical, cultural, literary, economic and philosophical dynamics of the society.

**PO 8:** Learners will be equipped with the ability to understand and engage with issues pertaining to environment, sustainability and global ecological concerns.

**PO 9:** Learners will gain insights associated with relevant topical issues and trends at regional, national and global levels. They will be able to evaluate its literary, philosophical, historical, economic contexts and its ramifications for the future.

### **Programme Specific Outcomes (PSOs) for B.A. Economics**

<b>Sr. No</b>	<b>On completing B.A. Economics, the student will be able to:</b>
PSO 1	Understand the basic and advanced concepts and theoretical frameworks in Economics. Adopt and evaluate models to solve economic problems.
PSO 2	Predict the impact of fiscal and monetary policy on the overall economic performance of the country.
PSO 3	Acquire knowledge on national and international trade.
PSO 4	Analyse the economic problems and suggest policy measures for the development of the economy.
PSO 5	Extract and analyse relevant data to assess economic variables with statistical tools and techniques
PSO 6	Acquire entrepreneurial skills and become successful entrepreneur.

### Semester III

Course: SYBA Economics- Major Paper - I Title: Macro Economics – I

Course Code- GNKUAECOMJ1103

Credits: 4, No. of lecture: 60 Hours

Marks:100 (75:25)

Sr. No.	Course objectives
1	To introduce the students about the basic building blocks of Macro Economics.
2	To have a grasp over different schools of thoughts in Macroeconomics and its reflections on solutions to different economic problems.
3	To understand and evaluate economic models.
4	To gain insight into the functioning of the commercial and central banks.

#### Course Outcomes:

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	Understanding of Economic Concepts: Students will understand new macroeconomics concepts, evaluate and apply analytical and cognitive skills such as creative thinking, problem solving.	4, 5	3	U
2.	Analytical Skills: The students will develop strong analytical skills to understand and interpret historical problems & relate them with the current situation.	2,	4	An
3.	Policy Evaluation: Students will gain the ability to evaluate macroeconomic policies.	6	5	E
4.	Holistic Thinking: Students will develop critical thinking to assess and debate economic arguments and policy proposals.	7	1	Ap

5.	Communication Skills: Students will be able to effectively communicate their understanding of macroeconomic concepts & analysis through presentations, discussions, logical reasoning & written reports.	1	6	C
----	--	---	---	---

Unit	Title: Macro Economics-I	No. of lectures	CO Mapping
<b>Unit 1</b>	<b>Module - I: Introduction to Macro Economics</b> Macroeconomics: Meaning, Scope, Nature, and Importance; Meaning and Importance of National Income Accounting: Conventional Concepts and Green GDP, Difficulties in Measurement of National Income; Circular flow of National Income and Expenditure: Closed Economy (Two and Three Sector) and Open Economy Models (Four sector model); Classical Macroeconomics: Say's Law of Market, Keynesian Criticism of Classical Theory	15	U, R
<b>Unit 2</b>	<b>Module - II: Introduction to Keynesian Concepts</b> Introduction to the Great Depression 1929: Economic Background to its occurrence; Principle of Effective Demand: Aggregate Demand and Aggregate Supply; Consumption Function: Properties, Assumptions and Implications; Investment Function and Marginal Efficiency of Capital; Investment Multiplier, Accelerator.	15	Ap, An, E, R
<b>Unit 3</b>	<b>Module - III: Money Supply and Demand for Money</b> Money Supply: Determination of Money Supply, RBI's Approach to Measurement of Money Supply; Factors influencing Velocity of Money; Demand for Money: Fisher, Keynesian & Friedman's Approaches.	15	C, U, An, R, E
<b>Unit 4</b>	<b>Module IV: Banking:</b> Commercial Bank, Functions of Commercial Banks, Multiple Credit Creation; Development of Commercial Banking Sector Since 1990-91; Digital Banking: Mobile & Internet; Central Bank: Functions of Central Bank: Traditional, Developmental and Promotional.	15	U, Ap, An, E, C

## **Reference:**

1. N. Gregory Mankiw, (2015), Principles of Macroeconomics 7th edition- Cengage Learning.
2. Abel A.B. B.S. Beranake and D. Croushore, Macroeconomics, Pearson, New Delhi.
3. H.L. Ahuja, (2008) : Microeconomics Theory and Policy, S. Chand and Company Ltd.
4. Dwivedi D.N, (2007) Macroeconomics Theory & Policy, Tata Mcgraw – Hill Publications company Ltd Delhi.
5. Dornbusch Rudiger, Fischer, Stanley & Statz, (2017) (Indian Edition) Macroeconomics Delhi: Mcgraw Hill Publications.
6. Paul Samuelson and W. Nordhaus, (2010): Economics, 19th Edition McGraw Hill Publications.

\*\*\*\*\*

## **Evaluation Pattern**

- **Internal Examination (25 Marks):** 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments /Class Participation, Class attendance, etc.
- **End Semester theory examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2 hours 30 mins
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester IV

Course: SYBA Economics- Major Paper -I Title: Macro Economics – II

Course Code- GNKUAECOMJ1104

Credits: 4, No. of lecture: 60 Hours

Marks: 100 (75:25)

Sr. No.	Course objectives
1	To make students aware of Macroeconomics terminologies.
2	To understand the monetary and fiscal policies and its implications thereof.
3	To make student aware about recent developments in macroeconomic literature.
4	To analyze the external position of the country using Balance of Payment and the mechanics of exchange rate market.
5	To gain insight into the issue and challenges of globalization.

### Course Outcomes:

Sr No	On completing the course the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	Understand new macroeconomic terms and concepts.	1,5	3	U
2.	Develop better analyse, understand and interpret macroeconomic data.	2	4	An
3.	It is designed to make system of ancient knowledge economy understandable to contemporary society & show its relevance to global level.	3, 6	4	U
4.	Develop critical thinking to assess the strength and weakness of economic arguments and policy proposals.	4	6	E
5.	Develop effective communication and presentation skills of economic concepts through structured presentations, discussions & written reports.	1	6	C

Unit		Title: Macro Economics-II	No. of lectures	CO Mapping
Unit 1		<b>Module - I: Inflation</b> The Economics of Depression, Hyper-Inflation; Features & Causes, Demand Pull Inflation & Cost Push Inflation, Effects of Inflation; Nature of Inflation in Developing Economy; Phillips Curve: Short-run & Long-run; Stagflation: Meaning, Causes & Consequences; Globalization & Inflation: Effects of international trade & capital flows on domestic inflation.	15	U, An, Ap, R, C
Unit 2		<b>Module - II: Economic Policy</b> Monetary Policy: Objectives, Instruments, Limitations, Role of Monetary Policy in Developing Economies; Fiscal Policy – Objectives, Instruments, Limitations & Role of Fiscal Policy in Developing Economies; Emerging Challenges and Future Directions in Economic Policy: Globalization & its implications for economic policy coordination, Prospects for future economic policy frameworks and policies.	15	R, U, Ap, An, E, C
Unit 3		<b>Module - III: Post Keynesian Economics</b> The IS-LM Model of Integration of Commodity and Money Market: IS Curve: Derivation of IS Curve, Shift in IS Curve, Equilibrium in Goods Market; LM Curve: Derivation of LM Curve, Shift in LM Curve, Equilibrium in Money Market; Simultaneous Equilibrium in Goods Market & Money Market.	15	U, An, E, C, R
Unit 4		<b>Module IV: External Sector</b> Balance of Payment: Structure, Disequilibrium in Balance of Payment; Types, Causes and Measures to Correct Balance of Payment Disequilibrium; Foreign Exchange Market: Determination of Exchange Rate, Fixed and Flexible Exchange Rate Spot and Forward Exchange Rate, Hedging, Arbitrage, Speculation; Exchange Rate Policy.	15	R, U, Ap, An, E, C

#### References:

1. Richard Froyen (2012), Macroeconomics: Theories and policies, Pearson Education.
2. Eroll D'souza (2008), Macroeconomics: Pearson Education.
3. Suman Kalyan Chakravarty (2010), Macroeconomics, Himalaya Publishing House
4. N Gregory Mankiw (2015), Principle of Macroeconomics, Cengage Learning
5. Francis Cherunilam (1999), International Economics, Tata McGraw-Hill
6. Bo Soderstein (1994), International Economics, Palgrave Macmillan

\*\*\*\*\*

### **Evaluation Pattern**

- **Internal Examination** (25 Marks): 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments /Class Participation, Class attendance, etc.
- **End Semester theory examination** (75 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester – III

Course: SYBA Economics- Major Paper -II Paper title: Public Economics

Course Code- GNKUAECOMJ2103

Credits: 4 No. of lecture- 60 Hours

Marks:100 (75:25)

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	Understand the rationale and core concepts of government intervention in the markets.
2	To analyze how government policies affect allocation of resources.
3	Develop basic analytical skills and competency to evaluate Public Policies.
4	To understand the sources of government revenue and avenues of government expenditure.
5	To assess the sustainability of fiscal policy, preventing excessive debt burden.

◆ **Course Outcomes:**

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	Understand the concept of welfare, equity and the need for government intervention.	6	4	R, U
2.	Deep understanding of Economic policies through the lens of efficiency and equity.	6	3	U, A
3.	Evaluate and develop strong analytical skills to assess public policies.	4	4	An, Ap
4.	Assess the tax structure and incidence.	1,4,9	3	E
5.	Deliberate on the debt burden and fiscal sustainability.	1,4,9	4	E
6.	Apply theory to evaluate the welfare and distributional effects of taxation and other public policies.	6	1,2	C

Unit		Title : Public Economics	No. of lectures	CO Mapping
Unit 1		<b>Module 1: Introduction to Public Economics</b> Meaning and Scope of Public Economics - Rationale for govt intervention: Market failures, Externalities, Imperfect competition and Public goods - Equity and social welfare - The problem of Externalities, The Coase Theorem, Problem of free riding.	15	R, U, Ap, E
Unit 2		<b>Module 2: Choice and Public Economics</b> Characteristics of pure public good - Distinction between Public and private goods - Market failure for pure public goods, Private provision and Public provision of public goods - Welfare Theorems First and second - Social welfare function- Bergson-Samuelson social welfare function - Principle of Maximum Social Advantage.	15	R, U, An
Unit 3		<b>Module 3: Public Revenue</b> Taxes: Classification - Canons of taxations - Principles of taxation: Benefit Principle, Equal Sacrifice Principle, Ability to pay principle - Impact, Incidence and Burden of taxes - Effects of taxation - Optimal Taxation: Laffer Curve.	15	R, U, An, Ap
Unit 4		<b>Module 4: Public Expenditure, Public Debt and Budget</b> Meaning and classification of Public Expenditure - Government budget and its types - Government Expenditure and Tax multipliers - Balanced budget multiplier - Meaning of Public Debt - Sources of Public borrowing - Effects of Public Debt – Redemption of Public Debt	15	R, U, An, Ap, E, C

### References:

1. J. Hendriks and G D Myles. Intermediate Public Economics, MIT Press; Annotated Edition, 2006
2. R. A. Musgrave and P.B. Musgrave , Public Finance in Theory & Practice, McGraw Hill Publications, 5th Edition, 1989.
3. Amaresh Bagchi(ed), Readings in Public Finance, OUP
4. J.E. Stiglitz, Economics of Public Sector, W.W. Norton and Company, 3rd Edition 2000
5. A Ghosh and C Ghosh , Economics of the Public sector, Prentice Hall India Learning Private Limited, 2nd Revised Edition (2014)
6. Jonathan Gruber, Public Finance and Public Policy, Fifth edition, 2016 Worth Publishers
7. Sen, A.K. (1970) Collective Choice and social welfare , San Francisco Holden - Day
8. Rosen, H. and Gayer,T. (2014) Public Finance , 10th Edition, McGraw Hill
9. Stiglitz, J. and Rosengard,J. (2015).Economics of the Public Sector,4 th Edition,W.W.Norton & Company.

### Evaluation Pattern

- **Internal Examination** (25 Marks): 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments

/Class Participation, Class attendance, etc.

- **End Semester theory examination** (75 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester – IV

S. Y. B. A. Subject: Economics (Major Paper-II)

Paper title: Public Policy Perspectives on Key Sectors of the Indian Economy

Course Code- GNKUAECOMJ2104

Credits: 4, No. of lecture: 60 Hours

Marks: 100 (75:25)

Sr. No.	Course objectives
1	Introducing the learner to the rationale behind the introduction of restrictions on Agricultural commodities' internal trade during past & removal of the same in the present, aiming for a free and competitive market. Understanding the Industrial & Labor environment
2	Highlight the importance of minimisation of asymmetries in information in healthcare so as to achieve better healthcare delivery and outcomes.
3	Identify the issues in the education sector so as to improve the quality and accessibility of education to all in sync with the changing world. To impress on the learner's minds the importance of inclusivity and equity in education.
4	Identifying the reasons behind failure of Ethical governance & effectively eradicating the same through the Ombudsman Institutions structured from Central government up to the village council level.

### Course Outcomes:

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	Learners understand and evaluate the underpinnings of free and competitive markets with ethical governance mechanisms.	1, 4, 6	1	R, U, E
2.	Learners would be able to appreciate the critical role of the agriculture, Industrial sectors & Labour markets in the Indian economy; evaluate and suggest corrective mechanisms pertaining to the issues associated with it.	4, 6, 9	2, 3	E, C
3.	Learners will be able to assess anomalies and gaps in the prevailing healthcare system; the need for a good and responsible regulatory system for effective as well as better health outcomes.	1, 4, 6, 9	3, 4	An, E
4.	Learners will acquire knowledge to evaluate the significance of good governance in minimizing information asymmetries towards free and competitive markets and thereby upscaling the quality of human capital.	1, 6	4, 6	An, C

Unit		<b>Title: Public Policy Perspectives on Key Sectors of the Indian Economy</b>	No. of lectures	CO Mapping
<b>Unit 1</b>		<p><b>Module 1: Agricultural and Industrial Policy</b>  <b>Agriculture:</b> Backdrop - National Commission on Farmers 2004-2006 - Removal of restrictions on internal trade in Agricultural commodities - Farm reforms 2020 - Benefits of the Farm Reforms - Issues, concern &amp; uncertainties.  <b>Industry:</b> Role &amp; performance - Small scale Industries under globalization - Industrial Policy and Economic Development - Industrial Policy and Growth Strategy Trilemma - Draft National Policy for Micro, Small &amp; Medium Enterprises 2021 - Competition law.</p>	<b>15</b>	<b>U, E, An</b>
<b>Unit 2</b>		<p><b>Module 2: Healthcare and Education</b>  <b>Health:</b> The concept of Health - Market failure in Healthcare - Causes of Healthcare underperformance - Unregulated private enterprise in Healthcare - Institutional solutions to the asymmetric information problem in the Healthcare  <b>Education:</b> Amartya Sen's Capability Approach and Education - Investing in Education: Social versus Private Benefits and Costs - Equity &amp; inclusion in Higher Education - Reimagining vocational education - Transforming regulatory system of Higher Education</p>	<b>15</b>	<b>R, U, E, C</b>
<b>Unit 3</b>		<p><b>Module 3: Labour Market</b>  History of Labour Markets in India- India's labour market: Laws &amp; reforms post 1991 - Measuring Unemployment - Overview of Labour Market Reforms - Employment Quality and Conditions - Segmentation and Inequality in Labour Market - Entrepreneurship Development and Employment Generation Programmes - Future of Jobs for Youth</p>	<b>15</b>	<b>R, U, An</b>
<b>Unit 4</b>		<p><b>Module 4: Institutional Framework for Governance Ethics</b>  Existing Institutions/Agencies - Evaluation of Anti-corruption machinery in India - The Lokpal - The Lokayukta - Ombudsman at the local level - Strengthening investigation &amp; prosecution - Systemic reforms - International Co-operation.</p>	<b>15</b>	<b>U, An, E, C</b>

#### References:

1. "Agriculture & food management", Economic Survey 2020-21, Vol.2, pp.253-260, Economic Division, Department of Economic Affairs, Ministry of Finance, Government of India, January 2021.
2. "Towards an Indian Common Market: Removal of restrictions on internal trade in Agricultural commodities", Food & Agriculture Organization of United Nations, Rome, 2005.

3. "Agricultural Reforms in India", Dev Mahendra S, Indian Public Policy Review 2020, Vol.2, No.1, January 2021.
4. "Healthcare takes centre stage finally", Economic Survey 2020-21, Vol.1, pp. 158-179, Economic Division, Department of Economic Affairs, Ministry of Finance, Government of India, January 2021.
5. "Institutional Solutions to the Asymmetric Information Problem in Health and Development Services for the Poor", Leonard David K. et al., World Development, Vol. 48, pp.71-87, 2013.
6. "Higher Education", part-II, pp.33-50, New Education Policy 2020, Ministry of Human Resource Development, Government of India, 2020.
7. Economic development, Todaro, M. P., & Smith, S. C. (2020), Pearson UK.
8. Schultz, T. W. (1961). Investment in human capital. The American economic review, 1-17.
9. Klugman, Jeni, Human Development Report 2011. Sustainability and Equity: A Better Future for All (November 2, 2011). UNDP-HDRO Human Development Reports, 2011, Available at SSRN: <https://ssrn.com/abstract=2294671>
10. Lecture series by Amartya Sen: <https://hd-ca.org/amartya-sen-lectures>
11. <http://www.igidr.ac.in/newspdf/Chapter%205.pdf>
12. <https://www.imf.org/en/Publications/fandd/issues/Series/Analytical-Series/industrial-policy-and-the-growth-strategy-trilemma-ruchir-agarwal>
13. <https://prsindia.org/billtrack/overview-of-labour-law-reforms>
14. <https://msme.gov.in/whatsnew/draft-national-policy-micro-small-and-medium-enterprises-india-reg>
15. India Employment Report, 2024, Institute of Human Development, International Labour Organization
16. "Ethics in Governance", Fourth Report-Second Administrative Reforms Commission, pp.106-124, Government of India, January 2007.

\*\*\*\*\*

### Evaluation Pattern

- **Internal Examination** (25 Marks): 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments /Class Participation, Class attendance, etc.
- **End Semester theory examination** (75 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester – III

Course: SYBA/SYBSc Economics- Minor Paper title: Public Finance

Course Code- GNKUAECOMI103

Credits: 4, No. of lecture: 60 Hours

Marks: 100 (75:25)

Sr. No.	Course objectives
<b>The course aims at:</b>	
<b>1</b>	<b>Understanding the role of the government in the economy:</b> To familiarize the students with the changing role & functions of the government over time.
<b>2</b>	<b>Analysing Fiscal Policies:</b> To introduce students to governments use to influence on economic activities via tools & techniques such as taxation, government spending & debt management
<b>3</b>	<b>Understanding topics concerning Indian Public Finance.</b>

### Course Outcomes:

Sr No	On completing the course the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	<b>Understanding of Public Sector Economics:</b> It is designed to make system of ancient knowledge economy understandable to contemporary society & show its relevance to global level.	3	3	U
2.	<b>Student would Gain Holistic Knowledge of Public Revenue &amp; Public Expenditure:</b> The student would be able to identify different kinds of Public revenue, public expenditure, deficits.	7	3	U

3.	<b>Critical Thinking in Public Finance Issues :</b> The students would be able to critically think & apply economic principles and analytical tools to evaluate policy options and propose solutions to complex problems as socially responsible citizens.	6	5	Ap
4.	<b>Analytical Skills in Budgeting and Fiscal Policy:</b> Th Students would develop the ability to analyze and evaluate government budgets, fiscal policies, and taxation systems at the end of the course.	4	4	An
5.	<b>Communication &amp; Presentation Skills:</b> Students would be able to effectively communicate their understanding of public finance concepts, theories, and policy implications both orally and in writing.	1	6	C

Unit	Title: Public Finance	No. of lectures	CO Mappings
Unit 1	<b>Module - I: Introduction</b> Meaning & Scope of Public Finance; Public Finance Versus Private Finance, Public Good and Private Good ; Major Fiscal Functions: Allocation, Distribution, Stabilisation & Growth; Principles of Sound Finance Versus Functional Finance; Relationship between Efficiency, Markets & Government; Dalton's & Musgrave's Law of Social Advantage.	15	U, An, E, R
Unit 2	<b>Module - II: Fiscal Policy: Public Revenue</b> Sources of Public Revenue: Tax & Non-Tax Revenues, Canons of Taxation, Role of Taxation, Merits & Demerits of Direct & Indirect Tax Policy; Impact, Concept Incidence & Shifting of Taxation; Elasticity of Demand, Elasticity of Supply & Determination of Tax Burden. Incidence of Taxation under Monopoly, Cost Conditions & Incidence of Taxation	15	R, U, Ap, An, E, C
Unit 3	<b>Module - III: Fiscal Policy: Public Expenditure and Debt</b> Canons of Public Expenditure; Classification of Public Expenditure; Wagner's Law of Public Expenditure, Causes for Growth of Public Expenditure & Peacock-Wiseman hypothesis; Public Expenditure as an instrument of Fiscal Policy; Meaning and Types of Public Debt; Burden of Public Debt; Principles of Public Debt Management; Concepts of Deficits	15	R, U, Ap, An, E, C

<b>Unit 4</b>	<b>Module IV: Indian Public Finance</b> Structure of Public Budget; Budget of the Government of India (Previous Financial Year); Introduction to GST; Components of Public Revenue & Public Expenditure; Sources of Public Borrowing & Debt Liabilities; Deficits; Appraisal of FRBM Act; Fiscal Federalism & Fiscal Decentralization: Fourteenth Finance Commission Recommendations	<b>15</b>	<b>R, U, Ap, An, E, C</b>
---------------	---	-----------	---------------------------

### **References:**

1. J Hindriks, G Myles, (2006), Intermediate Public Economics, MIT Press.
2. Harvey Rosen (2005), Public Finance, Seventh Edition, Mc Graw Hill Publications.
3. Kaushik Basu & Maertens(ed), (2013) The New Oxford Companion to Economics in India, Oxford University Press.
4. Sury M.M, (1990), Government Budgeting in India , Commonwealth Publishers.
5. Bhatia H.L (2012), Public Finance, Vikas Publications.
6. Report of the Fourteenth Finance Commission, Government of India.

\*\*\*\*\*

### **Evaluation Pattern**

- **Internal Examination** (25 Marks): 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments /Class Participation, Class attendance, etc.
- **End Semester theory examination** (75 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester – IV

**Course: SYBA/SYBSc Economics- Minor Paper: Indian Economy**

**Course Code- GNKUAECOMI104**

**Credits: 4, No. of lecture: 60 Hours**

**Marks: 100 (75:25)**

Sr. No.	Course objectives
1	<b>Understanding of the basic Indian economic issues:</b> The student will be learn the basic problems dealing with the Indian Economy.
2	<b>Analysing Sector Wise problems surrounding Indian economy:</b> The student will learn most of the important sectors & the problems as well as measures taken by the Government from time to time.
3	<b>Spur interest in the problems associated with Indian economy:</b> The course is designed to arouse interest of the student in the current Indian scenario.

◆ **Course Outcomes:**

Sr No	On completing the course the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	<b>Understanding of Indian Economy :</b> The student would be able to understand the issues revolving the various aspects of Indian economic scenario ,helping create awareness of rights & duties of citizens.	6	3	U
2.	<b>Student would Gain Knowledge of Various Sectors in the Economy:</b> The student would be able to identify different kinds of problems in different sectors of the economy.	5	3	U
3.	<b>Critical Thinking in Indian Economic Issues :</b> The students should be able to critically think & apply economic principles and analytical tools to evaluate policy options and propose solutions to complex problems.	7	6	E
4.	<b>Analytical Skills in policy making:</b> Th Students would develop the ability to critically analyze and evaluate the Indian government policies in various sectors.	9	4	An
5.	<b>Communication &amp; Presentation Skills:</b> Students would be able to effectively communicate their understanding of Indian Economy, various sectors, and policy implications both orally and in writing.	1	6	C

Unit	Title: Indian Economy	No. of lectures	CO Mapping
Unit 1	<p><b>Module - I: Introduction</b> Trends in India's National Income and PCI Since 1990; Structural Changes In Indian Economy; Brief Overview of the Employment Generation and Poverty Alleviation Programmes; Regional Inequalities; Measures to Reduce Regional Inequalities in India; Environment Sustainability &amp; Development: SDGs &amp; India's Commitments</p>	15	C, U, R, An, E
Unit 2	<p><b>Module - II: Agricultural Sector</b> Role of Agriculture in Economic Development; Causes of Low Productivity; Agricultural Inputs; Agricultural Price Policy: Recent Minimum Support Price Policy; Income Support for Farmers; Sources of Agricultural Finance; Micro Finance &amp; SHGs; NABARD: Role and Function; Agricultural Marketing: Structure and Problems, Enabling Environment, Recent Development; National Policy for Farmers, 2007; Organic Farming Policy; Food Security in India.</p>	15	C, U, R, E, An
Unit 3	<p><b>Module - III: Industrial Sector</b> Infrastructure for Industrial Development; Industrial Policies in India; Industrial Policy of 1991; Micro, Small and Medium Enterprises (MSMEs): Classification, Role and Policy Measures; Growth of Large Scale Industries and Economic Development; Recent Policies and Programs for Industrial Development: Start Up India, Make in India, Skill India—Government Initiatives; Role and Trends of FDI in Industrial Sector Development.</p>	15	C, U, R, E, An, Ap
Unit 4	<p><b>Module IV: Service Sector</b> Role of Service Sector in Indian Economy; Growth and Performance of Healthcare; Performance of Trade and Tourism, Information Technology and IT - Enabled Services; Research and Development Services With Reference to Education and Skill Development in Employment Generation in India; Performance of Service Sector during XIIth Five Year Plan</p>	15	C, U, R, E, An

## References:

1. Ashwini Mahajan, Gaurav Datt, (2018) 'Indian Economy', S. Chand and Company, New Delhi.
2. Brahmananda, P.R. and V.R. Panchmukhi (Eds.), (2001), 'Development Experience in the Indian Economy: Inter-State Perspectives', Bookwell, New Delhi.
3. Datt, Ruddra and K.P.M, Sundaram, (2017), 'Indian Economy', S. Chand & Company Ltd., New Delhi.
4. Misra, S. K. and V. K. Puri, (2018) 'Indian Economy', Himalaya Publishing House, Mumbai.
5. Gaurav Datt and Ashwani Mahajan, (2016) 'Indian Economy', S House, New Delhi.
6. Uma Kapila, (2018), ' Indian Economy: Performance and Policies, 2018-19', Academic Foundation, New Delhi.

\*\*\*\*\*

## **Evaluation Pattern**

- **Internal Examination** (25 Marks): 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments /Class Participation, Class attendance, etc.
- **End Semester theory examination** (75 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester – III

Course: SYBA Economics- Open Elective

Title: Elementary Use of Economics in Understanding Global Crisis

Course Code- GNKUAECOUE103

Credits: 2, No. of lecture: 30 Hours

Marks: 50 (30:20)

Sr. No.	Course objectives
1	To grasp the fundamental concepts of Economics.
2	To enhance critical thinking to understand the complexity and interdependence of global economies.
3	To analyze different Economic Systems and their implications.
4	To understand causes and impact of global crises.
5.	To assess the role of government in mitigating Economic crisis with stabilization measures.
6.	To foster an informed perspective on economic issues.

◆ **Course Outcomes:**

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	Comprehend how markets operate	4	1	R, U
2.	Greater understanding of global economic issues and its impact on domestic economies.	4, 7	3	U, An
3.	Ability to engage in informed discussions about economic issues enhancing their capability of evaluating the policies of the government.	7, 9	1, 2	An, E
4.	Acquire a grasp of Macroeconomic indicators and its role in policy making	4, 6, 9	4	U, E
5.	Critically assess the policy packages of the government to ensure macroeconomic stability and avert crisis.	9	3, 4	An, E, C

Unit		Title: Elementary Use of Economics in Understanding Global Crisis	No. of lectures	CO Mapping
Unit 1		<p><b>Module 1: Introduction to Economics and Global Crisis</b></p> <p>1. Overview of Economics:</p> <ul style="list-style-type: none"> <li>● Definition of economics</li> <li>● Basic economic concepts (scarcity, opportunity cost, supply and demand)</li> <li>● Role of economics in understanding global crisis</li> </ul> <p>2. Understanding Global Crisis:</p> <ul style="list-style-type: none"> <li>● Definition and types of global crises (financial, economic, environmental, etc.)</li> <li>● Causes and consequences of global crises</li> </ul> <p>3. Economic Systems and Global Crisis:</p> <ul style="list-style-type: none"> <li>● Overview of different economic systems (capitalism, socialism, mixed economy)</li> <li>● Examination of how different economic systems respond to global crises</li> </ul>	15	R, U, An, E
Unit 2		<p><b>Module 2: Macroeconomics and Global Crisis</b></p> <p>1. Macroeconomic Concepts:</p> <ul style="list-style-type: none"> <li>● Gross Domestic Product (GDP)</li> <li>● Unemployment and inflation</li> <li>● Fiscal policy and monetary policy (to be taught at Basic level)</li> </ul> <p>2. Macroeconomic Indicators during Global Crisis:</p> <ul style="list-style-type: none"> <li>● Impact of global crises on GDP growth</li> <li>● Unemployment rates during global crises</li> <li>● Inflationary pressures during global crises</li> </ul> <p>3. Government Intervention during Global Crisis:</p> <ul style="list-style-type: none"> <li>● Role of government in stabilizing the economy during a crisis</li> <li>● Fiscal policies implemented during global crises (stimulus packages, tax cuts, public spending)</li> <li>● Monetary policies used to mitigate the effects of global crises (interest rates, money supply)</li> </ul>	15	An, Ap, E

#### References:

1. N Gregory Mankiw (2015), Principle of Macroeconomics, Cengage Learning
2. Samuelson P. A. & Nordhaus W.D. (1998), Economics, Tata McGraw Hill, New Delhi.
3. Felsenheimer, Jochen, and Philip Gisdakis. Credit Crises: From Tainted Loans to a Global Economic Meltdown. Weinheim: Wiley-VCH, 2008.
4. Goldstein, Morris. The Asian Financial Crisis: Causes, Cures, and Systemic Implications (Policy Analyses in International Economics). Washington, DC: Institute for International Economics, 1998.
5. Greenspan, Alan. The Age of Turbulence: Adventures in a New World. New York: Penguin, 2008.
6. Feenstra, Robert C. (2014). Essentials of international economics. New York :Worth Publishers,

7. Razin, Assaf (2014) Understanding Global Crises: An Emerging Paradigm , MIT Press <https://doi.org/10.7551/mitpress/9780262028592.001.0001>
8. Global Crisis UNCTAD [https://unctad.org/global-crisis&ved=2ahUKEwif\\_-H97o-HAxVA1TgGHbpdLAcQFnoECBYQAw&usg=AOvVaw2YHfMAsMZ\\_s2oC4NdBURf](https://unctad.org/global-crisis&ved=2ahUKEwif_-H97o-HAxVA1TgGHbpdLAcQFnoECBYQAw&usg=AOvVaw2YHfMAsMZ_s2oC4NdBURf)
9. Reserve Bank of Australia-Global Financial Crisis : An explainer [https://www.rba.gov.au/education/resources/explainers/the-global-financial-crisis.html&ved=2ahUKEwif\\_-H97o-HAxVA1TgGHbpdLAcQFnoECCKQAQ&usg=AOvVaw1yb0WVnrLhhviBostMkTTH](https://www.rba.gov.au/education/resources/explainers/the-global-financial-crisis.html&ved=2ahUKEwif_-H97o-HAxVA1TgGHbpdLAcQFnoECCKQAQ&usg=AOvVaw1yb0WVnrLhhviBostMkTTH)
10. “Comparative Economic Systems: Capitalism and Socialism in the 21st Century.” An ECI Teaching Module on Social and Economic Issues, Global Development Policy Center, Boston University

\*\*\*\*\*

### **Evaluation Pattern**

- **Internal Examination** (20 Marks): Continuous Internal assessment (CIA) of 20 Marks each (Quiz, assignment, presentation, viva, role play, scrap book, case studies, group discussion, etc).
- **End Semester theory examination** (30 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 1hour.
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester – IV

Course: SYBA Economics- Open Elective

Title: Elementary Use of Economics in Understanding Global Crisis

Course Code- GNKUAECOEE104

Credits: 2, No. of lecture: 30 Hours

Marks: 50 (30:20)

Sr. No.	Course objectives
1	To understand the role of International trade; Trade barriers its prevalence and impact.
2	To understand global crisis and growing protectionism in trade.
3	To evaluate the role of International Finance Institutions in mitigating global crisis.
4	To familiarise with concept of currency volatility and exchange rates.
5	To understand the impact of international capital flows.
6	To appreciate the issue of climate change and its challenges. To underscore the importance of environmental sustainability.

◆ **Course Outcomes:**

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
1.	Appreciate the importance of International trade and distortions in free trade.	7	3	U, An
2.	Understand the relation between crisis and growing protectionism.	4, 9	4	U
3.	Assess the role of international financial institutions in its relevance in the current global scenario.	9	1	E, An
4.	Understand and apply the concepts of currency, exchange rates and volatility.	4	5	U, Ap
5.	Evaluate the interlink between economic crisis and international capital flows.	9	1	E, C
6.	Deliberate and discuss the challenges of climate change and the importance of environmental sustainability, thus becoming socially responsible global citizen.	8	1, 3	E, C

Unit		Title: Elementary Use of Economics in Understanding Global Crisis	No. of lectures	CO Mapping
Unit 1		<b>Module 1: International Trade and Global Crisis</b> 1. International Trade: <ul style="list-style-type: none"> <li>● Benefits of international trade</li> <li>● Trade barriers and their effects on the economy</li> </ul> 2. Globalization and Global Crisis: <ul style="list-style-type: none"> <li>● Impact of global crises on international trade</li> <li>● Trade protectionism during global crises</li> </ul> 3. International Financial System and Global Crisis: <ul style="list-style-type: none"> <li>● Role of international financial institutions (IMF, World Bank) during global crises</li> <li>● Currency exchange rates and their volatility during global crises</li> <li>● Capital flows and their impact on global crises (To Be Taught at Elementary Level)</li> </ul>	15	R, U, Ap, E
Unit 2		<b>Module 2: Environmental Economics and Global Crisis</b> 1. Environmental Issues and Global Crisis: <ul style="list-style-type: none"> <li>● Climate change and its economic implications</li> <li>● Natural resource depletion and its impact on the economy</li> </ul> 2. Sustainable Development: <ul style="list-style-type: none"> <li>● Principles of sustainable development</li> <li>● Policies for addressing environmental issues during global crises</li> </ul> 3. Green Economy and Global Crisis: <ul style="list-style-type: none"> <li>● Green technologies and their role in economic recovery</li> <li>● The relationship between economic growth and environmental sustainability</li> </ul>	15	R, U, An, C

### References:

1. Felsenheimer, Jochen, and Philip Gisdakis. Credit Crises: From Tainted Loans to a Global Economic Meltdown. Weinheim: Wiley-VCH, 2008.
2. Goldstein, Morris. The Asian Financial Crisis: Causes, Cures, and Systemic Implications (Policy Analyses in International Economics). Washington, DC: Institute for International Economics, 1998.
3. Greenspan, Alan. The Age of Turbulence: Adventures in a New World. New York: Penguin, 2008.
4. Feenstra, Robert C. (2014). Essentials of international economics. New York :Worth Publishers,
5. Krueger, Anne O.(2020) International Trade: What Everyone Needs to Know® (New York, 2020; online edn, What Everyone Needs to Know®, Nov. 2020) <http://dx.doi.org/10.1093/wentk/9780190900465.001.0001>
6. Krugman, Paul R.; Obstfeld, Maurice; Melitz, Marc J. (2012). International Economics: Theory & Policy, 9th Edition. Boston, MA: Addison-Wesley.
7. Razin, Assaf (2014) Understanding Global Crises: An Emerging Paradigm , MIT

- Press <https://doi.org/10.7551/mitpress/9780262028592.001.0001>
8. Bhargava, V (2006) Role of International Financial Institutions in Addressing Global Issues [https://gbdrrrf.org/system/files/privatefiles/international\\_financial\\_institutions\\_ifis.pdf](https://gbdrrrf.org/system/files/privatefiles/international_financial_institutions_ifis.pdf)
  9. Hanley, Nick, Jason F Shogren & Ben White, (2008). Environmental Economics, Macmillan
  10. Hart, Stuart L (1997). Strategies for Sustainable World, Harvard Business Review
  11. Charles Kolstad, Environmental Economics (Oxford University Press, 1st edition 2000, or 2nd edition 2010)
  12. R. N.(Ed) Bhattacharya “Environmental Economics” An Indian Perspective OUP -2001
  13. United Nations Environment Programme  
<https://web.archive.org/web/20160327113927/http://www.unep.org/greeneconomy/AboutGEI/WhatisGEI/tabid/29784/Default.aspx>
  14. UNEP, 2011, Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication, [www.unep.org/greeneconomy](http://www.unep.org/greeneconomy)
  15. ["World Bank Group and International Monetary Fund"](http://www.cbd.int). www.cbd.int. 14 March 2019

\*\*\*\*\*

### Evaluation Pattern

- **Internal Examination** (20 Marks): Continuous Internal assessment (CIA) of 20 Marks each (Quiz, assignment, presentation, viva, role play, scrap book, case studies, group discussion, etc).
- **End Semester theory examination** (30 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 1 hour.
- **Combined passing of 40% with minimum 20% in Internal Component.**

**SEM III**  
**S.Y.B.A. Economics (Vocational Skill Course)**  
**Title- Start-Ups & Economic Development**  
**Course Code- GNKUAECOVS103**

**Credits: 2, No. of lectures- 30 Hours**

**Marks: 50 (30:20)**

Sr. No.	Course objectives
<b>1</b>	<b>Equip Students with Foundational Knowledge:</b> Provide students with a comprehensive understanding of the key concepts, processes, and components of the start-up ecosystem and its role in economic development.
<b>2</b>	<b>Develop Practical Skills:</b> Develop practical skills and competencies necessary for launching and managing successful start-ups, including idea generation, business model development, market research, funding acquisition, team building, and risk management.
<b>3</b>	<b>Foster Strategic Thinking and Innovation:</b> Foster strategic thinking and innovation among participants by exploring strategies for scaling up businesses, fostering innovation ecosystems, promoting social entrepreneurship, and addressing economic inclusion challenges.

**Course Outcomes:**

Sr No	On completing the course the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>1.</b>	<b>Gain Foundational Knowledge:</b> The student would be able to gain foundational knowledge on start-ups, processes & its importance in the ecosystem	<b>1</b>	<b>1</b>	<b>R</b>
<b>2.</b>	<b>Student would Gain Practical Skills Development:</b> The student would be able to acquire knowledge with respect to funding sources, business models for start-up ventures, intellectual property perfection etc	<b>6</b>	<b>6</b>	<b>Ap</b>
<b>3.</b>	<b>Strategic Thinking &amp; Innovation:</b> The student will understand the linkage between entrepreneurship & innovation; the student would gain insight into gender disparities in Entrepreneurship in economic development	<b>6</b>	<b>6</b>	<b>E</b>

4.	<b>Anticipate future trends:</b> The Students would be able to anticipate future trends in start-ups by the end of the course.	2	6	C
5.	<b>Communication &amp; Presentation Skills:</b> Students would be able to effectively communicate their understanding of Start-ups its concepts, theories and policy implications both orally and in writing.	7	6	E

Unit		Title : Start-Ups & Economic Development – Skill Enhancement Course	No. of lectures	CO Mapping
Unit 1		<b>Module1: Introduction &amp; Strategies for Inclusive Economic Development through Entrepreneurship</b> Introduction to Start-Up Ecosystem: Defining Start-Up Ecosystem, Importance of Start-Ups in Economic Development; Role of Entrepreneurship in Economic Development; Innovation and Technological Advancement; Entrepreneurship Ecosystem Development: Case Studies of Successful Ecosystems; Social Entrepreneurship and Sustainable Development: Role of Social Enterprises in Sustainable Development, Balancing Profit with Social Impact; Rural Entrepreneurship and Economic Inclusion: Strategies for Promoting Economic Inclusion; Women Entrepreneurship and Gender Equality: Policies and Programs for Supporting Women Entrepreneurs; Youth Entrepreneurship and Employment; Access to Finance and Financial Inclusion: Innovative Financing Models for Start-Ups and SMEs	15	C, U, R, An, E
Unit 2		<b>Module 2: Start-Ups &amp; the Way Forward:</b> Role of Government in Supporting Entrepreneurship Designing Effective Policy Frameworks Best Practices in Entrepreneurship Policy Export Promotion and Global Markets; Industry-Academia Collaboration and Technology Transfer: Case Studies of Successful Collaborations; Policy Frameworks for Entrepreneurship Development; Measuring Entrepreneurship Ecosystems; International Perspectives on Entrepreneurship Development; Impact Investment and Social Finance; Future Trends and Emerging Opportunities for Start-Ups & SMEs	15	R, U, Ap, An, E, C

## References:

1. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries (2011, Crown Business)
2. "Start with Why: How Great Leaders Inspire Everyone to Take Action" by Simon Sinek (2009, Portfolio)
3. "Zero to One: Notes on Start-ups, or How to Build the Future" by Peter Thiel (2014, Crown Business)
4. "Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers"
5. "Lean Analytics: Use Data to Build a Better Startup Faster" by Alistair Croll and Ben Yoskovitz (2013, O'Reilly Media)
6. "The Startup Law Playbook" by Yokum Taku (2018, Independently published)
7. "The Culture Code: The Secrets of Highly Successful Groups" by Daniel Coyle (2018, Bantam)
8. Allen, K.R. (2012) Launching new ventures: an entrepreneurial approach. 6th ed. Belmont, CA: South-Western
9. Brahma, Rumi. "A Review of the Economic Growth of Start-Up and Older Companies in India From 2011-2021." International Journal for Research in Applied Science and Engineering Technology 10, no. 5 (May 31, 2022): 378–84.
10. Khalid Sekkat (2007): "Small and Medium Enterprises in Economic Development: The UNIDO Experience" by (2007, Palgrave Macmillan)

\*\*\*\*\*

## Evaluation Pattern

- **Internal Examination** (20 Marks): Continuous Internal assessment (CIA) of 20 Marks each (Quiz, assignment, presentation, viva, role play, scrapbook, case studies, group discussion, etc).
- **End Semester theory examination** (30 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 1 hour.
- **Combined passing of 40% with minimum 20% in Internal Component.**

**SEM IV**  
**S.Y.B.A. Economics (Skill Enhancement Course)**

**Title- Investment Analysis**

**Course Code- GNKUAECOSEC104**

**Credits: 2, No. of lectures- 30 Hours**

**Marks: 50 (30:20)**

Sr. No.	Course objectives
<b>1</b>	<b>Introducing the Institutions associated with the instruments of investment</b> : To familiarize the students with the changing role of instruments of investment over time & the need arising for them.
<b>2</b>	<b>Understanding Securities Markets:</b> To help student understand securities market functioning
<b>3</b>	<b>Basic Investment Selections:</b> To help students use elementary mathematical & statistical techniques in teaching these tools of investment analysis

**Course Outcomes:**

Sr No	On completing the course the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>1.</b>	<b>Fundamental Understanding:</b> The student would be able to understand the fundamental understanding of various investment instruments enhancing employability in future	<b>1</b>	<b>3</b>	<b>U</b>
<b>2.</b>	<b>Analytical Skills:</b> The student would be able to develop data analytical skills to evaluate investment opportunities using elementary mathematic/statistics techniques, including the ability to analyse financial statements and identify investment risks and potential returns.	<b>4</b>	<b>4</b>	<b>An</b>
<b>3.</b>	<b>Risk-Management:</b> The students would be able to learn basic risk management techniques and manage risk in a portfolio context with the help of advanced research tools.	<b>5</b>	<b>2</b>	<b>Ap</b>
<b>4.</b>	<b>Decision-Making Skills:</b> The students will develop decision-making skills necessary for making informed investment choices, including understanding the trade-offs between risk & returns	<b>7</b>	<b>6</b>	<b>E</b>

5.	<b>Communication &amp; Presentation Skills:</b> Students would be able to effectively communicate their understanding of investment analysis & would be able to make effective presentation based on it.	1	1	C,Ap
----	---	---	---	------

Unit		Title: Investment Analysis	No. of lectures	CO Mapping
Unit 1		<b>Module I: Concepts &amp; Theories of Investment Analysis: (15 Lectures)</b> Introduction to Investment Analysis, Financial Markets & Institutions , Efficient Market Concept - Efficient Market Hypothesis - Random Walk Theory – Portfolio Theory: Portfolio return, risk, diversification and optimal portfolio - the Single Index Model- Capital Asset Pricing Theory, Time Value of Money, Behavioural Finance in Investment Decisions	15	R, U, Ap, An, E,
Unit 2		<b>Module II: Fundamental &amp; Technical Analysis of the market: (15 lectures)</b> What is fundamental analysis? - Macroeconomic analysis - industry analysis . company analysis - estimation of intrinsic value - What is technical analysis? - Tools of technical analysis - Principles to Technical analysis -Charts and Trend lines - Moving Averages – Advantages & Disadvantages of Moving Averages	15	R, U, Ap, An, E, C

#### References:

1. Hirschey, M. (2001), Investment Theory and Applications, Hircourt College Publisher, USA
2. Shalla V. K. (1983), Investment Management, Security Analysis and Portfolio Management, S. Chand, New Delhi.
3. Chandra, Prasanna (2000) Investment Analysis and Portfolio, Management, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
4. Chandra, Prasanna (1993) Finance Sense, Tata McGraw-Hill Publishing Company Ltd, New Delhi.

#### Evaluation Pattern

- **Internal Examination** (20 Marks): Continuous Internal assessment (CIA) of 20 Marks each (Quiz, assignment, presentation, viva, role play, scrapbook, case studies, group discussion, etc).
- **End Semester theory examination** (30 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 1hour.
- **Combined passing of 40% with minimum 20% in Internal Component.**

**S.Y.B.A. Economics Credit Course**  
**Title- Introduction to Data Analytics**

**Credits: 2, No. of lectures- 30 Hours**

**Marks: 50**

Sr. No.	Course objectives
1	To introduce students to the field of data analytics and its applications in academia and industry.
2	To impart technical skills amongst students to work with economic data.
3	To provide hands-on training in Excel and R.
4	To develop analytical capability to work with different types of data and models.

◆ **Course Outcomes:**

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
	<b>Learners will:</b>			
1.	Gain knowledge of data analytics and its relevance in different fields.	4	1	U
2.	Develop proficiency in data management	4	1,2	An, Ap
3.	Acquire practical knowledge of analytical tools such as Excel and R.	4	5,6	Ap
4.	Have exposure to various types of data and models.	4	5	U, An
5.	Derive meaningful insights from data.	1,4	1,5,6	Ap, C

Unit	Title	No. of lectures	CO Mapping
<b>Unit 1</b>	<b>Module 1: Data Analysis and Excel</b> Data: types and sources – Process of Data analytics – Basic Excel Skills – Functions in Excel – Data visualization in Excel – Exploring Data using Pivot Table – Data Analysis in Excel – Correlation and Causation – Introduction to Regression Analysis	<b>15</b>	<b>R, U, Ap, E</b>

<b>Unit 2</b>	<b>Module 2: Data Analytics using R</b> Introduction to R (Programming language) – Working with data in R – Data Modelling and Visualization in R – Regression Analysis in R – Career Opportunities in Data Analytics – Case Studies	<b>15</b>	<b>R, U, An, Ap, C</b>
---------------	---	-----------	------------------------

**References:**

1. Schmuller, J. (2017). *Statistical analysis with R for dummies*. John Wiley & Sons.
2. Kleiber, C., & Zeileis, A. (2008). *Applied econometrics with R*. Springer Science & Business Media.
3. Teetor, P. (2011). *R cookbook: Proven recipes for data analysis, statistics, and graphics*. "O'Reilly Media, Inc."
4. Chang, W. (2018). *R graphics cookbook: practical recipes for visualizing data*. O'Reilly Media.
5. Venables, W. N., Smith, D. M., & R Development Core Team. (2009). *An introduction to R*.
6. Hanck, C., Arnold, M., Gerber, A., & Schmelzer, M. (2021). *Introduction to Econometrics with R*. Universität Duisburg-Essen.
7. Guerrero, H., Guerrero, R., & Rauscher. (2019). *Excel data analysis*. Springer International Publishing.
8. Berk, K. N., & Carey, P. (1998). *Data Analysis with Microsoft Excel*. Pacific Grove, CA: Duxbury Press.

**Evaluation pattern:**

1. Attendance: 05 marks
2. Assignment/Presentation: 15 marks
3. Class test: 30 marks

\*\*\*\*\*

**Shiromani Gurdwara Parbandhak Committee's**  
**Guru Nanak Khalsa College**  
**of**  
**Arts, Science and Commerce**  
**(Autonomous)**  
**Matunga, Mumbai – 400 019, Maharashtra**

**Program: Bachelor of Arts**

**FYBA/FYBSc Semester-I & II**

**Course: ECONOMICS**

**Economics Minor Paper**

**Credits: 04**

**Lectures: 04 per week**

**(As per NEP 2023-24 Guidelines)**

## Semester I

**Course: FYBA/FYBSc Economics- Minor Paper Title: Fundamentals of Microeconomics – I**

**Course Code-**

**Credits: 4, No. of lecture: 60 Hours**

**Marks: 100 (75:25)**

Sr. No.	Course objectives
1	To expose the students to understand fundamental concepts in Economics.
2	To understand the principles governing decisions undertaken by individuals as consumers, producers or as government representatives.
3	To equip students to analyze the impact of certain decisions on market outcomes and to evaluate the effectiveness of such decisions.

◆ **Course Outcomes:**

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
	<b>Learners will be able to:</b>			
1.	Elaborate the basic concept in Economics and the interlinkages between various economic variables.	4	1	<b>U, R</b>
2.	Analyze the day-to-day economic activities from the lens of an economist and would be able to better understand the reasons behind such real-life situations.	4,7	1,4	<b>An, E</b>
3.	Critically evaluate the effectiveness of any policy change and would be able to suggest appropriate policy stance under given economic conditions.	7,9	2,4	<b>E, Ap, C</b>

Unit	Title	No. of lectures	CO Mapping
<b>Unit 1</b>	<b>Module I: Introduction to Economics</b> Basic concepts of Economics: Wealth, Welfare, Scarcity, Choice, etc. – Scope and Methods of Economics – Microeconomics versus Macroeconomics – Positive and Normative Economics – Basic Economic Problems: What to produce, how to produce? and how to distribute the output? – Markets and Competition – Concept of Demand and Supply –	<b>15</b>	<b>R, U, An</b>

		Basics of functions and graphs: intercept, slope, plotting and reading graph, etc.		
<b>Unit 2</b>		<b>Module 2: Ten Principles of Economics</b> People face trade-offs – Opportunity cost affects decisions – Rational people think at the margin – People respond to incentives – Gains from trade – Markets and Efficiency in organizing economic activities – Role of Government in improving market outcomes – Link between production and standard of living – Money supply and Prices – Inflation and Unemployment trade-off.	<b>15</b>	<b>R, U, An, Ap</b>
<b>Unit 3</b>		<b>Module 3: Market forces of Demand and Supply</b> Law of demand and Determinants of individual demand – Demand schedule, Individual versus Market demand curve – Movement along the demand curve and Shift in demand curve – Law of Supply and Determinants of individual supply – Supply schedule, Individual versus Market Supply curve – Movement along the supply curve and Shift in supply curve – Demand, Supply and Price determination – Price Elasticity of Demand and its calculations – Price Elasticity of Supply and its determinants – Total Revenue and Price Elasticity.	<b>15</b>	<b>E, An, Ap</b>
<b>Unit 4</b>		<b>Module IV: Government Policies, Markets and Welfare</b> Price controls and its impact on market outcomes: Price ceiling and Price Floor – Consumer Surplus – Producer Surplus – Market Efficiency and Market Failure – Impact of taxes and subsidies on Consumers, Producers and market equilibrium.	<b>15</b>	<b>E, Ap, C</b>

**Reference:**

1. Ahuja H.L. (2005), Advanced Economic Theory, S Chand and Company, New Delhi.
2. Dwivedi, D.N. (2003), Micro Economics : Theory and Applications; Pearson Education (Singapore) Pvt. Ltd, Delhi.
3. Koutsoyiannis, A. (1980) Modern Economics, the Macmillan Press Ltd, London.
4. Lipsey and Chrystal (2004), Economics, Oxford University Press.
5. Mansfield, E. (1997), Micro Economics, W. W. Norton and Company, New York.
6. Mankiw, N.G. (2002), Principles of Economics, Thomson Asia Pte. Ltd., Singapore.
7. Mehta P. L. (2006), Managerial Economics Analysis, Problems and Cases, Sultan Chand & Sons, New Delhi.
8. Samuelson P. A. & Nordhaus W.D. (1998), Economics, Tata McGraw Hill, New Delhi.
9. Salvatore, D. (2003), Micro Economics, Oxford University Press.
10. Stonier A .W. & Hague D.C. (2004), A Textbook of Economic Theory, Pearson Education, Delhi

\*\*\*\*\*

### **Evaluation Pattern**

- **Internal Examination** (25 Marks): 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments /Class Participation, Class attendance, etc.
- **End Semester theory examination** (75 Marks): Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**

## Semester II

**Course: FYBA/FYBSc Economics- Minor Paper Title: Fundamentals of Microeconomics – II**

**Course Code-**

**Credits: 4, No. of lecture: 60 Hours**

**Marks: 100 (75:25)**

Sr. No.	Course objectives
1	To acquaint learners about the various types of market structures and the objectives of firms.
2	To assist students in understanding the process of production, associated constraints, types of costs, etc.
3	To familiarize learners about the implications of market structure on the price level, output level, profitability of the firm and on the overall market outcome.

◆ **Course Outcomes:**

Sr No	On completing the course, the student will be able to	POs addressed	PSOs addressed	Cognitive Levels addressed
	<b>Learners will be able to:</b>			
1.	Distinguish between various market structures and the objectives pursued by different firms.	4	1	U, R
2.	Graphically demonstrate the firm's production activities or equilibrium outcome on the basis of production process, available inputs, different types of costs, etc.	4	5	An, E
3.	Elaborate the policies undertaken by the firm under perfect versus imperfect competition to achieve their objectives, its welfare implications and government's response to such practices.	4,7,9	2,4	An, Ap

Unit	Title	No. of lectures	CO Mapping
<b>Unit 1</b>	<b>Module 1: Market Structures and Revenue Analysis</b> Perfect Competition and its features – Monopolistic Competition – Oligopoly – Monopoly – Concept of Average Revenue, Marginal Revenue and Total Revenue – AR, MR and TR curves under imperfect competition – AR, MR and TR curves under perfect competition – Objectives of firm: Profit maximization, Sales maximization, Utility maximization.	<b>15</b>	<b>R, U, An</b>

<b>Unit 2</b>	<b>Module 2: Production function</b> Concept of production function – Factors of production: Land, Labour, Capital and Entrepreneurial skills – Fixed proportion versus Variable proportion – Law of variable proportions – Iso-quants and its properties – Returns to scale – Producers equilibrium and expansion path.	<b>15</b>	<b>R, U, E, An</b>
<b>Unit 3</b>	<b>Module 3: Cost of Production and Cost Curves</b> Concept and types of costs: Accounting cost, Economic cost, Opportunity cost, etc. – Short-run costs: Fixed cost and Variable cost – Concept of Average Cost, Marginal Cost and Total cost – Long-run Average cost curve and Economies of Scale – Learning curve – Technological change and long-run cost curves.	<b>15</b>	<b>E, An, Ap</b>
<b>Unit 4</b>	<b>Module 4: Perfect versus imperfect competition</b> Profit maximization by perfectly competitive firm – Profit maximization under monopoly – Sources of monopoly – Social cost of monopoly – Meaning and degrees of Price discrimination – Price discrimination and social welfare – Government policy towards monopoly.	<b>15</b>	<b>E, An, Ap</b>

### References:

1. Ahuja H.L. (2005), Advanced Economic Theory, S Chand and Company, New Delhi.
2. Dwivedi, D.N. (2003), Micro Economics : Theory and Applications; Pearson Education (Singapore) Pvt. Ltd, Delhi.
3. Koutsoyiannis, A. (1980) Modern Economics, the Macmillan Press Ltd, London.
4. Lipsey and Chrystal (2004), Economics, Oxford University Press.
5. Mansfield, E. (1997), Micro Economics, W. W. Norton and Company, New York.
6. Mankiw, N.G. (2002), Principles of Economics, Thomson Asia Pte. Ltd., Singapore.
7. Mehta P. L. (2006), Managerial Economics Analysis, Problems and Cases, Sultan Chand & Sons, New Delhi.
8. Samuelson P. A. & Nordhaus W.D. (1998), Economics, Tata McGraw Hill, New Delhi.
9. Salvatore, D. (2003), Micro Economics, Oxford University Press.
10. Stonier A .W. & Hague D.C. (2004), A Textbook of Economic Theory, Pearson Education, Delhi.

\*\*\*\*\*

### **Evaluation Pattern**

- **Internal Examination (25 Marks):** 20 Marks exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 40 minutes. And 5 Marks for either Quiz/Assignments /Class Participation, Class attendance, etc.
- **End Semester theory examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**