

**(Abstract)**

First to fourth semester Scheme and Syllabus of B.A Economics Programme in tune with KU-FYUGP Regulations 2024 with effect from 2024 Admission onwards- Approved- Implemented- Orders Issued

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**FYUGP Spl.cell**

ACAD C/ACAD C5/22333/2024

Dated: 29.10.2024

- Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024
2. E-mail of the Chairperson, Board of Studies in Economics(UG), dated: 13.06.2024
  3. The Minutes of the Meeting of the Scrutiny Committee held on 20.06.2024
  4. E-mail of the Chairperson, Board of Studies in Economics(UG) dated 24.06.2024
  - 5.Orders of the Vice Chancellor on 24.06.2024.
  6. The Minutes of the Meeting of the Academic Council, held on 25.06.2024

**ORDER**

- 1.The Regulations of the Kannur University Four Year UG Programmes (KU-FYUGP Regulations 2024) for affiliated Colleges was implemented with effect from 2024 admission onwards, vide paper read as(1) above.
- 2.Subsequently, the Chairperson, Board of Studies in Economics(UG) vide paper read as (2) above, submitted the first to fourth semester Syllabus of the B.A. Economics programme in tune with KUFYUGP Regulations 2024 with effect from 2024 Admission onwards.
- 3.Thereafter, the Scrutiny Committee, which included the Dean, Faculty of Humanities vide paper read as (3) above, scrutinized the Syllabus and recommended suggestions.
- 4.Subsequently, the Chairperson, Board of Studies in Economics(UG) forwarded the modified first to fourth semester Syllabus of the B.A. Economics programme as per the paper read(4) above..
- 5.Thereafter, the Vice Chancellor ordered to place the Syllabus before the Academic Council for consideration, as per the paper read (5) above.
5. Accordingly, the first to fourth semester Syllabus of the B.A. Economics programme, prepared in tune with KU-FYUGP Regulations 2024 was approved by the meeting of the Academic Council held on 25-06-2024 and granted permission to publish the same, as and when it is ready, after making the necessary modifications, as per paper read as (6) above.
- 7.The Vice Chancellor approved the Minutes of the aforesaid meeting of the Academic Council and the first to fourth semester Syllabus of the B.A Economics programme, prepared in tune with KU-FYUGP Regulations, 2024.
- 8.The approved first to fourth Semester Syllabus of the B.A.Economics programme is appended with this U.O. and uploaded in the University website.

Orders are issued accordingly.

Sd/-

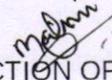
**ANIL CHANDRAN R**  
**DEPUTY REGISTRAR (ACADEMIC)**

For REGISTRAR

To: The Principals of Arts and Science Colleges affiliated to Kannur University

- Copy To:
1. The Examination Branch (through PA to CE)
  2. The Chairperson, Board of Studies in Economics(UG)
  3. PS to VC/PA to R
  4. DR/AR (Academic)
  5. The IT Cell (For uploading in the website)
  6. SF/DF/FC

Forwarded / By Order

  
SECTION OFFICER





**(Abstract)**

FYUGP- Economics - Scheme and Syllabus of Second to Fourth Semester - Modified with effect from 2024 Admission - Approved- Orders issued

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**ACADEMIC C SECTION**

ACAD C/ACAD C4/22333/2024

Dated: 15.04.2025

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Read:-1. U.O No. ACAD C/ACAD C5/22333/2024 dtd. 29.10.2024.

2. E-mail dtd.11.02.2025 from the Chairperson, Board of Studies in Economics(UG).

3. The Minutes of the Meeting of the Standing Committee of Academic Council, held on 05.03.2025

4.The Orders of the Vice Chancellor in File No.ACAD C/ACAD C4/4368/2025 dated 28.03.2025.

**ORDER**

1.The Scheme and Syllabus (First to fourth Semesters only) of Economics Programme under FYUGP pattern was approved and implemented in Affiliated colleges under the University w.e.f.2024 admission vide paper read (1) above.

2. Subsequently, the Chairperson, Board of Studies in Economics (UG), vide the paper read as (2) above, forwarded the modified II<sup>nd</sup> to IV<sup>th</sup> Syllabus of Economics programme for approval.

3.In the modified Syllabus, the modules of **KU2MDCECO103 – Issues in Indian Economic Development** were reduced to four instead of five in the already approved syllabus. Additionally, the course name of **KU2DSCECO107** was changed to '*Foundations of Economic Analysis*' instead of *Foundations for Economic Analysis*. Further, the internal mark (CE) distribution in the assessment rubrics of some courses were modified from the II Semester onwards, without affecting the External mark distribution (ESE 70).

4. Considering the matter the Vice Chancellor ordered to place the same before the Standing Committee of Academic Council for consideration.

5. The Standing Committee of the Academic Council vide the paper read 3 above, considered the modified II to IV semester syllabus of Economics (FYUGP) Programme and recommended to approve the same.

6.The Vice Chancellor, after considering the recommendation of the Standing Committee of Academic Council and in exercising the powers of the Academic Council conferred under the Section 11 (1) chapter III of Kannur University Act 1996, **approved the Modified syllabus ( II<sup>nd</sup> to IV<sup>th</sup> semester) of Economics (FYUGP) programme and accorded sanction to implement the same w.e.f 2024 admission in the Affiliated Colleges under the University, subject to reporting to the Academic Council.**

7. The modified Syllabus of FYUG Economics Programme is appended with this U.O. and uploaded in the University website.

Orders are issued accordingly.

Sd/-

**Bindu K P G**

**DEPUTY REGISTRAR (ACADEMIC)**

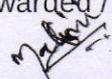
For REGISTRAR

- To:
- 1.The Controller of Examinations( through the PA )
  - 2.The Principals of Arts and Science Colleges affiliated to Kannur University
  - 3.The Chairperson, Board of Studies in Economics(UG)

- Copy To:
1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)
  2. DR / AR (Acad) / AR II Exam/JR II Exam
  3. Computer Programmer/EXC I/AR VII (Exam)
  4. Web Manager (for uploading in the website)
  5. SF/DF/FC



Forwarded / By Order

  
SECTION OFFICER





# **KANNUR UNIVERSITY**

**FYUGP**

**SYLLABUS**

**ECONOMICS**

*Effective from 2024 admissions*

**2024**

# INTRODUCTION

## Kannur University - Four-Year Undergraduate Programme: Backdrop and Context

The implementation of the Four-Year Undergraduate Programme (FYUGP) has been driven by the pressing need to address contemporary challenges ensuring responsive changes to the evolving needs of students, industry, and society at large. Recognizing the curriculum as the cornerstone of any education system, it requires regular refinement to align with evolving socio-economic factors. Higher education must provide students with practical and technical skills relevant to their fields of interest, necessitating the development of a job-oriented curriculum. Despite significant increases in access and expansion of higher education over the years, concerns persist regarding the quality and relevance of educational outcomes, particularly in terms of employability skills. As the world becomes increasingly interconnected, our education system must evolve to instill 21st-century skills, enabling students not only to survive but to thrive in this dynamic environment. Moreover, there is a growing need for higher education institutions to embrace social responsibility and contribute to the development of a knowledge society capable of driving sustainable development through innovation. With the central objective of fostering a robust knowledge society to support a knowledge economy, the Government of Kerala has initiated steps to reform higher education. Accordingly, three commissions were established to suggest reforms in higher education policy, legal and regulatory mechanisms, and evaluation and examination systems. It is within this context that a comprehensive reform of the undergraduate curriculum has been proposed, leading to the restructuring of the Four-Year Undergraduate Programme.

# KANNUR UNIVERSITY

## VISION AND MISSION STATEMENTS

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### Vision

To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

### Mission

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## KANNUR UNIVERSITY- FOUR YEAR UNDER GRADUATE PROGRAMME (KU-FYUGP)

### Program Outcomes (POs):

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

**At the end of the graduate programme at Kannur University, a student would:**

|     |   |
|-----|---|
| PO1 | <p><b>Critical Thinking and Problem-Solving:</b><br/>Apply critical thinking skills to analyse information and develop effective problem-solving strategies for tackling complex challenges</p>   |
| PO2 | <p><b>Effective Communication and Social Interaction:</b><br/>Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.</p>  |
| PO3 | <p><b>Holistic Understanding:</b><br/>Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.</p>   |
| PO4 | <p><b>Citizenship and Leadership:</b><br/>Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society..</p>  |
| PO5 | <p><b>Global Perspective:</b><br/>Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world</p>   |
| PO6 | <p><b>Ethics, Integrity and Environmental Sustainability:</b><br/>Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.</p> |
| PO7 | <p><b>Lifelong Learning and Adaptability:</b><br/>Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.</p>  |

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

### **Programme Specific Outcomes for KU-FYUGP - Economics Programme at Kannur University:**

|      |  |
|------|--|
| PSO1 | <b>Economic Theory Analysis and Policy Development:</b><br>Apply economic theories and methodologies to analyze real-world economic phenomena, and develop policy recommendations to address socio-economic challenges at local, national, and global levels   |
| PSO2 | <b>Theory informed Data Interpretation and Quantitative Skills:</b><br>Demonstrate proficiency in interpreting economic data, employing statistical and econometric techniques to analyze economic trends, and make informed decisions in economic policy formulation and business strategies.       |
| PSO3 | <b>Sectoral Understanding and Market Dynamics:</b><br>Develop a deep understanding of various economic sectors, including agriculture, industry, services, and finance, and analyze market dynamics to assess their impact on economic development and welfare                                       |
| PSO4 | <b>Economic Research and Writing:</b><br>Acquire skills in conducting economic research, synthesizing literature, and effectively communicating research findings through well-structured and persuasive writing, contributing to the advancement of economic knowledge and discourse                |
| PSO5 | <b>Policy Advocacy and Civic Engagement:</b><br>Engage in advocacy for theory informed and evidence -based economic policies, collaborate with stakeholders, and participate in community initiatives to address socio-economic inequalities, promoting inclusive growth and sustainable development |
| PSO6 | <b>Global Economic Perspectives:</b><br>Explore global economic issues, trends, and policies, develop an understanding of international trade, finance, and economic integration, and analyze their implications for domestic economies and policy formulation                                       |
| PSO7 | <b>Environmental sensitization for Sustainability:</b><br>Evaluate the economic dimensions of environmental challenges, analyze the trade-offs between economic growth and environmental conservation, and propose strategies for promoting sustainable development and ecological resilience        |

**FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS**  
**DETAILS OF COURSES OFFERED**  
**LIST OF DISCIPLINE SPECIFIC COURSES (DSC)**

| SEMESTER | COURSE CODE  | COURSE NAME                             | MARKS |    |     |    |       | CREDITS | HOURS/WEEK |
|----------|--------------|---|-------|----|-----|----|-------|---------|------------|
|          |              |   | CCA   |    | ESE |    | TOTAL |         |            |
|          |              |   | P     | L  | P   | L  |       |         |            |
| I        | KU1DSCECO101 | Introductory Microeconomics             | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU1DSCECO102 | Economics for Beginners                 | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU1DSCECO103 | Economics of Tourism and Development    | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU1DSCECO104 | Fundamentals of Economic Development    | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU1DSCECO105 | Economic Journalism                     | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
| II       | KU2DSCECO106 | Introductory Macroeconomics             | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU2DSCECO107 | Foundations of Economic Analysis        | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU2DSCECO108 | Demography                              | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU2DSCECO109 | Personal Finance                        | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU2DSCECO110 | Nutrition Economics                     | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
| III      | KU3DSCECO201 | Intermediate Microeconomics             | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU3DSCECO202 | Basic Analytical Tools for Economics    | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU3DSCECO203 | Economics of Banking and Finance        | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU3DSCECO204 | Fundamentals of Social Science Research | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU3DSCECO205 | Economics of Care and Ageing            | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
| IV       | KU4DSCECO206 | Intermediate Macroeconomics             | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU4DSCECO207 | Environmental Economics                 | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU4DSCECO208 | Public Finance                          | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
| V        | KU5DSCECO301 | International Economics                 | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU5DSCECO302 | Heterodox Economics                     | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU5DSCECO303 | Statistical Tools for Economics         | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|          | KU6DSCECO304 | Development Issues of Indian Economy I  | 0     | 30 | 0   | 70 | 100   | 4       | 4          |

|  |              |   |   |    |   |     |     |    |    |
|--|--------------|---|---|----|---|-----|-----|----|----|
| VI   | KU6DSCECO305 | Mathematical Tools for Economics                                    | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU6DSCECO306 | Introductory Econometrics   | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
| VII  | KU7DSCECO401 | Advanced Microeconomics I   | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU7DSCECO402 | Advanced Macroeconomics I   | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU7DSCECO403 | Advanced Quantitative Techniques for Economic Analysis              | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU7DSCECO404 | Development Issues of Indian Economy II                             | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU7DSCECO405 | Readings in Political Economy                                       | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
| VIII   | KU8DSCECO406 | Advanced Microeconomics II  | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU8DSCECO407 | Advanced Macroeconomics II  | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU8DSCECO408 | Applied Econometrics  | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU8DSCECO409 | Advancements in Economic Research                                   | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
|  | KU8DSCECO410 | Behavioral Economics  | 0 | 30 | 0 | 70  | 100 | 4  | 4  |
| <b>Internship in Major Discipline/Research Project in Major Discipline</b> |              |   |   |    |   |     |     |    |    |
| VI   | KU6INTECO301 | (Credit for internship to be awarded only at the end of Semester 6) | 0 | 15 | - | 35  | 50  | 2  | 2  |
| VIII   | KU8RPHECO401 | Project (in Honours Programme)                                      | 0 | 60 | - | 140 | 200 | 8  | 16 |
| VIII   | KU8RPHECO402 | Research Project (in Honours with Research Programme)               | 0 | 90 | - | 210 | 300 | 12 | 24 |

**FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS**  
**LIST OF DISCIPLINE SPECIFIC ELECTIVE COURSES**  
**DETAILS OF COURSES OFFERED.**

| SEMESTER                                   | COURSE CODE  | COURSE NAME   | MARKS |    |     |    |       | CREDITS | HOURS/WEEK |
|--|--------------|---|-------|----|-----|----|-------|---------|------------|
|  |              |   | CCA   |    | ESE |    | TOTAL |         |            |
|  |              |   | P     | L  | P   | L  |       |         |            |
| V  | KU5DSEECO301 | Contours of Economic Ideas                          | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU5DSEECO302 | Economic Geography                                  | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU5DSEECO303 | Agricultural Economics                              | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU5DSEECO304 | Economics of Growth and Development                 | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
| VI   | KU6DSEECO305 | Gender Economics                                    | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU6DSEECO306 | Managerial Economics                                | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU6DSEECO307 | Advanced Mathematical Economics                     | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU6DSEECO308 | Institutional Economics                             | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU6DSEECO309 | Labour Economics                                    | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
| VIII                                       | KU8DSEECO401 | Economics of Health and Education                   | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU8DSEECO402 | Project management                                  | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
|  | KU8DSEECO403 | Economics of Innovation                             | 0     | 30 | 0   | 70 | 100   | 4       | 4          |
| <b>LISTS OF MDC/ SEC/ VAC IN ECONOMICS</b> |              |   |       |    |     |    |       |         |            |
| <b>MULTIDISCIPLINARY COURSES</b>           |              |   |       |    |     |    |       |         |            |
| I  | KU1MDCECO101 | Economics in Daily Life                             | 0     | 25 | 0   | 50 | 75    | 3       | 3          |
| I  | KU1MDCECO102 | Economics for Competitive Examination               | 0     | 25 | 0   | 50 | 75    | 3       | 3          |
| II   | KU2MDCECO103 | Issues in Indian Economic Development               | 0     | 25 | 0   | 50 | 75    | 3       | 3          |
| II   | KU2MDCECO104 | Economics of Startup and Entrepreneurship           | 0     | 25 | 0   | 50 | 75    | 3       | 3          |
| <b>VALUE ADDED COURSES</b>                 |              |   |       |    |     |    |       |         |            |
| III  | KU3VACECO201 | Environmental Sensitization and Disaster Management | 0     | 25 | 0   | 50 | 75    | 3       | 3          |

|                                  |              |   |    |    |    |    |    |   |   |
|----------------------------------|--------------|---|----|----|----|----|----|---|---|
| <b>III</b>                       | KU3VACECO202 | Academic Writing in Social Science                                | 0  | 25 | 0  | 50 | 75 | 3 | 3 |
| <b>IV</b>                        | KU4VACECO203 | Economics of Crime and Corruption                                 | 0  | 25 | 0  | 50 | 75 | 3 | 3 |
| <b>IV</b>                        | KU4VACECO204 | Ethics in Academic Writing  | 0  | 25 | 0  | 50 | 75 | 3 | 3 |
| <b>SKILL ENHANCEMENT COURSES</b> |              |   |    |    |    |    |    |   |   |
| <b>IV</b>                        | KU4SECECO201 | Data Analysis with Spreadsheets                                   | 20 | 10 | 30 | 15 | 75 | 3 | 5 |
| <b>IV</b>                        | KU4SECECO202 | Hospital Economics  | 10 | 15 | 15 | 35 | 75 | 3 | 4 |
| <b>V</b>                         | KU5SECECO301 | Experiencing Indian Stock Market-                                 | 10 | 15 | 15 | 35 | 75 | 3 | 4 |
| <b>V</b>                         | KU5SECECO302 | Logistic and Supply Chain Management                              | 10 | 15 | 15 | 35 | 75 | 3 | 4 |
| <b>V</b>                         | KU5SECECO303 | Reading Economic Survey and Union Budget                          | 10 | 15 | 15 | 35 | 75 | 3 | 4 |
| <b>VI</b>                        | KU6SECECO304 | Goods and Service Tax   | 10 | 15 | 15 | 35 | 75 | 3 | 4 |
| <b>VI</b>                        | KU6SECECO305 | Finance and Technology  | 10 | 15 | 15 | 35 | 75 | 3 | 4 |
| <b>VI</b>                        | KU6SECECO306 | Databases and Basic Computational Techniques<br>For Data Analysis | 10 | 15 | 15 | 35 | 75 | 3 | 4 |

**KUIDSCECO101: INTRODUCTORY MICROECONOMICS**

| Semester | Course Type | Course Level | Course Code   | Credits | Total Hours |
|----------|-------------|--------------|---------------|---------|-------------|
| I        | DSC-Major   | 100-199      | KUIDSC ECO101 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course sets foundation for studying the intermediate microeconomics and advanced microeconomics in the forthcoming semesters. The course enables the students to get grip in the microeconomic theory via making the conceptual foundations clear. The course starts with an introduction to microeconomic analysis exploring the basic concepts for better understanding of more advanced theories and moves on to concepts of demand and supply and provides foundations for consumer behaviour analysis at the intermediate level. Foundations of production, cost and revenue analysis are followed in the subsequent module and ends with concepts in factor market and welfare analysis. In brief the course widens the conceptual tool box of an undergraduate student of economics so as to better experience more advanced learning of microeconomics in the forthcoming semesters.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Learn the foundational concepts in microeconomics like trade-offs and opportunity cost, nominal and real prices and the so forth for better theoretical understanding | R, U             |
| 2      | Understand the basic concepts of demand and supply for analysing market dynamics  | R, U             |

*FYUGP ECONOMICS*

|   |   |      |
|---|---|------|
| 3 | Understand the basic concepts of production, cost and revenue for learning the subject in the subsequent semesters                                      | R, U |
| 4 | Learn the concepts for analysing factor markets and welfare related concepts for better learning microeconomics at the intermediate and advanced levels | R, U |
| 5 | Extend the foundational theoretical tool box of microeconomics for subsequent learning at the intermediate and advanced levels                          | R, U |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 | ✓     |       | ✓     |       |       |       |       |
| CO 3 | ✓     |       | ✓     |       |       |       |       |
| CO 4 | ✓     |       | ✓     |       |       |       |       |
| CO 5 | ✓     |       |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                      | DESCRIPTION  | HOUR<br>S |
|----------------------------|---------------------------------------|--|-----------|
| <b>1</b>                   | <b>INTRODUCTION TO MICROECONOMICS</b> |  | <b>10</b> |
|                            | 1                                     | Why study Microeconomics?  | 1         |
|                            | 2                                     | Trinity problems of economic organization                            | 2         |
|                            |                                       | a) What, how and for whom to produce?                                |           |
|                            | 3                                     | The themes of Microeconomics   | 3         |
|                            |                                       | a) Trade-offs and opportunity cost with Production Possibility Curve |           |
|                            |                                       | b) Prices and markets  |           |

*FYUGP ECONOMICS*

|          |   |  |           |   |
|----------|---|--|-----------|---|
|          |   | c) Theories and models   |           |   |
|          | 4   | Positive and normative analysis  | 2         |   |
|          | 5   | Competitive and non-competitive markets                                      | 2         |   |
|          | <b>BASICS OF DEMAND AND SUPPLY</b>  |  | <b>15</b> |   |
| <b>2</b> | 1   | Demand law   | 4         |   |
|          |   | a) Demand schedule and demand curve  |           |   |
|          |   | b) Forces behind the downward sloping demand curve                           |           |   |
|          |   | c) From individual to market demand curve                                    |           |   |
|          |   | d) Inverse demand function   |           |   |
|          | 2   | Movement along the demand curve and shift in demand curve                    |           | 1 |
|          | 3   | Supply law   |           | 3 |
|          |   | a) Supply schedule and supply curve  |           |   |
|          |   | b) Forces behind the upward sloping supply curve                             |           |   |
|          | 4   | Market equilibrium mechanism   |           | 2 |
|          |   | a) Changes in market equilibrium   |           |   |
|          | 5   | Elasticity of demand and supply  |           | 4 |
|          |   | a) Price, income and cross elasticity  |           |   |
|          |   | b) Degrees of price elasticity   |           |   |
|          |   | c) Point vs arc elasticity   |           |   |
|          |   | d) Elasticity of supply – degrees of supply elasticities                     |           |   |
| 6        | Effects of government intervention on market – price controls and price support |  | 1         |   |
|          | <b>FOUNDATIONS OF PRODUCTION, COST AND REVENUE</b>                              |  | <b>15</b> |   |
| <b>3</b> | 1   | Production function  | 3         |   |
|          |   | a) Total, Marginal and Average Product                                       |           |   |
|          | 2   | Concepts of cost   |           | 6 |
|          |   | a) Fixed, variable and total cost  |           |   |
|          |   | b) Average and marginal cost: relationship between average and marginal cost |           |   |
|          |   | c) Average Fixed Cost and Average Variable Cost                              |           |   |
|          |   | d) Fixed cost vs sunk cost   |           |   |

|   |   |  |           |
|---|---|--|-----------|
|   |   | e) Economic cost vs accounting cost  |           |
|   | 3   | Link between production and cost – increasing marginal product and decreasing marginal cost                          | 2         |
|   | 4   | Revenue concepts   | 4         |
|   |   | a) Total, Average and Marginal Revenue   |           |
|   |   | b) AR, MR and Price elasticity   |           |
|   |   | C) AR as demand curve  |           |
|   | <b>FACTOR MARKET AND WELFARE FOUNDATIONS</b>  |  | <b>10</b> |
| 4 | 1   | Factor Market  | 1         |
|   |   | a) factor income vs personal income  |           |
|   | 2   | Concepts for analysing factor Market   | 2         |
|   |   | a) Marginal Physical Product, Value of Marginal Product, Marginal Revenue Product                                    |           |
|   |   | b) Average Factor Cost and Marginal Factor Cost  |           |
|   |   | c) MRP curve as factor demand curve  |           |
|   | 3   | Factor Price concepts  | 2         |
|   |   | a) Economic rent and quasi rent, nominal interest and real interest, nominal wages and real wages, concept of profit |           |
|   | 4   | Consumer surplus: concept and illustration with demand curve   | 3         |
|   | 5   | Producer Surplus: concept and illustration with supply curve   | 2         |
| 5 | <b>Teacher Specific Module</b>  |  | 10        |
|   | <b>Directions:</b> Works based on hypothetical tables from Schaum's Outlines  |  |           |
|   | This module would be set as a work-based module preferably keeping Schaum's outlines as basic reference. The content may be based on the theoretical modules from 1 to 4 already in the syllabus or any other topic so as to give better conceptual foundations in Microeconomic theory |  |           |

**Essential Readings:**

1. Pindyck R. S., Rubinfeld, D. L., & Mehtha P L. *Microeconomics*. Pearson Education. Latest Edition
2. Samuelson. P. A and Nordhaus. W. D (2010) *Microeconomics*, Nineteenth Edition, McGraw Hills Irwin
3. Salvatore. D, Schaum's Outlines, Basic Microeconomics, McGraw Hill Publications, Latest Edition

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b>       | <b>Remarks</b> |
|---------------|-------------|----------------------------|----------------|
| <b>1</b>      | 1           | Essential Reading 1        | -              |
|               | 2           | Essential Reading 2        | -              |
|               | 3           | Essential Reading 1        | -              |
|               | 4           | Essential Reading 1        | -              |
|               | 5           | Essential Reading 1        | -              |
| <b>2</b>      | 1           | Essential Reading 1        | -              |
|               | 2           | Essential Reading 2        | -              |
|               | 3           | Essential Reading 3        | -              |
|               | 4           | Essential Reading 2        | -              |
|               | 5           | Essential Reading 2        | -              |
|               | 6           | Essential Readings 2 and 1 | -              |
| <b>3</b>      | 1           | Essential Readings 1 and 2 | -              |
|               | 2           | Essential Readings 1 and 2 | -              |
|               | 3           | Essential Readings 1 and 2 | -              |
|               | 4           | Essential Readings 1 and 2 | -              |
| <b>4</b>      | 1           | Essential Reading 1        | -              |
|               | 2           | Essential Reading 1        | -              |
|               | 3           | Essential Reading 1        | -              |
|               | 4           | Essential Reading 1        | -              |
|               | 5           | Essential Reading 1        | -              |
| <b>5</b>      | -           | Essential Reading 3        | Preferably     |

**Suggested Readings:**

1. Mankiw. G, Principles of Microeconomics, Cengage-MindTap, Latest Edition
2. Salvatore. D, Principles of Microeconomics, Oxford International, Latest Edition

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | 10           |
| c)                      | Assignment           | 5            |
| d)                      | Seminar              | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            | -            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**KU1DSCECO102: ECONOMICS FOR BEGINNERS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 1        | DSC-Minor   | 100-199      | KU1DSCECO102 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course delves into foundational economic concepts and theories, focusing on Microeconomics, Macroeconomics, and Indian Economy. Students will be able to explore foundational theories of Microeconomics and Macroeconomics, and also get an outlook on the working of India's economy. The course integrates theoretical knowledge with practical applications, case studies, and real-world examples to enhance student's understanding of complex real world economic phenomena.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| CO 1   | Understand the fundamental principles and concepts of economics, including microeconomics and macroeconomics.                     | R, U             |
| CO 2   | Understand economic systems, economic agents' roles and economic models and theories.   | R, U             |
| CO 3   | Comprehend microeconomic principles such as scarcity, opportunity cost, supply and demand and market structures.                  | R, U             |
| CO 4   | Understand consumer behaviour, producer behaviour, and the concepts of utility, budget constraints and profit maximization.       | U                |
| CO 5   | Gain knowledge of macroeconomic principles like national income accounting, fiscal and monetary policies and economic indicators. | R, U             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 | ✓     |       | ✓     |       |       |       |       |
| CO 3 | ✓     |       |       | ✓     |       |       |       |
| CO 4 | ✓     |       |       | ✓     | ✓     | ✓     | ✓     |
| CO 5 | ✓     |       |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                 | DESCRIPTION  | HOURS<br>60 |
|----------------------------|----------------------------------|--|-------------|
| <b>1</b>                   | <b>INTRODUCTION TO ECONOMICS</b> |  | <b>13</b>   |
|                            | 1                                | Definition and Scope of Economics  | 2           |
|                            | 2                                | Microeconomics vs. Macroeconomics  | 2           |
|                            | 3                                | Economic Systems- Capitalism, Socialism, Mixed Economies   | 6           |
|                            | 4                                | Economic Agents- Consumers, Producers, Government  | 3           |
| <b>2</b>                   | <b>MICRO-ECONOMIC PRINCIPLES</b> |  | <b>12</b>   |
|                            | 1                                | Scarcity, Choice, and Opportunity Cost   | 1           |
|                            | 2                                | Supply and Demand: Law, Equilibrium, Elasticity  | 4           |
|                            | 3                                | Cardinal and ordinal analysis- utility, law of diminishing marginal utility, Indifference Curve and its properties | 3           |
|                            | 4                                | Producer Behaviour: Production Costs, Revenue, Profit Maximization   | 2           |
|                            | 5                                | Market Structures: Perfect Competition, Monopoly, Oligopoly, Monopolistic Competition (concepts only)              | 2           |
| <b>3</b>                   | <b>MACROECONOMIC PRINCIPLES</b>  |  | <b>13</b>   |
|                            | 1                                | National Income Accounting: GDP, GNP, NI, PI, DI   | 3           |
|                            | 2                                | Aggregate Demand and Aggregate Supply  | 1           |
|                            | 3                                | Fiscal Policy: Government Spending, Taxes, Budget Deficits   | 3           |
|                            | 4                                | Monetary Policy: Money Supply, Interest Rates, Central Banks   | 3           |
|                            | 5                                | Inflation- types, Unemployment- types  | 3           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>4</b> | <b>INDIAN ECONOMY</b>   |   | <b>12</b> |
|          | 1   | Economic History and Evolution of India   | 3         |
|          | 2   | Key Sectors: Agriculture, Industry, Services  | 2         |
|          | 3   | Economic Reforms: Liberalization, Privatization, Globalization (LPG)  | 2         |
|          | 4   | Economic Challenges: Unemployment, Poverty, Inequality  | 3         |
|          | 5   | Government Policies: Five-Year Plans, NITI Aayog, Economic Surveys, Budgets (conceptual understanding only) | 2         |
| <b>5</b> | <b>TEACHER SPECIFIC MODULE</b>  |   | <b>10</b> |
|          | <i>Directions</i>   |   |           |
|          | <i>This module aims to allow teachers the flexibility to choose topics from microeconomics and macroeconomics considering students' learning needs. Teachers can select core concepts from microeconomics and macroeconomics like scarcity, opportunity cost, supply and demand, market structures, GDP, inflation, unemployment and the so forth. The module should be designed in such a way to use interactive teaching methods, real-world examples, and encouraging discussions to deepen students' understanding of micro economic fundamentals</i> |   | 10        |

**Essential Readings:**

1. Principles of Economics by N. Gregory Mankiw
2. Economics: Principles, Problems, and Policies” by Campbell R. McConnell and Stanley L. Brue
3. Microeconomics & quot; by A. Koutsoyiannis
4. Microeconomics: Theory and Applications with Calculus by Jeffrey M. Perloff
5. Macroeconomics by N. Gregory Mankiw
6. Macroeconomics: Principles, Applications, and Tools by Arthur O’Sullivan, Steven M. Sheffrin, and Stephen J. Perez
7. Indian Economy by Ramesh Singh
8. Indian Economy: Performance and Policies & quot; by Uma Kapila

**Reference Distribution:**

| Module   | Unit | Reference No.              | Remarks |
|----------|------|----------------------------|---------|
| <b>1</b> | 1    | Essential Readings 1 and 2 |         |
|          | 2    | Essential Readings 1 and 2 |         |
|          | 3    | Essential Readings 1 and 2 |         |
|          | 4    | Essential Readings 1 and 2 |         |
| <b>2</b> | 1    | Essential Readings 3 and 4 |         |
|          | 2    | Essential Readings 3 and 4 |         |
|          | 3    | Essential Readings 3 and 4 |         |
|          | 4    | Essential Readings 3 and 4 |         |
|          | 5    | Essential Readings 3 and 4 |         |
| <b>3</b> | 1    | Essential Readings 5 and 6 |         |

*FYUGP ECONOMICS*

|          |   |                                 |            |
|----------|---|---------------------------------|------------|
|          | 2 | Essential Readings 5 and 6      |            |
|          | 3 | Essential Readings 5 and 6      |            |
|          | 4 | Essential Readings 5 and 6      |            |
|          | 5 | Essential Readings 5 and 6      |            |
| <b>4</b> | 1 | Essential Readings 7 and 8      |            |
|          | 2 | Essential Readings 7 and 8      |            |
|          | 3 | Essential Readings 7 and 8      |            |
|          | 4 | Essential Readings 7 and 8      |            |
|          | 5 | Essential Readings 7 and 8      |            |
| 5        | - | Essential Reading 1, 2, 5 and 6 | Preferably |

**Suggested Readings: NIL**

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | 10           |
| c)                      | Assignment           | 5            |
| d)                      | Seminar              | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            | -            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**KU1DSCECO103: ECONOMICS OF TOURISM AND DEVELOPMENT**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| 1        | DSC-Minor   | 100-199      | KU1DSCECO103 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course examines the intersection of tourism and economic development, focussing on how tourism can drive economic growth. This also analyses the economic impacts of tourism at local, regional, and national levels. And it also assesses the challenges and opportunities associated with tourism. Additionally, the field visits incorporated with the syllabus will help the students to get practical knowledge about various concepts and impacts associated with tourism.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Understand fundamental concepts and principles of tourism economics.                 | R, U             |
| 2      | Understand the factors that influence the demand and supply of the tourism industry. | R, U             |
| 3      | Learn the negative and positive impacts of tourism.                                  | R, U             |
| 4      | Acquire the ability to apply economic principles to tourism                          | U, A             |
| 5      | Students will gain exposure to tourism products in various tourist spots.            | R, U             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       | ✓     |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       |       |       | ✓     |       | ✓     | ✓     |
| CO 4 |       | ✓     |       |       |       |       |       |
| CO 5 |       |       | ✓     |       | ✓     |       | ✓     |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>   | <b>DESCRIPTION</b>  | <b>HOURS</b> |
|--|--|---|--------------|
| <b>1</b>                               | <b>INTRODUCTION TO TOURISM</b>                                       |   | <b>10</b>    |
|  |  | a) Definition and Scope of Tourism  | 2            |
|  |  | b) Types of Tourism – Cultural tourism, Eco tourism, Medical Tourism, Heritage Tourism, Health Tourism, Beach Tourism, Backwater Tourism, Adventure tourism | 3            |
|  |  | c) Resources in Tourism, Components of Tourism  | 2            |
|  |  | d) Tourism Industry, Characteristics of Tourism Products.   | 3            |
| <b>2</b>                               | <b>Module 2: Economics of Tourism</b>                                |   | <b>15</b>    |
|  |  | a) Tourism Demand - Types of Tourism Demand, Determinants of Tourism Demand, Measurement of Tourism Demand  | 4            |
|  |  | b) Cost and Supply in Tourism- Cost Structure, Pricing Strategies, Factors influencing Tourism Supply – Equilibrium in Tourism Market                       | 4            |
|  |  | c) Propensity and Measurement of Tourist Statistics   | 3            |
|  |  | d) Volume, Expenditure, and Profile of tourism – Recent trends in Kerala and India  | 2            |
|  | e) Tourism Barometer - Spenders and Earners in International Tourism | 2   |              |

|          |   |   |           |
|----------|---|---|-----------|
| <b>3</b> | <b>Module 3: Impacts of Tourism</b>               |   | <b>10</b> |
|          |   | a) Positive and Negative Impacts of Tourism - Economic, Socio-Cultural, and Environmental Impact, Global Environmental Issues and Tourism.  | 4         |
|          |   | b) Foreign exchange, Taxes in Tourism, Employment Generation, Investment and Development  | 4         |
|          |   | c) Multiplier effect, Types of Multipliers, Regional Development, Tourism as a Foreign Exchange Earner  | 2         |
| <b>4</b> | <b>Module 4: Tourism Planning and Development</b> |   | <b>15</b> |
|          |   | a) Tourism planning - Process and Techniques - Tourism Management   | 3         |
|          |   | b) Environmental Dimensions of Tourism, Carrying Capacity, Sustainability, Conservation Policy  | 3         |
|          |   | c) Features of Tourist Destinations, Essential Facilities, and Services for Tourism Development   | 3         |
|          |   | d) Tourism Development in Kerala, India - Tourism organizations – WTO, PATA, IATA, WTTC - Functions of ITDC, KTDC, DTPC   | 3         |
|          |   | e) Kerala Tourism at a Glance – Financial Performance, Tourist Arrivals in Kerala, Major Tourist Destinations in Kerala.  | 3         |
| <b>5</b> | <b>Teacher Specific Module</b>                    |   | <b>10</b> |
|          | 1   | <p>This module would be preferably designed as activity oriented. A few suggestions are as follows (pick up any one and need to be evaluated);</p> <ol style="list-style-type: none"> <li>1) The students may be instructed to prepare and present travel experiences which they have made in innovative forms like video presentations, narratives in document forms, documentaries and the so forth (preferably group presentations).</li> <li>2) The students may be instructed to conduct interview of the tourists in the nearest tourism destination and present feedback in any innovative forms (report, video presentation, documentaries and so forth). (survey must be in holidays).</li> <li>3) Pick up a foreign nation and identify major tourism destinations and their features and present in any innovative form which the student likes to. Different You-tube channels on travel would also be used as references.</li> <li>4) Conduct study tour (inside Kerala and maximum of 2 days) and submit reflections in any innovative forms which the students prefer to.</li> </ol> <p>(10 hour may be preferably devoted for the presentations and evaluation of the activity)</p> | 10        |

**Essential Readings:**

1. Vanhove, N (2005), The Economics of Tourism Destinations, Elsevier Ltd.

2. Sinclair, M & Stabler, M (1997), The Economics of Tourism, Routledge
3. Robert Woodrow McIntosh, Charles R. Goeldner (2010), Tourism: Principles, Practices and Philosophies, Wiley.
4. Arjun Kumar Bhatia (2006), International Tourism Management, Sterling Publishers Pvt. Ltd, New Delhi.
5. Jagmohan Negi (2004) International Tourism and Travel, S. Chand and Company Ltd, New Delhi.
6. Krishnan Kamra (1997) Tourism: Theory, Planning, and Practice, Indus Publishing
7. Kunal Chattopadhyay (1995) Economic Impact of Tourism Development: An Indian Experience, Kanishka Publishers.
8. Mike J. Stabler, Andreas Papatheodorou, M. Thea Sinclair (2009), The Economics of Tourism, Routledge
9. Sipra Mukho padhay (2010). Tourism Economics, Ann Books Pvt. Ltd.
10. Ghosh Bishwanath Ghosh (2009) Tourism and Travel Management, Vikas Publications House Pvt. Ltd.
11. Chris Cooper (2005) - Tourism: Principles and Practices, Pearson Education
12. Economic Reviews (2024), Kerala State Planning Board, Government of Kerala
13. <https://www.keralatourism.org/>
14. <https://www.globaltourismindia.com/states/kerala/>
15. <http://www.unwto.org/asia/responsible-tourism-initiative-kerala>
16. <https://spb.kerala.gov.in/economic-review/>
17. <https://tourism.gov.in/>
18. <https://www.india.gov.in/topics/travel-tourism>
19. <https://www.niti.gov.in/verticals/tourism-and-culture>
20. <http://www.unwto.org/tourism-statistics>

**Reference Distribution:**

| <b>Module</b> | <b>Reference No.</b>            | <b>REMARKS</b> |
|---------------|---------------------------------|----------------|
| <b>1</b>      | Essential Readings 4,8,9 and 10 | -              |

## *FYUGP ECONOMICS*

|          |  |            |
|----------|--|------------|
| <b>2</b> | Essential Readings 1,2,8 and 9   | -          |
| <b>3</b> | Essential Readings 2,3,5,7,8 and 10  | -          |
| <b>4</b> | Essential Readings 1,3,4,6,11 and 12   | -          |
| <b>5</b> | Websites, Reports, Travel Vlogs, Travel Channels (The reference is open ended) | Preferably |

### **Suggested Readings:**

1. Robert C Mill and Alastair M Morrison (2002) Tourism Systems, Kendall/Hunt Publishing Company.
2. Sinha P C (1998), Tourism Management: International encyclopedia of tourism management series, Anmol Publications Pvt. Limited.
3. William C. Gartner (1996), Tourism Development: Principles, Processes, and Policies, Van Nostrand Reinhold
4. Pran Nath Serh (2006) Successful Tourism, Vol.1, Sterling Publishers Pvt. Ltd, New Delhi.
5. Sangar J P (2006), Tourism Management, Anmol Publications Pvt.Ltd, New Delhi.
6. Kunal Chattopadhyay (1995) Economic Impact of Tourism Development: An Indian Experience, Kanishka Publishers.
7. Mario D' Soula (1998) Tourism Development and Management, New Delhi

### **Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | 10           |
| c)                      | Assignment           | -            |
| d)                      | Seminar              |              |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            | -            |

*FYUGP ECONOMICS*

|              |                    |            |
|--------------|--------------------|------------|
| g)           | Field visit report | 10         |
| <b>Total</b> |                    | <b>100</b> |

**KU1DSCECO104: FUNDAMENTALS OF ECONOMIC DEVELOPMENT**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| I        | DSC-Minor   | 100-199      | KU1DSCECO104 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course provides a comprehensive overview of economic development theories and practices with a focus on developing countries, particularly India. It examines the meaning, measurement and determinants of economic development, then, explores the role of human resources in development. The course also introduces concepts of sustainable development, and analyses India's development experience from pre-independence to contemporary scenario.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Conceptualize economic development and differentiate it from economic growth.                                       | R, U             |
| 2      | Understand the determinants of economic growth and development using theoretical frameworks and empirical evidence. | R, U             |
| 3      | Understand the role of human resources, including education, health, and gender in economic development             | R, U             |
| 4      | Understand the concept of sustainable development and its application in policy-making.                             | R, U             |
| 5      | Study India's development experience, including the successes, challenges and implications for future policy        | R, U             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       | ✓     |       |       |
| CO 2 | ✓     |       | ✓     |       |       |       |       |
| CO 3 | ✓     |       | ✓     |       |       |       |       |
| CO 4 | ✓     |       | ✓     |       | ✓     |       | ✓     |
| CO 5 | ✓     |       |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                           | <b>DESCRIPTION</b>   | <b>HOUR<br/>S<br/>60</b> |
|--|--|--|--------------------------|
| <b>1</b>                               | <b>ECONOMIC DEVELOPMENT- MEANING AND MEASUREMENT</b> |  | <b>13</b>                |
|  | 1  | Meaning of economic development  | 2                        |
|  | 2  | Distinction between Growth and Development   | 2                        |
|  | 3  | Determinants of Growth and Development   | 3                        |
|  | 4  | Measurement of Growth and Development – GNP Per-capita, PQLI, HDI, Gender Development Index, Gender Empowerment Index, Global Hunger Index | 6                        |
| <b>2</b>                               | <b>HUMAN RESOURCE AND ECONOMIC DEVELOPMENT</b>       |  | <b>12</b>                |
|  | 1  | Human Resource and Development   | 1                        |
|  | 2  | Manpower planning  | 1                        |
|  | 3  | Concept of intellectual capital and its size   | 1                        |
|  | 4  | Role of education and health in economic development   | 2                        |
|  | 5  | Gender and development   | 2                        |
|  | 6  | Women in the labour force  | 2                        |
|  | 7  | Theory of demographic transition   | 2                        |

|          |  |  |           |
|----------|--|--|-----------|
|          | 8  | Ageing and ‘younging’ issues   | 1         |
| <b>3</b> | <b>INTRODUCTION TO SUSTAINABLE DEVELOPMENT</b>   |  | <b>12</b> |
|          | 1  | Definition and concept of sustainable development  | 2         |
|          | 2  | Objectives of Sustainable development  | 2         |
|          | 3  | Three pillars of sustainable development   | 1         |
|          | 4  | Dimensions of sustainable development-social, economic and environmental   | 3         |
|          | 5  | The Millennium Development Goals   | 2         |
|          | 6  | Tools for Sustainable growth   | 2         |
| <b>4</b> | <b>INDIAN DEVELOPMENT EXPERIENCE</b>   |  | <b>13</b> |
|          | 1  | Pre-Independence Economy and Development Challenges  | 2         |
|          | 2  | Planning for Development: The Five-Year Plans  | 3         |
|          | 3  | Sectoral Development Policies (Green Revolution and agricultural transformation -Industrial policy and public sector undertakings) | 4         |
|          | 4  | Economic Reforms and Liberalization  | 2         |
|          | 5  | Contemporary Development Issues – climate change   | 2         |
| <b>5</b> | <b>Teacher Specific Module</b>   |  | <b>10</b> |
|          | <b>Directions:</b> <i>Initiate Discussions on the themes of contemporary Significance</i>  |  | -         |
|          | This module would be set as a discussion or activity-based module preferably keeping any of the essential reading as basic reference. The content may be based on the modules in the syllabus or any other topic so as to give better learning experience of the course. |  | 10        |

**Essential Readings:**

1. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
2. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
3. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave McMillian, New Delhi.

**Reference Distribution:**

*FYUGP ECONOMICS*

| <b>Modules</b> | <b>Reference</b>             | <b>Remarks</b> |
|----------------|------------------------------|----------------|
| <b>1</b>       | Essential Reading 1          |                |
|                | Essential Reading 2          |                |
|                | Essential Reading 3          |                |
| <b>2</b>       | Essential Reading 1          |                |
|                | Essential Reading 2          |                |
| <b>3</b>       | Essential Reading 1          |                |
|                | Essential Reading 2          |                |
| <b>4</b>       | Essential Reading 1          |                |
|                | Essential Reading 2          |                |
|                | Essential Reading 3          |                |
| <b>5</b>       | Essential Reading 1, 2 and 3 | Preferably     |

**Suggested Readings: Nil**

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | 10           |
| c)                      | Assignment           | 5            |
| d)                      | Seminar              | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            | -            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**KU1DSCECO105: ECONOMIC JOURNALISM**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| I        | DSC-Minor   | 100-199      | KU1DSCECO105 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course provides a comprehensive overview of economic journalism, covering essential concepts, practical skills, and specialized areas of reporting. Each module incorporates theoretical foundations, practical exercises, and real-world case studies to enhance students' understanding and proficiency in economic journalism.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Understand economic principles relevant to journalism, applying them effectively in analysis and reporting.                                    | R                |
| 2      | Gain skills in economic reporting, including data analysis, financial statement interpretation, and expert interviewing techniques.            | U                |
| 3      | Apply specialized knowledge in reporting on finance, markets, trade, and development, demonstrating expertise.                                 | R, U             |
| 4      | Critically analyze economic events through case studies, providing accurate and insightful coverage.   | U, A             |
| 5      | Create high-quality economic journalism pieces, including articles and multimedia content, while upholding ethical and professional standards. | R, A             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

*FYUGP ECONOMICS*

| Mapping of Course Outcomes to PSOs |       |       |       |       |       |       |       |
|------------------------------------|-------|-------|-------|-------|-------|-------|-------|
|                                    | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
| CO 1                               |       | ✓     |       |       |       |       |       |
| CO 2                               |       |       | ✓     |       |       |       |       |
| CO 3                               |       | ✓     | ✓     |       |       |       |       |
| CO 4                               | ✓     |       |       |       |       |       | ✓     |
| CO 5                               | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| MO<br>DU<br>LE | UN<br>IT                                   | DESCRIPTION  | HOURS<br><br><b>60</b> |
|----------------|--|--|------------------------|
| <b>1</b>       | <b>INTRODUCTION TO ECONOMIC JOURNALISM</b> |  | <b>10</b>              |
|                | 1  | Understanding Economic Journalism  | 2                      |
|                | 2  | Definition and scope of economic journalism  | 2                      |
|                | 3  | Importance of economic journalism in society   | 4                      |
|                | 4  | Role of economic journalists in shaping public opinion and policy discourse  | 2                      |
| <b>2</b>       | <b>BASIC ECONOMICS FOR JOURNALISTS</b>     |  | <b>12</b>              |
|                | 1  | Principles of economics relevant to journalism - Key economic concepts (e.g., supply and demand, headline inflation, GDP)                                    | 3                      |
|                | 2  | Understanding economic data and indicators (GDP, Unemployment, Inflation, Industrial Production, etc.)   | 3                      |
|                | 3  | Understanding fiscal and monetary policies   | 3                      |
|                | 4  | Reporting on government budgets, taxation, and spending -Analyzing central bank decisions and their impact   | 3                      |
| <b>3</b>       | <b>ECONOMIC TRENDS AND FORECASTING</b>     |  | <b>13</b>              |
|                | 1  | Identifying and reporting on economic indicators (e.g., unemployment rate, consumer confidence)<br><br>Predicting economic trends and interpreting forecasts | 4                      |

|   |   |  |           |
|---|---|--|-----------|
|   | 2   | Reporting on international economic developments and their implications                | 3         |
|   | 3   | Case Studies in Economic Reporting   | 3         |
|   | 4   | Analyzing real-world examples of economic reporting                                    | 3         |
| 4 | <b>ETHICAL AND PROFESSIONAL STANDARDS IN ECONOMIC JOURNALISM</b>  |  | <b>15</b> |
|   | 1   | Objectivity and impartiality in economic reporting                                     | 4         |
|   | 2   | Handling conflicts of interest   | 4         |
|   | 3   | Fact-checking and verification in economic journalism                                  | 3         |
|   | 4   | Examining the challenges and best practices in reporting on economic policy and trends | 4         |
| 5 | <b>Teacher Specific Module</b>  |  | <b>10</b> |
|   | <i>Directions: Activity based on Reports on Economic Events in the Media</i>  |  |           |
|   | <i>Teachers can assign students activities based on various media reports on key economic events both at the national and international level, which will enable the students to perceive how economic events are getting reported in the media. Teachers can employ various methodologies based on Journalism Workshops, Social Media Reporting, Field Visits etc.</i> |  | 10        |

**Essential Readings:**

1. Kovach, B., & Rosenstiel, T. (2007). *The elements of journalism: What news people should know and the public should expect*. Three Rivers Press.
2. Picard, R. G., & Wildman, S. S. (Eds.). (2016). *Handbook on the economics of the media*.
3. Parker, R. (1997). *Journalism and economics: The tangled webs of profession, narrative, and responsibility in a modern democracy* (Discussion Paper D-25).

**Reference Distribution:**

| Module | Unit | Reference No.              |
|--------|------|----------------------------|
| 1      | 1    | Essential readings 2 and 3 |
|        | 2    | Essential readings 2 and 3 |
|        | 3    | Essential readings 2 and 3 |
|        | 4    | Essential readings 2 and 3 |
| 2      | 1    | Essential readings 1 and 3 |
|        | 2    | Essential readings 1 and 3 |
|        | 3    | Essential readings 1 and 3 |
|        | 4    | Essential readings 1 and 3 |
| 3      | 1    | Essential readings 2 and 3 |
|        | 2    | Essential readings 2 and 3 |

|          |   |                              |
|----------|---|------------------------------|
|          | 3 | Essential readings 2 and 3   |
| <b>4</b> | 1 | Essential readings 1,2 and 3 |
|          | 2 | Essential readings 1,2 and 3 |
|          | 3 | Essential readings 1,2 and 3 |
|          | 4 | Essential readings 1,2 and 3 |

**Suggested Readings:**

1. Wheelan, C. (Year). *Naked economics: Undressing the dismal science*.
2. Picard, R. G. (2018). The economics of journalism and news provision. In T. P. Vos (Ed.), *Journalism* (pp. 281-296). De Gruyter Mouton.

<https://doi.org/10.1515/9781501500084-014>

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | 10           |
| c)                      | Assignment           | 5            |
| d)                      | Seminar              | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            |              |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**KU1MDCECO101: ECONOMICS IN DAILY LIFE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| I        | MDC         | 100-199      | KU1MDCECO101 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5                     |

**Course Description:**

*This course is designed to provide multidisciplinary foundations of economics with understanding of economic principles and their relevance in daily life. This course offers a comprehensive exploration of fundamental economic concepts, aiming to equip learners with the necessary tools to navigate economic issues in their personal and professional spheres. From understanding price determination and inflation to exploring personal finance, global trade dynamics and social issues such as income inequality and poverty alleviation, students are expected to gain practical insights into economics. By the end of the course, participants will be able to develop basic understanding of economic phenomena, enabling them to make informed decisions and engage meaningfully with economic issues in their everyday life.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| COs  | Expected Outcome   | Learning Domains |
|------|--|------------------|
| CO 1 | Gain a foundational understanding of economic principles to interpret and engage with economic issues in everyday life.                | R, U             |
| CO 2 | Understand economic concepts to make informed decisions regarding personal finance and investments.                                    | R, U             |
| CO 3 | Develop awareness of global economic dynamics and their implications for individual economies and societies.                           | R, U             |
| CO 4 | Enhance critical thinking skills to address social and economic challenges such as inequality, discrimination, poverty and corruption. | R, U, A          |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| CO   | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 | ✓     |       | ✓     |       |       |       |       |
| CO 3 | ✓     |       | ✓     |       |       | ✓     |       |
| CO 4 | ✓     |       |       |       | ✓     |       |       |

**COURSE CONTENT**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                        | DESCRIPTION   | HOURS<br>45 |
|----------------------------|---|---|-------------|
| <b>1</b>                   | <b>BASIC UNDERSTANDING OF ECONOMICS</b> |   | <b>17</b>   |
|                            | 1                                       | What is economics?<br>a) Definition and the scope of economics  | 1           |
|                            | 2                                       | Importance of learning economics in daily life<br>a) Role of economics in decision-making and understanding societal systems  | 1           |
|                            | 3                                       | Price determination<br>a) Factors influencing prices and reasons for price fluctuations   | 2           |
|                            | 4                                       | Per-capita GDP  | 1           |
|                            | 5                                       | Understanding Inflation<br>a) Meaning of inflation and how it is measured in India  | 1           |
|                            | 6                                       | Economic cycles<br>a) Understanding the phases of economic cycles   | 3           |
|                            | 7                                       | Personal budget<br>a) Income, expenditure, saving, and investment (concepts)<br>b) Alternatives to savings accounts and considerations for investment decisions               | 2           |
|                            | 8                                       | Government budget<br>a) Taxes and subsidies<br>b) Components of government budget<br>c) Reasons behind heavy taxation on specific goods (eg: Taxation on alcohol and tobacco) | 3           |

*FYUGP ECONOMICS*

|   |   |   |           |
|---|---|---|-----------|
|   | 9   | Stock market mechanics  | 3         |
|   |   | a) Bulls and bears  |           |
|   |   | b) Functioning of stock markets   |           |
| 2 | <b>ECONOMIC SYSTEMS AND GLOBALIZATION</b>   |   | <b>8</b>  |
|   | 1   | Capitalism vs. socialism  | 3         |
|   |   | a) Contrasting features and implications of different economic systems. |           |
|   |   | b) Balancing between state regulation and free market dynamics.         |           |
|   | 2   | Nationalization   | 2         |
|   |   | a) Effects of government ownership on economic growth                   |           |
|   | 3   | International Trade   | 3         |
|   |   | a) Imports, and exports   |           |
|   |   | b) Free trade: controversies surrounding unrestricted trade policies    |           |
| 3 | <b>ECONOMICS OF SOCIAL ISSUES</b>   |   | <b>12</b> |
|   | 1   | Inequality  | 3         |
|   |   | a) Inequality in income distribution                                    |           |
|   |   | b) Disproportionate earnings: Concept of income inequality              |           |
|   | 2   | Discrimination in the job market  | 3         |
|   |   | a) Examination of gender and minority discrimination in employment      |           |
|   |   | b) Gender pay gap   |           |
|   | 3   | Poverty   | 2         |
|   |   | a) Feasibility and strategies for poverty alleviation                   |           |
|   | 4   | Unemployment  | 3         |
|   |   | a) Types of unemployment  |           |
|   |   | b) Definition and implications of an acceptable level of unemployment   |           |
|   | 5   | Corruption: An economic perspective                                     | 1         |
| 4 | <b>TEACHER SPECIFIC MODULE</b>  |   | <b>8</b>  |
|   | This module aims at engaging students through simple practical and interactive learning activities. Teacher may include activities like;<br>1. Personal Budget Creation: Provide students with a hypothetical monthly income and a list of expenses |   | <b>8</b>  |

## FYUGP ECONOMICS

|  |   |  |
|--|---|--|
|  | 2. Group Discussion and Problem-Solving: Divide students into groups, each group may be assigned a specific social issue (e.g., income inequality, poverty, gender discrimination). |  |
|--|---|--|

### Essential Readings:

1. Officer, L. H. (2009). *Everyday Economics: Honest Answers to Tough Questions*. Palgrave Macmillan.
2. Krugman, P., & Wells, R. (2020). *Economics (6th ed.)*. Worth Publishers.

### Reference Distribution:

| Module | Unit | Reference No.       | Remarks |
|--------|------|---------------------|---------|
| 1      | 1-9  | Essential Reading 1 | -       |
|        |      | Essential Reading 2 | -       |
| 2      | 1-3  | Essential Reading 1 | -       |
|        |      | Essential Reading 2 | -       |
| 3      | 1-5  | Essential Reading 1 | -       |
|        |      | Essential Reading 2 | -       |

### Suggested Readings:

1. Friedman, D. D. (1997). *Hidden Order: The Economics of Everyday Life*. Harper Collins.
2. Heyne, P. T. (1983). *The Economic Way of Thinking (4th ed.)*. Science Research Associates.

### Assessment Rubrics:

| Evaluation Type         |                      | Marks     |
|-------------------------|----------------------|-----------|
| End Semester Evaluation |                      | <b>50</b> |
| Continuous Evaluation   |                      | <b>25</b> |
| a)                      | Test Paper- 1        | 10        |
| b)                      | Test Paper-2         | 10        |
| c)                      | Assignment           | 5         |
| d)                      | Seminar              | -         |
| e)                      | Book/ Article Review | -         |
| f)                      | Viva-Voce            | -         |
| g)                      | Field Report         | -         |
| <b>Total</b>            |                      | <b>75</b> |

**KU1MDCECO102: ECONOMICS FOR COMPETITIVE EXAMINATIONS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| I        | MDC         | 100-199      | KU1MDCECO102 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5 (Hours)             |

**Course Description:**

This course offers an interdisciplinary approach to understanding economics. Students will gain insights into fundamental economic principles while exploring the latest trends in the Indian economy, public finance, and international economic developments. Furthermore, it addresses recent developments in India's economy, including government initiatives and contemporary issues. Through a blend of theoretical frameworks and practical case studies, this course prepares students with diverse academic backgrounds to excel in competitive examinations by enhancing their analytical and problem-solving skills.

**Course Prerequisite:** Basic understanding about the economy

**Course Outcomes:**

At the end of the course, the student will be able to;

| COs | Expected Outcome  | Learning Domains |
|-----|---|------------------|
| CO1 | Gain a comprehensive understanding of the fundamentals of economics                                 | R                |
| CO2 | Develop analytical skills to analyze and interpret trends in the Indian economy                     | U                |
| CO3 | Acquire up-to-date knowledge of recent developments in Indian economy                               | R, U             |
| CO4 | Prepared with essential analytical and problem-solving skills to excel in competitive examinations. | U, A             |
| CO5 | Gain the capability to effectively apply theoretical economic frameworks to practical case studies. | A                |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       | ✓     | ✓     |       |       |       |       |
| CO 4 | ✓     |       |       |       |       |       | ✓     |
| CO 5 | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E         | U<br>N<br>I<br>T | DESCRIPTION  | HOURS |
|------------------------------------|------------------|--|-------|
|                                    |                  | <b>FUNDAMENTALS OF ECONOMICS</b>   |       |
| <b>1</b>                           | 1                | Definition and Scope of Economics - Basic Economic Problems: Scarcity and Choice - Types of Economies: Market, Command, and Mixed      | 2     |
|                                    | 2                | Demand and Supply: Law, Determinants, and Elasticity<br>National Income Accounting: GDP, GNP, NDP, NNP, Personal and Disposable Income | 2     |
|                                    | 3                | Money and Banking: Functions of Money and Banking Structure in India   | 2     |
|                                    | 4                | Types of Inflation – Consumer Price Index – Wholesale Price Index<br>Various Phases of Business Cycles                                 | 2     |
| <b>STRUCTURE OF INDIAN ECONOMY</b> |                  | <b>10</b>  |       |
| <b>2</b>                           | 1                | Features of the Indian Economy -Demographic Trends and Issues  | 3     |
|                                    | 2                | Poverty and Inequality: Causes and Remedies - Employment and Unemployment: Types, Trends, and Government Policies                      | 3     |

*FYUGP ECONOMICS*

|   |  |  |           |
|---|--|--|-----------|
|   | 3  | Historical Perspective of Economic Planning in India - Five-Year Plans: Objectives, Achievements, and Failures   | 2         |
|   | 4  | NITI Aayog: Objectives and Functions - Sustainable Development and Environmental Issues                          | 2         |
|   | <b>PUBLIC FINANCE AND INTERNATIONAL TRADE</b>  |  | <b>10</b> |
| 3 | 1  | Public Revenue: Sources, Taxation, Types of Taxes, and Reforms<br>Public Expenditure: Types, Causes, and Effects | 3         |
|   | 2  | Budget: Types, Preparation, and Process<br>Fiscal Policy: Objectives and Tools                                   | 3         |
|   | 3  | Foreign Trade Policy   | 2         |
|   | 4  | International Institutions – WTO, ADB.ASEAN, G-8, G-20, BRICS  | 2         |
|   | <b>CURRENT ECONOMIC ISSUES</b>   |  | <b>9</b>  |
| 4 | 1  | Economic Reforms in India - Liberalization, Privatization, and Globalization                                     | 3         |
|   | 2  | Banking Sector Reforms -Capital Market Reforms<br>Monetary Policy: Objectives, Tools, and Recent Changes         | 2         |
|   | 3  | Current Economic Issues: Inflation, Unemployment, and Economic Slowdown  | 2         |
|   | 4  | Impact of Global Economic Developments on India  | 2         |
|   | <b>TEACHER SPECIFIC MODULE</b>   |  | <b>8</b>  |
| 5 | <i>Directions: Activities based on previous question papers of competitive examinations and Orientation for Attending Interviews</i>   |  |           |
|   | This module would be preferably set as activities based on previous year question papers of competitive examinations. Orientation session may also be planned to equip the students to face interviews in higher order examinations. |  | 8         |

**Essential Readings:**

1. Ramesh Singh (2020). *Indian Economy for Civil Service Examinations*. McGraw Hill Education.
2. Uma Kapila (2019). *Indian Economy: Performance and Policies*. Academic Foundation, New Delhi.
3. Pindyck, R. S., & Rubinfeld, D. L. (2018). *Microeconomics* (9th ed.). Pearson Education.
4. Gregory N Mankiw. (2020). *Macroeconomics* (10th ed.). Worth Publishers.
5. *Pratiyogita Darpan*. (2023). Indian Economy Special Issue.

**Reference Distribution:**

| Module | Unit | Reference No.             |
|--------|------|---------------------------|
| 1      | 1    | Essential Reading 3       |
|        | 2    | Essential Reading 3 and 4 |
|        | 3    | Essential Reading 1 and 4 |
|        | 4    | Essential Reading 1 and 4 |
| 2      | 1    | Essential Reading 1 and 5 |
|        | 2    | Essential Reading 1 and 5 |
|        | 3    | Essential Reading 1 and 5 |
|        | 4    | Essential Reading 1 and 5 |
| 3      | 1    | Essential Reading 1 and 5 |
|        | 2    | Essential Reading 1 and 5 |
|        | 3    | Essential Reading 1 and 5 |
| 4      | 1    | Essential Reading 1 and 5 |
|        | 2    | Essential Reading 1 and 5 |
|        | 3    | Essential Reading 1 and 5 |
|        | 4    | Essential Reading 1 and 5 |
|        |      | Essential Reading 1 and 5 |

**Suggested Readings:**

1. *The Hindu, Economic Times, Financial Express, The Mint* – National Dailies.
2. *Economic and Political Weekly*. Various Issues
3. *Journals - Yojana, Kurukshetra, Social Welfare*

**Assessment Rubrics:**

| Evaluation Type         |                      | Marks     |
|-------------------------|----------------------|-----------|
| End Semester Evaluation |                      | <b>50</b> |
| Continuous Evaluation   |                      | <b>25</b> |
| a)                      | Test Paper- 1        | 10        |
| b)                      | Test Paper-2         | 10        |
| c)                      | Assignment           | -         |
| d)                      | Seminar              | -         |
| e)                      | Book/ Article Review | -         |
| f)                      | Viva-Voce            | 5         |
| g)                      | Field Report         | -         |
| <b>Total</b>            |                      | <b>75</b> |

**KU2DSCECO106: INTRODUCTORY MACROECONOMICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| II       | DSC-Major   | 100-199      | KU2DSCECO106 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course introduces the essence of macroeconomics and national income accounting, and delves into macroeconomic phenomena such as unemployment, inflation, and economic growth. It is also designed to introduce the students classical and Keynesian macroeconomic theories. The course enables the students to comprehend the intricacies of national income measurement and also familiarises basic analytical tools to understand various macroeconomic variables and their interactions.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Recall the definitions of key macroeconomic concepts such as GDP, GNP, inflation, and unemployment and learn the formulas and methods used in national income accounting. | R, U             |
| 2      | Understand the relationships between different macroeconomic variables and concepts and the differences between microeconomics and macroeconomics                         | R, U             |

*FYUGP ECONOMICS*

|   |   |      |
|---|---|------|
| 3 | Apply various measurement methods (value-added, income, expenditure) to calculate national income and GDP and use macroeconomic theories to analyse and interpret economic data | U, A |
| 4 | Understand the causes and consequences of macroeconomic issues such as unemployment and inflation   | U    |
| 5 | Understand the changes in macroeconomic variables from Keynesian and classical perspective and make interpretation  | U    |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       | ✓     |       |       |
| CO 2 | ✓     | ✓     |       |       |       |       |       |
| CO 3 | ✓     | ✓     | ✓     |       |       |       |       |
| CO 4 | ✓     | ✓     |       |       | ✓     |       |       |
| CO 5 | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| MODULE   | UNIT  | DESCRIPTION  | HOURS     |
|----------|---|--|-----------|
| <b>1</b> | <b>INTRODUCTION TO MACRO ECONOMICS</b>  |  | <b>10</b> |
|          | 1   | Conceptualising macroeconomics   | 1         |
|          | 2   | Micro Vs macro economics   | 1         |
|          | 3   | Concepts in Macroeconomics   | 6         |
|          |   | a) Macroeconomic variables - stock and flow variables, endogenous and exogenous variables, ex-ante and ex-post variables |           |
|          | b) Equilibrium and disequilibrium - partial and general equilibrium, static, comparative and dynamic equilibrium. |  |           |

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|   |   |   |           |
|---|---|---|-----------|
|   | 4   | Major macroeconomic issues - unemployment, inflation, business cycle and economic growth.                               | 2         |
| 2 | <b>BASIC CONCEPTS OF NATIONAL INCOME ACCOUNTING</b>   |   | <b>13</b> |
|   | 1   | Introduction to National Income Accounting - SNA approach   | 2         |
|   | 2   | Concepts in national income accounting  | 5         |
|   |   | a) Concepts of GNP, GDP, NNP, GVA and NDP at market price and at factor cost.   |           |
|   |   | b) Personal income and disposable income  |           |
|   |   | c) Real versus Nominal GDP  |           |
|   |   | d) GDP Deflator and its significance.   |           |
|   | 3   | Measuring the value of Economic Activity - Value Added Method, income method and Expenditure Method.                    | 4         |
| 4 | Circular flow of income in a four-sector model  | 2   |           |
|   | Note: <i>Algebraic solutions may be applied to various concepts and methods in the module</i> | -   |           |
| 3 | <b>CLASSICAL APPROACH TO MACROECONOMICS</b>   |   | <b>15</b> |
|   | 1   | The Classical Pillars: Say's law, wage-price flexibility, interest rate flexibility                                     | 5         |
|   | 2   | Classical Dichotomy and neutrality of money   | 3         |
|   | 3   | Equilibrium output and employment: labour demand, labour supply and labour market equilibrium                           | 4         |
|   | 4   | The classical quantity theory of money  | 3         |
| 4 | <b>KEYNESIAN APPROACH TO MACRO ECONOMICS</b>  |   | <b>12</b> |
|   | 1   | The simple Keynesian model: The components of aggregate demand - consumption, investment, government spending and taxes | 3         |
|   | 2   | Role of effective demand in Keynesian model of determining equilibrium employment and output                            | 2         |
|   | 3   | Components of Aggregate supply and aggregate demand and equilibrium in two sector model                                 | 4         |

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|          |   |   |           |
|----------|---|---|-----------|
|          | 4   | Investment multiplier, government expenditure multiplier and balanced budget multiplier | 2         |
|          | 5   | Determination of equilibrium income in three and four sector model                      | 1         |
|          | <b>TEACHER SPECIFIC MODULE</b>  |   | <b>10</b> |
|          | <b>Directions:</b> <i>Exercises from Schaum's Outline</i>   |   | -         |
| <b>5</b> | <i>This module would be set as exercise-based module preferably keeping Schaum's outlines of Macroeconomics as basic reference. The content may be based on the theoretical modules in the syllabus or any other topic so as to give better conceptual foundations in Macroeconomic theory.</i> |   | 10        |

**Essential Readings:**

1. Mankiw, N. Gregory, "Macroeconomics." (2006) Worth Publishers
2. Mukherjee, Sampat. *Analytical Macroeconomics: From Keynes to Mankiw*. New Central Book Agency (P) Ltd, 2021
3. Mukherjee, Sampat. *Maco economics A global Text*. New Central Book Agency (P) Ltd, 2013
4. Dwivedi, D.N. (2006) *Macro Economics – Theory & Policy*, Tata McGraw Hill Publishing Company Microeconomics Theory & Application Pearson.
5. List Stonier, A.W. and Hague, D.C.: *A Textbook of Economic Theory*, Longman Group, London
6. Mankiw, N.G.: *Elementary Macroeconomics*, Worth Publishers, 7th edition, 2010.
7. System of National Accounts 2008 - 2008 SNA  
[https://unstats.un.org/unsd/nationalaccount/sna2008.asp#:~:text=The%20System%20of%20National%20Accounts,%2C%201993%20\(1993%20SNA\).](https://unstats.un.org/unsd/nationalaccount/sna2008.asp#:~:text=The%20System%20of%20National%20Accounts,%2C%201993%20(1993%20SNA).)

**Reference Distribution:**

| Module | Unit | Reference No.              | Remarks |
|--------|------|----------------------------|---------|
| 1      | 1    | Essential Reading 1        | -       |
|        | 2    | Essential Reading 4        | -       |
|        | 3a   | Essential Readings 4 and 8 | -       |
|        | 3b   | Essential Reading 4        | -       |

*FYUGP ECONOMICS*

|   |    |                            |   |
|---|----|----------------------------|---|
|   | 4  | Essential Reading 3        | - |
| 2 | 1  | Essential Reading 7        | - |
|   | 2a | Essential Readings 3 and 4 | - |
|   | 2b | Essential Reading 3        | - |
|   | 2c | Essential Readings 3 and 6 | - |
|   | 2d | Essential Reading 6        | - |
|   | 3  | Essential Reading 3        | - |
|   | 4  | Essential Readings 1 and 2 | - |
| 3 | 1  | Essential Reading 3        | - |
|   | 2  | Essential Reading 3        | - |
|   | 3  | Essential Readings 3 and 4 | - |
|   | 4  | Essential Readings 3 and 1 | - |
| 4 | 1  | Essential Readings 1 and 3 | - |
|   | 2  | Essential Reading 3        | - |
|   | 3  | Essential Readings 1 and 3 | - |
|   | 4  | Essential Reading 1        | - |
|   | 5  | Essential Readings 1 and 3 | - |

**Suggested Readings:**

- 1 List Stonier, A.W. and Hague, D.C.: A Textbook of Economic Theory, Longman Group, London
- 2 Mankiw, N.G.: Elementary Macroeconomics, Worth Publishers, 7th edition, 2010.
- 3 Errol D'Souza, Macroeconomics, Pearson Education, 2009.
- 4 Mankiw, N. G. *Principles of economics*. Cengage Learning, 2021.

**Assessment Rubrics:**

| Evaluation Type         |               | Marks     |
|-------------------------|---------------|-----------|
| End Semester Evaluation |               | <b>70</b> |
| Continuous Evaluation   |               | <b>30</b> |
| a)                      | Test Paper- 1 | 6         |

*FYUGP ECONOMICS*

|              |                      |            |
|--------------|----------------------|------------|
| b)           | Test Paper-2         | 6          |
| c)           | Assignment           | 9          |
| d)           | Seminar/Debate       | 5          |
| e)           | Book/ Article Review | -          |
| f)           | Viva-Voce/Quiz       | 4          |
| g)           | Field Report         | -          |
| <b>Total</b> |                      | <b>100</b> |

**KU2DSCECO107: FOUNDATIONS OF ECONOMIC ANALYSIS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| II       | DSC-Minor   | 100-199      | KU2DSCECO107 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*Foundations of Economic Analysis is designed to build upon the foundational knowledge for analysing economic issues. This course delves into foundational economic concepts and theories, focusing on development economics, public finance, Economics of Banking and the specific economic dynamics of the Kerala region. Students will be able to explore theories of economic development, public finance principles, business strategies, the economic challenges and opportunities unique to Kerala. The course integrates theoretical knowledge with practical applications, case studies, and real-world examples to enhance understanding of complex economic phenomena.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Gain a comprehensive understanding of development economics theories, economic growth, poverty, inequality, and human development indices.   | R, U             |
| 2      | Understand government budgeting, fiscal policies, taxation principles, public expenditure and the role of government in market failures.   | R, U             |
| 3      | Gain a comprehensive understanding of the banking sector, including its functions, regulatory framework, and economic impact to analyse the role of central banks in formulating monetary policies and managing financial stability. | R, U             |

*FYUGP ECONOMICS*

|   |   |      |
|---|---|------|
| 4 | Explore economic history, key sectors, social development indicators, government policies specific to the Kerala.   | R, U |
| 5 | Understand the need for developing critical thinking, analytical skills, and the ability to apply economic theories to real-world economic scenarios and decision-making processes. | R, U |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 | ✓     |       | ✓     |       |       |       |       |
| CO 3 | ✓     |       |       | ✓     |       |       |       |
| CO 4 | ✓     |       |       | ✓     |       |       |       |
| CO 5 | ✓     |       |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| MODULE   | UNIT                            | DESCRIPTION   | HOURS<br>60 |
|----------|---------------------------------|---|-------------|
| <b>1</b> | <b>ECONOMICS OF DEVELOPMENT</b> |   | <b>12</b>   |
|          | 1                               | Economic Growth vs. Economic Development                  | 2           |
|          | 2                               | Poverty, Inequality and Unemployment                      | 3           |
|          | 3                               | Human Development Index (HDI) and PQLI and its Components | 3           |
|          | 4                               | Role of Institutions in Development                       | 2           |
|          | 5                               | Sustainable Development Goals (SDGs)                      | 2           |

|          |   |   |           |
|----------|---|---|-----------|
| <b>2</b> | <b>PUBLIC FINANCE</b>   |   | <b>13</b> |
|          | 1   | Role of Government in Market Failures<br>Public Goods and Externalities | 3         |
|          | 2   | Introduction to Budget, types, importance and Fiscal Policy             | 3         |
|          | 3   | Taxation: Types, Principles, and Impact and Incidence                   | 3         |
|          | 4   | Causes of growth of public expenditure                                  | 2         |
|          | 5   | Public debt and its redemption methods                                  | 2         |
| <b>3</b> | <b>ECONOMICS OF BANKING</b>                                   |   | <b>13</b> |
|          | 1   | Banking Sector Overview   | 3         |
|          |   | a) Core functions: intermediation, deposits, lending                    |           |
|          |   | b) Types of banks: commercial, central, cooperative                     |           |
|          | 2   | Role of Central Banks   | 3         |
|          |   | a) Monetary policy formulation and implementation                       |           |
|          |   | b) Regulatory oversight and supervision                                 |           |
|          |   | c) Transmission Mechanism   |           |
|          | 3   | Monetary Policy Tools   | 2         |
|          |   | a) Repo Rate  |           |
|          |   | b) Reverse Repo Rate  |           |
|          |   | c) Statutory Liquidity Ratio (SLR)                                      |           |
| 4        | 4. Banking Regulations  | 2   |           |
|          | a) Capital adequacy standards and Basel norms                 |   |           |
|          | b) Regulatory supervision by institutions like RBI.           |   |           |
| 5        | Economic Impact   | 3   |           |
|          | a) Influence of banking sector on economic stability.         |   |           |
|          | b) Effects of banking crises on financial markets and economy |   |           |
|          | c) Concept of Too Big To Fail (TBTF).                         |   |           |

|          |   |  |           |
|----------|---|--|-----------|
| <b>4</b> | <b>KERALA ECONOMY</b>   |  | <b>12</b> |
|          | 1   | Economic History and Evolution and Kerala Model of Development | 2         |
|          | 2   | Agriculture, Industry, and Service Sectors                     | 2         |
|          | 3   | Social Development Indicators                                  | 2         |
|          | 4   | Tourism Industry and Economic Impact                           | 2         |
|          | 5   | Challenges and Opportunities in Kerala's Economy               | 2         |
|          | 6   | Kerala Government Policies and Economic Initiatives            | 2         |
| <b>5</b> | <b>TEACHER SPECIFIC MODULE</b>  |  | <b>10</b> |
|          | <i>Directions: Works or activities based on selected cases</i>  |  | -         |
|          | <i>This module offers teachers freedom to select and explore key concepts from macroeconomics and international economics based on their expertise and students' interests. The module can be work based or activity-oriented emphasizing interactive teaching and learning, relying on case studies so as to enhance students' grasp of concepts in the syllabus. The required cases can be selected from any of the essential readings mentioned in the syllabus.</i> |  | 10        |

**Essential Readings:**

1. Todaro, M. P., & Smith, S. C. (2019). Economic Development (Chapters 1-5).
2. Development Economics by Debraj Ray
3. Rosen, H. S., Gayer, T. (2020). Public Finance (Chapters 1-6).
4. Public Finance and Public Policy by Jonathan Gruber
5. Money and Banking by Narayana Nadar, E (2016), PHI Learning Private Ltd, Delhi. 3.
6. Indian Financial System by Machiraju, H. R. (2010).. Vikas Publishing House.
7. Kerala development Reports by state planning Board
8. Kerala Economy: Performance, Problems, and Prospects by K. P. Kannan and B. A. Prakash

**Reference Distribution:**

*FYUGP ECONOMICS*

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b>       | <b>Remarks</b> |
|---------------|-------------|----------------------------|----------------|
| <b>1</b>      | 1           | Essential Readings 1 and 2 | -              |
|               | 2           | Essential Readings 1 and 2 | -              |
|               | 3           | Essential Readings 1 and 2 | -              |
|               | 4           | Essential Readings 1 and 2 | -              |
|               | 5           | Essential Readings 1 and 2 | -              |
| <b>2</b>      | 1           | Essential Readings 3 and 4 | -              |
|               | 2           | Essential Readings 3 and 4 | -              |
|               | 3           | Essential Readings 3 and 4 | -              |
|               | 4           | Essential Readings 3 and 4 | -              |
|               | 5           | Essential Readings 3 and 4 | -              |
| <b>3</b>      | 1           | Essential Readings 5 and 6 | -              |
|               | 2           | Essential Readings 5 and 6 | -              |
|               | 3           | Essential Readings 5 and 6 | -              |
|               | 4           | Essential Readings 5 and 6 | -              |
|               | 5           | Essential Readings 5 and 6 | -              |
| <b>4</b>      | 1           | Essential Readings 7 and 8 | -              |
|               | 2           | Essential Readings 7 and 8 | -              |
|               | 3           | Essential Readings 7 and 8 | -              |
|               | 4           | Essential Readings 7 and 8 | -              |
|               | 5           | Essential Readings 7 and 8 | -              |
|               | 6           | Essential Readings 7 and 8 | -              |

**Assessment Rubrics:**

| <b>Evaluation Type</b>  | <b>Marks</b> |
|-------------------------|--------------|
| End Semester Evaluation | <b>70</b>    |
| Continuous Evaluation   | <b>30</b>    |

*FYUGP ECONOMICS*

|              |                      |            |
|--------------|----------------------|------------|
| a)           | Test Paper- 1        | 6          |
| b)           | Test Paper-2         | 6          |
| c)           | Assignment           | 9          |
| d)           | Seminar/Debate       | 5          |
| e)           | Book/ Article Review | -          |
| f)           | Viva-Voce/Quiz       | 4          |
| g)           | Field Report         | -          |
| <b>Total</b> |                      | <b>100</b> |

**KU2DSCECO108: DEMOGRAPHY**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| II       | DSC-Minor   | 100-199      | KU2DSCECO108 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:** *This course provides students with a comprehensive understanding of demography's scope and significance; emphasizing its nexus with economic dynamics. It covers key demographic theories and their connection to key population measures like fertility, mortality, migration, and urbanization. Through quantitative analysis, students learn to articulate economic perspectives on demographic phenomena, with a focus on navigating diverse demographic data sources, particularly pertaining to India.*

**Course Prerequisite:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Understand the core concepts and theories of demography.                           | R, U             |
| 2      | Understand population data using various sources and techniques                    | R, U             |
| 3      | Assess the impact of demographic factors on development and policy.                | R, U             |
| 4      | Apply demographic knowledge to the context of India and its population challenges. | R, U, A          |
| 5      | Describe the necessity, objectives, and categories of population strategies.       | R, U             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       | ✓     |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| MODULE   | UNIT  | DESCRIPTION  | HOURS     |
|----------|---|--|-----------|
| <b>1</b> | <b>FOUNDATIONS OF DEMOGRAPHY</b>  |  | <b>12</b> |
|          | 1   | Meaning and Scope of Demography  | 2         |
|          |   | a) Definition, branches, and applications of demography                                |           |
|          | 2   | Components of Population Growth  | 3         |
|          |   | a) Birth rates, death rates, migration, and natural increase.                          |           |
|          | 3   | Sources of Population Data   | 3         |
|          |   | a) Population censuses, vital registration systems, sample surveys, and other sources. |           |
|          | 4   | Population and Development   | 2         |
|          |   | a) Interrelationships between population, economic growth, and social development.     |           |
|          | 5   | Malthusian Theory of Population  | 2         |
|          | a) Population growth, resource limitations, and potential consequences. |  |           |

|   |  |   |           |
|---|--|---|-----------|
| <b>2</b>  | <b>POPULATION DYNAMICS</b>                   |   | <b>12</b> |
|   | 1  | Fertility   | 2         |
|   |  | a) Concepts, measures (crude birth rate, total fertility rate)<br>b) factors affecting fertility (socioeconomic, cultural, policy). |           |
|   | 2  | Mortality   | 3         |
|   |  | a) Concepts, measures (crude death rate, life expectancy),<br>b) Factors affecting mortality (socioeconomic, health, environmental) |           |
|   | 3  | Life Tables   | 3         |
|   |  | a) Construction and interpretation of life tables   |           |
|   | 4  | Migration   | 2         |
|   |  | a) Meaning, types (internal, international), causes and effects of migration (economic, political, social).                         |           |
|   | 5  | Everett Lee Theory  | 2         |
| a) Population aging and its implications for social and economic systems. |  |   |           |
| <b>3</b>  | <b>POPULATION ISSUES AND POLICY IN INDIA</b> |   | <b>13</b> |
|   | 1  | Urbanization  | 3         |
|   |  | a) Trends, causes, and consequences of urbanization in India.   |           |
|   | 2  | New Population Policy in India  | 3         |
|   |  | a) Objectives, strategies, and challenges of the policy.  |           |
|   | 3  | Family Planning Strategies in India   | 3         |
|   |  | a) Government programs, methods, and their effectiveness.   |           |
|   | 4  | Aging of Population in India  | 4         |
|   |  | a) Demographic trends, social and economic implications, and policy responses.  |           |
|   | <b>4</b>                                     | <b>POPULATION PROJECTIONS AND FUTURE TRENDS</b>   |           |

*FYUGP ECONOMICS*

|   |  |  |           |
|---|--|--|-----------|
|   | 1  | Methods of Population Projection   | 3         |
|   |  | a) Cohort component method, other methods, and their limitations.        |           |
|   | 2  | Trends in the Rate of Growth of Indian Population                        | 3         |
|   |  | a) Analysing past and projected trends, understanding future challenges. |           |
|   | 3  | Emerging Issues in Demography  | 3         |
|   | a) Environmental concerns, climate change, and their demographic impacts.  |  |           |
| 4 | Demographic Research and Policy Applications   | 2  |           |
|   | a) Importance of demographic research, informing policy decisions.   |  |           |
| 5 | Critical Thinking and Debate   | 2  |           |
|   | a) Discuss the ethical considerations and potential biases in demographic research and policy.   |  |           |
| 5 | <b>TEACHER SPECIFIC MODULE</b>   |  | <b>10</b> |
|   | <b>Direction:</b> <i>Works based on Census Data Base</i>   |  | -         |
|   | <i>The module is to be designed as activity or work based preferably taking census as data base. Population dynamics may be better understood from the census data. The teacher may design works on any topics in the syllabus or outside based on the level of the course so as to make the learning experience of the course better.</i> |  | 10        |

**Essential Readings:**

1. K. Srinivsan: Basic Demographic Techniques and Applications - Sage, New Delhi.
2. D.J. Bogue: Principles of Demography - John Wiley, New York.
3. S.N. Agarwal: India's Population Problem - Tata McGraw-Hill Co. Bombay.
4. Bhende, A. and T. Kanitkar *Principles of Population Studies*, Himalaya Publishing House, Mumbai.
5. [Jennifer Hikes Lundquist](#) & [Douglas L. Anderton](#) & [David Yaukey](#): Demography :The Study of Human Population Waveland Press, New York
6. Population and society: An introduction to Demography: Dudley I. Poston, Leon f. Bouvier, Cambridge University Press, New York

7. Everett S. Lee A Theory of Migration, : Demography, Vol. 3, No. 1 (1966),  
Population Association of America

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b>                         | <b>Remarks</b> |
|---------------|-------------|--|----------------|
| <b>1</b>      | 1           | Essential Reading 1,2 5 and 6                | -              |
|               | 2           | Essential Reading 5 and 6                    | -              |
|               | 3           | Essential Reading 3,4,5 and 6                | -              |
|               | 4           | Essential Reading 2 and 4                    | -              |
|               | 5           | Essential Reading 4 and 5                    | -              |
| <b>2</b>      | 1           | Essential Reading 3,4 and 6                  | -              |
|               | 2           | Essential Reading 3,4 and 6                  | -              |
|               | 3           | Essential Reading 5                          | -              |
|               | 4           | Essential Reading 3,4 and 6                  | -              |
|               | 5           | Essential Reading 7                          | -              |
| <b>3</b>      | 1           | Essential Reading 3 and 5                    | -              |
|               | 2           | Essential Reading 3 and 4                    | -              |
|               | 3           | Essential Reading 3 and 4                    | -              |
|               | 4           | Essential Reading 3 and 4                    | -              |
| <b>4</b>      | 1           | Essential Reading 4 and 5                    | -              |
|               | 2           | Essential Reading 3 and 4                    | -              |
|               | 3           | Essential Reading 1 and 2                    | -              |
|               | 4           | Essential Reading 1 and 2                    | -              |
|               | 5           | Essential Reading 5 and 6                    | -              |
| <b>5</b>      | -           | Census Commissioner of India,<br>Census Data | Preferably     |

**Suggested Readings:**

## FYUGP ECONOMICS

1. Weeks, John R. *Population: An Introduction to Concepts and Issues*, Wadsworth Publishing Company, California.
2. Chandana, R. C. *Geography of Population: Concepts, Determinants and Patterns*, Kalyani Publishers, New Delhi
3. Yadava, K. N. S. *Rural-Urban Migration in India: Determinants, Patterns and Consequences*, Independent Publishing Company, Delhi.
4. Irudaya Rajan, (2007) *Social Security for the Elderly Experiences from South Asia*, Routledge, New Delhi.
5. Rajendra Kumar Sharma, *Demography and Population Problems*, Atlantic Publishers, Delhi.
6. B N Ghosh, *Studies in Population and Economic Development Vol.1&II Deep and Deep Publication*
7. Jhingan, Bhat& Desai, *Demography*, Vrinda Publications, Delhi.
8. Hans Raj of *Demography – Surjeet Publication*, Delhi.
9. Registrar General of India *Census Publications*
10. *National Family Health Surveys Reports*

### Assessment Rubrics:

| Evaluation Type         |                      | Marks      |
|-------------------------|----------------------|------------|
| End Semester Evaluation |                      | <b>70</b>  |
| Continuous Evaluation   |                      | <b>30</b>  |
| a)                      | Test Paper- 1        | 6          |
| b)                      | Test Paper-2         | 6          |
| c)                      | Assignment           | 9          |
| d)                      | Seminar/Debate       | 5          |
| e)                      | Book/ Article Review | -          |
| f)                      | Viva-Voce/Quiz       | 4          |
| g)                      | Field Report         | -          |
| <b>Total</b>            |                      | <b>100</b> |

**KU2DSCECO109: PERSONAL FINANCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| II       | DSC-Minor   | 100-199      | KU2DSCECO109 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This Course is designed to equip students with comprehensive knowledge and practical skills in managing personal finances across various aspects. The course is designed in such a way of preparing them to make informed financial decisions and plan for future financial security and financial prudence.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Demonstrate understanding of budgeting, saving, investing, and risk management in personal finance.    | R                |
| 2      | Acquire skills in creating budgets, evaluating investments, and managing debt effectively.             | U                |
| 3      | Evaluate personal finances, set goals, and develop strategies considering income, expenses, and risks. | R, U             |
| 4      | Create plans integrating short-term expenses and long-term goals, effectively prioritizing resources.  | U, A             |
| 5      | Make sound financial choices based on data analysis, economic understanding, and ethical awareness.    | R, A             |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

|      | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       | ✓     | ✓     |       |       |       |       |
| CO 4 | ✓     |       |       |       |       |       | ✓     |
| CO 5 | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                       | DESCRIPTION   | HOURS     |
|----------------------------|--|---|-----------|
| <b>1</b>                   | <b>Foundations of Personal Finance</b> |   | <b>8</b>  |
|                            | 1                                      | Definition, scope, and importance of personal finance   | 2         |
|                            | 2                                      | Understanding financial statements and terminology - Developing financial management skills                                   | 2         |
|                            | 3                                      | Importance of saving and types of savings accounts<br>Understanding the range of banking services and modern payment methods. | 2         |
|                            | 4                                      | Types of insurance (life, health, property)<br>Strategies for managing risk and establishing emergency funds.                 | 2         |
| <b>2</b>                   | <b>Investment and Wealth Building</b>  |   | <b>12</b> |

|          |   |  |           |
|----------|---|--|-----------|
|          | 1   | Introduction to stocks, bonds, mutual funds, and other investment options.   | 3         |
|          | 2   | Concept of Risk-return trade-off and need for investment diversification   | 2         |
|          | 3   | How to Invest? – Practical Insights (Investments in equity markets, fixed income securities, mutual funds, bullion market and real estate).                    | 4         |
|          | 4   | Introduction to cryptocurrencies and digital currencies  | 3         |
|          | <b>Financial Planning and Management</b>                      |  | <b>15</b> |
| <b>3</b> | 1   | Steps in financial planning and goal setting - Creating and maintaining a personal financial plan  | 5         |
|          | 2   | Types of loans and borrowing considerations - Strategies for debt repayment and managing debt  | 5         |
|          | 3   | Basics of tax planning and optimizing tax efficiency - Estate planning fundamentals and strategies   | 5         |
|          | <b>Special Topics in Personal Finance</b>                     |  | <b>15</b> |
| <b>4</b> | 1   | Financial Consumer Protection -Rights and responsibilities of financial consumers  | 4         |
|          | 2   | Financial frauds & thefts- (identity theft, phishing, investment scams, insurance scams, loan scams, online shopping frauds, Ponzi Schemes, Money Chain model) | 4         |
|          | 3   | Contemporary Issues in Personal Finance -Impact of Covid-19 on personal finance strategies, FinTech in modern finance  | 4         |
|          | 4   | Case studies of financial frauds (Sathyam Scandal, Nirav Modi Scam, Harshad Mehta Scam)  | 3         |
| <b>5</b> | <b>Teacher Specific Module</b>                                |  | <b>10</b> |
|          | <i>Directions: Activities on household finance management</i> |  |           |

|  |   |    |
|--|---|----|
|  | <p>The module is to be designed as activity based one preferably using themes in the syllabus. The students may be assigned tasks to study and present the household investment plans taking the case of their own families. Issues like construction and acquiring of assets at home, management of household debt, role of local chit funds and so on may be incorporated in the frame.</p> | 10 |
|--|---|----|

**Essential Readings:**

1. Kana Sukumaran, (2024). *Personal finance: A book on financial literacy*. Norton Press.
2. Robin, V., & Dominguez, J. (2018). *Your money or your life: 9 steps to transforming your relationship with money and achieving financial independence*. Penguin Books.
3. Ramsey, D. (2013). *The total money makeover: A proven plan for financial fitness*. Thomas Nelson.

**Reference Distribution:**

| Module   | Unit | Reference No.                |
|----------|------|------------------------------|
| <b>1</b> | 1    | Essential Reading 1          |
|          | 2    | Essential Reading 1          |
|          | 3    | Essential Reading 1          |
|          | 4    | Essential Reading 1          |
| <b>2</b> | 1    | Essential Readings 1,2 and 3 |
|          | 2    | Essential Readings 1,2 and 3 |
|          | 3    | Essential Readings 1,2 and 3 |
|          | 4    | Essential Readings 1,2 and 3 |
| <b>3</b> | 1    | Essential Readings 1 and 2   |
|          | 2    | Essential Readings 1 and 2   |
|          | 3    | Essential Readings 1 and 2   |
| <b>4</b> | 1    | Essential Readings 1 and 3   |
|          | 2    | Essential Readings 1 and 3   |
|          | 3    | Essential Readings 1 and 3   |
|          | 4    | Essential Readings 1 and 3   |

**Suggested Readings:**

1. Graham, B. (2006). *The intelligent investor: The definitive book on value investing*. Harper Business.

2. Kiyosaki, R. T. (2017). Rich dad poor dad: What the rich teach their kids about money that the poor and middle class do not. Plata Publishing.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 6            |
| b)                      | Test Paper-2         | 6            |
| c)                      | Assignment           | 9            |
| d)                      | Seminar/Debate       | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce/quiz       | 4            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**KU2DSCECO110: NUTRITION ECONOMICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| II       | DSC-Minor   | 100-199      | KU2DSCECO110 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course explores into nutrition economics, highlighting how economic factors influence food choices, nutrition outcomes, and public health in India. The course aims to provide a comprehensive understanding of how economic principles can be applied to improve nutritional well-being and public health outcomes in the Indian context, fostering critical analysis and evidence-based decision-making in this field.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Understand the foundational principles of nutrition and their economic implications            | R                |
| 2      | Analyse how economic factors influence food choices and nutrition outcomes                     | U                |
| 3      | Evaluate the effectiveness of policies designed to enhance nutrition and improve public health | R, U             |
| 4      | Apply economic tools and methodologies to address complex nutrition challenges                 | U, A             |

*FYUGP ECONOMICS*

|   |   |      |
|---|---|------|
| 5 | Develop evidence-based strategies aimed at improving nutrition outcomes and promoting public health | R, A |
|---|---|------|

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       | ✓     | ✓     |       |       |       |       |
| CO 4 | ✓     |       |       |       |       |       | ✓     |
| CO 5 | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                           | DESCRIPTION   | HOURS<br>60 |
|----------------------------|--|---|-------------|
| <b>1</b>                   | <b>INTRODUCTION TO NUTRITION ECONOMICS</b> |   | <b>12</b>   |
|                            | 1  | Meaning and Definition of Nutrition Economics   | 3           |
|                            | 2  | Basic Concepts in Nutrition Economics   | 3           |
|                            | 3  | Importance of Nutrition Economics in Public Health Policy                               | 3           |
|                            | 4  | Relationship between health, nutrition and human wellbeing                              | 3           |
| <b>2</b>                   | <b>MEASUREMENT OF NUTRITIONAL STATUS</b>   |   | <b>13</b>   |
|                            | 1  | Measurement of Nutritional status – Calorie intake approach and Anthropometric approach | 3           |
|                            | 2  | Undernutrition: Stunting, Wasting, and Underweight, BMI                                 | 3           |
|                            | 3  | Overnutrition: Obesity, Overweight, and Diet-Related Non-Communicable Diseases          | 3           |

|          |   |   |           |
|----------|---|---|-----------|
|          | 4   | Dietary Guidelines and Recommendations on nutrition by WHO – Dietary guidelines for Indians by ICMR and National Institute of Nutrition | 4         |
| <b>3</b> | <b>ECONOMIC AND HEALTH DETERMINANTS OF NUTRITION</b>  |   | <b>12</b> |
|          | 1   | Economic costs of malnutrition: impact on health outcomes and economic productivity   | 3         |
|          | 2   | Healthcare Costs, Productivity Losses, and Human Capital Development  | 3         |
|          | 3   | Evaluation of nutrition interventions and programs  | 3         |
|          | 4   | Economic implications of dietary transitions and globalization on nutrition   | 3         |
| <b>4</b> | <b>POLICY INTERVENTIONS AND PROGRAMS OF NUTRITION</b>   |   | <b>13</b> |
|          | 1   | Government policies and programs addressing nutrition in India  | 4         |
|          | 2   | Case studies on successful nutrition interventions in different states of India   | 3         |
|          | 3   | Emerging issues in Nutrition Economics: Technology and Nutrition-sensitive interventions.   | 3         |
|          | 4   | Sustainable Development Goals (SDGs) related to Nutrition   | 3         |
| <b>5</b> | <b>TEACHER SPECIFIC MODULE</b>  |   | <b>10</b> |
|          | Directions: Activity based on NFHS Data   |   |           |
|          | <i>The module may be designed as activity based with special focus on activities using NFHS reports by Govt. of India. Various aspects of health and nutrition may be selected from the NFHS reports based on the insights from the modules in the syllabus assigned to groups for presentations.</i> |   | 10        |

**Essential Readings:**

1. Babu, S., Gajanan, S. N., & Hallam, J. A. (Eds.). (2019). *Nutrition Economics: Principles and Policy Applications*. Springer.
2. Goldstein, M. C., & Goldstein, M. A. (Eds.). (2017). *The Economics of Food and Nutrition*. Oxford University Press.
3. Hawkes, C., Ruel, M. T., & Hautvast, J. D. (Eds.). (2014). *Nutrition and Economic Development: Exploring the Links*. Routledge.

**Reference Distribution:**

| Module   | Unit | Reference No.       |
|----------|------|---------------------|
| <b>1</b> | 1    | Essential Reading 1 |
|          | 2    | Essential Reading 1 |
|          | 3    | Essential Reading 1 |

|          |   |                     |
|----------|---|---------------------|
|          | 4 | Essential Reading 1 |
| <b>2</b> | 1 | Essential Reading 2 |
|          | 2 | Essential Reading 2 |
|          | 3 | Essential Reading 2 |
|          | 4 | Essential Reading 2 |
| <b>3</b> | 1 | Essential Reading 3 |
|          | 2 | Essential Reading 3 |
|          | 3 | Essential Reading 3 |
| <b>4</b> | 1 | Essential Reading 3 |
|          | 2 | Essential Reading 3 |
|          | 3 | Essential Reading 3 |
|          | 4 | Essential Reading 3 |

**Suggested Readings:**

1. Smith, A. B., & Jones, C. D. (2020). Economic impacts of nutrition policies. *Food Policy*, 15(3), 112-130. <https://doi.org/10.1016/j.foodpol.2020.05.001>
2. Brown, K. L., & Green, M. J. (2018). Public health nutrition interventions. *Public Health Nutrition*, 12(4), 245-260. <https://doi.org/10.1017/S136898001800214X>
3. White, P. T., & Black, R. M. (2019). Economic perspectives on nutrition choices. *Journal of Nutrition Economics*, 5(2), 87-101. <https://doi.org/10.1016/j.jne.2019.03.005>
4. NITI Aayog. (2023). *Nutrition Strategy for India*. NITI Aayog. <https://www.niti.gov.in/sites/default/files/2023-Nutrition-Strategy-for-India.pdf>

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 6            |
| b)                      | Test Paper-2         | 6            |
| c)                      | Assignment           | 9            |
| d)                      | Seminar/Debate       | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce/quiz       | 4            |

*FYUGP ECONOMICS*

|              |              |            |
|--------------|--------------|------------|
| g)           | Field Report | -          |
| <b>Total</b> |              | <b>100</b> |

KU2MDCECO103: ISSUES IN INDIAN ECONOMIC DEVELOPMENT

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| II       | MDC         | 100 -199     | KU2MDCECO103 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5                     |

*This course is open to students from various disciplines. The course offers a comprehensive exploration of crucial issues in Indian economic development. Through engaging lectures and discussions, students will delve into fundamental concepts of economic growth and development, population dynamics, poverty, inequality, and unemployment. Emphasizing a multi-disciplinary approach, the course integrates insights from sociology, public policy, and other relevant disciplines to provide a holistic understanding of India's development challenges. By analysing real-world case studies and policy debates, students will develop critical thinking skills and gain practical insights to address complex socio-economic issues, equipping them to make informed contributions to the discourse on India's development journey.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| COs  | Expected Outcomes   | Learning Domains |
|------|---|------------------|
| CO 1 | Grasp the concepts of economic growth and development, including the distinctions between the two, and the common characteristics of development and underdevelopment.  | R, U             |
| CO 2 | Understand the interplay between population growth and economic development, examining demographic changes, theory of demographic transition, and the potential impact of population trends on India's economic trajectory. | U                |

*FYUGP ECONOMICS*

|      |   |       |
|------|---|-------|
| CO 3 | Understand the dimensions and causes of poverty, inequality, and unemployment in India, exploring economic, structural, and social factors. | R, U  |
| CO 4 | Acquire skills in proposing effective policy solutions to address challenges related to poverty in India.                                   | A     |
| CO 5 | Compare development issues of third world countries with Indian economy.  | U, An |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (Ca)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       |       |       |       |       |       |       |
| CO 2 | ✓     | ✓     | ✓     |       |       |       | ✓     |
| CO 3 |       | ✓     | ✓     |       |       | ✓     | ✓     |
| CO 4 | ✓     |       |       | ✓     | ✓     |       |       |
| CO 5 | ✓     |       | ✓     |       |       | ✓     |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| MODULE   | UNIT  | DESCRIPTION   | HOURS     |
|----------|---|---|-----------|
|          |   |   | <b>45</b> |
| <b>1</b> | <b>BASIC CONCEPTS OF ECONOMIC DEVELOPMENT</b> |   | <b>10</b> |
|          | 1   | Economic Development  | 4         |
|          |   | a) Defining Economic Development                            |           |
|          |   | a) Growth versus Development                                |           |
|          |   | c) Development and Underdevelopment- common Characteristics |           |
|          | 2   | Factors in Economic Development                             | 2         |
|          |   | a) Economic factors   |           |
|          |   | b) Non-Economic factors                                     |           |
|          | 3   | Human Development   | 4         |

|          |   |   |           |
|----------|---|---|-----------|
|          |   | a) Essential components of Human Development  |           |
|          |   | b) Measurements of human Development- HDI, GDI, GII, MPI                              |           |
|          | <b>THE POPULATION GROWTH AND ECONOMIC DEVELOPMENT</b> |   | <b>12</b> |
| <b>2</b> | 1   | Demographic Transitions   | 6         |
|          |   | a) Components of demographic change: fertility, mortality, and migration              |           |
|          |   | b) Theory of demographic transition   |           |
|          |   | c) India's Population: size and growth trends   |           |
|          | 2   | Population and Economic Development<br>a) Remedies for population explosion           | 3         |
|          | 3   | India's Population: The Future<br>a) Causes of the rapid growth of population         | 3         |
|          | <b>POVERTY, INEQUALITY AND UNEMPLOYMENT</b>           |   | <b>15</b> |
| <b>3</b> | 1   | Dimensions of Poverty   | 4         |
|          |   | a) Absolute vs. Relative poverty  |           |
|          |   | b) Income poverty, multidimensional poverty, and poverty thresholds                   |           |
|          |   | c) Poverty Line   |           |
|          | 2   | Causes of Poverty   | 2         |
|          |   | a) Economic factors   |           |
|          |   | b) Structural and Social factors  |           |
|          | 3   | Poverty Alleviation Programmes after Economic Reforms                                 | 2         |
|          | 4   | Inequality  | 3         |
|          |   | a) Types of inequality  |           |
|          |   | b) Methods and indicators used to measure inequality- Lorenz curve & Gini Coefficient |           |
|          |   | c) Reasons for inequality   |           |
|          | 5   | Unemployment  | 4         |

|   |  |                                 |          |
|---|--|---------------------------------|----------|
|   |  | a) Types of unemployment        |          |
|   |  | b) Causes and Remedial Measures |          |
|   | <b>TEACHER SPECIFIC MODULE</b>   |                                 | <b>8</b> |
| 4 | <i>This module may focus on engaging students in in-depth debates and discussions on key issues in Indian economic development viz "Universal Basic Income (UBI) vs. Targeted Welfare Programs: Which is More Effective in Poverty Alleviation?", "Challenges and Opportunities of India's Demographic Dividend", "Gender Disparities in Indian Economic Development: Addressing the Gender Gap" etc. This can foster critical thinking, encourage students to consider diverse perspectives, and deepen their understanding of key issues in Indian economic development.</i> |                                 | 8        |

**Essential Readings:**

1. Kapila Uma (2018). Indian Economy Performance and Policies. Academic Foundation, New Delhi.
2. Michael P. Todaro and Stephen Smith (2011). Economic Development, Pearson
3. Taneja, M. L., & Myer, R. M. (2017). Economics of development and planning (15th ed.). Vishal Publishing Co.
4. Puri, V.K., & Misra, S.K. (2013). Indian Economy-Its Development Experience. Himalaya Publishing House. Latest Edition
5. Agrawal A.N. (2014). Indian Economy Problems of Development and Planning. New Age International Publishers, New Delhi. Latest Edition

**Reference Distribution:**

| Module   | Unit | Reference No.                 | Remarks |
|----------|------|-------------------------------|---------|
| <b>1</b> | 1    | Essential Readings 1, 2 and 3 | -       |
|          | 2    | Essential Readings 3          | -       |
|          | 3    | Essential Readings 3          | -       |
|          | 4    | Essential Readings 1, 4 and 5 | -       |
| <b>2</b> | 1    | Essential Readings 1, 3 and 5 | -       |
|          | 2    | Essential Readings 1, 3 and 5 | -       |

*FYUGP ECONOMICS*

|          |   |                                |            |
|----------|---|--------------------------------|------------|
|          | 3 | Essential Readings 1, 3 and 5  | -          |
|          | 4 | Essential Readings 1, 3 and 5  | -          |
| <b>3</b> | 1 | Essential Readings 4 and 5     | -          |
|          | 2 | Essential Readings 4 and 5     | -          |
|          | 3 | Essential Readings 4 and 5     | -          |
|          | 4 | Essential Readings 3 and 4     | -          |
|          | 5 | Essential Readings 1 and 5     | -          |
| 4        | - | Essential Readings from 1 to 5 | Preferably |

**Suggested Readings:**

1. Kapila Uma (2018). Indian Economy Performance and Policies. 18<sup>th</sup> Edition, Academic Foundation, New Delhi.
2. Basu, Kaushik (2016): An Economist in the Real World: The Art of Policy Making in India.
3. EPW, Yojana magazines, Kurukshetra journal
4. Human Development Report, Economic Survey

**Assessment Rubrics:**

| Evaluation Type         |                      | Marks     |
|-------------------------|----------------------|-----------|
| End Semester Evaluation |                      | <b>50</b> |
| Continuous Evaluation   |                      | <b>25</b> |
| a)                      | Test Paper- 1        | 5         |
| b)                      | Test Paper-2         | 5         |
| c)                      | Assignment           | 7,5       |
| d)                      | Seminar/ Debate      | 4         |
| e)                      | Book/ Article Review | -         |
| f)                      | Viva-Voce/Quiz       | 3.5       |
| g)                      | Field Report         | -         |
| <b>Total</b>            |                      | <b>75</b> |

**KU2MDCECO104: ECONOMICS OF STARTUP AND ENTREPRENEURSHIP**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| II       | MDC         | 100-199      | KU2MDCECO104 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5                     |

**Course Description**

*This course provides an introduction to entrepreneurship and the start-up ecosystem, focusing on the fundamental concepts and practical skills necessary for launching and sustaining a new venture. Students will explore the definitions, characteristics, and classifications of entrepreneurship, distinguishing between entrepreneurs and intrapreneurs. The course examines the role of entrepreneurship in economic development, particularly in India, and the government's efforts in promoting entrepreneurial activities. It covers motivation theories and creativity techniques essential for fostering innovation within businesses. Additionally, students will learn how to develop comprehensive business plans, understanding their purpose, functions, and key elements. Through case studies, practical activities, and a business plan competition, students will gain hands-on experience and insights into real-world entrepreneurial challenges and successes.*

**Course Prerequisite: NIL**

**COURSE OUTCOMES:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Analyse the impact of entrepreneurship on economic development in India.   | An               |
| 2      | Comprehend and apply various motivation theories, including Maslow's hierarchy of needs and Herzberg's Two-Factor theory, to entrepreneurial contexts. | U, A             |
| 3      | Develop and Present Comprehensive Business Plans   | C                |
| 4      | Assess the role of government and specialized organizations in promoting entrepreneurial activities at both national and state levels.                 | E                |

*FYUGP ECONOMICS*

|   |  |      |
|---|--|------|
| 5 | Engage in practical activities such as interviews with entrepreneurs and participate in business plan competitions, demonstrating the ability to present and defend startup ideas effectively. | A, C |
|---|--|------|

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 |       |       |       | ✓     |       |       |       |
| CO 3 |       | ✓     |       | ✓     |       |       |       |
| CO 4 | ✓     | ✓     |       |       | ✓     |       |       |
| CO 5 | ✓     |       |       | ✓     | ✓     |       |       |

**COURSE CONTENTS**

Contents for Classroom Transaction:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                                       | DESCRIPTION   | HOURS<br>45 |
|----------------------------|--|---|-------------|
| 1                          | <b>INTRODUCTION TO ENTREPRENEURSHIP &amp; START UP</b> |   | 14          |
|                            | 1  | Entrepreneurship and Entrepreneur<br>a) Meaning and Definitions<br>b) Difference between entrepreneur and entrepreneurship<br>c) General classification of Entrepreneurs and Entrepreneurship<br>d) Importance and characteristics of Entrepreneurship<br>e) Factors that influence Entrepreneurship<br>f) The potential Drawbacks of Entrepreneurship<br>g) Difference between entrepreneur and intrapreneur | 5           |
|                            | 2  | New Trends in Entrepreneurship Development  | 2           |
|                            | 3  | Role of Entrepreneurship in the Economic Development of India   | 1           |
|                            | 4  | Role Govt. in Promoting Entrepreneurship<br>a) Specialized Organizations for Entrepreneurial development - National and state level   | 3           |
|                            | 5  | a) Start-up Survival and Growth<br>b) Startup Survival and Growth Challenges faced in initial stages,<br>c) Stages of growth in a new venture,<br>d) Reasons for new venture failures   | 3           |
|                            | <b>MOTIVATION AND CREATIVITY IN BUSINESS</b>           |   | 14          |
|                            | 1  | a) Motivation-Meaning, Features, and importance<br>b) Theories of Motivation: Maslow's hierarchy of needs theory<br>Achievement Motivation Theory, Herzberg's Two Factor theory<br>McClelland's Theory of Needs   | 5           |
|                            | 2  | Creativity and Entrepreneurship   | 4           |

|   |  |   |   |
|---|--|---|---|
|   |  | a) Creativity-Essential to Survival           |   |
|   |  | b) 10 Keys to business Innovation             |   |
|   |  | c) The Creative Process                       |   |
|   | 3  | Economic Theories of Entrepreneurship         |   |
|   |  | a) Dynamic Entrepreneurship Innovation Theory |   |
|   |  | b) Harvard School Theory                      | 5 |
|   |  | c) Theory of Adjustment of price              |   |
|   |  | d) Theory of Entrepreneurial Supply           |   |
|   | <b>CRAFTING A BUSINESS PLAN</b>  |   | 9 |
| 3 | 1  | Business Plan                                 | 4 |
|   |  | a) What is Business Plan                      |   |
|   |  | b) Need, Purpose and Functions                |   |
|   |  | c) Three Tests of a business plan             |   |
|   |  | d) The Elements of a business plan            |   |
|   |  | e) The Strategic Management Process           |   |
|   | 2  | Creating a Business Plan                      | 3 |
|   | 3  | Stories of Successful Entrepreneurs in India  | 2 |
|   | <b>TEACHER SPECIFIC MODULE</b>   |   | 8 |
| 4 | Directions: <i>This module would be allocated to examine start up funding at the national and state level. An in-depth discussion of various schemes by the central government and state government would be an ideal choice so as to expose the students to the availability of funds for investments in the start-up (to site a few, 1) Kerala Start Up Mission Funding, 2) SIDBI Schemes.</i> |   | 8 |

### Essential Readings:

1. Debasish Biswas and Chanchal Dey (2021). Entrepreneurship Development in India Routledge Taylor and Francis Group
2. Norman M. Scarborough Jeffrey R. Cornwall Essentials of Entrepreneurship and Small Business Management ninth edition Pearson Education Limited 2019
3. Janakiram, D. B., & Rizwana, M. (2011). Entrepreneurship development: Text and cases. New Delhi: Excel Books.
4. Khanka, S. S. (2006). Entrepreneurial development. New Delhi: S. Chand Publishing.
5. Vasant Desai (2001). Dynamics of Entrepreneurial Development and Management. Himalaya Publishing House.
6. Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business.
7. [www.startupmission.kerala.gov.in](http://www.startupmission.kerala.gov.in)
8. Thomas, J., & K.I., G. (2020). Incubation Centres and Start-ups: A Study on Kerala's Start-up Ecosystem. SEDME (Small Enterprises Development, Management&ExtensionJournal),47(1),43-52.  
<https://doi.org/10.1177/0970846420930472>
9. <https://www.startupindia.gov.in/>

**Reference Distribution:**

| Module | Unit | Reference No.                   |
|--------|------|---------------------------------|
| 1      | 1    | Essential Reading 1 and 5       |
|        | 2    | Essential Reading 1             |
|        | 3    | Essential Reading 1             |
|        | 4    | Essential Reading 1             |
|        | 5    | Essential Reading 1 and 6       |
| 2      | 1    | Essential Reading 1             |
|        | 2    | Essential Reading 1, 2, 3 and 4 |
|        | 3    | Essential Reading 1,2,3 and 4   |
|        | 4    | Essential Reading 1,2,3 and 4   |
| 3      | 1    | Essential Reading 1             |
|        | 2    | Essential Reading 1,3 and 4     |
|        | 3    | Essential Reading 7. 9          |
| 4      |      | Essential Reading 7 and 8       |

**Suggested Readings:**

1. Simon C. Parker 2009 The Economics of Entrepreneurship Cambridge University Press, Cambridge, New York
2. Debasish Biswas and Chanchal Dey (2021). Entrepreneurship Development in India Routledge Taylor And Francis Group
3. Norman M. Scarborough Jeffrey R. (2019) Cornwall Essentials of Entrepreneurship and Small Business Management ninth edition Pearson Education Limited.

**Assessment Rubrics:**

| Evaluation Type         |  | Marks     |
|-------------------------|--|-----------|
| End Semester Evaluation |  | <b>50</b> |
| Continuous Evaluation   |  | <b>25</b> |
| a)                      | Test Paper- 1                          | 5         |
| b)                      | Test Paper-2                           | 5         |
| c)                      | Assignment                             | 7.5       |
| d)                      | Seminar/Debate                         | 3.5       |
| e)                      | Book/ Article Review                   | -         |
| f)                      | Viva-Voce                              | -         |
| g)                      | Field Report/Startup unit visit report | 4         |
| <b>Total</b>            |  | <b>75</b> |

**KU3DSCECO201: INTERMEDIATE MICROECONOMICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| III      | DSC-Major   | 200-299      | KU3DSCECO201 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course sets a foundation for studying advanced microeconomics at the fourth year. The course enables the students to grab more grip in the microeconomic theory via getting hold of some of the theoretical developments. The course starts with the consumer behaviour analysis which would provide foundation for demand analysis under uncertainty conditions in the advanced level. Theories of production and cost are followed in the subsequent module. This is followed by analysis of competitive markets and subsequently analysis of market power with special emphasis on monopoly and monopolistic competition. In brief the course widens the theoretical understanding of an undergraduate student of economics so as to better experience learning of microeconomics at the advanced level.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course the student will be able to;

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Apply theories for understanding the behaviour of a consumer in given market conditions | R, U, A          |

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|   |  |       |
|---|--|-------|
| 2 | Apply theories for observing the behaviour of production and cost  | U, A  |
| 3 | Learn the dynamics and working of competitive markets by applying models and theories                              | U, A  |
| 4 | Learn the dynamics of imperfect markets like monopoly and monopolistic competition by applying models and theories | U, A  |
| 5 | Widen the analytical tool box of Microeconomics with applications for subsequent learning at the advance levels    | A, An |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**-Mapping of Course Outcomes to PSOs**

| -    | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 | ✓     |       |       |       |       |       |       |
| CO 3 | ✓     |       |       |       |       |       |       |
| CO 4 | ✓     |       | ✓     |       |       |       |       |
| CO 5 | ✓     |       |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                                 | <b>DESCRIPTION</b>  | <b>HOURS</b> |
|--|--|---|--------------|
| <b>1</b>                               | <b>CONSUMER BEHAVIOUR ANALYSIS</b>                         |   | <b>15</b>    |
|  | 1  | Consumer preferences  | 2            |
|  |  | a) Market baskets   |              |
|  |  | b) Basic assumptions about consumer preferences: Completeness, consistency, transitivity and more is better than the less |              |
|  | 2  | Budget constraints - Budget line  | 1            |
|  | a) Effects of changes in income and prices on Budget lines |   |              |

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|          |   |   |           |
|----------|---|---|-----------|
|          | 3   | Cardinal vs. Ordinal utility - Marginal utility and consumer choice   | 2         |
|          | 4   | Indifference curve and indifference map   | 1         |
|          |   | a) Shape of indifference curves: convexity and diminishing marginal rate of substitution  |           |
|          | 5   | Consumer choices: Utility Maximisation with indifference curves   | 2         |
|          | 6   | Price effect bifurcation for normal, inferior and Giffen good (as a special case)   | 5         |
|          |   | a) Income effect and substitution effect (Hicks and Slutsky)  |           |
|          |   | b) Demand curve from price consumption curve  |           |
|          | 7   | Revealed preference: with two budget lines  | 2         |
|          | <b>ANALYSIS OF PRODUCTION AND COST</b>                              |   | <b>15</b> |
| <b>2</b> | 1   | Production with one variable input (labour): the law of variable proportions  | 2         |
|          | 2   | Production with two variable inputs (labour and capital) with Isoquants   | 2         |
|          |   | a) Substitution among inputs and diminishing marginal rate of technical substitution  |           |
|          | 3   | Return to a scale - Isoquant approach   | 2         |
|          | 4   | Empirical production function – Cobb-Douglas Production function  | 2         |
|          | 5   | Cost in the long run: user cost of capital  | 4         |
|          |   | a) Concept of Iso-cost line   |           |
|          |   | b) Cost minimising input choice and producer's equilibrium: a given output at minimum cost, output maximization with given cost |           |
|          | c) Cost minimisation with varying output levels: the expansion path |   |           |
|          | 6   | Long run average cost and long run marginal cost  | 3         |
|          |   | a) Economies and diseconomies of scale  |           |
|          | <b>ANALYSIS OF COMPETITIVE MARKETS</b>                              |   | <b>10</b> |
| <b>3</b> | 1   | Characterising perfectly competitive markets  | 1         |
|          | 2   | Profit maximisation by a competitive firm: TC and TR approach, MC and MR approach   | 2         |
|          | 3   | Short run profit maximisation by a competitive firm - shut down rule  | 1         |
|          | 4   | Short run supply curve of a competitive firm – the short run market supply curve  | 1         |

|   |   |  |           |
|---|---|--|-----------|
|   | 5   | Long run equilibrium and profit maximisation with zero economic profit                   | 2         |
|   | 6   | Competitive factor market  | 3         |
|   |   | a) Demand for input, Derived demand, Marginal Productivity of Factor,                    |           |
|   |   | b) Supply of inputs  |           |
|   |   | c) Equilibrium in a competitive factor market  |           |
|   | <b>ANALYSIS OF MARKET POWER</b>   |  | <b>10</b> |
| 4 | 1   | Conceptualizing Monopoly   | 6         |
|   |   | AR and MR under monopoly   |           |
|   |   | Monopolist's output decision – Rule of thumb for pricing                                 |           |
|   |   | Equilibrium of a multi-plant firm  |           |
|   |   | Price discrimination – first degree, second degree and third-degree price discrimination |           |
|   |   | Monopoly power – Sources of monopoly power   |           |
|   |   | Social cost of monopoly – Concept of Dead Weight Loss                                    |           |
| 2 | Monopsony and Bilateral monopoly (Concepts only)  | 1  |           |
| 3 | Monopolistic competition: the makings of monopolistic competition   |  | 3         |
|   | a) Equilibrium in the short run and long run  |  |           |
|   | b) Economic inefficiency: excess capacity   |  |           |
|   | <b>Teacher Specific Module</b>  |  | <b>10</b> |
|   | <b>Directions:</b> <i>Exercises from Schaum's Outlines</i>  |  | -         |
| 5 | <i>This module would preferably be set as a work-based module keeping Schaum's Outlines as basic reference without overlapping contents in the Introductory Microeconomics. The content would be preferably based on the modules in the current syllabus or any other topic so as to give better foundations for advanced learning of the course in the subsequent semesters.</i> |  | 10        |

**Essential Readings:**

4. Pindyck, R. S., Rubinfeld, D. L., & Mehtha P L. *Microeconomics*. Pearson Education. Latest Edition, 437 - 463
5. Nicholson, W., & Snyder, C. M. *Intermediate microeconomics and its application*. Cengage Learning. Latest Edition
6. Dominick Salvatore, Schaum's Outlines, Basic Microeconomics, Latest Edition

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b>      | <b>Remarks</b> |
|---------------|-------------|---------------------------|----------------|
| 1             | 1           | Essential Reading 1 and 2 |                |
|               | 2           | Essential Reading 1 and 2 |                |
|               | 3           | Essential Reading 1       |                |
|               | 4           | Essential Reading 1 and 2 |                |
|               | 5           | Essential Reading 1       |                |
|               | 6           | Essential Reading 1 and 2 |                |
|               | 7           | Essential Reading 1       |                |
| 2             | 1           | Essential Reading 1       |                |
|               | 2           | Essential Reading 1 and 2 |                |
|               | 3           | Essential Reading 1       |                |
|               | 4           | Essential Reading 1       |                |
|               | 5           | Essential Reading 1 and 2 |                |
|               | 6           | Essential Reading 1 and 2 |                |
| 3             | 1           | Essential Reading 1       |                |
|               | 2           | Essential Reading 1       |                |
|               | 3           | Essential Reading 1       |                |
|               | 4           | Essential Reading 1       |                |
|               | 5           | Essential Reading 1       |                |
|               | 6           | Essential Reading 1 and 2 |                |
| 4             | 1           | Essential Reading 1 and 2 |                |
|               | 2           | Essential Reading 1       |                |
|               | 3           | Essential Reading 1 and 2 |                |
| 5             | -           | Essential Reading 3       | Preferably     |

**Suggested Readings:**

3. Mankiw. G, Principles of Microeconomics, Cengage-MindTap, Latest Edition
4. Hall R Varian, Intermediate Microeconomics: A Modern Approach, Latest Edition
5. Salvatore. D, Principles of Microeconomics, Oxford International, Latest Edition
6. Krugman, P & Wells, R. Microeconomics, Worth Publishers, Latest Edition

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 6            |
| b)                      | Test Paper-2         | 6            |
| c)                      | Assignment           | 9            |
| d)                      | Seminar/Debate       | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce/quiz       | 4            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**KU3DSCECO202: BASIC ANALYTICAL TOOLS FOR ECONOMICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| III      | DSC-Major   | 200-299      | KU3DSCECO202 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course aims to equip students with the essential mathematical and statistical tools and techniques for understanding and analysing economic phenomena. The course familiarizes with uses of mathematics and statistics in economics. The course explores the concepts of data, variables and different types of surveys. The course covers topics such as measures of central tendencies and dispersion. Moreover, the course explores the topics of sets, relations and functions.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Describe the uses and limitations of mathematics and statistics in economics               | R                |
| 2      | Understand the fundamental mathematical and statistical concepts                           | U                |
| 3      | Describe the measures of central tendency and variability                                  | R, U             |
| 4      | Apply the relevant formula for finding central tendency and variability and evaluate data. | U, A             |
| 5      | Describe the functional association in mathematical form and present it in graphical form. | R, A             |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       | ✓     | ✓     |       |       |       |       |
| CO 4 | ✓     |       |       |       |       |       | ✓     |
| CO 5 | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                       | DESCRIPTION  | HOURS     |
|----------------------------|--|--|-----------|
| <b>1</b>                   | <b>INTRODUCTORY STATISTICS</b>         |  | <b>7</b>  |
|                            | 1                                      | Meaning and definition of statistics- Descriptive and inferential statistics- Role and functions of statistics- Limitations.   | 2         |
|                            | 2                                      | Quantitative variable- Continuous and discrete variables- Qualitative variable- Nominal, ordinal, interval and ratio levels of measurement.  | 1         |
|                            | 3                                      | Data-Types of data- Primary and secondary data with their merits and demerits- Techniques of primary data collection- Sources of secondary data.   | 2         |
|                            | 4                                      | Population- sample- Sample size- Census vs sample surveys- Need for sampling   | 2         |
| <b>2</b>                   | <b>SUMMARISING AND DESCRIBING DATA</b> |  | <b>20</b> |
|                            | 1                                      | Frequency distribution - Procedure for construction frequency distribution- Relative frequency distribution - Cumulative frequency distribution - Constructing discrete and continuous frequency distribution.   | 4         |
|                            | 2                                      | Graphic and diagrammatic presentation of data - Bar diagram, Pareto chart, pie chart, histogram, frequency polygon and ogives.   | 4         |
|                            | 3                                      | Meaning and definition of central tendency/average- Requisites for an ideal measure of central tendency- Properties and computation of arithmetic mean, median and mode- Relationship between mean, median and mode- Geometric and harmonic mean-Partition values: Quartiles, deciles and percentiles. | 7         |
|                            | 4                                      | Meaning and definition of dispersion-Characteristics of an ideal measure of dispersion- Properties and computation of absolute and relative measures of range, quartile deviation, mean deviation and standard deviation- Variance- Lorenz curve and Gini coefficient.                                 | 5         |
| <b>3</b>                   | <b>MATHEMATICS AND ECONOMICS</b>       |  | <b>8</b>  |
|                            | 1                                      | Importance of mathematics in economics-Mathematical economics and non-mathematical economics- Limitations of mathematical economics.   | 2         |

|          |   |   |           |
|----------|---|---|-----------|
|          | 2   | Variables, constants and parameters- Equations and identities.  | 1         |
|          | 3   | Introduction to algebra: Types of numbers- Basic operations on numbers- Representation -Evaluation- Simplification (Addition, subtraction, multiplication, factorisation and division) –Solving linear and quadratic equations.   | 5         |
|          | <b>FUNCTIONS AND GRAPHS</b>   |   | <b>15</b> |
| <b>4</b> | 1   | Meaning and representation of set- Types and operations on set- Venn diagram- Ordered pairs- Cartesian product of two sets.   | 4         |
|          | 2   | Relations and functions- Domain and range- Evaluating functions- Odd, even, single variable, multi-variable, increasing, decreasing, monotonic, convex and concave functions - Linear, quadratic, cubic, rational, exponential and logarithmic function and their graphs. | 6         |
|          | 3   | Economic functions- Demand, supply, utility, production, cost, revenue, profit and consumption.   | 2         |
|          | 4   | Applications of functional equations- Equilibrium, determining cost, revenue and profit.  | 3         |
| <b>5</b> | <b>TEACHER SPECIFIC MODULE</b>  |   | <b>10</b> |
|          | <i>Directions:</i> Skewness and Kurtosis  |   |           |
|          | This module would be preferably based on the theoretical understanding and works on Skewness and Kurtosis |   | 10        |

**Essential Readings:**

4. Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2018). *Statistics for business & economics*. Cengage.
5. Bradley, T., & Patton, P. (2002). *Essential mathematics for economics and business*. John Wiley & Sons.
6. Chiang, A. C., & Wainwright, K. (2013). *Fundamental methods of mathematical economics*. McGraw Hill.
7. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. Sultan Chand & Sons.
8. Hooda, R. P. (2013). *Statistics for business and economics*. Vikas Publishing House.
9. Rosser, M., & Lis, P. (2016). *Basic mathematics for economists*. Routledge.
10. Sydsaeter, K., & Hammond, P. (2016). *Essential mathematics for economic analysis*. Pearson.
11. Witte, R. S., & Witte, J. S. (2017). *Statistics*. Wiley.

**Reference Distribution:**

| Module   | Unit | Reference No.                 | Remarks |
|----------|------|-------------------------------|---------|
| <b>1</b> | 1    | Essential readings 4, 5 and 8 |         |
|          | 2    | Essential readings 1 and 8    |         |
|          | 3    | Essential readings 5          |         |
|          | 4    | Essential readings 5 and 8    |         |
| <b>2</b> | 1    | Essential readings 5 and 8    |         |
|          | 2    | Essential readings 5 and 8    |         |
|          | 3    | Essential readings 5 and 8    |         |
|          | 4    | Essential readings 5 and 8    |         |

*FYUGP ECONOMICS*

|          |   |                               |            |
|----------|---|-------------------------------|------------|
| <b>3</b> | 1 | Essential readings 3          |            |
|          | 2 | Essential readings 3          |            |
|          | 3 | Essential readings 3, 6 and 7 |            |
| <b>4</b> | 1 | Essential readings 3          |            |
|          | 2 | Essential readings 3 and 7    |            |
|          | 3 | Essential readings 2          |            |
|          | 4 | Essential readings 3          |            |
| <b>5</b> |   | Essential readings 4, 5 and 8 | preferably |

**Suggested Readings:**

5. Baruah, S. (2011). Basic mathematics & its application in economics. Macmillan.
6. Doane, D. P., & Seward, L. E. (2022). Applied statistics in business and economics. McGraw Hill.
7. Freedman, D., Pisani, R., & Purves, R. (2007). Statistics. W.W. Norton & Company.
8. Gupta, S. C., & Kapoor, V. K. (2018). Fundamentals of applied statistics. Sultan Chand & Sons.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 6            |
| b)                      | Test Paper-2         | 6            |
| c)                      | Assignment           | 9            |
| d)                      | Seminar              | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            | 4            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**FYUGP ECONOMICS**

**KU3DSCECO203: ECONOMICS OF BANKING AND FINANCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| III      | DSC-Minor   | 200-299      | KU3DSCECO203 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*The course aims at providing adequate exposure to the basic concepts and the working of the financial markets nationally and globally. It highlights the organisation, structure, and role of financial markets and institutions. The course will cover basic economic theories related to banking and finance markets. Financial and banking sector reforms and monetary policy with special reference to India are also covered. The course aims to develop the learning skills of the students in a way that they can apply their knowledge not only at the academic level but also at the managerial and leadership level in the field of financial sector.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| COs  | Expected Outcome  | Learning Domains |
|------|---|------------------|
| CO 1 | The students will be equipped with theoretical as well as practical aspects of the structure and working of financial system.                                   | R, U             |
| CO 2 | To understand how central banks conduct monetary policy.  | U, An            |
| CO 3 | The course is expected to expand the skill set of the students for higher studies and employment in finance   | R, U             |
| CO 4 | The students will be aware of the innovations and the related trends in the field of banking and finance with special reference to instruments like derivatives | R, U             |
| CO 5 | To get a real-world experience with the financial market.   | R, U             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

## FYUGP ECONOMICS

### Mapping of Course Outcomes to PSOs

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       |       | ✓     |
| CO 4 |       |       | ✓     |       |       | ✓     |       |
| CO 5 | ✓     |       |       | ✓     |       |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T                            | DESCRIPTION   | HOURS<br>60   |   |
|----------------------------|---|---|---|---|
| <b>1</b>                   | <b>FINANCIAL SYSTEM</b>                     |   | <b>7</b>  |   |
|                            | 1   | Financial system  | 7   |   |
|                            |   | a) Meaning and functions  |   |   |
|                            |   | b) Financial intermediaries, Financial markets, Financial instruments |   |   |
|                            | c) Structure of Indian financial system     |   |   |   |
| <b>2</b>                   | <b>BANKING AND NON-BANKING INSTITUTIONS</b> |   | <b>18</b>   |   |
|                            | 1   | Commercial Banks  |   | 6 |
|                            |   |   | a) Definition and functions   |   |
|                            |   |   | b) Balance sheet of a commercial bank   |   |
|                            |   |   | c) Principles of port-folio management  |   |
|                            |   |   | d) Mechanism of credit creation   |   |
|                            | 2   | Development Banks   |   | 4 |
|                            |   |   | a) Meaning and functions  |   |
|                            |   |   | b) Major development banks in India (IDBI, SIDBI, NABARD)   |   |
|                            | 3   | Non-banking Financial Institutions                                    |   | 3 |
|                            |   |   | a) Meaning and types  |   |
|                            |   |   | b) Difference between banking and non-banking institutions  |   |
|                            | 4   | Recent innovations in Indian banking sector                           |   | 5 |
|                            |   |   | a) ATM, CDM, E-Banking, UPI, Credit card, Debit card, Smart card, Core banking, ECS, NEFT, RTGS, IMPS |   |

**FYUGP ECONOMICS**

|  |   |   |           |
|--|---|---|-----------|
|  |   | b) An overview of banking sector reforms in India (Narasimham and Verma Committee)  |           |
|  | <b>FINANCIAL MARKETS AND INSTRUMENTS</b>  |   | <b>17</b> |
| <b>3</b>                                     | 1   | Money market  | 5         |
|  |   | a) Meaning and functions  |           |
|  |   | b) Instruments; call money, commercial bill, treasury bill, certificate of deposit, commercial paper, Inter Bank Participation Certificate (IBPC), Repo instruments |           |
|  |   | c) limitations of Indian money market   |           |
|  | 2   | Capital market  | 5         |
|  |   | a) Meaning and functions  |           |
|  |   | b) Indian capital market - Structure, instruments and problems  |           |
|  | 3   | Stock exchanges (BSE, NSE), stock market index; SENSEX, NIFTY. Internet trading; meaning and advantages   | 5         |
|  |   | a) BSE and NSE  |           |
|  |   | b) Stock market index SENSEX, NIFTY   |           |
| c) Internet trading – Meaning and advantages |   |   |           |
| 4  | d) Derivative instrument - meaning and types (forwards, futures, options, swaps)  | 2   |           |
|  | <b>REGULATORY MECHANISM</b>   |   | <b>8</b>  |
| <b>4</b>                                     | 1   | a) Reserve Bank of India (RBI)  | 4         |
|  |   | a) Structure, Objectives and Functions  |           |
|  |   | b) RBI and monetary control   |           |
|  | 2   | Securities and Exchange Board of India (SEBI)   | 2         |
|  |   | a) Meaning, Objectives and Functions  |           |
|  | 3   | A brief account of the objectives of IRDAI and PFRDA  | 2         |
|  | <b>TEACHER SPECIFIC MODULE</b>  |   | <b>10</b> |
| <b>5</b>                                     | <b>Direction: Case Study on Banking Institution of any category</b>   |   | -         |
|  | <i>Students can be assigned group exercises insisting them to visit any near-by banking institution of any category and submit a report of its functioning and performance. The allotted hours can be used for the presentation and discussion.</i> |   | 10        |

**Essential Readings:**

1. M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011
2. K.C. Shekhar and Lekshmy Shekhar, Banking Theory and Practice, Vikas Publishing House Pvt Ltd, Noida, 21st edition, 2013

## ***FYUGP ECONOMICS***

3. Narayana Nadar, E (2016) Money and Banking, PHI Learning Private Ltd, Delhi.
4. Muraleedharan, D. (2014). Modern Banking: Theory and Practice. PHI Learning Pvt. Ltd.

### **Reference Distribution:**

| <b>Module</b> | <b>Unit</b>   | <b>Reference No.</b>                  | <b>Remarks</b> |
|---------------|---------------|---------------------------------------|----------------|
| <b>1</b>      | <b>1</b>      | Essential Readings 1 and 2            | -              |
| <b>2</b>      | <b>1 to 4</b> | Essential Readings 2, 3               | -              |
| <b>3</b>      | <b>1 to 4</b> | Essential Readings 1, 2, 3            | -              |
| <b>4</b>      | <b>1 to 3</b> | Essential Readings 2, 3, 4            | -              |
| <b>5</b>      | -             | Annual Reports of the Respective Bank | Preferably     |

### **Suggested Readings:**

1. Sayers, R.S (1985) Modern Banking, OUP, Oxford.
2. Bhole, L. M. (2004). Financial Institutions and Markets: Structure, Growth and Innovations, Tata McGraw-Hill Education
3. S K Basu (1980)-Banking Theory and Practice, Macmillan

### **Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 6            |
| b)                      | Test Paper-2         | 6            |
| c)                      | Assignment           | 9            |
| d)                      | Seminar/Debate       | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce/Quiz       | 4            |
| g)                      | Field Report         |              |
| <b>Total</b>            |                      | <b>100</b>   |

**KU3DSCECO204: FUNDAMENTALS OF SOCIAL SCIENCE RESEARCH**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| III      | DSC-Minor   | 200-299      | KU3DSCECO204 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 1                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course equips students with essential skills to analyse theoretical frameworks, evaluate historical and cultural influences, and identify appropriate research modalities. The curriculum covers the philosophical foundations and evolution of social science research, including the challenges of positive science. Students will learn to formulate research questions and hypotheses, conduct critical literature reviews, and create well-structured research proposals. Emphasizing methodological diversity, the course ensures that students become aware of various methodologies in different social contexts.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| Cos | Expected Outcome  | Learning Domains |
|-----|---|------------------|
| 1   | Critically analyse various theoretical frameworks in the social sciences and understand their implications for research               | R, U             |
| 2   | Assess how historical and cultural contexts have shaped social science research   | R, U             |
| 3   | The students will be able to develop clear, specific, and original research designs by formulating relevant questions and hypotheses. | A, C             |
| 4   | The students should be able to conduct thorough and critical literature reviews.  | R, U, A          |
| 5   | The students should be able to develop well-structured research proposals, integrating the various components coherently.             | A, C             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

| Mapping of Course Outcomes to PSOs |       |       |       |       |       |       |       |
|------------------------------------|-------|-------|-------|-------|-------|-------|-------|
| COs                                | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
| CO 1                               | ✓     | ✓     |       | ✓     |       |       |       |
| CO 2                               |       |       |       | ✓     |       |       |       |
| CO 3                               |       | ✓     |       | ✓     |       |       |       |
| CO 4                               |       |       |       | ✓     |       |       |       |
| CO 5                               | ✓     |       |       | ✓     | ✓     |       |       |

### COURSE CONTENTS

#### Contents for Classroom Transaction:

| MODULE  | UNIT  | DESCRIPTION  | HOURS<br>60 |
|---|---|--|-------------|
| 1   | <b>THE FOUNDATIONS OF SOCIAL SCIENCE RESEARCH</b>                 |  | <b>12</b>   |
|   | 1   | Philosophy of Social Science   | 3           |
|   |   | a) Rationalism in Social Sciences                                      |             |
|   |   | b) Empiricism and its Problems   |             |
|   | 2   | Positive Science   | 4           |
|   |   | a) Challenges in Positive Science                                      |             |
|   |   | b) Facts, Values and Objectivity                                       |             |
|   | 3   | Evolution of Social Sciences   | 3           |
|   |   | a) Historical Construction of social Science                           |             |
|   | 4   | Distinctions among Social Science                                      | 2           |
| 2   | <b>TYPES OF RESEARCH</b>  |  | <b>11</b>   |
|   | 1   | Exploring Research Types   | 2           |
|   | 2   | Basic vs. Applied Research   | 2           |
|   | 3   | Descriptive and Analytical Approaches                                  | 2           |
|   | 4   | Qualitative and Quantitative Approach                                  | 2           |
|   | 5   | Problems in social science research: Validity, Reliability, Bias       | 3           |
| 3   | <b>RESEARCH DESIGN AND LITERATURE REVIEW</b>                      |  | <b>12</b>   |
|   | 1   | Literature Review  | 5           |
|   |   | a) Scope and Focus   |             |
|   |   | b) Theoretical Framework   |             |
|   |   | c) conceptual Framework  |             |
|   | 2   | Research Design: Research Questions, Hypotheses, Identifying variables | 4           |
|   |   | a) Concepts of Research Design   |             |
|   |   | b) Components of Research Design                                       |             |
| c) Classic Experimental Research Design                                       |   |  |             |
| 3   | Research Questions, Hypothesis and Identifying Variables          | 3  |             |
| 4   | <b>RESEARCH PROPOSAL AND FUNDAMENTALS OF RESEARCH METHODOLOGY</b> |  | <b>15</b>   |
|   | 1   | Research Proposal  | 4           |
|   |   | a) Research Proposal in quantitative and qualitative research          |             |
|   | 2   | Components of a Research Proposal                                      | 4           |
| a) Abstract, Review of Literature, Problem Statements, Objectives, Hypothesis |   |  |             |

|   |                                |  |    |
|---|--------------------------------|--|----|
|   |                                | b) Data, Methodology, Reference  |    |
|   | 3                              | Fundamentals of Research Methodology   | 7  |
|   |                                | a) Bridging Theory and Research  |    |
|   |                                | b) Methodological Diversity in Social Science Research   |    |
| 5 | <b>TEACHER SPECIFIC MODULE</b> |  | 10 |
|   | 1                              | <b>Develop Skills in Research Design and Literature Analysis</b><br>Directions: Students should formulate effective research questions and hypotheses, and conduct critical literature reviews |    |
|   | 2                              | <b>Craft a Robust Research Proposal</b><br>Directions: Students should craft research proposals, emphasizing coherence from abstract to bibliography.  |    |

**Essential Readings:**

1. Wallerstein (1996). "Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences". Vistaar, New Delhi.
2. Kumar, Ranjit (1999). Research Methodology: A Step-By-Step Guide for Beginners. Delhi: Sage.
3. John Mouton (1996), Basic Concepts in Methodology of Social Science, HSRC Publishers, South Africa.
4. Risjord, Mark (2014). Philosophy of Social Science: A Contemporary Introduction. London: Routledge.
5. Bryman, A.& Bell Edward (2021). Social Research Methods. Oxford University Press.
6. Benton, T., & Craib, I. (2011). Philosophy of social science, The philosophical Foundations of Social Thought, Palgrave Macmillan.
7. Jarvie, I. C., & Zamora Bonilla, J. (Eds.). (2011). Sage handbook of philosophy of social science. Sage Publications.
8. Frankfort-Nachmias, C., Nachmias, D., & DeWard, J. (2015). Research methods in social science. Macmillan.

**Reference Distribution:**

| Module | Unit | Reference               |
|--------|------|-------------------------|
| 1      | 1    | Essential Reading 6     |
|        | 2    | Essential Reading 6&7   |
|        | 3    | Essential Reading 1     |
|        | 4    | Essential Reading 1     |
| 2      | 1    | Essential Reading 5     |
|        | 2    | Essential Reading 2     |
|        | 3    | Essential Reading 2     |
|        | 4    | Essential Reading 5     |
|        | 5    | Essential Reading 7     |
| 3      | 1    | Essential Reading 2     |
|        | 2    | Essential Reading 8 & 2 |
|        | 3    | Essential Reading 2     |
| 4      | 1    | Essential Reading 2     |
|        | 2    | Essential Reading 2 & 3 |
|        | 3    | Essential Reading 2     |
| 5      | 1    | Essential Reading 2 & 3 |
|        | 2    | Essential Reading 2& 3  |

**Suggested Readings:**

1. Weber, M. (1949). The Methodology of the Social Sciences. New York: Macmillan.
2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). The Craft of Research. University of Chicago Press.

**Assessment Rubrics**

| Evaluation Type                              |                                      | Marks |
|--|--------------------------------------|-------|
| End Semester Evaluation -Theory              |                                      | 70    |
| Continuous Evaluation - Theory and Practical |                                      | 30    |
| a)   | Test Paper- 1                        | 10    |
| b)   | Test Paper-2                         | -     |
| c)   | Assignment (Craft Research Proposal) | 10    |
| d)   | Proposal Seminar                     | 5     |
| e)   | Critical Review of Literature        | 5     |
| f)   | Viva-Voce                            | -     |
| g)   | Field Report                         | -     |
| Total  |                                      | 100   |

- **Employability for the Course:** Research Assistant in Various Institutions

**KU3DSCECO205: ECONOMICS OF CARE AND AGEING**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| III      | DSC-Minor   | 200-299      | KU3DSCECO205 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*The 'Economics of Care and Ageing' course offers an in-depth exploration of the economic aspects of care work and the implications of an ageing population, with a special focus on India and Kerala. It covers theoretical frameworks, demographic trends, gender dimensions, and the economic significance of both formal and informal care. The course examines Kerala's social policies, healthcare infrastructure, and long-term care services for the elderly. Additionally, it addresses the economic impact of ageing on labour markets, health expenditure, and intergenerational support systems. Through research, case studies, and fieldwork, students will gain a comprehensive understanding of the challenges and opportunities in fostering sustainable development amidst ageing demographics.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Understand and apply economic theories related to care work and ageing to develop a comprehensive perspective.               | R                |
| 2      | Assess ageing trends in India and Kerala to understand their socio-economic impacts.   | U                |
| 3      | Evaluate the effectiveness of elderly care policies in Kerala to identify best practices and areas for improvement.          | R, U             |
| 4      | Analyze how ageing affects labour markets, healthcare costs, and family support to understand broader economic consequences. | U, A             |

|   |   |      |
|---|---|------|
| 5 | Develop informed policy recommendations to support healthy and active ageing, ensuring sustainable development. | R, A |
|---|---|------|

\***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       | ✓     |       |       |       |       |       |
| CO 2 |       |       | ✓     |       |       |       |       |
| CO 3 |       | ✓     | ✓     |       |       |       |       |
| CO 4 | ✓     |       |       |       |       |       | ✓     |
| CO 5 | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                        | <b>DESCRIPTION</b>   | <b>HOURS</b> |
|--|---|--|--------------|
| <b>1</b>                               | <b>INTRODUCTION TO CARE ECONOMICS AND AGEING</b>  |  | <b>9</b>     |
|  | 1   | Definition and Scope of Care Economics   | 2            |
|  | 2   | Types of Care: Formal and Informal - Economic Significance of Care Work                      | 1            |
|  | 3   | Ageing Population Trends in India and Kerala   | 4            |
|  | 4   | Demographic Transition and Ageing - Implications of Ageing Population on Economy and Society | 2            |
| <b>2</b>                               | <b>ECONOMIC THEORIES OF AGEING</b>                |  | <b>16</b>    |
|  | 1   | Economic Theories of Ageing: Life Cycle Hypothesis, Dependency Ratio, and Social Support     | 4            |
|  | 2   | Feminist Economics Perspective on Care Work  | 4            |
|  | 3   | Life Course Perspective on Ageing  | 5            |
|  | 4   | Challenges and Opportunities of Population Ageing  | 3            |
| <b>3</b>                               | <b>CARE ECONOMY AND SOCIAL POLICIES IN KERALA</b> |  | <b>11</b>    |

|          |  |  |           |
|----------|--|--|-----------|
|          | 1  | Overview of Care Economy in Kerala - Kerala's Model of Elderly Care: Initiatives, Challenges, and Best Practices | 3         |
|          | 2  | Pension Schemes and Social Security for Elderly in Kerala  | 2         |
|          | 3  | Long-Term Care Services: Home-Based Care, Day Care Centers, and Residential Facilities                           | 4         |
|          | 4  | Elderly Rights and Legal Frameworks in Kerala  | 2         |
|          | <b>AGEING AND ECONOMIC DEVELOPMENT IN KERALA</b>   |  | <b>14</b> |
| <b>4</b> | 1  | Economic Impact of Ageing on Kerala's Development  | 4         |
|          | 2  | Demographic Dividend and Demographic Transition  | 5         |
|          | 3  | Strengthening Social Protection Systems  | 2         |
|          | 4  | Integrating Ageing Agenda into Development Plans   | 3         |
| <b>5</b> | Teacher Specific Module  |  | <b>10</b> |
|          | <i>Directions: Activity based with discussion, interactions and assignment works</i>   |  | -         |
|          | <i>The module may be designed as activity based one with emphasis to expert talks with discussions on the issue, assignment submission after old age home visits, report submission after interaction with palliative care units and the so forth.</i> |  | 10        |

**Essential Readings:**

1. Daly, M. (Ed.). (2001). *Care work: The quest for security*. International Labour Organization.
2. England, P. (2005). *Emerging theories of care work*. Annual Review of Sociology, 31(1), 381-399.
3. Rummery, K., & Fine, M. (2012). *Care: A critical review of theory, policy, and practice*. Policy Press.
4. Bettio, F., & Plantenga, J. (2004). *Comparing care regimes in Europe*. Feminist Economics, 10(1), 85-113.
5. Lloyd-Sherlock, P. (2000). *Old age and urban poverty in the developing world: The shanty towns of Buenos Aires*. Macmillan Press.
6. Knijn, T., & Kremer, M. (1997). *Gender and the caring dimension of welfare states: Toward inclusive citizenship*. Social Politics: International Studies in Gender, State & Society, 4(3), 328-361.

7. . Irudaya Rajan and K. C. Zachariah, Ageing in Kerala: Perspectives, Issues, and Policies.
8. T. N. Srinivasan, Economics of Ageing: Indian Perspective.

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b>           |
|---------------|-------------|--------------------------------|
| <b>1</b>      | 1           | Essential Readings 1,3,7 and 8 |
|               | 2           | Essential Readings 1,3,7 and 8 |
|               | 3           | Essential Readings 1,3,7 and 8 |
|               | 4           | Essential Readings 1,3,7 and 8 |
| <b>2</b>      | 1           | Essential Readings 2 and 6     |
|               | 2           | Essential Readings 2 and 6     |
|               | 3           | Essential Readings 2 and 6     |
|               | 4           | Essential Readings 2 and 6     |
| <b>3</b>      | 1           | Essential Readings 7 and 8     |
|               | 2           | Essential Readings 7 and 8     |
|               | 3           | Essential Readings 7 and 8     |
| <b>4</b>      | 1           | Essential Readings 7 and 8     |
|               | 2           | Essential Readings 7 and 8     |
|               | 3           | Essential Readings 7 and 8     |
|               | 4           | Essential Readings 7 and 8     |

**Suggested Readings:**

1. Academic journals such as "Ageing & Society," "Journal of Population Ageing," and "International Journal of Care and Caring"

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 6            |
| b)                      | Test Paper- 2        | 6            |
| c)                      | Assignment           | 9            |
| d)                      | Seminar/Debate       | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce/Quiz       | 4            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

KU3VACECO201: ENVIRONMENTAL SENSITISATION AND DISASTER MANAGEMENT

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| III      | VAC         | 200-299      | KU3VACECO201 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5 Hours               |

**Course Description:**

*This course provides for all the undergraduate students to acquire basic knowledge about natural resources, eco system and the major environmental challenges which presently threaten our global environment. The course is designed to sensitize the learners on the need for healthy environment for sustainable development. The course also intended to create awareness that the life of human beings is an integral part of environment and to inculcate the skills required to protect environment from all sides. It covers vital aspects related to environmental degradation. Apart from classroom teaching, this course includes field work and basic life skill practices related to protect from natural disasters.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| COs | Expected Outcome   | Learning Domains |
|-----|--|------------------|
| 1   | Understand the major environmental issues and recognize the importance of conservation of natural resources                | R, U             |
| 2   | Analyse the prominent cases and laws related to environmental issues   | An               |
| 3   | Adopt sustainable life style approach for resolution of environmental problems faced by society                            | A                |
| 4   | Acquire and apply the necessary theoretical and practical knowledge and prepare to respond effectively during an emergency | A                |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

*FYUGP ECONOMICS*

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 |       |       | ✓     |       |       |       | ✓     |
| CO 2 |       |       | ✓     |       |       |       | ✓     |
| CO 3 | ✓     |       |       |       |       |       | ✓     |
| CO 4 |       |       |       |       |       |       | ✓     |
| CO 5 |       |       |       |       |       |       | ✓     |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T  | DESCRIPTION  | HOURS<br>45 |
|----------------------------|---|--|-------------|
| <b>1</b>                   | <b>INTRODUCTION TO ENVIRONMENTAL EDUCATION</b>                                      |  | <b>12</b>   |
|                            | 1   | Importance of environmental studies- concept of Eco system- Components of eco system- functions of eco-system- Natural Resources available in the environment: renewable and non-renewable   | 2           |
|                            | 2   | Relationship between human society and environment- Environmental effects of human Behaviour- Environment-Economy Interlinkages  | 3           |
|                            | 3   | Bio-diversity and conservation- threats to bio-diversity- need to conserve natural resources   | 3           |
|                            | 4   | Sustainable development: concept- definitions, indicators, measurements - circular economy model for a sustainable environment   | 4           |
| <b>2</b>                   | <b>SENSITIVITY ENVIRONMENTAL ISSUE, COMMUNITY PARTICIPATION AND LEGAL FRAMEWORK</b> |  | <b>14</b>   |
|                            | 1   | Concept of Environmental Sensitivity   | 1           |
|                            | 2   | Sensitive environmental issues at the local, national and global level: Climate change, types of pollutions, depletion of natural resources, Problem of solid Waste management- causes and effects   | 3           |
|                            | 3   | Control measures for various types of pollution: water conservation methods, solid waste management, 3 R's (Reduce, Reuse & Recycle) effluent charges, emission permits, Pigouvian tax, subsidies and economic incentives - Major environmental movements in India: Chipko, Appiko, Silent Valley and Narmada Bachao Andolan | 5           |

|   |  |  |           |
|---|--|--|-----------|
|   | 4  | Relevance of environmental legislation- Environmental Laws: Environmental Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Land Acquisition Rehabilitation and Resettlement Act - International Agreements: Montreal and Kyoto Protocols and Conservation on Biological Diversity | 5         |
|   | <b>INTRODUCTION TO DISASTER MANAGEMENT</b>   |  | <b>11</b> |
|   | 1  | Concepts of disaster management- natural and manmade disasters- Flood, Earthquake, Cyclones and Landslides - causes and effects  | 3         |
| 3 | 2  | Disaster vulnerability profile of India: Case studies on environment and society: Bhopal gas tragedy-Coca-Cola Factory at Plachimada-Endosulfan Tragedy- Tsunami,2004- - Bhuj earthquake, 2001, Brahmapuram Fire 2023, Flood and Landslides in Kerala 2018 & 2019  | 4         |
|   | 3  | Phases of disaster management: pre and post disaster stage -brief description  | 2         |
|   | 4  | Disaster mitigation organizations in national and international levels- Role and services of Voluntary organisations   | 2         |
|   | <b>TEACHER SPECIFIC MODULE</b>   |  |           |
|   | <b>Directions:</b> Field Visit and Presentation of Experience  |  | <b>8</b>  |
| 4 | <i>Visit to a local polluted site- urban/rural/agricultural/industrial or visit to an area to document environmental assets: river, forest, flora, fauna etc. and report and presentation of field visit/outreach activities to be maintained.</i> |  | 8         |

**Essential Readings:**

1. Anubha Kaushik & C P Kaushik, Perspectives in Environmental Studies, New Age International (P) Ltd Publishers, 6<sup>th</sup> Edition
2. S.P Misra & S N Pandey, Essential Environmental Studies, Ane Books India New Delhi 2008
3. N K Uberoi, Environmental Studies, Excel Books, New Delhi 2007
4. Surinder Deswal & Anupama Deswal, A Basic Course in Environmental Studies, Dhanupat Rai Co(P)Ltd, Delhi
5. Shradha Sinha, Manisha Shukla & Ranjana Shukla, A Text book of Environmental Studies, AITBS Publishers & Distributors, New Delhi 2005
6. Gurdeep R Chatwal & Harish Sharma, Madhu Arora, A Textbook of Environmental Studies(Environmental Sciences), Himalaya Publishing House, Mumbai 2005
7. G Tyler Miller, Jr. Environmental Science: Working with the Earth, Cengage Learning India Pvt Ltd 11<sup>th</sup> edn. New Delhi

8. Anil Kumar De & Amab Kumar De, Environmental Studies, New Age International(p) Ltd Publishers , New Delhi, 2009
9. Karpagam M, Environmental Economics: A Text book, Sterling Publishers Pvt Ltd, New Delhi, 2014
10. Janet M Thomas & Scott J Callan, Environmental Economics, Cengage Learning India Pvt Ltd, New Delhi, 2009
11. V K Ahluwalia & Sunita Malhotra, Environmental Science, Ane Books Pvt Ltd, New Delhi 2013
12. M M Sulphey, Disaster Management, PHI Learning Pvt Ltd, Delhi 2016
13. Jagbir Singh, Disaster Management: Future Challenges and Opportunities, IK International Publishing House Pvt Ltd, New Delhi 2007
14. Paramjith S Jaswal & Nishtha Jaswal, Environmental Law: Environment Protection, Sustainable Development and the Law, Allahabad Law Agency, Delhi 2009
15. M Prasanthrajan & P P Mahendran, A Text book on Ecology & Environmental Science, Agrotech Publishing Academy, Udaipur 2006
16. V K Subramanian, A Text book in Environmental Science, Narosa Publishing House, New Delhi 2007
17. Jadhav, H & Bhosale V M, Environmental Protection and Laws, Himalaya Publication House, New Delhi
18. Pardeep Singh, Anamika Yadav, Indranil Chowdhuri and Ravindra Pratap Singh, Green Circular Economy: A Paradigm for Sustainable development. Springer

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b>                 | <b>Remarks</b> |
|---------------|-------------|--------------------------------------|----------------|
| <b>1</b>      | 1           | Essential Readings 1 to 6            | -              |
|               | 2           | Essential Readings 1 to 7            | -              |
|               | 3           | Essential Readings 1 to 7            | -              |
|               | 4           | Essential Readings 18                | -              |
| <b>2</b>      | 1           | Essential Readings 1                 | -              |
|               | 2           | Essential Readings 1 & 8             | -              |
|               | 3           | Essential Readings 1, 9 & 10         | -              |
|               | 4           | Essential Readings 1 &10             | -              |
| <b>3</b>      | 1           | Essential Readings 1, 11 &12         | -              |
|               | 2           | Essential Readings 1, 12,13 & 14     | -              |
|               | 3           | Essential Readings 1, 12, 15, 16 &17 | -              |
|               | 4           | Essential Readings 1, 12, 15, 16 &17 | -              |

**Suggested Readings:**

1. Lester R Brown, Eco-Economy-Building an Economy for the Earth, Orient Longman Pvt Ltd, Himayatnagar 2004
2. Nick Hanley, Jason F Shogren & Ben White, Environmental Economics in Theory &Practice, Macmillan India Ltd, New Delhi 2005

3. Arvind Kumar, Disaster Management- Recent Approaches, Institute for Sustainable Development , Lucknow & Anmol Publication Pvt Ltd, New Delhi, 2010
4. Tushar Bhattacharya, Disaster Science & Management, Tata McGraw Hill Education Pvt Ltd, New Delhi 2012
5. Richard T Wright, Environmental Science – Toward a Sustainable Future, Prentice Hall of India Pvt Ltd, 9<sup>th</sup> edn. New Delhi 2007
6. S C Santra, Environmental Science, New Central Book Agency Pvt Ltd, Kolkata 2011
7. Gurdeep R Chatwal & Harish Sharma, Madhu Arora, A Textbook of Environmental Studies(Environmental Sciences), Himalaya Publishing House, Mumbai 2005
8. B S Chauhan, Environmental Studies, University Science Press(An Imprint of Laxmi Publications Pvt Ltd) New Delhi 2011
9. Benny Joseph, Environmental Studies 2<sup>nd</sup> edn., Tata McGraw Hill Edn. Pvt Ltd, New Delhi 2009
10. Gouri Suresh, Environmental Studies & Ethics, International Publishing House Pvt.Ltd, New Delhi 2007
11. N S Subrahmanyam & AVSS Sambamurty, Ecology 2<sup>nd</sup> edn. Narosa Publishing House, New Delhi 2008
12. S V S Rana, Essentials of Ecology & Environmental Science, Prentice Hall of India Pvt Ltd, New Delhi 2005
13. Asthana, D. K. Text Book of Environmental Studies. S. Chand Publishing
14. K,N Nair Antonyto Paul & Vineetha Menon, Water Insecurity, Institutions & Livelihood Dynamics A Study in Plachimada, Kerala

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>50</b>    |
| Continuous Evaluation   |                      | <b>25</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | -            |
| c)                      | Assignment           | 5            |
| d)                      | Seminar              | -            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            | -            |
| g)                      | Field Report         | 10           |
| <b>Total</b>            |                      | <b>75</b>    |

**KU3VACECO202: ACADEMIC WRITING IN SOCIAL SCIENCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| III      | VAC         | 200-299      | KU3VACECO202 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5                     |

**Course Description:**

*This course equips social science students with essential academic writing skills, focusing on the formal writing process, literature review techniques, and research proposal development. Students explore various writing styles, including expository, descriptive, persuasive, analytical, critical/evaluative, and narrative/reflective. Practical activities and interactive sessions provide hands-on experience in drafting research papers, book reviews, textual analysis, case studies, project reports, and dissertations. The course also addresses academic publishing ethics, the peer review process, and journal submission strategies. By the end, students will have a solid foundation in academic writing and research methodology, enhancing their ability to communicate ideas effectively and contribute to social sciences.*

**Prerequisites:** NIL

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Learn the formal academic writing process, including structure, style, and citation formats. | U                |
| 2      | Conduct comprehensive literature reviews and synthesize relevant research findings           | A                |
| 3      | Develop well-structured research proposals with clear objectives and methodologies.          | A                |
| 4      | Draft and revise research papers, incorporating feedback from peers and instructors.         | A                |

*FYUGP ECONOMICS*

|   |   |      |
|---|---|------|
| 5 | Understand and apply ethical principles in academic publishing and peer review. | U, A |
|---|---|------|

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     | ✓     | ✓     | ✓     |       | ✓     |       |
| CO 2 |       | ✓     | ✓     | ✓     |       | ✓     |       |
| CO 3 |       | ✓     |       | ✓     |       | ✓     |       |
| CO 4 |       | ✓     |       | ✓     |       |       |       |
| CO 5 | ✓     | ✓     | ✓     | ✓     |       | ✓     |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| MODULE                             | UNIT  | DESCRIPTION   | HOURS     |
|------------------------------------|---|---|-----------|
| <b>1</b>                           | <b>OVERVIEW OF ACADEMIC WRITING AND ITS IMPORTANCE IN SOCIAL SCIENCES</b> |   | <b>10</b> |
|                                    | 1.1   | Introduction to Academic Writing                                    | 4         |
|                                    |   | a) What is Academic Writing?  |           |
|                                    |   | b) Importance of Academic Writing in Social Sciences                |           |
|                                    | 1.2   | Understanding Different Types of Academic Writing                   | 5         |
|                                    |   | a) Essays and Research Papers                                       |           |
|                                    |   | b) Book Reviews and Textual Analysis                                |           |
|                                    |   | c) Case Studies, Literature Reviews, Project Reports, and Proposals |           |
|                                    | 1.3   | Approaches to Academic Writing                                      | 4         |
|                                    |   | a) Expository, descriptive, persuasive                              |           |
| b) Analytical, critical/evaluative |   |   |           |
| c) Narrative/reflective            |   |   |           |
| <b>2</b>                           | <b>LITERATURE REVIEW AND FORMULATING THE RESEARCH QUESTION</b>            |   | <b>10</b> |

|          |   |   |           |
|----------|---|---|-----------|
|          | 2.1   | Writing reviews of academic literature  | 7         |
|          |   | a) Selection of topic and identifying relevant literature   |           |
|          |   | b) Writing process: Planning, Organizing, Drafting, Editing   |           |
|          |   | c) Narrowing a topic into a research question   |           |
|          | 2.2   | Drafting/preliminary write up of a Research Paper in Social Science   | 6         |
| <b>3</b> | <b>GENERAL GUIDELINES FOR WRITING A RESEARCH PAPER</b>  |   | <b>10</b> |
|          | 3.1   | Introduction to Structure, Citations and Referencing  | 7         |
|          |   | a) Structure: Title page, abstract, introduction, method, results, discussion, references, tables and figures |           |
|          |   | b) APA format and other citation styles (APA, MLA, Chicago, Harvard)  |           |
| 3.2      | Key resources and databases in social sciences  | 3   |           |
| <b>4</b> | <b>FUNDAMENTALS OF RESEARCH ETHICS AND PEER REVIEW PROCESS IN ACADEMIC PUBLISHING</b>                                 |   | <b>7</b>  |
|          | 4.1   | Research Ethics   | 2         |
|          |   | a) Ethics in research and publication   |           |
|          |   | b) Academic misconduct: falsification, fabrication, plagiarism  |           |
|          | 4.2   | Peer review process   | 6         |
|          |   | a) Double-blind, single-blind, and open models  |           |
|          |   | b) Practical peer review exercises  |           |
|          |   | c) Manuscript preparation and submission guidelines   |           |
|          |   | d) Responding to reviewer comments  |           |
| <b>5</b> | <b>Teacher Specific Module</b>  |   | <b>8</b>  |
|          | Direction   |   |           |
|          | <i>Writing a Formal Research Paper in the Social Sciences</i>   |   |           |
|          | Students are required to write and submit a research proposal following the necessary formalities of proposal making. |   | 10        |

**Essential Readings:**

1. Graff, G., & Birkenstein, C. (2021). They say / I say: The moves that matter in academic writing (5th ed.). W.W. Norton & Company.
2. Galvan, J. L., & Galvan, M. C. (2021). Writing literature reviews: A guide for students of the social and behavioural sciences (8th ed.). Routledge.
3. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The craft of research (4th ed.) University of Chicago Press.

4. Swales, J. M., & Feak, C. B. (2021). *Academic writing for graduate students: Essential tasks and skills* (4th ed.). University of Michigan Press.
5. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed.). University of Chicago Press.
6. Stephen Bailey. (2003). *Academic Writing A practical guide for students*. Routledge Falmer, Taylor & Francis Group. New York

**Reference Distribution:**

| Module | Reference  |
|--------|--|
| 1      | 1. Graff, G., & Birkenstein, C. (2021). <i>They say / I say: The moves that matter in academic writing</i> (5th ed.). W.W. Norton & Company.                   |
|        | 2. Stephen Bailey (2003). <i>Academic Writing: A practical guide for students</i> . Routledge Falmer, Taylor & Francis Group. New York.                        |
|        | 3. Swales, J. M., & Feak, C. B. (2021). <i>Academic writing for graduate students: Essential tasks and skills</i> (4th ed.). University of Michigan Press.     |
| 2      | 1. Galvan, J. L., & Galvan, M. C. (2021). <i>Writing literature reviews: A guide for students of the social and behavioural sciences</i> (8th ed.). Routledge. |
|        | 2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). <i>The craft of research</i> (4th ed.). University of Chicago Press.                                 |
|        | 3. Turabian, K. L. (2018). <i>A manual for writers of research papers, theses, and dissertations</i> (9th ed.). University of Chicago Press.                   |
| 3      | 1. Perrin, R. (2018). <i>Pocket guide to APA style</i> (6th ed.). Cengage Learning.  |
|        | 2. Turabian, K. L. (2018). <i>A manual for writers of research papers, theses, and dissertations</i> (9th ed.). University of Chicago Press.                   |
|        | 3. Kothari, C. R. (2004). <i>Research methodology: Methods and techniques</i> (2nd ed.). New Age International Publishers.                                     |
| 4      | 1. Resnik, D. B. (2020). <i>The ethics of research with human subjects: Protecting people, advancing science, promoting trust</i> . Springer.                  |
|        | 2. Wager, E., & Kleinert, S. (2011). <i>Responsible conduct of research</i> (2nd ed.). BMJ Books.  |
|        | 3. Singh, Y. K. (2006). <i>Fundamental of research methodology and statistics</i> . New Age International Publishers.  |

**Assessment Rubrics:**

| Evaluation Type         | Marks     |
|-------------------------|-----------|
| End Semester Evaluation | <b>50</b> |
| Continuous Evaluation   | <b>25</b> |

*FYUGP ECONOMICS*

|              |                      |           |
|--------------|----------------------|-----------|
| a)           | Test Paper- 1        | 10        |
| b)           | Test Paper-2         | -         |
| c)           | Assignment           | -         |
| d)           | Seminar              | -         |
| e)           | Book/ Article Review | 5         |
| f)           | Viva-Voce            | -         |
| g)           | Research Proposal    | 10        |
| <b>Total</b> |                      | <b>75</b> |

**Employability for the Course:** This course enhances employability by equipping students with vital academic writing and research skills. Graduates can pursue careers in academia, research institutions, policy analysis, and publishing. Mastery in writing, literature reviews, and research proposals is highly valued in roles such as research analysts, content writers, and academic editors, especially within the Indian social sciences sector.

**KU4DSCECO206: INTERMEDIATE MACRO ECONOMICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV       | DSC-Major   | 200-299      | KU4DSCECO206 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course provides an examination of macroeconomic theory and its application to policy analysis. The course begins with an exploration of the concept of money, its supply, kinds, and functions. Students will delve into the mechanisms of credit creation by commercial banks and understand the importance of money supply measures such as high-powered money and the money multiplier. Similarly, it covers classical and Keynesian approaches to supply and demand for money. An introduction to inflation and employment and the basic analysis of ISLM model is also introduced. Lastly, various theories of trade cycles and macroeconomic policies, both monetary and fiscal, are studied extensively. The course emphasizes algebraic analysis of ISLM and general equilibrium to provide students with a solid understanding of macroeconomic theory and its practical applications.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Recall the definitions and concepts related to money supply, demand for money, unemployment, inflation, and business cycles  | R                |
| 2      | Understand the relationship between money supply and demand and understand the causes and consequences of unemployment, inflation, and business cycles, as well as the significance of each in macroeconomic analysis. | U                |
| 3      | Apply the theories of unemployment and inflation to evaluate the impact of various policy interventions on economic outcomes and the IS-LM model to analyse the effects of fiscal and monetary policies.               | A                |
| 4      | Analyse the factors influencing money supply, credit creation, and liquidity preference in the economy and also analyse the determinants of aggregate supply and the Phillips Curve                                    | An               |

*FYUGP ECONOMICS*

|   |  |   |
|---|--|---|
| 5 | Evaluate the effectiveness of policy measures in reducing unemployment or controlling inflation in different economic environments | E |
|---|--|---|

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 | ✓     | ✓     |       |       |       |       |       |
| CO 3 | ✓     | ✓     |       |       |       |       |       |
| CO 4 | ✓     | ✓     |       |       |       |       |       |
| CO 5 | ✓     | ✓     |       |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | UNI<br>T                                 | DESCRIPTION   | HOURS<br>60 |
|----------------------------|--|---|-------------|
| <b>1</b>                   | <b>MONEY SUPPLY AND DEMAND FOR MONEY</b> |   | <b>10</b>   |
|                            | 1  | a) Supply of money; definition, kinds and functions of money.<br>b) measures of money supply; high powered money and money multiplier | 4           |
|                            | 2  | Demand for money- Classical Theories of Money: Fisher's and Cambridge Versions of Quantity Theory of Money.                           | 3           |
|                            | 3  | Keynesian liquidity preference theory – indeterminacy of rate of interest in the liquidity preference theory – the liquidity trap.    | 3           |
| <b>2</b>                   | <b>INFLATION AND UNEMPLOYMENT</b>        |   | <b>14</b>   |
|                            | 1  | Inflation, types of inflation, measures of inflation  | 2           |
|                            | 2  | Economic Effects of inflation   | 1           |
|                            | 3  | Theories of inflation- classical, Neo-classical and, Keynesian theories of inflation  | 3           |
|                            | 4  | Monetarist view on inflation  | 1           |
|                            | 5  | Modern theories of inflation-Demand pull and cost push inflation  | 1           |
|                            | 6  | Unemployment, measurement of unemployment rate and different types of unemployment  | 3           |
| 7                          | Okun's Law                               | 1   |             |

|          |   |   |           |
|----------|---|---|-----------|
|          | 8   | Inflation and the rate of unemployment – The Phillips Curve   | 2         |
| <b>3</b> | <b>BASIC IS-LM MODEL</b>  |   | <b>14</b> |
|          | 1   | Integration of Real and Monetary sector   | 2         |
|          | 2   | Product market equilibrium – IS curve and real sector   | 3         |
|          | 3   | Money market equilibrium -LM curve and monetary sector  | 3         |
|          | 4   | General equilibrium – integration of ISLM, limitations of the basic IS-LM model.  | 4         |
|          | 5   | Factors determining the slope and shifts in ISLM curves<br>(Algebraic analysis of ISLM and General equilibrium is required) | 2         |
| <b>4</b> | <b>THEORIES OF TRADE CYCLES AND MACRO-ECONOMIC POLICIES</b>   |   | <b>12</b> |
|          | 1   | Trade cycles – Meaning and definitions of trade cycles – phases of trade cycles   | 1         |
|          | 2   | Theories of trade cycles- Hawtrey’s theory – Hayek’s theory – Keynesian theory – Hicks’ theory- Samuelson’s theory.         | 5         |
|          | 3   | Macroeconomic policy- meaning and scope, objectives of macroeconomic policies   | 2         |
|          | 4   | Monetary policy measure, instruments and limitation   | 2         |
|          | 5   | Fiscal policy measures-meaning – instruments and limitation   | 2         |
| <b>5</b> | <b>Teacher Specific Module</b>  |   | <b>10</b> |
|          | <i>This module would preferably be set as a work-based module keeping Schaum’s Outlines of Macroeconomics as basic reference without overlapping contents in the Introductory Macroeconomics. The content would be preferably based on the modules in the current syllabus or any other topic so as to give better foundations for advanced learning of the course in the subsequent semesters.</i> |   | 10        |

**Essential Readings:**

1. Mankiw, N.G.: Elementary Macroeconomics, Worth Publishers, 7th edition, 2010. •
2. Dwivedi, D.N. (2006) Macroeconomics – Theory & Policy, Tata Mcgraw Hill Publishing Company Microeconomics Theory & Application Pearson.
3. Mukherjee, Sampat. *Macro economics A global Text*. New Central Book Agency (P) Ltd, 2013
4. Backus, David, Patrick J. Kehoe, and Finn Kydland. "International business cycles: Theory and evidence.
5. Domanic Salvatore, Schaums’ Outlines, Macroeconomics, Latest Edition

**Reference Distribution:**

| <b>Module</b> | <b>Unit</b> | <b>Reference No.</b>      | <b>Remarks</b> |
|---------------|-------------|---------------------------|----------------|
| <b>1</b>      | 1           | Essential Reading 1/ 2 /3 | -              |
|               | 2           | Essential Reading 1/ 2 /3 | -              |
|               | 3           | Essential Reading 3       | -              |
| <b>2</b>      | 1           | Essential Reading 1/ 2 /3 | -              |
|               | 2           | Essential Reading 1/ 2 /3 | -              |
|               | 3           | Essential Reading 1/ 2 /3 | -              |
|               | 4           | Essential Reading 1/ 2 /3 | -              |
|               | 5           | Essential Reading 1/ 2 /3 | -              |
|               | 6           | Essential Reading 1/ 2 /3 | -              |
|               | 7           | Essential Reading 1/ 2 /3 | -              |
|               | 8           | Essential Reading 1/ 2 /3 | -              |
| <b>3</b>      | 1           | Essential Reading 1/ 2 /3 | -              |
|               | 2           | Essential Reading 1/ 2 /3 | -              |
|               | 3           | Essential Reading 1/ 2 /3 | -              |
|               | 4           | Essential Reading 1/ 2 /3 | -              |
|               | 5           | Essential Reading 1/ 2 /3 | -              |
| <b>4</b>      | 1           | Essential Reading 4       | -              |
|               | 2           | Essential Reading 4       | -              |
|               | 3           | Essential Reading 1/ 2 /3 | -              |
|               | 4           | Essential Reading 1/ 2 /3 | -              |
|               | 5           | Essential Reading 1/ 2 /3 | -              |
| <b>5</b>      | -           | Essential Readings 5      | Preferably     |

**Suggested Readings:**

1. Mukherjee, Sampat. *Analytical macroeconomics: from Keynes to Mankiw*. New Central Book Agency (P) Ltd, 2021.

## *FYUGP ECONOMICS*

2. Froyen Richard T. *Macroeconomics-Theories and Policies*, Macmillan Pub., Company, NY.
3. Dornbusch R, Stanley Fischer, and Richard Startz, *Macroeconomics*, McGraw Hill Inc., NY.
4. D'Souza, Errol. *Macroeconomics*. Pearson Education India, 2009.

### **Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>70</b>    |
| Continuous Evaluation   |                      | <b>30</b>    |
| a)                      | Test Paper- 1        | 6            |
| b)                      | Test Paper-2         | 6            |
| c)                      | Assignment           | 9            |
| d)                      | Seminar/Debate       | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce/quiz       | 4            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>100</b>   |

**KU4DSCECO207: ENVIRONMENTAL ECONOMICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV       | DSC-Major   | 200-299      | KU4DSCECO207 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages. Selected topics on international environmental problems are also discussed.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| Cos  | Expected Outcome   | Learning Domains |
|------|--|------------------|
| CO 1 | Understand key theoretical and empirical concepts in environmental economics.  | R, U             |
| CO 2 | Equip with a comprehensive analytical understanding of environmental policy theory, spanning from externalities to global environmental accords.     | A, R             |
| CO 3 | Understand and sensitise major issues in environmental valuation and the fundamental features of environmental policy tools                          | U, A             |
| CO 4 | Understand the transboundary environmental problems and demonstrate their critical understanding of environmental policies                           | R, E U           |
| CO 5 | Gain insight into India's environmental policies, including regulation implementation and the roles of government agencies and NGOs in conservation. | E, A, U          |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       | ✓     |       | ✓     |
| CO 2 | ✓     |       |       |       | ✓     | ✓     |       |
| CO 3 | ✓     | ✓     |       | ✓     | ✓     |       |       |
| CO 4 | ✓     | ✓     |       |       | ✓     | ✓     | ✓     |
| CO 5 | ✓     |       |       |       |       |       | ✓     |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>                 | <b>DESCRIPTION</b>  | <b>HOURS<br/>60</b>  |           |
|--|--|---|--|-----------|
| <b>1</b>                               | <b>ECONOMY AND THE NATURAL ENVIRONMENT</b> |   | <b>12</b>  |           |
|  | 1  | Why study Environmental economics?<br>a) Inter linkages between the economy and environment<br>b) First and Second law of thermodynamics and material balance model | 3  |           |
|  | 2  | Micro foundations of Environmental Economics (welfare economics)<br>a) Classification and characterization of natural resources                                     | 2  |           |
|  | 3  | The relationship between economic development and environmental quality.<br>a) Environmental Kuznets curve<br>b) Environmental adjust of national income            | 4  |           |
|  | 4  | Components and Indicators of Sustainable Development<br>a) Strong and weak sustainability<br>b) Sustainable development goals                                       | 3  |           |
|  | <b>2</b>                                   | <b>MODELLING ENVIRONMENTAL PROBLEMS AND SOLUTIONS</b>   |  | <b>10</b> |
|  |  | 1   | Review of market theory and price determination in an environmental context        | 2         |
|  |  | 2   | Market failure of pollution using both a public goods model and externality theory | 2         |
|  |  | 3   | Allocation of property right and Coase theorem                                     | 2         |

|  |  |  |           |           |
|--|--|--|-----------|-----------|
|  | 4  | Economic solutions to environmental problems   | 4         |           |
|  |  | a) Modelling a deposit refund system and pollution permit system   |           |           |
|  |  | b) Modelling a deposit refund system and pollution permit system   |           |           |
| <b>VALUATION OF ENVIRONMENTAL GOODS AND SERVICES</b>   |  |  | <b>14</b> |           |
| 3  | 1  | Theory of environmental valuation and conceptual basis of its methods  | 4         |           |
|  |  | a) Compensating Variations and Surplus   |           |           |
|  |  | b) Equivalent Variations and Surplus   |           |           |
|  |  | c) Willingness to pay or accept for improvement or loss of environmental goods and services                  |           |           |
|  | 2  | Empirical approaches in environmental valuation  | 10        |           |
|  |  | a) Indirect Methods of environmental valuation   |           |           |
|  |  | i) Revealed Preference Methods: Hedonic Pricing  |           |           |
|  |  | ii) Revealed Preference Methods: Household Production Function approach                                      |           |           |
|  |  | iii) Revealed Preference Methods: Defensive cost, health cost, and travel cost methods                       |           |           |
|  |  | b) Direct method of environmental valuation: Stated preference: Contingent valuation method                  |           |           |
|  | <b>ENVIRONMENTAL PROBLEMS AND POLICIES</b>   |  |           | <b>14</b> |
| 4  | 1  | Global Environmental issues  | 3         |           |
|  |  | a) Economics of climate change   |           |           |
|  |  | b) Climate change and food security  |           |           |
|  | 2  | International summits on combating climate change  | 3         |           |
|  |  | a) UN climate change conference-latest   |           |           |
|  | 3  | International trade and environment  | 4         |           |
|  | a) Various International Environmental Agreements<br>b) Basic idea about Montreal and Kyoto Protocol and Talks on Climate Change |  |           |           |
|  | 4  | India's environmental policies   | 4         |           |
|  |  | a) Implementation of environmental regulations and laws in India   |           |           |
|  |  | b) Role of government agencies and non-governmental organizations in environmental conservation              |           |           |
|  | <b>TEACHER SPECIFIC MODULE</b>   |  |           | <b>10</b> |
|  | 5  | <i>Direction: Study Tour (Maximum of 4 Days) - Integrate Environmental Economics into Classroom Practice</i> |           | -         |
| <i>Students may be directed to visit different ecologically important places in Kerala to identify the effects of govt policies on Environmental sustainability.</i> |  | 10   |           |           |

|  |  |  |
|--|--|--|
|  | <i>The hours allocated may be used for individual / group presentations on their experience.</i> |  |
|--|--|--|

**Essential Readings:**

1. Environmental Economics and Management – Theory, Policy and Applications – Scott J Callan and Janet M Thomas
2. Environmental Economics: An Introduction" by Barry C. Field and Martha K. Field
3. Natural Resource and Environmental Economics" by Roger Perman, Yue Ma, Michael Common, and David Maddison
4. Valuing Environmental Changes: Theoretical and Empirical Perspectives" edited by J. Braden and C. Kolstad
5. Climate Change: What Everyone Needs to Know" by Joseph Romm
6. International Environmental Law and Policy" by David Hunter, James Salzman, and Durwood Zaelke
7. Environmental Law and Policy in India" by Ranganath Misra and Shalu Nigam
8. "Environmental Management: Text and Cases" by Anil Kumar De and S. Shivaraman

**Reference Distribution:**

| Module   | Unit | Reference No.            | Remarks |
|----------|------|--------------------------|---------|
| <b>1</b> | 1    | Essential readings 1     | -       |
|          | 2    | Essential readings 2 & 3 | -       |
|          | 3    | Essential readings 1     | -       |
|          | 4    | Essential readings 1     | -       |
| <b>2</b> | 1    | Essential readings 1     | -       |
|          | 2    | Essential readings 1     | -       |
|          | 3    | Essential readings 1     | -       |
|          | 4    | Essential readings 1     | -       |
| <b>3</b> | 1    | Essential readings 5     | -       |
|          | 2    | Essential readings 5     | -       |
| <b>4</b> | 1    | Essential readings 6     | -       |
|          | 2    | Essential readings 6     | -       |
|          | 3    | Essential readings 6     | -       |
|          | 4    | Essential readings 7 &8  | -       |

**Suggested Readings:**

1. Hanley N, Shogren J.F. &White B. Environmental Economics in Theory and Practice, Macmillan
2. Kolstad C, Environmental Economics, OUP
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, Natural Resource and Environmental Economics, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics:

*FYUGP ECONOMICS*

A Survey,|| Journal of Economic Literature, Volume 30:675-740.

5. The Politics of Climate Change: Environmental Dynamics in International
6. Internet on recent environment agreements

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                                     | <b>Marks</b> |
|-------------------------|-------------------------------------|--------------|
| End Semester Evaluation |                                     | <b>70</b>    |
| Continuous Evaluation   |                                     | <b>30</b>    |
| a)                      | Test Paper- 1                       | 6            |
| b)                      | Test Paper-2                        | 6            |
| c)                      | Assignment                          | 4            |
| d)                      | Seminar/Debate                      | 4            |
| e)                      | Book/ Article Review                | -            |
| f)                      | Viva-Voce                           | -            |
| g)                      | Field Report / Study<br>Tour Report | 10           |
| <b>Total</b>            |                                     | <b>100</b>   |

**KU4DSCECO208:PUBLIC FINANCE**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV       | DSC-Major   | 200-299      | KU4DSCECO208 | 4       | 60          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 4                               | 0                     | 0        | 30                 | 70  | 100   | 2                       |

**Course Description:**

*This course is tailored for learners with a curiosity to grasp the workings of government finances. The course aims to familiarize students with the significance of government intervention and understanding of how fiscal policy contributes to achieving macroeconomic objectives. This course explores into the efficiency and fairness considerations of taxation across central, state, and local government domains, particularly focusing on the Indian context. Additionally, it covers the dynamics of financial relations between the central and state governments in a federal system. The course will benefit students aspiring for careers in government, policy analysis, business, and journalism.*

**Course Prerequisite: NIL**

**Course Outcomes:**

| CO No. | Expected Outcome   | Learning Domains |
|--------|--|------------------|
| 1      | Gain comprehension of basic Public Finance concepts and utilize welfare economics principles to assess the effectiveness and fairness of government economic policies. | U, A             |
| 2      | Analyse the significant taxes implemented in India and employ analytical abilities to evaluate the major tax reforms enacted in the country.                           | An, E            |
| 3      | Familiarise with the theories of public expenditure and analyse trends and composition of public expenditure in India  | U, An            |
| 4      | Evaluate the sources of public debt, explore methods for debt redemption, and assess trends in Central Government Debt and Liabilities]                                | E, A             |
| 5      | Analyse the budget and challenges in the financial relations between the central and state governments.  | An, U            |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

*FYUGP ECONOMICS*

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       | ✓     | ✓     |       |       |
| CO 2 | ✓     | ✓     | ✓     |       | ✓     |       |       |
| CO 3 | ✓     |       | ✓     |       |       |       | ✓     |
| CO 4 | ✓     | ✓     |       |       |       | ✓     |       |
| CO 5 | ✓     | ✓     |       | ✓     |       | ✓     |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>   | <b>DESCRIPTION</b>  | <b>HOURS<br/>60</b> |
|--|--|---|---------------------|
| <b>1</b>                               | <b>INTRODUCTION TO PUBLIC FINANCE</b>  |   | <b>12</b>           |
|  | 1  | Why study public finance?<br>a) The role of government in the economy.<br>b) Fiscal Functions, Objectives of public finance -allocation, distribution, and stabilization.   | 3                   |
|  | 2  | Tools of Normative Analysis.<br>Welfare economics principles- Pareto Efficiency, Equity, and Social Welfare.  | 3                   |
|  | 3  | Public Goods and Externalities.<br>a) Market failures.<br>b) Characteristics of public goods, Public good vs private good.<br>c) Externalities: positive and negative.  | 3                   |
|  | 4  | Creative Solutions for externality problem.<br>a) Private sector solution to Negative Externalities- Property Rights and Coarse Theorem.<br>b) Public sector solution to Negative Externalities -Tax incentives, subsidies, regulation. | 3                   |
|  | <b>TAXATION</b>  |   | <b>12</b>           |
|  | 1  | Major Revenue Sources-Tax and Non-Tax Revenue.  | 2                   |
|  | 2  | Principles of taxation - Principle of equity: Horizontal and Vertical– Ability to pay, cost of service and benefit principles.  | 2                   |
|  | 3  | Impact and incidence of tax–Tax Shifting and its influencing factors.   | 2                   |
|  | 4  | Major Taxes in India, Major Tax Reforms in India.   | 3                   |
| 5                                      | Current Issues of India’s Tax System-Goods and Services Tax (GST) in India: Concept and Structure. | 3   |                     |
| <b>3</b>                               | <b>PUBLIC EXPENDITURE AND PUBLIC DEBT</b>  |   | <b>12</b>           |

|          |  |  |           |
|----------|--|--|-----------|
|          | 1  | Public Expenditure –Major classification of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Revenue and capital expenditure. | 3         |
|          | 2  | Theory of Public Expenditure-Wagner’s Hypothesis, Peacock - Wiseman Hypothesis.  | 3         |
|          | 3  | Trends and Composition of Public Expenditure in India - FRBM Phase.  | 3         |
|          | 4  | Public Debt- Sources, Methods of debt redemption- Trends in Central Government Debt and Liabilities.   | 3         |
|          | <b>PUBLIC BUDGET AND FISCAL FEDERALISM IN INDIA</b>  |  | <b>15</b> |
| <b>4</b> | 1  | Public Budget: Structure -Classification of budget Concepts: Revenue Account, Capital Account.   | 3         |
|          | 2  | Types of Deficits and their significance - Revenue Deficit, Fiscal Deficit and Primary Deficit.  | 3         |
|          | 3  | Principles of Federal Finance -Finance Commission & it’s functions- latest Finance Commission report.  | 3         |
|          | 4  | Local Finance: Meaning and problems of local finance - Functions and Resources of local bodies -Municipalities and Municipal Corporation.                                      | 3         |
|          | 5  | Challenges facing the development of fiscal federalism in India.   | 3         |
|          | <b>TEACHER SPECIFIC MODULE</b>   |  | <b>10</b> |
| <b>5</b> | <i>Directions: Seminar or Presentations on Selected Issues</i>   |  |           |
|          | Tax evasion, black money and parallel economy in India<br><b>OR</b><br>An evaluative report on budgetary trends in India<br><b>OR</b><br>Public policy paper on Financing in higher education sector |  | 10        |

**Essential Readings:**

1. Jonathan Gruber, (2019). Public Finance and Public Policy, 6th Edition. New York: Worth Publishers
2. Musgrave, R. A., Musgrave, P. B., & Bird, R. M. (1989). Public Finance in Theory and Practice (Vol. 5). New York: McGraw-Hill.
3. Harvey S. Rosen and Ted Gayer (2012) Public Finance ,8th Edition. New York: McGraw-Hill
4. Lekhi R.K., Joginder Singh (2022) Public Finance, Kalyani publication, New Delhi
5. Government of India, Ministry of Finance, Department of Economic Affairs, Budget Division. (November, 2022). Budget Manual.
6. Surajit Das, Some Concerns Regarding the Goods and Services Tax, Vol. 52, Issue No. 9, 04 Mar, 2017, EPW
7. D K Srivastava et al., Taxing Petroleum Products: Sharing Revenue Space between Centre and States, Vol. 56, Issue No. 9, 27 Feb, 2021, EPW .
8. Kim,J.and S.Dougherty(eds.)(2020),Local Public Finance and Capacity Building in Asia:Issues and Challenges, OECD Fiscal Federalism Studies, OECD Publishing, Paris, <https://doi.org/10.1787/a944b17e-en>.Reference Distribution
9. Kaplow, Louis (2008) The Theory of Taxation and Public Economics. STU- Student edition, Princeton University Press

10. Government of India Ch.2, Report of 15th Finance Commission, (Pg. 16-19)
11. Government of India Ch. 5, Report of 15th Finance Commission
12. Rao, M. Govinda. (2017).Central transfers to states in India: rewarding performance while ensuring equity.Final report submitted to NITI Aayog
13. Government of India, Report of 15th Finance Commission
14. Stiglitz, J. and Rosengard, J. (2015) Economics of the Public Sector, 4th edition, W. W Norton& Company
15. Ministry of Finance, Department of Economic Affairs, Budget Division. (2021-22). Status Paper on Government Debt. New Delhi.
16. Karnam,Gayithri, Public Expenditure in India: Policies and Development Outcomes (Oxford, 2022; online edn, Oxford Academic, 19 May 2022), <https://doi.org/10.1093/oso/9780192857569.001.0001>
17. Reddy Y. V and Reddy G. V(2019) Indian Fiscal Federalism .Oxford

**Reference Distribution:**

| Module   | Unit | Reference No.               | Remarks |
|----------|------|-----------------------------|---------|
| <b>1</b> | 1    | Essential Reading 2         | -       |
|          | 2    | Essential Reading 3         | -       |
|          | 3    | Essential Reading 1 and 14  | -       |
|          | 4    | Essential Reading 1         | -       |
| <b>2</b> | 1    | Essential Reading 4         | -       |
|          | 2    | Essential Reading 9 and 14  | -       |
|          | 3    | Essential Reading 14        | -       |
|          | 4    | Essential Reading 4         | -       |
|          | 5    | Essential Reading 6,7 and 8 | -       |
| <b>3</b> | 1    | Essential Reading 4         | -       |
|          | 2    | Essential Reading 4         | -       |
|          | 3    | Essential Reading 16        | -       |
|          | 4    | Essential Reading 15        | -       |
| <b>4</b> | 1    | Essential Reading 5         | -       |
|          | 2    | Essential Reading 15        | -       |
|          | 3    | Essential Reading 10 and 11 | -       |
|          | 4    | Essential Reading 4 and 17  | -       |
|          | 5    | Essential Reading 8         | -       |

**Suggested Readings:**

1. Kaushik Basu, and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University
2. John Cullis and Philip Jones (1998), Public Finance and Public Choice, Chapter 3(sections 3.1, 3.2 and 3.3)

**Assessment Rubrics:**

*FYUGP ECONOMICS*

| <b>Evaluation Type</b>  |  | <b>Marks</b> |
|-------------------------|--|--------------|
| End Semester Evaluation |  | <b>70</b>    |
| Continuous Evaluation   |  | <b>30</b>    |
| a)                      | Test Paper- 1                                      | 6            |
| b)                      | Test Paper-2                                       | 6            |
| c)                      | Assignment   | 4            |
| d)                      | Seminar  | 4            |
| e)                      | Book/ Article Review                               | -            |
| f)                      | Viva-Voce  | -            |
| g)                      | Field Report/ Local<br>Govt bodies Visit<br>report | 10           |
| <b>Total</b>            |  | <b>100</b>   |

**KU4SECECO201: DATA ANALYSIS WITH SPREADSHEET**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV       | SEC         | 200-299      | KU4SECECO201 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 1                               | 2                     | 0        | 30                 | 45  | 75    | 1.5 Hrs                 |

**Course Description:**

*This course provides essential Excel skills tailored for economic data analysis. Students learn data import, manipulation, advanced formulas, and visualization techniques. Through practical projects on real economic issues, students gain hands-on experience and develop critical thinking skills. The course also emphasizes data ethics, ensuring students are equipped for responsible data-driven decision-making in economic contexts.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to,

| COs | Expected Outcome  | Learning Domains |
|-----|---|------------------|
| 1   | Confidently import, clean, and organize economic data in Excel spreadsheets.  | R, U, A          |
| 2   | Apply relevant formulas and functions to analyse and summarize data, drawing relevant economic conclusions.                 | R, U, A          |
| 3   | Create various data visualizations (charts, graphs, etc.) to effectively communicate their findings to different audiences. | U, A, C          |
| 4   | Gain familiarity with advanced Excel techniques for more complex data analysis tasks encountered in economic research.      | R, U, A          |
| 5   | Demonstrate an understanding of data ethics and responsible data-driven decision making in the economic context.            | A, C             |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 | ✓     |       |       | ✓     |       |       |       |
| CO 3 |       | ✓     |       |       | ✓     |       |       |
| CO 4 |       | ✓     |       |       | ✓     |       |       |
| CO 5 |       | ✓     |       |       | ✓     |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T  | DESCRIPTION  | HOURS |
|----------------------------|---|--|-------|
|                            |   |  | 45    |
| 1                          | EXCEL FOUNDATIONS AND DATA IMPORT   |  | 10    |
|                            | 1   | a) Launching Excel, navigating the interface, basic operations.  | 10    |
|                            |   | b) Importing data from different sources (CSV, text files, web), creating and managing tables. Applying data validation to ensure data accuracy and consistency. |       |
|                            |   | c) Exploring the Ribbon and menus, customizing your Excel environment.   |       |
|                            |   | d) Learning basic file management: saving, sharing, and version control.   |       |
|                            | e) Practicing working with multiple worksheets and workbooks in your data analysis. |  |       |
| 2                          | DATA MANIPULATION AND FORMULAS  |  | 9     |
|                            | 1   | a) Sorting and filtering data based on various criteria for efficient analysis.  | 9     |
|                            |   | b) Mastering basic formulas and functions: sum, average, count, max, min, etc.   |       |
|                            |   | c) Using logical functions (if, and, or) for conditional calculations and data segmentation  |       |
|                            |   | d) Applying lookup functions (VLOOKUP, MATCH) to integrate data from different sources.  |       |
|                            |   | e) Exploring advanced functions like SUMIF, AVERAGEIF, COUNTIF for targeted calculations.  |       |
|                            | f) Creating and using names for ranges and cells in excel                           |  |       |
| 3                          | DATA VISUALIZATION AND ANALYSIS   |  | 9     |
|                            | 1   | a) Creating different chart types (bar, line, pie, scatter) based on your data.  | 9     |

|   |  |   |          |
|---|--|---|----------|
|   |  | b) Customizing charts for visual impact: titles, labels, legends, data labels, formatting.              |          |
|   |  | c) Data visualization and interpretation of charts.   |          |
|   |  | d) Descriptive statistics (mean, median, standard deviation, variance): calculation and interpretation. |          |
| 4 | <b>ESSENTIAL DESCRIPTIVE STATISTICS IN EXCEL</b>   |   | <b>9</b> |
|   | 1  | Measures of Central Tendency:   | 3        |
|   |  | a) In-depth exploration of mean, median, mode, and weighted averages                                    |          |
|   |  | b) Calculation and interpretation of percentiles and quartiles for understanding data distribution      |          |
|   | 2  | Measures of Variability:  | 3        |
|   |  | a) Variance and standard deviation: mastering calculations and Interpretations.                         |          |
|   |  | b) Range, inter-quartile range, and coefficient of variation for understanding data spread.             |          |
|   |  | c) Introduction to skewness and kurtosis for assessing data symmetry                                    |          |
|   | 3  | Advanced Data Analysis Functions  | 3        |
|   |  | a) Mastery of VAR.P, STDEV.P, SKEW, KURT, and other descriptive statistics functions                    |          |
|   | b) Correlation analysis using Pearson's correlation coefficient and scatter plots  |   |          |
| 5 | <b>TEACHER SPECIFIC MODULE</b>   |   | <b>8</b> |
|   | <i>Directions: Activity Based on Excel</i>   |   | -        |
|   | <ul style="list-style-type: none"> <li>● Choosing an actual economic issue relevant to India (e.g., inflation, trade, poverty).</li> <li>● Accessing and exploring relevant economic datasets from Indian or international sources.</li> <li>● Applying your learned skills to analyze the chosen economic issue using Excel.</li> <li>● Creating visualizations and descriptive statistics to support your analysis of the economic issue.</li> <li>● Preparing a final project report summarizing your findings and economic insights.</li> <li>● Class Presentations: Sharing your projects, receiving feedback, and engaging in discussions on real-world data analysis applications.</li> </ul> |   | 8        |

**Essential Readings:**

1. Basic Computational Techniques for Data Analysis An Exploration in MS Excel, 2nd Edition (D Narayana, Sharad Ranjan, Nupur Tyagi)
2. Microsoft Excel 2019 Step by Step by Curtis Frye, Pearson Education

3. Microsoft Excel 2019: Data Analysis & Business Modelling by Wayne Winston, PHI Learning
4. Don't Fear the Spreadsheet: A Beginner's Guide to Overcoming Excel's Frustrations by Tyler Nash, Bill Jelen, Kevin Jones, Tom Urtis, Holy Macro! Books

**5. Reference Distribution:**

| Module   | Unit | Reference No.            | Remarks |
|----------|------|--------------------------|---------|
| <b>1</b> | 1    | Essential Readings 1 - 4 |         |
|          | 2    | Essential Readings 1 - 4 |         |
|          | 3    | Essential Readings 1 - 4 |         |
|          | 4    | Essential Readings 1 - 4 |         |
| <b>2</b> | 1    | Essential Readings 1 - 4 |         |
|          | 2    | Essential Readings 1 - 4 |         |
|          | 3    | Essential Readings 1 - 4 |         |
|          | 4    | Essential Readings 1 - 4 |         |
| <b>3</b> | 1    | Essential Readings 1 - 4 | --      |
|          | 2    | Essential Readings 1 - 4 | --      |
|          | 3    | Essential Readings 1 - 4 | --      |
|          | 4    | Essential Readings 1 - 4 |         |
| <b>4</b> | 1    | Essential Readings 1 - 4 |         |
|          | 2    | Essential Readings 1 - 4 |         |
|          | 3    | Essential Readings 1 - 4 |         |
|          | 4    | Essential Readings 1 - 4 |         |

**Assessment Rubrics:**

| Evaluation Type                               |                      | MARKS     |
|---|----------------------|-----------|
| End Semester Evaluation-Theory                |                      | 15        |
| End Semester Evaluation – Practical           |                      | 30        |
| <b>End Semester Evaluation – Total</b>        |                      | <b>45</b> |
| Continuous Evaluation – Theory                |                      | 10        |
| a)  | Test Paper- 1        | 5         |
| b)  | Test Paper-2         | -         |
| c)  | Assignment           | 5         |
| d)  | Seminar              | -         |
| e)  | Book/ Article Review | -         |
| f)  | Viva-Voce            | -         |
| Continuous Evaluation -Practical              |                      | 20        |
| <b>Continuous Internal Evaluation – Total</b> |                      | <b>30</b> |
| <b>Grand Total</b>                            |                      | <b>75</b> |

**KU4SECECO202: HOSPITAL ECONOMICS**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV       | SEC         | 200-299      | KU4SECECO202 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 2                               | 1                     | 0        | 25                 | 50  | 75    | 1.5                     |

**Course Description:**

*This course is designed to provide students of economics with the knowledge and skills necessary to analyse hospital performance. The course will cover a wide range of topics, including the healthcare sector, hospital economics, measurement of hospital performance, cost and financial performance. The course will also include practical sessions to help the students apply the concepts they learn.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course the student will be able to;

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Understand the importance of the healthcare sector in the economy                           | U                |
| 2      | Analyse the outputs and inputs of hospitals   | An, E            |
| 3      | Analyse and interpret indicators of operational efficiency, cost and financial performance. | An, E            |

|   |   |       |
|---|---|-------|
| 4 | Evaluate cost analysis and analyse department wise average cost and procedure costing | An, E |
|---|---|-------|

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**-Mapping of Course Outcomes to PSOs**

| -    | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       | ✓     |       |       |       |       |
| CO 2 | ✓     |       | ✓     |       |       |       |       |
| CO 3 | ✓     |       |       |       |       |       |       |
| CO 4 |       |       | ✓     |       |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b> | <b>DESCRIPTION</b>  | <b>HOURS<br/>45</b> |
|--|----------------------------|---|---------------------|
|  |                            | <b>SIGNIFICANCE OF THE HEALTHCARE SECTOR</b>  | <b>12</b>           |
| <b>1</b>                               | 1                          | Introduction to the Healthcare Sector - Importance of healthcare sector in the economy - Uniqueness of the health care market- Physician dominance and Supplier Induced Demand  | 5                   |
|  | 2                          | Systems of medicine- Types of care: preventive, curative, promotive, rehabilitative, palliative – Ownership of hospitals-Layers of public and private facilities – Distribution of hospitals by ownership type in Kerala- Clinical Establishment Act – provider payment mechanisms – Public-funded insurance schemes (PMJAY, MEDISEP) – voluntary insurance | 7                   |
| <b>2</b>                               |                            | <b>MEASUREMENT OF HOSPITAL PERFORMANCE</b> (including practical sessions)   | <b>13</b>           |
|  | 1                          | Major Departments in a Hospital- Identifying Outputs and Inputs of Hospitals – Indicators of Operational Performance- Average Length of   | 6                   |

|          |  |   |           |
|----------|--|---|-----------|
|          |  | Stay (ALOS), Bed Occupancy Rate (BOR), Bed Turnover Rate (ToR), Turnover Interval (ToI),  |           |
|          | 2  | Practical Sessions on Estimation - Pabon Lasso model for hospital performance assessment  | 7         |
|          | <b>COSTING OF HOSPITAL SERVICES</b> (including practical sessions)   |   | <b>12</b> |
| <b>3</b> | 1  | Importance of costing in hospital management - Types of costs: fixed, variable, direct, indirect -Costing Methodology - Components of Cost - Operating and Capital Cost - Step down Costing | 6         |
|          | 2  | Building Allocation rules - Step-by-step guide to conduct Step down costing- Activity based costing or procedure costing- Hands-on exercises to calculate Department wise Average Cost.     | 6         |
| <b>4</b> | <b>Teacher Specific Module</b><br><b>Direction: PRACTICAL: UNDERTAKE A CASE STUDY IN A NEARBY HOSPITAL</b> |   | <b>8</b>  |
|          | 1  | Work out the Operational Indicators- Calculate the Department wise Average Cost using either step down method or through Activity based costing.  | 8         |

**Essential Readings:**

1. Arrow, K (1963) Uncertainty and the Welfare Economics of Medical Care  
American Economic Review Vol 53 No 5 941-973
2. Mills, A & Gilson L (1988) Health Economics for Developing Countries: A Survival Kit HEFP Working Paper 01/88, LSHTM,1988
3. Langenbrunner, J., Cashin, C., & O'Dougherty, S. (Eds.). (2009). *Designing and implementing health care provider payment systems: how-to manuals* (Vol. 434). World Bank Publications.
4. Ramesh Bhat; Bharat Bhushan Verma, Elan Reuben (2001) Hospital Efficiency and Data Envelopment Analysis (DEA) An empirical analysis of district hospitals and grant-in-aid hospitals in Gujarat state of India, Working Paper No. 2001- 07-05, IIM, Ahmedabad
5. Shepard, D. S., Hodgkin, D., & Anthony, Y. E. (2000). *Analysis of hospital costs: a manual for managers*. World Health Organization.
6. World Health Organisation (2000). The World Health Report: Health Systems: Improving Performance, Geneva: WHO.
7. Wallace Hopp & William S Lovejoy (2023) Hospital Operations: Principles of High Efficiency Health Care

**Reference Distribution:**

| Module | Unit | Reference No.             | Remarks |
|--------|------|---------------------------|---------|
| 1      | 1    | Essential Reading 1, 2    | -       |
|        | 2    |                           | -       |
| 2      | 1    | Essential Reading 1, 2, 3 | -       |
|        | 2    |                           | -       |
| 3      | 1    | Essential Reading 5, 6    | -       |
|        | 2    |                           | -       |
| 4      | 1    | Essential Reading 4, 6, 7 | -       |

**Suggested Readings:**

1. Hendriks, M. E., Kundu, P., Boers, A. C., Bolarinwa, O. A., Te Pas, M. J., Akande, T. M., ... & Tan, S. S. (2014). Step-by-step guideline for disease-specific costing studies in low-and middle-income countries: a mixed methodology. *Global health action*, 7(1), 23573.
2. Howard Barnum & Joseph Kutzin (1993) Public Hospitals in Developing Countries John Hopkins University Press for the World Bank, Washington
3. World Bank (1993). World Development Report: Investing in Health. Oxford University Press, New York.

**Assessment Rubrics:**

| Evaluation Type                               |                      | MARKS     |
|---|----------------------|-----------|
| End Semester Evaluation-Theory                |                      | 35        |
| End Semester Evaluation – Practical           |                      | 15        |
| <b>End Semester Evaluation – Total</b>        |                      | <b>50</b> |
| Continuous Evaluation – Theory                |                      | 15        |
| a)  | Test Paper- 1        | 10        |
| b)  | Test Paper-2         | -         |
| c)  | Assignment           | 5         |
| d)  | Seminar              | -         |
| e)  | Book/ Article Review | -         |
| f)  | Viva-Voce            | -         |
| Continuous Evaluation -Practical              |                      | 10        |
| <b>Continuous Internal Evaluation – Total</b> |                      | <b>25</b> |
| <b>Grand Total</b>                            |                      | <b>75</b> |

**KU4VACECO203: ECONOMICS OF CRIME AND CORRUPTION**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV       | VAC         | 200-299      | KU4VACECO203 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5                     |

**Course Description:**

*This course explores the intricate relationship between economics and crime, delving into the various dimensions of criminal activities, their economic impacts, and the policy responses aimed at mitigating crime. Students will engage with theoretical models, empirical data, and case studies to understand the economic costs associated with crime, the functioning of illegal markets, the complexities of corruption and money laundering, and the global challenges posed by white-collar and cybercrimes.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to,

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| 1      | Gain a comprehensive understanding of the definitions, economic costs, and international comparisons of crime, allowing them to articulate the fundamental concepts of crime economics. | R, U             |
| 2      | Acquire knowledge about the structure and functioning of illegal markets, including drug trading and the potential economic effects of drug legalization.                               | U, An            |
| 3      | Develop the ability to apply economic models to analyze criminal behavior, including the use of opportunity costs, cost-benefit analysis, probabilities, and sensitivity analysis.      | A                |

*FYUGP ECONOMICS*

|   |   |   |
|---|---|---|
| 4 | Understand the economic implications of corruption and money laundering, as well as the costs and causes of corruption from an economic perspective.  | U |
| 5 | Critically evaluate anti-corruption strategies and their impact on development, as well as assess the economic burden of the criminal justice system. | E |

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       |       |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       | ✓     |       |       |
| CO 4 |       |       | ✓     |       |       |       |       |
| CO 5 |       |       |       |       |       |       | ✓     |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| M<br>O<br>D<br>U<br>L<br>E | U<br>N<br>I<br>T  | DESCRIPTION  | HOURS     |
|----------------------------|---|--|-----------|
| <b>1</b>                   | <b>INTRODUCTION TO ECONOMICS OF CRIME</b>   |  | <b>8</b>  |
|                            | 1   | Crime definition, and economic costs of crime, international comparisons   | 3         |
|                            | 2   | Parallel economy   | 2         |
|                            | 3   | Basic concepts and statistics of the economics of crime  | 3         |
| <b>2</b>                   | <b>ECONOMIC IMPACT AND THE RATIONALITY OF CRIME</b>   |  | <b>10</b> |
|                            | 1   | Economic impact and the rationality of crime   | 2         |
|                            | 2   | Economic model of criminal behavior: Opportunity costs of crime, cost-benefit analysis, probabilities and sensitivity analysis | 4         |
|                            | 3   | The Burden of Crime: Economic allocation of criminal justice system<br>Cost comparisons of prison and corrections systems      | 4         |
| <b>3</b>                   | <b>UNDERWORLD ECONOMY: EXPLORING ILLEGAL MARKETS, ORGANIZED CRIME, CORRUPTION, AND MONEY LAUNDERING</b> |  | <b>19</b> |
|                            | 1   | Illegal markets and organized crime  | 3         |
|                            | 2   | Economics of drug trading and drug abuse   | 3         |
|                            | 3   | The economic effects of legalizing a selected drug   | 3         |
|                            | 4   | New psychoactive substances and trafficking in synthetic drugs   | 3         |
|                            | 5   | Corruption and Money laundering  | 7         |
|                            | a) Corruption and Money laundering  |  |           |

|          |  |  |          |
|----------|--|--|----------|
|          |  | b) Key international crime issue: White collar crimes, cybercrimes (phishing, hacking) |          |
|          |  | c) Explore the costs and causes of corruption through an economic lens.                |          |
|          |  | d) Analyze anti-corruption strategies by government and their impact on development    |          |
| <b>4</b> | <b>TEACHER SPECIFIC MODULE</b>   |  | <b>8</b> |
|          | <i>Directions: Students may be directed to identify study reports on issues related to economics of crime and make presentations. Discussions may be initiated on the selected issues and evaluated.</i> |  | 8        |

**Essential Readings:**

9. Handbook of the Economics of Crime; edited by John P. Leubsdorf and Michael
10. Corruption and Governance: Concepts, Causes, Consequences by Susan Rose- Ackerman
11. Drugs & the World Economy: Global Policy Dilemmas by Peter Reuter and David P Greenwalt (2007)
12. Databases on crime.
  - NCRB
  - BPRD
  - SCRB
13. Interpol crime areas <http://www.interpol.int/Crime-areas>
14. UNODC <http://www.unodc.org/unodc/index.html>.

**15. Reference Distribution:**

| Module   | Unit | Reference No.            | Remarks |
|----------|------|--------------------------|---------|
| <b>1</b> | 1    | Essential Readings 1 - 5 | -       |
|          | 2    | Essential Readings 1 - 5 | -       |
|          | 3    | Essential Readings 1 - 5 | -       |
| <b>2</b> | 1    | Essential Readings 1 - 5 | -       |
|          | 2    | Essential Readings 1 - 5 | -       |
|          | 3    | Essential Readings 1 - 5 | -       |
| <b>3</b> | 1    | Essential Readings 1 - 5 | -       |
|          | 2    | Essential Readings 1 - 5 | -       |
|          | 3    | Essential Readings 1 - 5 | -       |
|          | 4    | Essential Readings 1 - 4 | -       |
|          | 5    | Essential Readings 1 - 6 | -       |

**Suggested Readings:**

1. Rose-Ackerman, S. (2018). Corruption & purity. Daedalus

2. Rose-Ackerman, S. and Palifka, B. J. (2016). Corruption and government: Causes, consequences, and reform. Cambridge University Press. Chapter 1
3. Svensson, J. (2005). Eight questions about corruption. Journal of Economic Perspectives
4. Bowler, S. and Donovan, T. (2016). Campaign money, congress, and perceptions of corruption. American Politics Research
5. Fadiman, J. A. (1986). A traveler's guide to gifts and bribes. Harvard Business Review
6. Escresa, L. and Picci, L. (2017). A new cross-national measure of corruption. The World Bank Economic Review
7. Duggan, M. and Levitt, S. D. (2002). Winning isn't everything: Corruption in sumo wrestling. American Economic Review
8. Fisman, R. and Miguel, E. (2007). Corruption, norms, and legal enforcement: Evidence from diplomatic parking tickets. Journal of Political Economy
9. Treisman, D. (2007). What have we learned about the causes of corruption from ten years of cross-national empirical research Annu. Rev. Polit. Sci.
10. Olken, B. A. and Barron, P. (2009). The simple economics of extortion: evidence from trucking in Aceh. Journal of Political Economy
11. Schnakenberg, K. E. and Turner, I. R. (2019). Signaling with reform: How the threat of corruption prevents informed policymaking. American Political Science Review
12. Malesky, E. J., Gueorguiev, D. D., and Jensen, N. M. (2015). Monopoly money: Foreign investment and bribery in vietnam, a survey experiment. American Journal of Political Science

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>50</b>    |
| Continuous Evaluation   |                      | <b>25</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | -            |
| c)                      | Assignment           | -            |
| d)                      | Seminar              | 5            |
| e)                      | Book/ Article Review | -            |
| f)                      | Viva-Voce            | -            |

*FYUGP ECONOMICS*

|              |              |           |
|--------------|--------------|-----------|
| g)           | Field Report | 10        |
| <b>Total</b> |              | <b>75</b> |

**KU4VACECO204: ETHICS IN ACADEMIC WRITING**

| Semester | Course Type | Course Level | Course Code  | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV       | VAC         | 200-299      | KU4VACECO204 | 3       | 45          |

| Learning Approach (Hours/ Week) |                       |          | Marks Distribution |     |       | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture                         | Practical/ Internship | Tutorial | CE                 | ESE | Total |                         |
| 3                               | 0                     | 0        | 25                 | 50  | 75    | 1.5 (Hours)             |

**Course Description:**

*This course is open to students from various disciplines. This course explores the ethical principles underlying academic writing. It covers topics such as integrity, responsible authorship, plagiarism prevention, citation styles, copyright laws, and ethical research practices. Students will develop skills in evaluating sources, paraphrasing, quoting, and applying ethical principles to their writing.*

**Course Prerequisite: NIL**

**Course Outcomes:**

At the end of the course, the student will be able to;

| CO No. | Expected Outcome  | Learning Domains |
|--------|---|------------------|
| CO 1   | Understand the core principles of academic integrity, responsible authorship, and intellectual honesty. | R, U             |
| CO 2   | Identify different types of plagiarism and apply strategies to prevent it.                              | U, E             |
| CO 3   | Master proper citation styles (APA, MLA, Chicago) and reference formatting.                             | R, E             |
| CO 4   | Navigate copyright laws and ethically use published materials.  | E, A             |
| Co 5   | Develop self-evaluation skills and strategies for preventing academic misconduct.                       | An, C            |

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

| COs  | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓     |       |       |       |       |       | ✓     |
| CO 2 |       | ✓     |       |       |       |       |       |
| CO 3 |       |       | ✓     |       |       | ✓     |       |
| CO 4 |       |       |       |       | ✓     |       |       |
| CO 5 |       |       |       | ✓     |       |       |       |

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E</b> | <b>U<br/>N<br/>I<br/>T</b>               | <b>DESCRIPTION</b>   | <b>HOURS</b> |
|--|--|--|--------------|
| <b>1</b>                               | <b>ACADEMIC WRITING: CORE PRINCIPLES</b> |  | <b>13</b>    |
|  | 1  | Integrity and Authorship: Defining academic integrity, responsible authorship, and intellectual honesty.                       | 3            |
|  | 2  | Understanding Plagiarism: Exploring different types of plagiarism and prevention strategies. act, detection software- Turnitin | 3            |
|  | 3  | Citation Strategies: Mastering proper citation styles (APA, MLA, Chicago) and reference formatting                             | 4            |
|  | 4  | Copyright and Fair Use: Navigating copyright laws and ethical utilization of published materials                               | 3            |
| <b>2</b>                               | <b>RESEARCH ETHICS</b>                   |  | <b>12</b>    |
|  | 1  | Informed Consent and Privacy: Protecting participants in research and respecting their privacy.                                | 3            |
|  | 2  | Responsible Data Practices: Learning ethical techniques for data collection, analysis, and reporting                           | 3            |
|  | 3  | Identifying Misconduct: Recognizing data manipulation and research misconduct  | 3            |
|  | 4  | Collaboration Challenges: Understanding and addressing ethical hurdles in collaborative research                               | 3            |
| <b>3</b>                               | <b>ETHICAL WRITING SKILLS</b>            |  | <b>12</b>    |
|  | 1  | Evaluating Sources: Critically assessing information sources for credibility and relevance.                                    | 3            |
|  | 2  | Paraphrasing and Quoting: Mastering effective paraphrasing, summarizing, and quoting techniques.                               | 3            |

|   |   |   |          |
|---|---|---|----------|
|   | 3   | Applying Integrity: Putting ethical principles into practice across various writing tasks                       | 3        |
|   | 4   | Reflection and Prevention: Developing self-evaluation skills and strategies for preventing academic misconduct. | 3        |
|   | <b>TEACHER SPECIFIC MODULE</b>  |   | <b>8</b> |
|   | Directions: This module can focus on engaging students in some of the following selected topics;  |   |          |
| 4 | <ul style="list-style-type: none"> <li>● Pedagogical Approaches: Strategies for teaching academic integrity, responsible authorship, and ethical writing practices.</li> <li>● Creating Assignments: Designing assignments that promote ethical writing and critical thinking.</li> <li>● Providing Feedback: Effective feedback techniques to address plagiarism and promote ethical writing.</li> <li>● Classroom Discussions: Facilitating discussions on ethical dilemmas in writing and research.</li> <li>● Academic Integrity Policies: Implementing and enforcing academic integrity policies in the classroom.</li> <li>● Professional Development: Resources for teachers to enhance their own understanding of ethical writing practices.</li> </ul> |   | 10       |

**Essential Readings:**

1. Writing with Purpose: A Rhetoric and Reader by Laurie G. Kirszner and Stephen R. Mandell
2. A Short Guide to Writing about Literature by Sylvan Barnet and William Cain
3. The ACS Style Guide: A Manual for Authors, Editors, and Publishers by American Chemical Society
4. MLA Handbook by Modern Language Association

**5. Reference Distribution:**

| Module   | Unit | Reference No.           | Remarks |
|----------|------|-------------------------|---------|
| <b>1</b> | 1    | Essential Reading 1 - 4 | -       |
|          | 2    | Essential Reading 1 - 4 | -       |
|          | 3    | Essential Reading 1 - 4 | -       |
|          | 4    | Essential Reading 1 - 4 | -       |
| <b>2</b> | 1    | Essential Reading 1 - 4 | -       |
|          | 2    | Essential Reading 1 - 4 | -       |
|          | 3    | Essential Reading 1 - 4 | -       |

*FYUGP ECONOMICS*

|          |   |                         |   |
|----------|---|-------------------------|---|
|          | 4 | Essential Reading 1 – 4 | - |
| <b>3</b> | 1 | Essential Reading 1 – 4 | - |
|          | 2 | Essential Reading 1 – 4 | - |
|          | 3 | Essential Reading 1 – 4 | - |
|          | 4 | Essential Reading 1 – 4 | - |

**Suggested Readings:**

1. Ahuja, Ram. Research Method, Rawat Publication, New Delhi, 2001
2. Art, RobertJ. and Jervis, Robert International Politics: Enduring Concepts and Contemporary Issues, Longman, 2010
3. Dhiman, Delhi, AK and SC Sinha. Research Methodology, EssEss Publication, New 2002
4. Fowler, Flyod J. (Jr). Survey Research Methods, Sage, Beverley Hills, 1984.
5. Gerring, John 2004. "What is a Case Study and What is it Good for?" American Political Science Review
6. Kuhn, Thomas, The Structure of Scientific Revolution, Chicago: University of Chicago Press, 2012. (50th edition).
7. Popper, Press, 2013. Karl, Open Society and Its Enemies, New Jersey: Princeton University
8. Kohari, New Age C. R and Garg, Research Methodology: Methods and Techniques, International Publisher, New Delhi, 2019 (4th edition).
9. A, MacIntyre. (1974). A Short History of Ethics. London.

**Assessment Rubrics:**

| <b>Evaluation Type</b>  |                      | <b>Marks</b> |
|-------------------------|----------------------|--------------|
| End Semester Evaluation |                      | <b>50</b>    |
| Continuous Evaluation   |                      | <b>25</b>    |
| a)                      | Test Paper- 1        | 10           |
| b)                      | Test Paper-2         | -            |
| c)                      | Assignment           | 5            |
| d)                      | Seminar              | -            |
| e)                      | Book/ Article Review | 10           |
| f)                      | Viva-Voce            | -            |
| g)                      | Field Report         | -            |
| <b>Total</b>            |                      | <b>75</b>    |