DEPARTMENT OF ECONOMICS
Faculty of Arts, Education & Social Science

Jai Narain Vyas University, Jodhpur

CHOICE BASED CREDIT SYSTEM

UG Syllabus for Semester B.A. in Economics (Basic)

Framed according to the National Education Policy (NEP 2020)
(Implemented from the Academic year 2023-24)

National Education Policy-2020
SUBJECT: ECONOMICS

CHIOCE BASED CREDIT STSTEM UNDER NEW EDUCATION POLICY 2020

The Choice based credit system (CBCS) under NEP provides an opportunity for the students to choose courses from the prescribed courses comprising DCCC, AECC, DESC and SEC. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in the evaluation system also enables the potential employers to assess the performance of the candidates.

Definitions of Key Words:

1. **Academic Year**: Two consecutive (one odd + one even) semesters constitute one academic year.

2. **Semester**: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The PAVAS **(पावस,** SUMMER**)** or odd semester may be scheduled from July to December. End of Semester Examination (EoSE) of the Pavas Semester may commence from Dec. 1 and the Semester break from Dec. 16 to Dec. 31; and BASANT **(बसंत**, SPRING) or even semester from January to May. The Basant Semester will be followed by the Annual Summer Break from Sixteenth May to Thirtieth June.

   The Vice-Chancellor may amend the timeline in a particular session keeping in view prevailing circumstances.

3. **Program**: An educational program leading to award of the Undergraduate-/Postgraduate Degrees/Diplomas/Certificates in the Core subjects in which he/she is admitted.

4. **Course**: Usually referred to, as 'papers' is a component of a program. All courses need not carry the same weightage. The courses should define learning objectives and learning outcomes.

5. **Credit Based Semester System (CBSS)**: Under the CBSS, the requirement for awarding a degree is prescribed in terms of number of credits to be completed by the students.

6. **Credit Point**: It is the product of grade point and number of credits for a course.

7. **Credit**: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one period of teaching (lecture or tutorial) or two periods of practical work/field work per week.

8. **Choice Based Credit System (CBCS):** The CBCS provides choice to students to select from the prescribed elective, ability-, and skill enhancement courses. Students can also avail facility of online courses available in other Universities/Institutions and websites

approved by Jai Narain Vyas University.

A student needs to select three **Discipline Centric Core** (DCC) Courses in which he/she intends to opt core courses out of the core courses offered by the Faculty/College/ Department/Centers. These Core Courses will continue to be part of the program during first, second, third and fourth semester to get 72 credits of DCC. The core courses will be allotted to students on the basis of merit and availability of seats in the concerned Faculty/College/ Department/Centers.

A student needs to select three **Discipline Specific Elective** (DSE) Courses offered by the Faculty/College/ Department/Centers during fifth and sixth semester to get 36 credits of DSE.

Each student has to complete two Ability Enhancement Compulsory (AEC) Courses of 04 credits (two credits in the semester I and two credits in the semester II).

A student has to take one Skill Enhancement Course (SEC) of two credits in every semester from III to VI semester (total four courses and 08 credits). These courses can be opted either from the pool of ability-/ skill enhancement courses provided by the JNV University or from the courses provided by other universities/institutions and approved by JNV University.

9. A student has to earn total 120 credits in his/her three year (six semesters) UG degree program, 20 credits from each semester. These 120 credits to be earned from different type of courses *viz*. 72 credits from DCC, 36 credits from DSE, 04 credits from AEC and 08 credits from SEC courses.

10. In case of one semester Certificate Program separately designed and run by any College/ Department/ Centers then it will be entitled with NHEQF Level, credits and title of program, for example 'Twenty Credit (NHEQF Level 4.5) Certificate of Gems & Jewelry'. Similarly, two semester Certificate/Diploma Program (other than part of B.A./B.Sc./B.Com. programs) will be entitled with NHEQF Level, credits and title of program, for example 'Forty Credit (NHEQF Level 4.5) Diploma of Gems & Jewelry'

11. **Semester Grade Point Average (SGPA)**: It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

12. **Cumulative Grade Point Average (CGPA)**: It is a measure of overall cumulative performance of a student over all the semesters of a program. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

13. **Grade Point**: It is a numerical weightage allotted to each letter grade on a 10-point scale.

14. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P, and F.

15. **Transcript or Grade Card or Certificate:** Based on the grades earned, a statement of grades obtained shall be issued to all the registered students after every semester. This statement will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

16. **Transcript or Grade Card or Diploma/Degrees:** The University will issue a complete transcript of credits, grades obtained, SGPA and CGPA on declaration of each semester result and a Cumulative Transcript on the accumulation of minimum credits required for the award of Diploma/Degree when EXIT is sought by the student.

17. **Examination and Assessment:** Students' examination and assessment Procedure of All courses (Core/Elective/ Skill/Ability) will involve the following two components:

(i) **Continuous Assessment (CA):** It will have 30% weightage of the Maximum Marks of that particular course.

(ii) **End of Semester Examination (EoSE):** It will have 70% weightage of the Maximum Marks of that particular course (or marks earned out of M.M.70).

Continuous Assessment: The schedule and pattern of continuous assessment/evaluation should be decided by the concerned faculty/college/ department/ center where the course is being delivered and the same shall be publicized in advance to all students and faculties through the institutional regulations and the students' information brochure. The components of Continuous Assessment are to have a time frame for completion by students with concurrent and continuous evaluation by the faculty members. Following the principle of "those who teach should evaluate", the continuous assessment/evaluation has to be conducted by the concerned teacher and the evaluation outcome should be expressed by grades.

In Continuous Assessment, due emphasis shall be given to assessing cognitive skills such as logical thinking, application of knowledge and skills, and analysis and synthesis of concepts and rules. Thus, innovative evaluation strategies other than mid-term tests should also be devised as a part of CA. Innovative evaluation strategies are to be used by the concerned faculty/department/teachers during the semester.

Continuous Assessments (CA) are based on open evaluation system without any bias to any student.

For the sake of convenience, the CA of 30 marks may be expanded to 100 marks which may have the following components:

a. **Quizzes of 30 marks**: It may consist of multiples choice questions, fill in the blanks-

/true-false- / short answer-questions / seminar/assignment as designed by Faculty/ College/ Department/ Centers.

In case of five-unit courses, marks may be distributed as given below:
Seminar to be held on completion of two units - 05 marks
Quiz to be held on completion of three units - 20 marks
Assignment to be taken on completion of four units - 05 marks

b. Mid-term test of 70 marks

Mid-term exam to be conducted on completion of all units.

18. Scheme of Examination for Mid-term test and End of Semester Examination (EoSE):

The question paper for the DCC and DSE courses will be of 70 marks and it will be divided into three parts i.e., Section – A, Section – B and Section – C.

Section – A: Will consist of 10 compulsory questions. There will be two questions from each unit and answers to each question shall be limited up to 30 words. Each question will carry 2 marks. Total 20 marks.

Section – B: Will consist of 10 questions. Two questions from each unit will be set and students will answer one question from each Unit. The answer to each question shall be limited to 250 words. Each question carries **4 marks**. Total 20 marks.

Section – C: Will consist of a total of 05 questions. The paper setter will set one question from each Unit and students will answer any 03 questions, the answer to each question shall be limited to 500 words. Each question will carry **10 marks**. Total 30 marks.

19. Each component marks of CA will be added without rounding and the total thus obtained out of hundred will be added and 30% of those marks will be awarded to a student.

For example

Marks obtained in quizzes/Seminar/Assignment out of 30 =
19.50 Marks obtained in Mid-term test out of 70 = 50.50

Total 19.50 + 50.50 = 70.00

Conversion into 30% = $\frac{70 \times 30}{100}$ = 21.00

Marks to be award out of 30 = 21.00

Marks to be rounded up to the higher number, if in decimals eg. 19.34 = 20

20. **Classroom Attendance –** Each student will have to attend a minimum of 75% Lectures /

Tutorials / Practical. A student having less than 75% attendance will not be allowed to appear in the End of Semester Examination (EoSE).

21. **End of Semester Examination (EoSE) Marks:** EoSE will carry Maximum Marks 70 irrespective of credits of the course. The marks obtained and the grade shall be specified in the Grade Sheet. The scheme of Examination for EoSE for each course will be specified in the course syllabus.

22. **In laboratory courses (having only practical (*P*) component**), the CA will be based on student's attendance; Practical records and hands on Practical in concerned courses.

23. **Qualifying for EoSE examination:** A student acquiring minimum of 40% in total of the CA of individual course is eligible to appear in the End of Semester Examination (EoSE).

24. National Higher Education Qualification Framework (NHEQF) Levels

Introduction: Qualifications are formal 'awards' such as a certificate, diploma, or a degree. Qualifications are awarded by a competent authority such as a college or university in recognition of the attainment by students of the expected learning outcomes on the successful completion of a particular programme of study. They are awarded after an assessment and evaluation of learning levels conducted by a competent body that determines the achievement by students of the expected learning outcomes to given standards.

A National Qualifications Framework (NQF) is an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which would integrate and coordinate the qualifications from each education and training sector into a single comprehensive qualification framework. It is a way of structuring existing and new qualifications, which are defined by learning outcomes reflecting the graduate profile/attributes, programme learning outcomes, and course learning outcomes: i.e., statements of what the learner is expected to know, understand and/or be able to do and demonstrate on the successful completion of an approved programme of study/learning. The NQF helps: (a) improve the transparency of individual qualifications through the defined learning outcomes; (b) enhance the understanding of the education and training systems; (c) promote credit accumulation and transfer within and between programmes of study; (d) provide an instrument of accountability of the education and training systems; (e) make education and training systems more demand-focused and user friendly; (f) reduce the 'mismatch' between education and the labour market; and (g) facilitate the recognition of prior learning.

Qualifications that signify completion of the Bachelor's degree, as per the learning outcomes that are aligned to the Dublin descriptors, are awarded to students who: i) have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; ii) can apply their knowledge and understanding in a manner that indicates a professional approach

to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; iii) have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; iv) can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; v) have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

The **NHEQF** levels represent a series of sequential stages expressed in terms of a range of learning outcomes against which typical qualifications are positioned/located. NHEQF level 4.5 represents learning outcomes appropriate to the first year (first two semesters) of the undergraduate programme of study, while Level 8 represents learning outcomes appropriate to the doctoral-level programme of study (see Table given below).

Table : Higher education qualifications at different levels on the NHEQF

NHEQF Level	**Credit Requirement**	**Examples of higher education qualifications located within each level**
Level 4.5	40 credits	Undergraduate Certificate. Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 4- credit skills-enhancement course(s).
Level 5	80 credits	Undergraduate Diploma. Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s) lasting two months.
Level 5.5	120 credits	Bachelor's Degree. Programme duration: First three years (Six semesters) of the four-year undergraduate programme.
Level 6	160 credits	Bachelor's Degree (Honours/ Honours with Research). Programme duration: Four years (eight semesters).
Level 6	40 credits	Post-Graduate Diploma. Programme duration: One year (two semesters) for those who exit after successful completion of the first year (two semesters) of the 2-year master's programme.

Level 6.5	80 credits	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: Two years (four semesters) after obtaining a 3- year Bachelor's degree (e.g. B.A., B.Sc., B.Com. etc.).
Level 6.5	40 credits	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: One year (two semesters) after obtaining a 4 -year Bachelor's degree (Honours/ Honours with Research) (e.g. B.A., B.Sc., B.Com. etc.).
Level 7	80 credits	Master's degree.(e.g. M.E./M.Tech. etc.) Programme duration: Two years (four semesters) after obtaining a 4-year Bachelor's degree. (e.g. B.E./B.Tech. etc.)
Level 8	Credits for coursework and, a thesis and published work	Doctoral Degree

25. **Minimum Credit requirement for qualifying for Award of an Academic Qualification,** such as **B.A./B.Sc./B.Com. Certificate, Diploma and Degree,** are described in the table below.

Duration	**Minimum Credits**
Two Semester (Level 4.5) Certificate	40 of Level 4.5 (including 4 AEC course) followed by an exit 4-credit skills-enhancement course
Exit with Certificate and Entry with Certificate for Diploma	
Four Semester (Level 4.5 and 5) Diploma	40 of Level 4.5 and 40 of Level 5 followed by an exit 4-credit skills enhancement course.
Exit with Diploma and Entry with Diploma for Degree	

<table>
<tr><td>Three Year (Level 4.5, 5 and 5.5) Bachelor Degree with chosen Three Disciplines

Example:
BA - English Literature, Sociology, Music
(Disciplines belonging to Three Different Faculties)

BCom - ABST, EAFM, Comp. Applications
(Disciplines belonging to Two Different Faculties)
B.Sc. – Physics, Chemistry, Mathematics
(Disciplines belong to Same Faculty)</td><td>40 of Level 4.5 and 40 of Level 5 and 40 of Level 5.5.
These shall include earning 24 credits of Discipline Centric Core (Compulsory) courses in each of the three discipline and 4 credits of AEC and 8 credits of SEC courses. The remaining 36 can be from elective courses of any type including DSE of chosen disciplines, DCC or DSE of other disciplines, VAC, GEC.</td></tr>
<tr><td colspan="2">Exit with multidisciplinary UG Degree on completion of Six Semester with 120 Credits</td></tr>
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Three Year (Level 4.5, 5 and 5.5) Bachelor's Degree Single Discipline Example.: B.A. (Economics), B.Sc. (Physics), BBA, BCA, B.Com (ABST) **Exit and Entry System:** [Exit- and Entry with Certificate after two semesters; Exit- and Entry with Diploma after four Semesters and Exit with UG Degree of Single Discipline on completion of six semester with 120 credits]	40 of Level 4.5 and 40 of Level 5 and 40 of Level 5.5. These shall include earning 60 credits of Discipline Centric Core (Compulsory) courses in chosen discipline including other allied disciplines and 4 credits of AEC and 8 credits of SEC courses. The remaining 48 can be from elective courses of any type including DSE of the chosen discipline, DCC or DSE of other disciplines, VAC, GEC.
Entry with UG Degree in Single Discipline for Honours or Honours with Research	
Four Year (Level 4.5, 5, 5.5 and 6 Bachelor Degree (Honours) or (Honour with Research) Example: Example.: BA Hons. (Economics), B.Sc. Hons (Physics), BBA (Hons), BCA (Hons), BCom (Hons) (ABST), BA (Honours with Research) Econometrics	In addition to as mentioned above for Three Year Bachelor Degree, earning 40 credits of Advanced level course (Level 6)
Exit with Honours or Honours with Research on Completion of Eight Semester (fourth year) with 160 credits	

COURSE OVERVIEW

This course deals with the study and application of economic theory and economic decision making. Exposure to different sectors builds the analytical capacity of the students. The program aims at producing successful and competent economic analysts who are ethically and socially responsible professionals with an inter-disciplinary orientation.

COURSE OUTCOMES/ OBJECTIVES (CO)

The programmes offered by the Department of Economics, Jai Narain Vyas University, Jodhpur, Rajasthan, are intended to provide a general understanding of the functioning of the economic system and the role of institutions within that system, as well as to prepare students for employment in industry, the professions, and government, as well as to pursue graduate work towards advanced degrees in Economics or related fields.

COURSE SPECIFIC OUTCOMES (CSO)

This course's learning outcome is to ensure the development of a grasp of Micro and Macro Theory, as well as their application to Economic sub-fields. After completing this course successfully, the student should be well-versed in the concepts, tools, and principles of Economics and related fields.

Exit Options and Credit Requirements

A Certificate / Diploma/ Bachelor Degree in Economics are awarded at the completion of every progressive year.

Exit Option with	**Certificate/Diploma/Degree**
Successful completion of First year(two semesters)of the three years multidisciplinary undergraduate Degree programme.	Certificate in Economics (Arts)
Successful completion of second year(four semesters)of the three years multidisciplinary undergraduate Degree programme	Diploma in Economics (Arts)
Successful completion of three year (six semesters) of the three years multidisciplinary undergraduate degree Programme	Bachelor of Arts Degree in Economics

A student will be allowed to enter/re-enter only after the odd semester and they can only exit after even semester.

B.A. in Economics

The Course is designed for the students pursuing graduation with Economics in regular mode. The programme aims to inculcate economic thinking among the students in economic decision making by comprehending economic theory. It aims to develop analytical view point in the students about the economic behaviour of people. The objective is to nurture among student a view point of a socially responsible and ethical aware citizen. The under graduate programme will have 8 courses in 6 Semesters in 3 years. In the Fifth and the Sixth Semester 01 paper is given as optional. The structure of syllabus is based on the template of UGC proposed for the CBCS for undergraduates in Economic (Regular).

Programme Outcomes (Pos) :
PO 1: Economics subject enables the learners to build up a professional carrier as economists, financial advisors, economics planners and policy makers. It prepares them to cope up with the stress and strain involved in the process of economic development.

Programme Specific Outcomes (PSOs) : UG Ist Year / Certificate Course in Fundamentals of Economics	
PSO1	To understand the basic concepts of Microeconomics
PSO2	To understand the basic concepts of Macroeconomics

Programme Specific Outcomes (PSOs) : UG IInd Year / Diploma in Economics	
PSO1	To understand the basic concepts of Theory of Economic Growth & development.
PSO2	Acquaint with the measurement of development with the help of theories along with the Conceptual issues of poverty and inequalities with Indian perspectives
PSO3	To understand the basic concept of Indian Economy.

Programme Specific Outcomes (PSOs) : UG IIIrd Year / Bachelor of Economics	
PSO 1	To understand the basic concept of Quantitative Techniques that are used in economic

	analysis.
PSO2	Familiarize and acquaint with the characteristics of the economy of Rajasthan.
PSO3	Acquaint with some basic statistical methods to be applied in economics.
PSO4	To understand about the Economic thinkers and their economic thoughts.
PSO5	To Understand the Economy of Rajasthan.
PSO6	Facilitate the historical developments in the economic thoughts propounded by different schools. To familiarise students with the contribution of Indian Economic Thinkers and the relevance of their contribution.

List of Papers in all six semesters

Semester-wise Titles of the Papers in BA(Economics)

Year	NHEQF Level	Sem.	Course Code	Paper Title	Theory/Practical	Credits
Certificate Course in Fundamentals of Economics						
First Year /L5	Level 4.5	I	ECO50001T	Micro-Economic Theory	Theory	6
		II	ECO50002T	Macro-Economic Theory	Theory	6
Diploma in Economics						
Second Year/ L6	Level 5	III	ECO60001T	Basics of Statistics	Theory	6
		IV	ECO60002T	Economic Development and Planning	Theory	6
Bachelor of Economics						
Third Year/ L7	Level 5.5	V	ECO7101T/ ECO7102T	**Optional Paper(Any 1)** 1. Indian Economy 2. Money and Banking	Theory	6
		VI	ECO7103T / ECO7104T	**Optional Paper(Any1)** 1. History of Economic Thought 2. Economy of Rajasthan	Theory	6

BA 1st Year
Sem. I ,Course I
(Theory)

Programme/Class: **Degree/ BA**	**Year 1**	**Semester 1**
Subject : Economics		
Course Code : ECO50001T	**Course Title: Micro Economic Theory**	

Course Outcomes:

- Study of micro economics enables the students to have an understanding of theoretical aspects of the subject.
- Students are able to understand and define the basic concepts like consumer behavior, production, demand and supply etc.
- Students will learn about the price and output determination of the firm and industry under different market forms.
- Students learn and understand the Theory of production- iso-quants, laws of returns to scale, law of variable proportion.
- Describe and apply the methods for analyzing consumer behavior through demand and supply, elasticity and marginal utility.
- To analyze the behavioral patterns of different economic agents regarding profit, price, cost etc.
- The decision-making process in different market situations such as perfect competition, monopolistic competition, monopoly and oligopoly markets.

Credits : 6 Credits	**Core Compulsory**

Unit	Topic	No. of Lectures
I	Economics – Scope and Nature , Basic Economic Problems - Scarcity and Choice, Micro and Macro Economics, Methods of Economic analysis - Inductive, Deductive , Statics and Dynamic , Concept of Total , Average and Marginal quantities.	12
II	Concept of Demand ,Types of Demand , Changes in Demand , Factors affecting to Demand , Concept of Supply , Market Equilibrium , Role of Price Mechanism in Economy, Simple Concept of Elasticity of Demand	12

III	Utility – Cardinal and Ordinal approach of Utility , Relationship between TU ,AU& MU , Law of Diminishing Marginal Utility , Indifference Curve - Characteristics concept MRS and Consumer's Equilibrium, Budget Line .	15
IV	Iso-quant curve– Characteristics , Concept of MRTS , Iso-cost Line , Production Function -Meaning , Law of Variable Proportions , Economies of Scale , Simple Concept of Cost .	18
V	The Commodity Market :- Characteristics of Perfect Competitive Market , Equilibrium of Firm and Industry, Price-Output Determination , Monopoly- Characteristics and Price-Output Determination, Distinguish between Perfect Competitive Market and Monopoly market..	18

Suggested Readings:

- Ahuja ,H.L(2013) : Advanced Economic Theory‖, S.Chand & Company. Shastri,Rahul.A (1999) :Microeconomics‖, Orient Blackswan.
- Ahuja,H.L (2012) :Ucchatar Arthik Siddhant‖, S.Chand & Company, New Delhi.
- Dwivedi,D.N (2011) :Microeconomics-Theory & Applications‖, Pearson.
- Lal, S.N (2013):Arthshastra Ke Siddhant‖, Shiva Publishing House, Allahabad. Seth,M.L (2012) : Arthshastra Ke Siddhant‖,Laxmi Narayan Publications,Agra
- Lipsey,Richard&Chrystal,Alec (2011) : Economics‖, Oxford University Press Publications, New Delhi.
- Pindyck,Robert.S., Rubinfield.Daniel.L., Mehta.Prem.L(2009): Microeconomics‖, Pear son.
- Salvatore, Dominic(2010) : Principles of Microeconomics‖, Oxford University Press Publications, New Delhi.
- Samuelson,Paul.A& Nordhaus, William.D(2010): Economics‖, Tata McGraw
- Hill. Koutsoyiannis, A (2008) (2nded): Modern Microeconomics‖, Macmillan.
- Stonier,A.W&Hague.Douglas.C (2003)(5thed) : A Text Book of Economic Theory‖, Pearson.
- Seth, M.L.: Principles of Economics,

Suggested Continuous Evaluation Methods: Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students.

Suggested online link:

www.ignou
www.swayam
www.inflibnet

BA 1st Year, Sem. II
Course I
(Theory)

Program/Class: Degree/BA	**Year 1**	**Semester 2**
Subject : Economics		
Course Code : ECO50002T	**Course Title : Macro Economic Theory**	

Course Outcomes:

- Students learn about macroeconomics and different theories regarding the determination of income and employment by different economists.
- They learn about the consumption and investment functions. And also, about the functioning of multiplier process.
- Students learn about money and banking and become able to know about the theories of inflation and Unemployment etc.
- Students are able to explain national income, comprehend calculation methods of national income, and concepts related to national income.
- Students are able to comprehend classical theory of employment and the Keynesian approach.
- Students are able to comprehend the concept of multiplier and it's working.

Credits : 6 Credits	**Core Compulsory**

Unit	Topics	No. of Lectures
I	Macro-economics: Meaning, Nature, Scope, Importance and Limitations. Types of Macro Economics – Macro-Statics and Macro- Dynamics. Circular Flow of Income and expenditure in two, three, and four-sector economy.	15
II	National Income Concept : Gross Domestic Product (GDP), Net Domestic Product (NDP), Gross National Product (GNP), Net National Product (NNP), Personal Income (PI), Disposable Income (DI). Measures of National Income: Product Method, Income Method, Expenditure Method & Mixed Method. Classical Approach to Employment: Classical Theory of Employment, Say's Law of Market, Pigou's Wage Cut Theory of Employment.	15
III	Keynesian Economics: Theory of Employment, Aggregate Demand and Aggregate Supply. Concept of Effective Demand. Multiplier – Investment Multiplier.	18

IV	Consumption, Saving and Investment Function: Average and Marginal Propensity to Consume, Average and Marginal Propensity to Save, Marginal Efficiency of Capital, Autonomous Investment and Induced Investment	12
V	Inflation and Unemployment Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run	15

Suggested Readings:

- Ackley.G (1976) : Macroeconomics: Theory And Policy, Macmillan, New York.
- Ahuja,H.L (2012) : Macroeconomics: Theory and Policy , S. Chand &Company, New Delhi.
- Ahuja,H.L (2012) : Samasti Arthshastra , S. Chand &Company, New Delhi.
- Lal,S.N (2012) : SamastibhaviVisleshan , Shiva Publishing House,Allahabad.
- Branson,W.A (1989) : Macroeconomics Theory And Policy, Harper & Row.
- D.L (1969) : Advanced Macroeconomics, McGraw Hill, New York.
- Dornbusch, Rudiger&startz, Richard (2012): Macroeconomics , Tata McGraw Hill Education.
- Dwivedi,D.N (2010) : Macroeconomics: Theory and Policy , Tata McGraw Hill Education.
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- Hansen,A.H (1953) : A Guide To Keynes, McGraw Hill.
- Jhingan, M.L (2010): Macroeconomics ,Vrinda Publications, New Delhi.
- Jhingan, M.L (2012) :SamastiArthshastra , Vrinda Publications, New Delhi.

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Suggested Continuous Evaluation Methods: Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students.

Suggested online link:

www.ignou
www.swayam
www.inflibnet

BA 2nd Year, Sem. III
Course I
(Theory)

Program/ Class: Degree/BA	**Year 2**	**Semester III**
Subject: Economics		
Course Code: : ECO60001T	**Course Title: Basics of Statistics**	

Course Outcomes:

- Students will be able to understand the Basic concept of Statistics
- Students will be able to use the Statistical tools and methods in Economics

Credits: 6Credits	**Core Compulsory**

Unit	Topics	No. of Lectures
I	Definition, Scope, Importance and Limitations of Quantitative Techniques and Statistics; Primary & Secondary Data. Census & Sampling. Techniques of Data Collection, Classification and Tabulation of Data. Diagrammatic and Graphic Representation of Data.	14
II	Measures of Central Tendency: Arithmetic Mean, Median, Mode. Geometric Mean and Harmonic Mean. .	15
III	Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, standard Deviation and Co- efficient of Variation simple Correlation : Karl Pearson's Correlation co- efficient and Spearman's rank correlation.	17
IV	Simple two variable Linear regression, Fisher's Index numbers, Interpolation and extrapolation – Newton and Lagrange method	17
V	Elementary Mathematics Simultaneous and Quadratic Equations Arithmetic and Geometric Progressions, Logarithms	12

Suggested Readings

- Chiang, A.C., Fundamental Methods of Mathematical Economics, McGraw Hill.
- Monga, G.S., Mathematics and Statistics for Economists, Vikas Publishing House, New Delhi.
- Gupta, S.P., Statistical Methods, Sultan Chand, New Delhi.

- Agrawal, D.R., Quantitative Methods, Vrinda Publications, Delhi
- Gupta, K.L., ParimanatmakTakniken, NavyugSahitySadan, Agra.
- Aggarwal, D.R., PrarambhikGanitiyArthshastra, Vrinda Publication, New Delhi.
- Gupta, K.L., Ravikan Agarwal & Praveen Jain, Arthastastra Ki Aadharbhoot ParimanatmakVidhiyan, Navneet Prakashan, Agra.
- Gupta, K.L. & S.K. Gupta, UcchtarSankhiyiki, Navneet Prakashan, Agra.
- Singh, S.P., SankhiyikiKeMoolTatva, S. Chand, New Delhi.
- Gupta, S.P., SankhyikiKe Siddhant, New Delhi.
- Lohani, Jitendra Kumar &Padam S. Bisht, Arthashastra Mein GanitiyEvmSankhikiya Vidhiyan, Kunal Books, New Delhi.
- K.N Nagar: SankhiyikiKeMoolTatva, S. Chand, New Delhi.
- Mehta &Madnani .,Elemantary Mathematics in Economics

Suggested Continuous Evaluation Methods: Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students.

Suggested online link:

www.ignou
www.swayam
www.inflibnet

BA 2nd Year, Sem. IV
Course I
(Theory)

Program/Class: Degree/BA	**Year 2**	**Semester IV**
Subject : Economics		
Course Code :ECO60002T	**Course Title : Economic Development & Planning**	

Course Outcomes :

- The students will be able to understand the development theories along with the conceptual issues in growth and development.
- Students should be able to comprehend the concept and meaning of economic growth and economic development.
- Students should be able to distinguish between economic growth and economic development.
- Students should be able to comprehend the issues and challenges in economic growth and development.

Credits : 6 Credits	**Core Compulsory**

Unit	Topics	No. of Lectures
I	Economic Growth and Economic Development: Meaning and Measurement of Economic Development. Vicious circle of Poverty, Capital formation and Human Resource Development.	14
II	Characteristics of developing countries. Factors of Economic growth: Economic factors and non-economic factors. Structural changes under development, Technological progress.	16
III	Theories of Development: Rostow's Theory of historical stages of growth. Balanced growth theory and unbalanced growth theory. Choice of techniques: Capital intensive and labour intensive techniques.	15
IV	Development and International Issues-International aspects of Economic Development, International Trade, FDI, FII, Reasonal Cooperation(SAPTA, NAFTA, SAARC, BRICS etc.), WTO and developing countries, G20 and India's Role in it..	16
V	Economic Planning: Meaning, Need, Objectives and its relevance. Planning under mixed economy, Prerequisites of effective planning. The	14

	Indian Planning System: Plan Formulation and Evaluation. NITI Aayog: Objectives and difference between Planning Commission and NITI Aayog, Target Setting, Priorities and strategy for development.	

Suggested Readings:

- Thirlwall, A.F. (2004)- Growth & Development, Wiled Palgrave McMillan
- Todaro, M.P. Smith, S.C. (2004)-Economic Development (8th ed)Pearson Education LPE
- Jhingan, M.L. : vikas evam Niyojan ka Arthashastra, Vrinda Publications, New Delhi
- Seth, M. L. : thory and Practice of economics Planning,S. Chand & Co. New Delhi
- Meir & Baldwin : Economic Development Theory, History &v policy Dominick
- Salvatore & Edward Dowling:Development Economics (Schaum`s outline series)
- Debraj Ray, Development Economics, Oxford University Press
- S.K. Misra and V.K. Puri, Economics of Development and Planning Theory Himalya Publishing House

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BA 3rd Year, Sem. V
Course I
(Theory)(Optional)

Program/Class: Degree/BA	**Year 3**	**Semester 5**
Subject : Economics		
Course Code : ECO7101T	**Course Title : Indian Economy**	

Course Outcomes:

- The students will come to know the Features of Indian Economy.
- The students will Learn Agriculture, Industrial and Service Sectors of the economy.
- The students will get familiar with various Poverty Alleviation and Employment Generation Schemes.

Credits : 6 Credits	**Discipline Elective Course**

Unit	Topics	No. of Lectures
I	Indian Economy – Nature, structure and Features. Natural Resources – Land, water, Forest and Minerals. Infrastructure – Importance and its development in India.	13
II	Demographic Profile of Indian Economy –Population composition and main characteristics of Indian population according to current census, Problems of Population and New Population Policy in India.	13
III	Agricultural structure in India – Importance& Nature. Agricultural Holdings and Land Reforms. Green Revolution. Agricultural Rural Labour. Agricultural Finance and Marketing. Agriculture Policy.	15
IV	Industry- Growth & Problems of Heavy, Medium, Small & Cottage Industries in India since globalisation. Industrial Finance. Make in India and SKILL Development Programme, Digital India, Jan Dhan Yojna. New Industrial Policy.	16
V	Nature and Estimation of Unemployment in India, Causes, types and remedies of Unemployment. Concept of Poverty, Mahatma Gandhi National Rural EmploymentGuaranteeScheme(MGNREGA).DeenDayalUpoadhyaya National Rural LivelihoodMission (DDU-NRLM)	18

Suggested Reading:

- Agrawal, A.N. : Indian Economy, WishwaPrakashan, New age International (P) Limited,New Delhi.
- Misra, S. K. & V. K.Puri : Indian Economy.
- RuddarDatt& K. M..P.Sundharam: Indian Economy, S. Chand, New Delhi.

• Bimal Jalan : Problems of Indian Economy.
Suggested Continuous Evaluation Methods: Assignment / Test / Quiz (MCQ) / Seminar/ Presentations/ Research orientation of students.
Suggested online link: **www.ignou** **www.swayam** **www.inflibnet**

BA 3rd Year, Sem. V
Course II
(Theory)(Optional)

Program/ Class: Degree/BA	**Year 3**	**Semester 5** **Paper II**
Subject : Economics		
Course Code: : ECO7102T	**Course Title : Money and Banking**	
Course outcomes: • Understand simple concepts related with monetary economics and banking theory. • Correlate and apply to current events & key models and concepts of monetary economics and banking theory. • Appreciate the potential importance of monetary phenomenon in the economy. .		
Credits : 6 Credits	**Discipline Elective Course**	

Unit	Topics	No. of Lectures
I	Money and Value of Money: Money - Meaning, Functions and Classification; Gresham's Law; Role of Money in Capitalist, Socialist and Mixed Economies; Monetary Standards -Metallic and Paper Systems of Note Issue.	15

II	Quantity Theory of Money - Cash Transaction and Cash Balance Approaches; The Keynesian Approach.	15
III	Supply of Money: Definitions—Determinants of Money Supply—High Powered Money and Money Multiplier—Indian Currency system.	15
IV	Commercial Banking: Meaning and types; Functions of Commercial Banks; The process of Credit Creation - Purpose and Limitations; Liabilities and Assets of banks; Evolution of Commercial Banking in India after Independence; A Critical Appraisal of the Progress Of Commercial Banking after Nationalization; Recent Reforms in Banking Sector in India.	15
V	Functions of a Central Bank; Quantitative and Qualitative Methods of Credit Control - Bank Rate Policy, Open Market Operations, Variable Reserve Ratio and Selective Methods; Role and Functions of the Reserve Bank of India; Objectives and Limitations of Monetary Policy with Special Reference to India	15

Suggested Readings :

- Eyler,Robert (2009) : Money and Banking-An International Text ,Routledge.
- Gupta, Janak Raj (2011): Public Economics in India Theory and Practice, Atlantic.
- Gupta,S.B (2009) : Monetary Economics-Institutions, Theory & Policy , S.Chand & Company, New Delhi.
- Head, J.C (1974): Public Goods and Public Welfare, Durham, NC, Duke University Press.
- Inge Kaul, Pedro Conceicao (2006): The New Public Finance, Oxford University Press.
- Jhingan ,M.L (2012) : Monetary Economics , Vrinda Publications,NewDelhi.
- Jhingan, M.L (2012) : Maudrik Arthshastra , Vrinda Publications, New Delhi.
- Johansen, Life (1965) :Public Economics, Chicago: Rand Mcnally.
- Khanna, Perminder (2005): Advanced Study in Money and Banking: Theory and Policy Relevance in The Indian Economy , Atlantic.
- Lal, S.N (2012): Mudra,Banking, Avam Videshi Vinimay , Shiva Publishing House,Allahabad.
- Seth. M.L (2012) : Maudrik Arthshastra , Laxmi Narayan Publications,Agra.

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BA 3rd Year, Sem.VI
Course I
(Theory)
(Optional)

Program/ Class: Degree/BA	**Year 3**	**Semester 6**
Subject : Economics		
Course Code: ECO7103T	**Course Title : History of Economic Thought**	

Course Outcomes:

- The students will come to know the thoughts of Mercantilism and Physiocracy.
- The students will come to know about Classical period thinkers in economics.
- The students will know about Nationalist & Welfare Economists.
- To learn and discuss, at an advanced undergraduate level, how the economic thought has evolved over time.
- Introducing students to the critical comparison of the contributions of the main schools of economics.
- To introduce & highlight before the students about Indian Economic Thinkers and their valuable contribution in the field of Economics.

Credits : 6 Credits	**Discipline Elective Course**

Unit	Topics	No. of Lectures
I	Meaning and Importance of History of Economic Thought, History of Economic Analysis and Economic History, Mercantilism, Physiocrates, Adam Smith	15
II	David Ricardo, Thomas Robert Malthus, Sismondi, JS Mill	15
III	Utopian socialists – Robert Owen, Charles Fourier and Perirre Joseph Proudnon ; Friedrick List, Karl Marx – an Elementary Treatment	17
IV	Austrian School : Karl- Menger, Friedrich- Von Wieser, Eugenvon Bohm- Bawerk and Alfred Marshall	15

V	Indian Economic Thought : Kautilya, Mahadev Govind Ranade, Gopal Krishna Gokhale, Mahatma Gandhi and Jawahar Lal Nehru, Dr. B.R. Ambedkar	13

Suggested Readings :

- Schumpeter, J.A.: A History of Economic Analysis.
- Stigler, G.J.: Essays in the History of Economics.
- Dobb, Maurice: Theories of Value and Distribution since Adam Smith.
- Obrien: Classical Theory of Value and Distribution.
- Stigler, G.J.: Production and Distribution Theories.
- Bhatia,H.L : History of Economic Thought ,Vikash Publishing House.
- Blackhouse,R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.
- Ganguli, B.N(1977) : Indian Economic Thought : A 19th Century Perspective, Tata Mcgraw Hill.
- Jhingan, M.L (2008): AarthikVicharon Ka Itihas ,Vrinda Publications, New Delhi.

Suggested Continuous Evaluation Methods: Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students.

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B A 3rd Year,

Sem.VI Course II

(Optional) (Theory)

Program/ Class: Degree/BA	**Year 3**	**Semester 6**
Subject : Economics		
Course Code : : ECO7104T	**Course Title : Economy of Rajasthan**	

Course Outcomes :

- The course introduces about the economy of Rajasthan and demographic profile of Rajasthan.
- The student will learn agriculture and industrial profile of Rajasthan economy.
- The student will come to know about various poverty alleviation programmes in Rajasthan .
- The students will come to know about various employment generation programmes in Rajasthan.

Credits : 6 Credits	**Discipline Elective Course**

Unit	Topics	No. of Lectures
I	Economy of Rajasthan - Introduction & Characteristics. Demographic Profile of Rajasthan. Natural Resources in Rajasthan.	10
II	Agricultural Profile – Agriculture& allied sector in Rajasthan. Animal Husbandry and Dairy Farming in Rajasthan. Problems in Agriculture Sector.	15
III	Industrial Profile of Rajasthan - Heavy Industries, MSME in Rajasthan, New Industrial Policies. Problems of Village and Cottage Industries.	15
IV	Tourism sector in Rajasthan. Problems of Migration & Reverse Migration in Rajasthan. Role of Women in Rajasthan's Economy.	15
V	Unemployment and Poverty in Rajasthan. Various Poverty Alleviating Programmes in Rajasthan. MukhyamantriSwarozgaarYojna. Mukhyamantri Saur SwarozgarYojna, National Rural Livelihood Mission, National Urban Livelihood Mission.	20

Suggested Readings:

- Mamoria and Hingorani (Eds.) : Industrial Potential of Rajasthan

- Nathuramka : Bhartiya Arthavyavastha Ki Samasyain (Latest Ed.)
- Mathur, Hari Mohan : Rajasthan Ka Audhyogik Vikas, RHG Academy
- Mamoria and Hingorani (Eds.) : Industrial Potential of Rajasthan
- Govt. of Rajasthan : State Income of Rajasthan (Directorate of Statistics and Economics
- Govt. of Rajasthan: Five Year Plans
- Govt of Rajasthan : Budget Studies

Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar/Presentations/ Research orientation of students

Suggested online link:
www.rajgov.in

1. **SEC6301AT - Skill Enhancement Courses**

Program/ Class: Degree/BA	**Year 2**	
Subject : Economics		
Course Code: SEC6301AT	**Course Title: Basics of Demography**	

Course Outcomes:

- The students will come to know population growth and economic development.
- The students will come to know about migration and its features.
- The students will be able to understand the concept of demographical development of India,

Credits : 4Credits	**SEC**

Unit	Topics	No. of Lectures
I	Meaning, Scope& Importance of Demography. Theories of Population: Malthusian Theory, Optimum Theory& Theory of Demographic Transition.	15
II	Fertility Statistics: - Crude Birth Rate (CBR), Age Specific Fertility Rate (ASFR), General Fertility Rate (GFR), Total Fertility Rate (TFR); Mortality Statistics : Maternal Age, Death Rate, Infant Mortality Rate (IMR). Child Health in India.	18
III	Migration: Meaning, Types and Measurement. Causes and Effects of Internal and International migrations. Urbanisation - Causes and effects.	12
IV	Population Growth and Economic Development. Qualitative Control of Population. Human Development Index (HDI), Gender Development Index (GDI). Effects of Population Growth in Indian economy. Sources of Demographic Data in India. Population Census in India – Nature, Methods, Problems and Defects. Salient Features of current Population Census. Family Planning Programmes in India	15

Suggested Reading:

- Agarwal, U.D.: Population Projections and Their Accuracy, B.R.Publishing Corporation, New Delhi.
- Bhende,A.A. and T.R.Kanitkar: Principles of Population Studies, Himalaya Publishing House, Bombay.
- Bogue, D.J.: Principles of Demography, John Wiley, New York.
- Bose, A.:India's Basic Demographic Statistics, B.R.Publishing Corporation, New Delhi.
- Census of India: Various Reports.
- Choubey,P.K.: Population Policy in India, Kanishka Publications, New Delhi.
- Misra, B.D.: An Introduction to the Study of Population, South Asia Publishers, New Delhi.
- Sriniwasan, K.: Basic Demographic Techniques and Applications, Sage Publications, New Delhi.
- Krishnaji,M., R.M.Sudrashan and A.Shariff: Gender Population and Development, OUP, New Delhi.

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2. SEC7301AT - Skill Enhancement Course

Program/ Class: Degree/BA	**Year 3**	
Subject : Economics		
Course Code: SEC7301AT	**Course Title: Environment Economics**	

Course Outcomes:

- Students will come to know about the relevance of environmental economics and how market allocate goods & how sometimes market fail to allocate environmental resources optimally and they will come to know how sustainable development of the economy can be attained.

Credits : 4Credits	**SEC**

Unit	Topics	No. of Lectures
I	Environmental economics: meaning, definition, nature and scope and limitation. Economy and Environment linkages, population and environment linkages.	15
II	Theories of externality: Pareto optimality and market failure in the presence of externalities, property rights , public goods and public bads market failure.	18
III	Evolution and implementation of environmental policy: Evolution of environmental regulation, environmental legislation/policies in India. Instruments for Pollution control. Command and control policy versus market based instruments.	12
IV	Sustainable Development: Evolution, concept, definitions, indicators, measurements, perspective from Indian experience.	15

Suggested Reading:

- C.D. Kolstad: Environmental Economics
- R.N. Bhattacharya: Environmental Economics
- U. Sankar: Environmental Economics
- N. Hanley, Shogren, B. White: Introduction to Environmental Economics
- Haab and White head: Environmental and Natural resource economics
- Chary, S.N. and Vyasulu, Vinod (2000), Environmental Management - an Indian Perspective, Macmillan, New Delhi.
- Goodstein, E.S. (2002) Economics and the Environment, John Wiley, New York.
- Hanley, N., J.F. Shogern and B. White (1997), Environmental Economics in Theory and Practice, Macmillan.

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