

**GURU KASHI UNIVERSITY**



**Master of Arts in Economics**

**Session: 2023-24**

**Department of Arts**

## **GRADUATE OUTCOMES OF THE PROGRAMME**

Graduates will have a deep understanding of discipline knowledge to creatively solve complex problems and provide innovative solutions; develop original thinking; skill in undertaking independent research in economics.

## **PROGRAM LEARNING OUTCOMES**

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

- Apply knowledge of economics for team building and create entrepreneurial initiatives for livelihood and social development.
- Examine economic problems that have economic implications on different sectors of national economy.
- Apply modern economic theory by using analytical and evaluative skills, and solve a variety of economic problems.
- Use statistical techniques to analyze the data and interpret statistical results.
- Evaluate economic policies from different perspectives.
- Inculcate the logical, reductive, replicable and generative aspects of research.

**Programme Structure of MA Economics**

<b>Semester-I</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MEO110	Principles of Microeconomics	Core	3	1	0	4
MEO111	Principles of Macroeconomics	Core	3	1	0	4
MEO112	Development Economics	Core	3	1	0	4
MEO113	Entrepreneurship Development	Skill Based	2	0	0	2
<b>Discipline Elective-I (Any one of the following)</b>						
MEO114	International Economics	Discipline Elective-I	3	0	0	3
MEO115	Industrial Economics					
MEO116	Labour Economics					
<b>Discipline Elective-II (Any one of the following)</b>						
MEO117	Statistics	Discipline Elective-II	3	0	0	3
MEO118	Economics of Gender and Development					
MEO119	Economics of Population					
<b>Total</b>			<b>17</b>	<b>3</b>	<b>0</b>	<b>20</b>

<b>Semester-II</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MEO212	Advance Microeconomics Analysis	Core	3	1	0	4
MEO213	Advance Macroeconomics Analysis	Core	3	1	0	4
MEO214	Public Economics	Core	3	1	0	4
MEO215	Academic Writing	Research Based Skill	0	0	2	1
MEO216	Financial Marketing	Skill Based	2	0	0	2
<b>Discipline Elective-III (Any one of the following)</b>						
MEO217	Punjab Economy	Discipline Elective-III	3	0	0	3
MEO218	Economics of Health and Education					
MEO219	Economics of Money & Banking					
<b>Discipline Elective-IV (Any one of the following)</b>						
MEO220	Agricultural Economics	Discipline Elective-IV	3	0	0	3
MEO221	Rural Economics					
MEO210	Economics of Human Resource Development					
Total			17	3	0	21

<b>Semester-III</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MEO309	Research Methodology	Compulsory Foundation	4	0	0	4
MEO398	Research Proposal	Research Based Skill	0	0	8	4
MEO311	Research and Publications Ethics	Research Based Skill	2	0	0	2
MEO396	Service Learning	Community Linkage	0	0	4	2
MEO313	Computer Lab	Skill Based	0	0	4	2
MEO397	Proficiency in Teaching	Skill Based	2	0	0	2
MEO399	xxx	MOOC	-	-	-	4
Total			8	0	16	20

<b>Semester-IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MEO402	Dissertation	Research Based Skill	-	-	-	20
Total			-	-	-	20

### **Evaluation Criteria for Theory Courses**

A. Continuous Assessment: [25 Marks]

- i. C1 (10 Marks)
- ii. C2 (10 Marks)
- iii. C3 (5 Marks)

For each CA conduct surprise test, quiz, term paper, assignments, etc.

- B. Attendance (5 marks)
- C. Mid Semester Test-1: (30 Marks)
- D. End-Term Exam: (40 Marks)

**Semester-I****Course Title: Principles of Microeconomics****Course Code: MEO110**

L	T	P	Cr.
3	1	0	4

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Develop sound understanding of the core microeconomic concepts.
2. Explain how competitive markets organize the allocation of scarce resources and the distribution of goods and services.
3. Assess the efficiency of markets and describe the various factors that might impact on efficiency.
4. Relate the basic economic theory and principles to current microeconomic issues and evaluate related public policy.

**Course Content****UNIT-I****10 hours**

Role and significance of assumption in economic models, Empirical testing of economic models. Theory of Demand: Utility analysis of demand; Indifference curves theory; Income and substitution effects: The Slutsky theorem; Compensated demand curves; The revealed preference theory.

**UNIT-II****13 hours**

Theory of Production: Stages of production function; Returns to factor proportions; Return to scale; Elasticity of substitution; Technical progress and production function; Cost and Revenue Analysis (traditional and modern theories of cost). Equilibrium of the firm-marginal analysis: Optimum factor combination and product combination.

**UNIT-III****10 hours**

Market Structures and Pricing Process: Equilibrium of firm and industry under perfect competition; Monopoly; bilateral monopoly; and Monopolistic competition; Excess capacity and imperfect competition; Pricing and output behavior under oligopoly; Collusive and non-collusive models: Extensions of the oligopoly models: Models of Bamuol, Marris and Willamson.

**UNIT-IV****12 hours**

Theory of Distribution: The Marginal Productivity Theory of Distribution; Adding up Problem and Euler's theorem. Modern theory of distribution. Theory of Rent: Ricardian and Modern. Theories of Interest: Classical, Neo-classical, Keynesian and IS-LM curve. Theories of Wages: Wage determination under perfect and imperfect competition; wage determination under trade union. Theories of profits, Classical, Marxian and Kaleski's theories.

**Transaction Mode:** Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

**Suggested Readings**

- Snyder, C. and W. Nicholson (2010), *Fundamentals of Microeconomics, 10th Edition, Cengage Learning-New Delhi.*
- Jehle, G. A. And P. J. Reny (2011), *Advanced Microeconomic Theory, 3rd Edition, Pearson-New Delhi.*
- Henderson, J.M., and Quandt, R.E.(2003). *Microeconomic Theory: A Mathematical Approach. 3rd Edition, Tata McGraw Hill, New Delhi*
- Pindyck, R.S. D.L. Rubinfeld, P.L Mehta (2009). *Microeconomics, 7th Edition, Pearson, New Delhi.*
- Koutsoyiannis, A. (1979). *Modern Microeconomics (2nd edition).Macmillan Press, London.*
- Varian, H.(2010). *Intermediate Microeconomic. 8th Edition New York: W.W Norton.*
- Varian, H. (2000). *Micro-economic Analysis, W.W.Norton & Company, New York.*
- Lipsey, R.G. and Chrystal, K.A. (2011). *Economics, Oxford University Press.*
- Mankiw, N. G. (2009). *Principles of Microeconomics. 5th Edition. South-Western, Cengage Learning. USA*

- *Samuelson, P.A. and Nordhaus, W.O. (1998). Economics (16th Edition). New Delhi: Tata McGraw Hill.*
- *Stigler, G. (1996). Theory of Price (4th Edition).New Delhi: Prentice Hall of India.*

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**Course Title: Principles of Macroeconomics****Course Code: MEO111**

L	T	P	Cr.
3	1	0	4

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Gain knowledge on the subject matter of macroeconomics, national income concepts and consumption concepts.
2. Apply the theories of consumption and investment in decision making.
3. Identify the determinants of various macroeconomic aggregates such as output, unemployment, inflation, productivity and the major challenges associated with the measurement of these aggregates.
4. Critically analyze the Neo-Classical, Monetarists, and Keynesian theories and policies.

### **Course Content**

**UNIT-I****10 hours**

Macro-Economic Theories of Investment: The Keynesian Post-Keynesian, New-Keynesian, and the financial theory of investment determination. Lags in investment. The Demand for Money; The classical, Keynesian and Post-Keynesian approach.

**UNIT-II****12 hours**

The supply of Money and Definitions of Money Supply: Inside and outside money, the neutrality of money Equilibrium in money market. The classical and Keynesian dichotomies and their resolution by Patinkin's real balance effect and through IS-LM model respectively. Keynesian and post- Keynesian theories of rate of interest.

**UNIT-III****13 hours**

Growth Models: Harrod-Domar model; Neo – classical model; Golden rule of accumulation; optimal growth turnpikes. Theories of Trade Cycles:

Multiplier-Accelerator interaction model, Kaldor and Hicks' models. Determination of General Price Level; Classical and Keynesian approach. Theories of Inflation; Demand – pull and cost-push inflation; short and long-run Phillips curve analysis; The Keynesian, the monetarist and the rational expectation analysis.

#### UNIT-IV

**10 hours**

Keynesian and monetarist perspectives on monetary, fiscal and income policies. Stabilization policies: Rules vs. Discretion: lagged effects of policies and role of expectations. Crowding out effect and government budget constraints. Rational expectations and effectiveness of stabilization policies.

**Transaction Mode:** Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

#### Suggested Readings

- Branson, W.H.(2014): *Macroeconomics: Theory and policy*, (3<sup>rd</sup> edition), New Delhi, East-West press Pvt. Ltd.
- Dornbusch, R.; Fisher, S. and Startz, R. (2015): *Macroeconomics*, (11<sup>th</sup> edition), New Delhi, Tata McGraw-Hill education India Pvt. Ltd.
- Fuller, Neil (2008): *Principles of Macroeconomics*, Delhi, Overseas Press.
- Mankiw, N.G.(2011): *Macroeconomics*, 6<sup>th</sup> edition, New York, Worth publishers.
- Gordon. R. J. (2015): *Macroeconomics*, (12<sup>th</sup> edition), New Delhi Pearson education India Pvt.Ltd.
- McConnell, C. R., and Gupta, H. C. (2012) *Introduction to Macroeconomics*. Tata McGraw-Hill Publishing Company.
- Shapiro, Edward. (2015): *Macroeconomic analysis*, (5<sup>th</sup> edition), New Delhi, Galgotia publication Pvt. Ltd.
- Froyen, R. T. (2012): *Macroeconomics: theories and policies*. (8<sup>th</sup> edition), New Delhi, Pearson Education.
- Blanchard, O. (2012): *Macroeconomics*. (4<sup>th</sup> edition), New Delhi, Pearson Education.
- Acemoglu, D.(2016): *Macroeconomics*, New Delhi, Pearson Education India.

**Course Title: Development Economics****Course Code: MEO112**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Understand the evolution of the measures of development.
2. Select appropriate investment criterion for development.
3. Choose the best technique of economic production
4. Acquire skills in conducting research related to development issues.

### **Course Content**

#### **UNIT-I 13 hours**

Growth and Development: Meaning and difference; Indicators of Growth –GDP and Per capita GDP; Indicators of economic development – PQLI, HDI, MPI, Problems of Economic Development; Poverty, Inequality and Sustainable Development–SDGs and Managing Sustainable Development.

#### **UNIT-II**

**10 hours**

Theories of Development Adam Smith, Ricardo, Malthus, Karl Marx, Schumpeter, and Rostow; Models of Economic Growth: Harrod-Domar, Solow, Robinson, Endogenous Growth Models.

#### **UNIT-III**

**12 hours**

Dualism: Meaning, Characteristics and forms; Models of Dualistic growth: Lewis, Ranis and Fei, Jorgenson, and Todaro; Approaches to Development- Balanced Growth, Critical Minimum Effort, Big Push, Unbalanced growth.

**UNIT-IV****10 hours**

Investment Criteria, Choice of Techniques labour, capital and intermediate; Vicious Circle of Poverty and Low Level Equilibrium Trap; Theories of Institutions and Development; Infrastructure and Economic Development.

**Transaction Mode:**

Lecture, Problem Solving, Discussion & Demonstration, Blended learning.

**Suggested Readings**

- Acemoglu, D., and Robinson, J. (2006). *The Role of Institutions in Economic Growth and Development, Chapter-5, Growth Commission Resources, Vol.3, World Bank.*
- Chang, Ha Joon (2006). *Institutional Change and Economic Development, United Nations University Press.*
- Eckaus, P.S. and Parikh, K.S.(2003). *Planning for Growth. 2<sup>nd</sup> Revised Ed., MIT.*
- Ghatak, S. (2003). *Introduction to Development Economics, Rutledge.*
- Griffin, K. and J. L. Enos (1970). *Planning Development. Addison-Wesley.*
- Meier, G. M. and Rauch, J. E. (2006). *Leading Issues in Economic Development (8<sup>th</sup>Edition). New York: Oxford University Press.*
- Ray, D. (2004). *Development Economics, Seventh Impression. New Delhi: Oxford University Press.*
- Ronald, G.(2010).*Development Economics, Pearson, India.*
- Thirlwall, A.P. (2006).*Growth and Development (8<sup>th</sup>Edition). New York: Palgrave Macmillan.*
- Marx, Karl (1867-1894).*Capital: Critique of Political Economy,3 vols.*
- Todaro, M. P. and Stephen C .S. (2007). *Economic Development (8<sup>th</sup>Edition). New Delhi: Second Impression, Pearson Education (Singapore) Pvt. Ltd., Indian Branch. Ricardo, David (1817). On the Principles of Political Economy and Taxation.*

**Course Title: Entrepreneurship Development****Course Code: MEO113**

L	T	P	Cr.
2	0	0	2

**Total Hours: 30**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Learn about the concepts of entrepreneur and entrepreneurship
2. Gain knowledge about the procedure for establishing of a new enterprise
3. Learn about the various licensing and partnership acts and about the tax laws
4. Acquire a better understanding about the different institutional support and services available in India for the entrepreneurs.

**Course Content****UNIT-I****10 hours****Entrepreneur and Entrepreneurship**

Entrepreneur: Definition, characteristics of entrepreneur, entrepreneur and manager, functions of entrepreneurs and types of entrepreneurs; Entrepreneurship: concept, role of entrepreneurship in economic development, factors affecting entrepreneurial growth, entrepreneurial motivation, entrepreneurial competencies and entrepreneurial mobility.

**UNIT-II****10 hours****Establishing an Enterprise**

Project identification and selection; project formulation; project appraisal: concept and method of project appraisal; financing enterprise; ownership structure: types of ownership and selection of an appropriate form of ownership.

**UNIT-III****11 hours****Registration and Licensing**

Objectives of licensing; Industrial Licensing Act, 1951: objectives, scopes and provisions of the act; Factories Act, 1948; Partnership Act, 1932;

companies Act, 1956. Income tax, and goods and service tax (GST).

#### **UNIT-IV**

**14 hours**

#### **Institutional Support to Entrepreneurs**

Institutional Finance to entrepreneurs: Industrial Finance Corporation of India, Unit trust of India, industrial development banks of India, Small Industries Development Bank of India and MUDRA bank.

Institutional support to industries: National Small Industries Corporation Limited, Small Industries Development Corporation, Small Scale Industries Board, State Small Industries Development Corporations, Small Industries Service Institutes, District industrial centers and industrial estate; Made in India and Startup India.

**Transaction Mode:** Lecture, Tutorial, Problem Solving, Discussion & Demonstration, Blended Learning.

#### **Suggested Readings**

- *Janakiram, B. and M. Rizwana (2011): Entrepreneurship Development: Text & cases, Excel Books publication.*
- *Janakiram, B., P.V. Raveendra and V.K. Srirama (2010): Role and Challenges of Entrepreneurship Development, Excel Books publication.*
- *Khanka, S. S. (2008): Entrepreneurial Development, S. Chand.*
- *Kumar, S. A., S. C. Poornima, Mini K. Abraham, K. Jayashree (2003): Entrepreneurship Development, New Age International Publishers.*
- *Lakhanpal, Ajay (1990): Entrepreneurial Development: An Institutional Approach, Commonwealth Publishers.*
- *Ramachandran, K. (2010): Entrepreneurship Development: Indian Cases on Change Agents, Tata McGraw Hill.*
- *Tiwari, Sanjay and Anshuja Tiwari (2007): Entrepreneurship Development in India, Sarup and Sons, New Delhi.*

**Course Title: International Economics****Course Code: MEO114**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Analyze current issues and policies using the concepts of international trade theory.
2. Examine the factors that contributing in intra industry trade.
3. Know the role key international institutions play in affecting trade flows across the world.
4. Study the role and determination of exchange rates in short-run and long-run.

### **Course Content**

**UNIT-I****10 hours**

**Pure Theory of International Trade:** Absolute Advantage, Comparative Advantage and Opportunity Costs, Heckscher-Ohlin Theory of Trade; Factor Price equalization; reciprocal demand and offer curve analysis.

**UNIT-II****12 hours**

**New Theories of International Trade:** Intra-industry trade, product differentiation and technology. Gains from trade and their distribution: terms of trade, concepts and measurement. Secular deterioration thesis of terms of trade.

**UNIT-III****12 hours**

**Commercial policy:** Free trade vs. protection. Partial Equilibrium Analysis of Tariff; Effects of Tariff on Consumer's and Producer's Surplus; Various Non-Tariff Barriers. Optimum and effective rates of tariffs.

**UNIT-IV****11 hours**

**Theory of regional economic integration:** Forms of integration, static and dynamic effects of customs union. UNCTAD, GATT, WTO, EU and SAARC. Foreign Investment and its effects on the inverting host country.

**Transaction Mode:** Lecture, case study, problem solving, group discussion & demonstration, self-study, blended learning.

**Suggested Readings**

- Sodersten, B O & Reed, G (2008). *International Economics*, Macmillian, London.
- Wells, Sidney J. (1996). *International Economics*, George Allen & Unwin, London.
- Ghuman, R S (1996). *International Economics (Punjabi)*. Publication Bureau, Punjabi University, Patiala.
- James C. and Robert, M. (2004). *International Economics*, John Wiley & Sons. Inc.
- Bhagwati, J. N. (1998). *International Trade Selected Readings*. London: McMillan University Press.
- Francis, C. (2008), *International Economics*, McGraw-Hill Education.
- Salvatore, Dominic K. (2004). *International Economics*, John Wiley and Sons. 7th edition, Singapore.
- Krugman, P and Obstfeld, M (2000). *International Economics: Theory and Policy*, Addison Wesley Longman, Singapore, Indian Re-print.
- Kruger, Anbne C. (1999). *WTO As an Organisation*, Oxford University Press, Delhi.
- Krugman, P. R. and Obstfeld, M. (2000). *International Economics: Theory and Policy*, Dorling Kindersley (India) Pvt.Ltd.
- Mikic, M. (1998). *International Trade*. London: Macmillan Press.
- Vanek, J (1962). *International Trade: Theory and policy*, Richard Irwin, Illinois.
- Balasuramanyam, V M (ed.) (1998). *Writings of International Economics by Jagdish Bhagwati*, Oxford University Press, Mumbai.
- Greenway, D and Winters, L A (ed.) (1994). *Survey in International Trade*, Blackwell, Oxford.



**Course Title: Industrial Economics****Course Code: MEO115**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Set the goals for business organizations.
2. Explain the pricing behavior of firms with market power and its welfare implications.
3. Recognize the basic determinants of market structure and the key issues in competition policy and regulation.
4. Analyze various aspects of strategic interaction between firms and the determinants of industrial structure.

### **Course Content**

**UNIT-I****10 hours**

Introduction: Definitions and Concepts: Plant, firm, industry, market, market structure, market power, market conduct and market performance. Market structure: Sellers' and buyers' concentration, product differentiation, entry conditions, economies of scale. Market structure and profitability.

**UNIT-II****15 hours**

Organizational Forms and Theories of Firms: Forms of industrial organization: Ownership management and control, passive and active behavior of firm. Neo-classical theory of firm and challenges to the profit maximization: W. J. Baumol, O. Williamson Dynamic alternative to profit maximization: R. Marris, Cyret and March.

**UNIT-III****10 hours**

Industrial Strategies to Competition: Industrial productivity: Concept, measurements and determinants. Industrial Capacity: Concept and measurement of capacity utilization. Concepts of diversification, merger

and acquisition, Optimum size of firm and constraints to size.

#### UNIT-IV

**10 hours**

Project Planning and Investment Decisions: Nature and types of investment decisions, Time profile of a project, Methods of project evaluation, Introduction to cost-benefit analysis. Competition: its advantage, competitiveness in the context of globalization.

**Transaction Mode:** Presentation, lectures, case study, debates, brainstorming, simulation, role playing and direct observation, blended learning.

#### Suggested Readings

- *Barthwal, R. R. (2010). Industrial Economics: An Introductory Textbook. New Delhi: New Age International Publishers.*
- *Seth, Ranjana (2010). Industrial Economics. Ane Books Pvt. Ltd.*
- *Armstrong, M. and Porter, R (eds.) (2007). Handbook of Industrial Organization, Vol.3. North Holland.*
- *Bhat, T.P. (2013). Growth and Structural Changes in Indian Industries, ISID Working Paper, No. 2103/02, New Delhi: Institute for Studies in Industrial Development.*
- *Ferguson, P. and Ferguson, G (2003). Industrial Economics Issues and Perspectives, Palgrave Macmillan.*
- *Hay, D. A. and Morris, D J (1991). Industrial Economics and Organization: Theory and Evidence, Oxford University Press.*
- *Krishna, K.L. (2011). Industrial growth and Diversification in Uma Kapila (Ed.), Indian Economy since Independence, 19th edition, New Delhi: Academic Foundation.*
- *Nagjar, R. (2003). Industrial Policy and Performance since 1980: Which Way Now? Economic & Political Weekly, 38(35), pp. 3707–3715.*
- *Schmalensee, R. L. (1988). Industrial Economics: An Overview, Working Paper No. 1997-88, Sloan School of Management, Cambridge: Massachusetts Institute of Technology.*
- *Shy, O. (1996). Industrial Organization: Theory and Applications, MIT Press.*
- *Tirole, J. (1998). The Theory of Industrial Organization, MIT Press.*

**Course Title: Labour Economics****Course Code: MEO116**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Understand the characteristics of labor market.
2. Introduce with the concept and measures of unemployment.
3. Know about the determinants of industrial disputes and methods of their settlement.
4. Comprehend the concept of social security and impact of the I.L.O.

### **Course Content**

**UNIT-I****12 hours**

Labor economics: meaning and its basic concept. Labor market and its characteristics. Characteristics of a developing economy like India. Neo-classical theory of wages and employment. Analysis of demand and supply forces. Wage determination under perfect and imperfect competition, Bargaining Theory.

**UNIT-II****10 hours**

Unemployment- Concept and measures. Causes of unemployment. Origin of Trade Unionism. Trade Unionism in India. Wage determination by sectors- Urban and Rural. Nature of unemployment in developing economies like India.

**UNIT-III****11 hours**

Nature of Industrial dispute Determinants of industrial disputes. Steps to prevent industrial disputes. Methods of settlement of industrial disputes. Collective bargaining. Labor participation in management.

**UNIT-IV****12 hours**

Concept of social security. Social security measures in India. Important labor legislation in India: Industrial Disputes Act. Trade Unions Act. Factories Act and Employees State Insurance Act. Impact of I.L.O. on Labor Legislation. Woman and Child Labor. Recent labor laws: Minimum Wage Act.

**Transaction Mode:** Lecture, problem solving, discussion & demonstration, blended learning.

**Suggested Readings**

- *Joshi, M V (2014). Labour Economics and Labour Problems. Atlantic Publisher.*
- *Choudhary, Nirul (2018). Economics of Labour. JTS publications.*
- *Singh, Dr. Chandra Kant (2019). Labour Economics, Deshraj and sons.*
- *Kadukar, Dr. P M (2021). Fundamentals of Labour Economics. Himalaya Publishing House.*
- *Chauhan, M S (2011). Labour Economics Issues and Policy. Global Publications.*
- *Bhagoliwal, T. N. (2002). Economics of Labour and Industrial Relations, Sahitya Bhavan, Agra.*
- *Gupta, P. K. (2012). Labour Economics, Virnda Publication (p) Ltd, New Delhi.*

L	T	P	Cr.
3	0	0	3

**Course Title: Statistics****Course Code: MEO117****Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Formulate and optimize economic functions.
2. Find the time path of changes in economic variables.
3. Deal with economic variables in larger dimensions.
4. Apply linear programming for best allocation of economic resources.

### **Course Content**

**UNIT-I****12 hours**

Review of Method: Measures of Central Tendency and Dispersion, Skewness & Kurtosis. Theory of Probability: Definitions of Probability, Addition and Multiplication, Theorems of Probability, Baye's Theorem.

**UNIT-II****10 hours**

Mathematical Expectation – Addition and Multiplication Theorems of Mathematical Expectation. Binomial, Poisson and Normal Distribution - their Mean and Variance, Area properties of Normal Distribution.

**UNIT-III****12 hours**

Correlation: Pearson's Correlation Co-efficient, Rank Correlation, Correlation in Time Series, Partial and Multiple Correlation (up to two independent variables). Regression Analysis - Methods of Least Squares, Regression Lines, Interpretation of Correlation and Regression Co-efficient. Sampling and Methods of Sampling.

**UNIT-IV****11 hours**

Formulation of Null and Alternative Hypothesis, Type I and Type II Errors. Use of Z, t, Chi-square and F-distributions in Hypothesis Testing. Measurement of Inequality and Poverty – Lorenz Curve and Gini co-efficient, Head – Count Ratio, Poverty – Gap Ratio, Sen's Index.

**Transaction Mode:** Lecture, tutorial, problem solving, discussion & demonstration, blended learning.

### **Suggested Readings**

- Vali, Shapoor (2014): *Principles of mathematical economics*, U.S.A., Atlantic press.
- Wang, Susheng (2015): *Mathematical Economics*, 2<sup>nd</sup> edition, New Jersey, World scientific.
- Yamane, T. (2012). *Mathematics for Economists*. Literary Licensing, LLC.
- Asano, Akhito (2013): *An introduction to mathematics for economics*. New Delhi, Cambridge university press.
- Chiang, Alpha C. and Wainwright, Kevin (2013): *Fundamentals methods of mathematical economics (4<sup>th</sup> edition)*, New Delhi, Tata McGraw hill education.
- Gupta, S P. *Statistical Methods*, S. Chand and Co; New Delhi. Latest Edition.
- Allen R.G.D (2016): *Mathematical analysis for econometrics*, New Delhi, Trinity press.
- Harrison, Michael, and Waldron, Patrick. (2011). *Mathematics for economics and finance*, London, Routledge
- Sancheti, D C & Kapoor, V K (2006). *Business Mathematics*, S. Chand and Co., New Delhi.
- Hoy, Michael and Others (2014): *Mathematics for economics*, (3<sup>rd</sup> edition), New Delhi, PHI learning, Pvt. Ltd.
- Pemberton, Malcolm (2017): *Mathematics for economics. An introductory text book*, New Delhi, Viva books Pvt. Ltd.
- Sydsaeter, K., and Hammond, P. (2008). *Essential mathematics for economic analysis*. New Delhi: Pearson Education.

**Course Title: Economics of Gender and Development****Course Code: MEO118**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Demonstrate a general understanding of the theoretical debates surrounding the construction of gender and gender relations in the discipline of economics.
2. Critically examine and assess mainstream and heterodox economic theories and policies from a gender perspective.
3. Evaluate the ways in which current economic realities in developed and developing countries have different effects on men and women.
4. Identify the connections between feminist economic theory and feminist economic reality in developed and developing countries.

### **Course Content**

#### **UNIT- I**

**10 hours**

#### **Introduction of Gender and Economics**

Gender and feminisms - Economic methodology and feminist critiques - Development: Meaning and concept - Human development and gender - Construction of Human Development Index and Gender-related Development Index and criticisms.

#### **UNIT-II**

**12 hours**

#### **Work and Employment**

Types of work, work participation rates, labour force participation rate - Female labour supply: Neo-classical theory - Models of allocation of time: Becker and Mincer - Segregation in labour market: Discrimination in work place, measures of discrimination, Differential employment - Household work and non-market work: Time Use Survey

**UNIT-III****13 hours****Agriculture, Environment, Health and Well-Being**

Gender and property rights: Theories, experiences in South Asia, India and Arunachal Pradesh - Boserup's thesis on gender and agricultural change and its criticisms - Technological change and female labour - The impact of Green Revolution - Gender, environment and development: Linkages - Gender issues in natural resource management Sex ratio, child sex ratio, son preference, differential mortality between sexes - Differential access to health care - Intra family distribution of food and nutrition - Women's autonomy, fertility and health status - Health and poverty.

**UNIT-IV****10 hours****Gender and Globalization**

Women under capitalism: Review of political economy approaches - Structural adjustment and women - Gender, informalisation and flexible production - Review of gender and development policies: Role of international bodies, governments and civil society institutions - Mainstreaming gender concerns: Methods and approaches.

**Transaction Mode:** Lecture, tutorial, problem solving, discussion & demonstration, blended learning.

**Suggested Readings**

- Feber, Marianne A. and J A Nelson (Eds), *Beyond Economic Man: Feminist Theory and Economics*, University of Chicago Press, Chicago, 1993.
- Nussbaum, Martha C., *Women and Human Development: The Capability Approach*, Kali for Women, New Delhi. (Introduction: *Feminism and International Development*), 2000.
- Ostergaard, L., 'Gender' in L. Ostergaard (ed) *Gender and Development: A Practical Guide*, Routledge, London and NewYork, 1992.
- Seth, M., *Women and Development: The Indian Experience*, Sage Publications, New Delhi, 2000.
- Anker Richard, 'Theories of Occupational Segregation by Sex: An Overview', in M F Loutfi (Ed), *Women, Gender and Work: What's Equality and How do We Get there?* ILO, Rawat Publication, Jaipur, 2002.
- Raju, Saraswati and Depica Bagchi (Eds), *Women and Work in South Asia: Regional Patterns and Perspectives*, Routledge, London and New



York, 1993.

- Agarwal B, *A Field of One's Own: Gender and Property in South Asia*, Cambridge University Press, Cambridge, 1995.
- Agarwal, B., 'Environmental Action, Gender Equity and Women's Participation', *Development and Change*, Vol 28, pp 1-44, 1997.
- Krishna, Sumi, 'A "Genderscape" of Community Rights in Natural Resource Management', in Sumi Krishna (ed) *Livelihoods and gender: Equity in Community Resource Management*, Sage, New Delhi, 2004.
- Agnihotri, S.B., *Sex Ratio Patterns in the Indian Population—A Fresh Exploration*. New Delhi: Sage, 2000.
- Das Gupta, Monica, Lincoln C. Chen and T. N. Krishnan (Eds), *Women's Health in India: Risk and Vulnerability*, OUP, New Delhi, 1996.
- Oxaal, Z. and Cook, S., 'Health and Poverty: A Gender Analysis.' *BRIDGE Report No. 46*, prepared for the Swedish International Development Agency. IDS, Brighton, 1998.
- Standing, H., 'Gender and Equity in Health Sector Reform Programmes: A Review', *Health Policy and Planning: A Journal on Health in Development*, Vol. 12, No. 1, Oxford University Press, Oxford, 1997.
- Ghosh, Jayati, *Globalisation, Export-Oriented Employment for women and Social Policy: A Case Study of India*. Paper prepared for the UNRISD project on Globalization, Export-Oriented Employment for Women and Social Policy. New Delhi, Jawaharlal Nehru University, 2001.
- Unni, J., 'Gender and Informality in Labour Market in South Asia', *Economic and Political Weekly*, Vol. 34, No. 26, pp. 2263-73, 2001.

**Course Title: Economics of Population****Course Code: MEO119**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Understand the various theories of population.
2. Gain knowledge about the sources of data relating to population and its statistics
3. Understand about the concepts of fertility, mortality and life table
4. Acquire knowledge about the techniques of population projection and the new population policy in India.

### **Course Content**

**UNIT-I****8 hours****Introduction to Demography**

Meaning and scope of demography; Components of population growth and their interdependence; Theories of population — Malthus; Optimum theory of population; Theory of demographic transition.

**UNIT-II****12 hours****Population Change: Determinants and Techniques of Analysis**

Determinants – Fertility, Nuptiality, Migration and Mortality; Techniques - Crude birth and death rates, age specific birth and death rates, standardized birth and death rates; Fertility - Total fertility rate, gross reproduction rates, net reproduction rate; Factors affecting fertility — Socio-economic factors, economic status, health, education, nutrition, caste, religion, race, region, rural-urban and status of husband and wife; Nuptiality — Concept and analysis of marital status, single mean age at marriage; Mortality — Mortality at birth and infant mortality rate; Sex and age pattern of mortality; Factors for decline in mortality in recent past; Life table — Construction and uses; Migration – Net migration rate.

**UNIT-III****12 hours****Population: Structure and projection**

Population trends in the twentieth century; Population explosion — Threatened or real, distant or imminent; International aspects of population growth and distribution; Pattern of age and sex structure in more developed and less developed countries; Determinants of age and sex structure; Demographic effects of sex and age structure, economic and social implications, Demographic Dividend and Age pyramids; concept of stationary, stable and quasi-stationary population; Projections — Uses and techniques – Cohort Component Projection technique.

**UNIT-IV****13 hours****Source of Demographic data in India**

Study of census in India— History of Census in India; Nature of information collected in 2001 and 2011 census in India; National Family Health Survey (NFHS) and District Level Household Survey(DLHS); their relative merits and demerits.

**Population and Development with reference to India**

Population policy in India — the shift in policy from population control to family welfare, to women empowerment; Population, economy and environment linkages – population and human development issues – Population and Millennium Development Goals (MDG); education and fertility, Migration and urbanization – trends, pattern and consequences; population aging – Causes, trends, issues and consequences.

**Transaction Mode:** Lecture, tutorial, problem solving, discussion & demonstration, blended learning.

**Suggested Readings**

- *Jacob S. Siegel and David A. Swanson (2004): The Methods and the materials of Demography, Second Edition, Elsevier Science. USA.*
- *John weeks (2005): Population: An introduction to concepts and issues, Wordsworth Learning. Singapore 9th edition.*
- *Bogue, D., (1969): Principles of Demography, John Wiley & Sons, New York.*

- *Pathak, K.B. and F.Ram, (1998) Techniques of Demographic Analysis, Mumbai: Himalaya Publishing House.*
- *Preston, Samuel H., Heuveline, Patrick, and Guillot, Michel (2001) Demography: Measuring and Modeling Population Processes. Oxford: Blackwell Publishers.*
- *Bose, A. (1996), India's Basic Demographic Statistics, B.R. Publishing, Delhi.*
- *Agarwal, S.N. (1985) India's Population Problem, Tata McGraw Hill, Mumbai.*

IOAACC

**Semester-II****Course Title: Microeconomics Analysis****Course Code: MEO212**

L	T	P	Cr.
3	1	0	4

**Total Hours: 60**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Integrate the concept of price and output decisions of firms under various market structures.
2. Analyze the behavior of industries using the perfectly competitive and monopoly models.
3. Determine profit maximizing price and output for a firm in oligopoly or monopolistic competition.
4. Find the best ways to maximize economic welfare.

**Course Content****UNIT-I****18 hours**

**Distribution:** Neo-classical approach - Components of the neoclassical - The basic idea in neoclassical distribution theory – Marginal productivity theory- Definitions, Assumptions, Analysis of Marginal Productivity Theory from the Point of View of Firm - Under perfect competition - under Imperfect Competition: Product exhaustion theorem – Meaning, Importance - Euler's Product Exhaustion Theorem. Elasticity of technical substitution- Meaning, Importance, - The Elasticity of Input Substitution and the Shares of Factors of Production.

**UNIT-II****15 hours**

**Welfare Economics:** Pigovian welfare economics: Meaning of Welfare economics- Pigovian Welfare Conditions Assumptions- Criticism. Pareto optional conditions: Meaning- Assumption - Pareto Optimality - A.K. Sen's views on welfare - Welfare economics and Welfarism- Measuring Inequality and Real National Income Development and capabilities. Arrow's impossibility theorem - Meaning, Conditions in Arrow's Impossibility Theorem- Rawl's theory of justice –Meaning, Principles of Justice.

**UNIT-III****15 hours**

**General Equilibrium:** Partial and general equilibrium difference, Types of general equilibrium, meaning of Partial equilibrium, effects of Partial equilibrium – (Applications, uses and limitations) – models of Debreu and Arrow for General Equilibrium-relationship between output mix and real factor prices, effect of changes in factor supply in closed economy, Rybczynski theorem, production and consumption.

**UNIT-IV****12 hours**

**Economics of Uncertainty:** Individual behavior towards risk- Meaning- Types- Measures to Reduce Risks: Expected utility- Definition - Expected Utility vs. Marginal Utility- certainty equivalence approaches Meaning, Importance, Certainty Equivalent in Gambling- risk and risk aversion – cost and risk, risk pooling and risk spreading – mean – variance analysis and portfolio selection.

**Transaction Mode:** Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

**Suggested Readings**

- Koutsoyiannis, A. *Modern Micro Economics*, McMillan Press, London, Latest Edition.
- Kreps, David M. (1990). *A Course in Micro-economic Theory*, University Press, Princeton.
- Mankiw, N.G.(2009).*Principles of Microeconomics.5<sup>th</sup> Edition. South-Western, Cengage Learning.USA*
- Stigler, G (1996). *Theory of Price (4th Edition)*, Prentice Hall of India, New Delhi.
- Varia, H. (2000). *Micro-economic Analysis*, W.W. Norton, New York.
- Sen, A. (1999). *Micro-economics: Theory & Applications*, Oxford University Press, New Delhi.
- Baumol, W.J. (1982). *Economic Theory and Operations Analysis*, Prentice Hall of India, New Delhi.
- Hirshleifer, J. and Glazer, A (1997). *Price, Theory and Applications*, Prentice Hall of India, New Delhi.
- Mankiw, N.G.(2009).*Principles of Microeconomics.5<sup>th</sup> Edition. South-Western, Cengage Learning.USA*

- *Pindyck, R. S., D. L. Rubbinfeld, & P. L Mehta (2009). Microeconomics, 7<sup>th</sup> Edition, Pearson, New Delhi.*
- *Samuelson, P. A. and Nordhaus, W. O. (1998). Economics (16<sup>th</sup> Edition). New Delhi: Tata McGraw Hill.*
- *Snyder, C. and W. Nicholson (2010), Fundamentals of Microeconomics, 10<sup>th</sup> Edition, Cengage Learning – New Delhi.*
- *Stigler, G.(1996). Theory of Price (4<sup>th</sup> Edition).New Delhi: Prentice Hall of India.*
- *Varian, H.(1992). Microeconomic Analysis. 3<sup>rd</sup> Edition New York: W.W. Norton.*
- *Varian, H.(2010). Intermediate Microeconomic. 8<sup>th</sup> Edition New York: W. W. Norton.*

**Course Title: Macroeconomics Analysis****Course Code: MEO213**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Describe the equilibrium in the goods market and money market.
2. Examine the impact of aggregate demand and aggregate supply on determining income, output and employment.
3. Understand the implications of interference in a market economy, including government policy.
4. Evaluate the consequences of basic macroeconomic policy options under differing economic conditions within a business cycle.

### **Course Content**

**UNIT-I****12 hours**

**Introduction:** New classical Macro Economics: The Labour Market: policy Implication of New classical Macroeconomics. Introduction: Differences between New Classical and New Keynesian Macro Economics, Main features of New Keynesian economics. Policy implications of New Keynesian Economics: criticism of New Keynesian Economics.

**UNIT-II****15 hours**

**Stabilization policy – I:** Lags in the effects of policy – role of expectations – uncertainty and economic policy – rules versus discretion –Rational expectations and short run ineffectiveness of stabilization policy – Criticisms of the rational expectations hypothesis –The Phillips Curve - The Aggregate Supply Curve - Short-Run Phillips Curve and Aggregate Supply Curve - Shifting of Short-Run Phillips Curve - Long-Run Phillips Curve Friedman – Phelps argument –natural rate of unemployment.



**UNIT-III****18 hours**

**Stabilization Policy – II:** Okun's law –budget deficit and inflation – mechanics of financing the budget – income policies - Inflation: Meaning, The Inflationary Gap, Keynes' Theory of Demand Pull Inflation, – monetarists and Keynesian models.

**UNIT-IV****15 hours**

**Equilibrium and Disequilibrium Analysis:** Walrasian general equilibrium models– real balance effect – assessment of the significance of real balance effect – effective demand, notional demand and involuntary unemployment – new Keynesianism and the theory of unemployment.

**Transaction Mode:** Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

**Suggested Readings**

- Dornbusch, R, Fischer, S & Startz, R (2000). *Macro-economics*. Tata Mc Grew-Hill, New Delhi.
- Makin, A. J. (2002). *International Macro-economics*, Prentice Hall, London.
- Acemoglu, Doron (2016): *Macroeconomics*, New Delhi, Pearson education India.
- Branson, William H.(2014): *Macro economics: Theory and policy*, (3<sup>rd</sup> edition), New Delhi, East-West press Pvt.Ltd.
- Carlin, Wendy & Soskice, David (2013): *Macroeconomics: Imperfections, institutions & policies*, New Delhi, Oxford University press.
- Hall, R.E and Taylor, J B (1986). *Macro-economics*, W.W. Norton, New York.
- Romer, D (2001). *Advanced Macro-economics*, McGraw-Hill, International Edition, New York.
- Turnovsky, Steophen J. (1997). *Methods of Macro-economic Dynamics*, Prentice Hall of India Pvt. Ltd., New Delhi.
- Dornbusch, Rudinger; Fisher, Stanley; and Startz, Richard (2015): *Macroeconomics*, (11<sup>th</sup> edition), New Delhi, Tata McGraw hill education India Pvt.Ltd.
- Gordon, Robert. J. (2015): *Macroeconomics*, (12<sup>th</sup> edition), New Delhi Pearson education India Pvt.Ltd.
- McConnell, C. R., and Gupta, H. C. (2012). *Introduction to Macro economics*. Tata McGraw-Hill Publishing Company

- Prasad, N.K.(2012):*Advanced macroeconomics*, Delhi ABD publisher.
- Romer, David (2012): *Advanced Macroeconomics (4<sup>th</sup> edition)*, New York, Tata McGraw Hill companies.
- Shapiro, Edward.(2015):*Macroeconomic analysis,(5<sup>th</sup> edition)*, New Delhi, Galgotia publication Pvt.Ltd.
- Wickens, Michael (2011): *Macroeconomic theory*, 2<sup>nd</sup> edition, New Jersey, Princeton university press.

IOAACC

**Course Title: Public Economics****Course Code: MEO214**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Have the conceptual clarity on the theories of public goods, public expenditure, public revenue and public borrowing.
2. Explain the significance of fiscal policy and federal finance.
3. Assess the efficiency of tax system in India.
4. Apply the principles of public economics in analyzing various government policies.

### **Course Content**

**UNIT-I****15 hours**

Principles of public Finance: Principles of maximum Social Advantage. Role of public finance in the developing Economics. Fiscal economics: An overview of allocation, distribution and stabilization. Functions. Market failure. Public goods and externalities. Public goods and free-rider problem.

**UNIT-II****18 hours**

Principles of Taxation: Meaning and type of taxes; requirements of a good tax structure. Approaches to taxation: micro analysis of direct and indirect taxes; individual income tax, corporation income tax, sales tax including value-added tax and expenditure tax. Incidence of taxes; nature of tax burden and principles of tax incidence. Theories and measures of tax incidence. Effects of taxes on work efforts, savings, investment, and growth. Trade-off between equity and efficiency. Taxable capacity.

**UNIT-III****15 hours**

Economics of Public Debt and Public Expenditure: Sources of public debt. Classical theory of public debt. Compensatory aspects of debt policy. Burden

of public debt. Management of public debt. Growth of internal and external public debt in India. Theories of growth of public expenditure. Pattern of public expenditure. Pure theory of public expenditure. Growth of public expenditure in India.

#### UNIT-IV

**12 hours**

Reforms in Budgeting System and Stabilization Policies: Performance and programming budgeting. Classification of budgets. Fiscal policy: traditional and modern views on fiscal policy. Instruments of fiscal policy; built-in-stabilizers and compensatory fiscal policy. Fiscal policy for stability and growth. Fiscal policy and economic development.

**Transaction Mode:** Lecture, case study, problem solving, group discussion & demonstration, self-study, blended learning.

#### SUGGESTED READINGS

- *Gupta, J. R. (2021): Public Economics in India: Theory and Practice. Atlantic Publishers.*
- *Jha, Raghbendra (2019). Modern Theory of Public Finance. New Age International Pvt. Ltd. India*
- *Musgrave R.A and Musgrave, P.B. (2017). Public Economics in Theory and Practice. McGraw Hill.*
- *Bhargava, P.K. (1991). India's Fiscal Crisis. Ashish Publishing House, New Delhi.*
- *Srivastava, D.K. (ed.) (2000). Fiscal Federalism in India. Har-Anand Publication Ltd., New Delhi.*
- *Singh, S.K. (2010). Public Finance in Theory and Practice. S. Chand & Co., New Delhi.*
- *Parkash, OM (2012). Public Economics: Theory and Practice. Vikas Publishing.*
- *Choudhary, R. K. (2014). Public Finance and Fiscal Policy. Kalyani Publishers, New Delhi.*
- *Bhatia, A. K.(2013). Public Economics. Wisdom Press, India.*
- *Backhaus, J. G. & Wagner, R. E. (2004). Handbook of Public Finance. Springer, U S.*
- *Lekhi, R K and Joginder Singh (2016). Public Finance. Kalyani Publishers.*
- *Bagchi, Amaresh (2005). Readings in Public Finance. Oxford University Press.*
- *Reddy, Y V and Reddy, G R (2019). Indian Fiscal Federalism. Oxford University Press.*

- *Sury, M M (2010). Finance Commissions and Fiscal Federalism in India. New Century Publications.*
- *Sury, M M (2020). Public Economics. New Century Publications.*

IOAFC

**Course Title: Academic Writing**

**Course Code: MEO215**

L	T	P	Cr.
0	0	2	1

**Total Hours: 15**

**Course Learning Outcomes:** After successful completion of this course, the students will be able to

1. Identify the different stages in academic writing
2. Develop an ability to paraphrase and summarize academic texts and synthesize information
3. Develop an ability to format academic manuscripts using a chosen publication style
4. Develop an ability to write academic paper

### Course Content

#### UNIT-I

**3 hours**

**Introduction to Academic writing:** Meaning, Purpose of academic writing, features of academic writing, Types of academic writing: note-making, paraphrasing, summarizing.

**Literature review:** Introduction, Source of literature, process of literature review, Online literature databases.

#### UNIT-II

**4 hours**

**Genres of Academic Writing:** Review based research paper writing, research proposal writing, Abstract, Conference paper, Book, Book chapter writing, Thesis writing.

Challenges in Indian research & Writing; Time Management/Qualitative Research. Referencing and citation.

#### UNIT-III

**4 hours**

**Process of Academic Writing:** Background to writing, developing plans from titles, evaluating a text, Reading and Note-Making, understanding purpose and register, selecting key points, Note-making, Paraphrasing, Summary

writing, Conclusions, Proof-reading.

#### UNIT-IV

**4 hours**

**Ethics of Academic Writing:** Use & Importance.

**Plagiarism:** Introduction; Tools for the detection of plagiarism: Ouriginal and Turnitin, Strategies for avoiding plagiarism.

Difference between seminar/conference/Symposium/workshop/panel discussion.

Concept of Research paper/Article/Dissertation/Thesis, Steps for Draft, Prepare the Model/Draft.

#### Suggested Readings

- Frodesen, Jan & Wald, Margi. (2016). *Exploring options in academic writing: Effective vocabulary and grammar use*. Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03426-0).
- Swales, John M., & Feak, Christine B. (2012) *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03475-8)
- There is no textbook required for the course. However, you are expected to access selected chapters of books/articles through ARES: <https://reserves.usc.edu/ares/>

**Course Title: Financial Marketing****Course Code: MEO216**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Understand the financial system: its structure and functions and equilibrium;
2. Understand the way the different rates of interests are determined
3. Appreciate the functioning and importance of different banking and non-banking financial institutions and their role in a developing economy
4. Explain the role and structure of money and capital markets.

### **Course Content**

#### **UNIT-I**

**9 hours**

**Financial Markets and Financial Institutions:** The role and structure of Financial Markets in the Economy. Functions of Financial Institutions.

**Introduction to Corporate Finance:** Various Methods of Corporate Finance, Goals of Financial Management, Cost of Capital and the Capital Structure.

#### **UNIT-II**

**10 hours**

**Supply of Securities:** Regulations Governing Supply of Securities, General Characteristics of Securities – Government Bonds – Index Linked Bonds – Corporate Securities, Mutual Funds and Money Market Funds.

**Demand for Securities:** The Time Dimension – Present Value and Duration, Yields on Zero-Coupon Bonds. Measurement of risk, Expected Utility Approach, Mean Variance Portfolio Theory, Portfolio Diversification.

#### **UNIT-III**

**11 hours**

**Efficiency of Securities Markets:** Efficient Market Hypothesis (EMH), The Capital Asset Pricing Model (CAPM), The Arbitrage Pricing Theory (APT).

Securities and Exchange Board of India (SEBI) – Role and Functions. Recent Reforms in the Indian Financial Market.

**Development Financial Institutions:** Role, Growth and Structure of



Development Financial Institutions in India. Types and Control of Non - Banking Financial Companies (NBFCs) by RBI.

**UNIT-IV** **10 hours**

**International Monetary System:** IMF and International Liquidity. European Monetary System – Features of the Maastricht Treaty and Post Maastricht Treaty Developments.

**Foreign Exchange Market:** Nature, Organization and Participants.

**Transaction Mode:** Lecture, tutorial, problem solving, discussion & demonstration, blended learning.

**Suggested Readings**

- *Bhole, L. M. Financial Institutions and Markets, Tata McGraw Hill Publishers Company Ltd., New Delhi, 2002.*
- *Eatwell, John and Taylor Lance, International Capital Markets, System in Transition, Oxford University Press, Delhi, 2003.*
- *Fabozzi, Frank J. Modigliani Franco (Third Edition) Capital Markets, Institution and Instruments, Prentice Hall of India Pvt. Ltd., New Delhi.*
- *Khan, M. Y. Indian Financial System, Tata McGraw Hill, New Delhi. 2000.*
- *Government of India, Economic Survey (Recent Issues).*
- *Reserve Bank of India, Various Reports.*

**Course Title: Punjab Economy**

**Course Code: MEO217**

**Total Hours: 45**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Describe the basic problems of Punjab economy.
2. Examine recent developments in Industrial Policy in Punjab.
3. Know the pattern of devolution of resources from Centre to Punjab.
4. Compare the emerging pattern of revenue and expenditure in Punjab.

### **Course Content**

#### **UNIT-I**

**10 hours**

Introduction to Punjab Economy Structure of the economy; Population problem, Unemployment, Physical infrastructure: Role, growth and performance.

#### **UNIT-II**

**11 hours**

Agriculture: Output and cropping pattern, Green Revolution, its impact and implications. Agricultural Diversification; Need, potential and constraints; rural credit, Agricultural Marketing; Contract farming: Need, growth and problems.

#### **UNIT-III**

**12 hours**

Industrial Development: Pattern, performance and potential, State and Industrial development; Recent development in Industrial Policy in Punjab; Disinvestments in industries, Impact of W.T.O. on Punjab's Industrial Development.

#### **UNIT-IV**

**12 hours**

Financial relations between centre and states, Recommendations of the latest Finance Commission; Pattern of devolution of resources from Centre

to Punjab. State Finances: Emerging pattern of revenue and expenditure in Punjab, Fiscal crisis in Punjab: Causes, impact, solutions.

**Transaction Mode:** Lecture, discussion & case studies.

### Suggested Readings

- *Kaur, Paramjit (2013): Punjab Economy: Performance and Prospects, Regal Publisher.*
- *Singh, L. and Singh, N. (2016). Economic Transformation of a Developing Economy: The Experience of Punjab, India, Springer.*
- *Singh, L. & Bhangoo, K. S. and Sharma, R. (2016). Agraria Distress and Farmer Suicides in North India, Routledge India.*
- *Dutt, P. S. and Gill, S.S. (1995): Land Reform in India: Intervention for Agrarian Capitalist Transformation in Punjab and Haryana, Sage Publication.*
- *Singh, I., Singh, S. and Singh, L. (2014): Punjab's Economic Development in the Era of Globalization, L G Publishers.*
- *Bawa R. S., P. S. Raikhy & Dhindsa, P. (2001). Globalization and Punjab Economy. India: Punjab School of Economics, (DRS-UGC), Guru Nanak Dev University.*
- *Dhesi, A. S. and Singh, G. (2007): Rural Development in Punjab: A Success Story Going Astray, Routledge.*
- *Hoover, F.M. (2010). An Introduction to Regional Economics. Ryerson: McGraw-Hill.*
- *Bawa, R. S. & Raikhy, P. S. (2000). Punjab Economy: Emerging Issues. India: South Asia Books G.N.D.U.*
- *Chadha, G. K. (1986): The State and Rural Transformation: The Case of Punjab, 1950-85, Sage Publication.*
- *Deshpande, R. S. & Arora, S. (2010). Agrarian Crisis and Farmer Suicides. New Delhi: SAGE Publications India Private Limited.*
- *Datt, R. (Ed.) (2001). Second Generation Economic Reforms in India. Deep & Deep Publications, New Delhi.*

**Course Title: Economics of Health and Education**

**Course Code: MEO218**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Describe the basic concepts of Health and Education and relationship with Macroeconomics.
2. Examine the cost benefit analysis of health and education sector.
3. Demonstrate the various models to determinate the quality of Education.
4. Analyse the Education sector in India.

### **UNIT- I**

**15 hours**

Health and Education: Role of health and education in human development, importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

Microeconomic Foundations of Health Economics: Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

### **UNIT- II**

**15 hours**

Cost and Health Programs: Evaluation of health programs, costing, cost effectiveness and cost-benefit analysis; burden of disease.

Health Sector in India: An overview, health outcomes; health systems; health financing.

### **UNIT- III**

**15 hours**

Education: Investment in human capital, economics of education (formal, informal, on-the-job training and re-training), Becker's model.

Rate of Return to Education: Private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

**UNIT- IV**

**15 hours**

Education Sector in India: An Overview, Literacy rates, school participation, school quality measures.

**Transaction Mode:** Lecture, discussion & case studies.

**Suggested Readings**

- *William, Jack, Principles of Health Economics for Developing Countries, World Bank Institute Development Studies, 1999.*
- *World Development Report, Investing in Health, The World Bank, 1993.*
- *Ronald G., Ehrenberg and Robert S., Smith, Modern Labor Economics: Theory and Public Policy, Addison Wesley, 2005.*
- *Campbell, R McConnell and Brue, Stanley L., Contemporary Labor Economics, McGraw-Hill Book Company, New York.*
- *World Education Reports (Latest).*
- *World Health Organization Reports*

**Course Title: Economics of Money & Banking**

**Course Code: MEO219**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Gain the knowledge of various theories associated with demand and supply of money.
2. Explain the determinants of the level and term structure of interest rates.
3. Describe the working of commercial banks.
4. Understand the various money and capital market instruments.

### **Course Content**

#### **UNIT-I**

**12 hours**

**Introduction to Money:** Meaning, Nature and functions; Quantity Theory of Money–Classical, Keynesian, Monetarists; Theories of Money Supply, Components of Money Supply; Measures of Money Supply; Determinants of Money Supply; Money Multiplier. Liquidity Approach to Monetary Theory-Gurley-Shaw Thesis, Radcliffe Committee Report.

#### **UNIT-II**

**12 hours**

**Demand for Money** – Classical Theory, Keynes' Theory, Portfolio Balance Theory, Friedman's Theory; Monetary Policy–Meaning, Objectives, and Instruments; The structure of interest rate – term structure and yield curve; Theories of term structure of interest rates.

#### **UNIT-III**

**10 hours**

**Financial System** – Different theories & Approaches; Financial

Markets –Functions and Types; Money Market and Capital Market – nature, functions and instrument; Structure of Indian money and capital markets; Theoretical perspectives on financial and real sectors.

#### **UNIT-IV**

**11 hours**

Banking – Theories of Banking; Commercial and Central Banking Systems – Functions, Credit Creation and Credit Control; Banking and Non-Banking Financial Intermediaries in India; RBI – Functions, Monetary Policy – Methods and Recent Changes in India; International Monetary policy transmission mechanism.

**Transaction Mode:** Lecture, case study, problem solving, group discussion & demonstration, self-study, blended learning.

#### **Suggested Readings**

- *Bhole, L. M. (2004). Financial Institutions and Markets: Structure, Growth and Innovations. India: Tata McGraw-Hill Education*
- *Gautam, S.K. (2012). Money, banking and finance. Mumbai, Vakratund publishers.*
- *Hajela, T. N (2009). Money and banking: Theory with Indian banking. New Delhi, Ane books Pvt. Ltd.*
- *Hajela, T.N. (2015). Money banking and public finance. New Delhi, Ane Books Pvt. Ltd.*
- *Iyenagar (2011). Money matters: Macroeconomics and financial markets. New Delhi, Sage publications.*
- *Mithani, D.M. (2013). Money, Banking, international trade and public finance. New Delhi, Himalaya publishing house.*
- *Poonia, V. (2012). Money banking in India. New Delhi, Srishti books distributors.*
- *Popli, G. S., Jain, A. (2015). Principles and Systems of Banking. PHI Publishing.*
- *Uppal, R.K (2011). Money banking and finance: evolution and present structure. New Delhi, new century publications.*
- *Zola, Emile (2014). Money. New Delhi, Oxford University press.*

**Course Title: Agricultural Economics****Course Code: MEO220**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Acquire knowledge and analytical skills in addressing the issues of agricultural marketing.
2. Recognize the agricultural policies and its effect on sustainable agricultural development.
3. Evaluate the risk and uncertainties associated with agriculture.
4. Enhancing expertise in improving the performance of the marketing institutions and the players in marketing of agricultural commodities.

**Course Content****UNIT-I****11 hours**

Meaning and scope of economics of agriculture, Factors affecting agricultural development: technological; institutional and general. Interdependence between agriculture and industry. Role of Agriculture in Economic Development.

**UNIT-II****12 hours**

Systems of farming: Peasant farming; Capitalistic farming; state farming; collective farming and co-operative farming, Land reforms- the theoretical issues: meaning; ownership vs. tenancy cultivation, objectives of land reforms and role of land reforms in economic development. Problems of Agriculture labor and small farmers.

**UNIT-III****10 hours**

Approaches to Agricultural development: Lewis Model; Ranis-Fei Schultz Model. Rural indebtedness and causes of rural indebtedness.



**UNIT-IV****12 hours**

Concept of production function; input-output; Terms of Trade between Agriculture and Industry. Recent Trends in Agricultural Growth in India: growth of output and productivity causes of low agricultural productivity in India. GATT, WTO and Indian agriculture and impact of WTO on Indian agriculture.

**Transaction Mode:** Lecture, case study, discussion, field visits and demonstration, blended learning.

**SUGGESTED READINGS**

- *Acharya, S.S. and Agarwal, N. L. (2020). Agricultural Marketing in India. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.*
- *Lekhi, R. K. And Singh, J. (2015). Agricultural Economics: An Indian Perspective Ludhiana: Kalyani Publishers.*
- *Reddy S. S., Ram, P. R, Sastry, T. V. N, Devi, I. B. (2015). Agricultural Economics. New Delhi, India: Oxford and IBH Publishing Co. Pvt. Ltd.*
- *Soni, R. (2004). Leading Issues in Agricultural Economics. New Delhi: Vishal Publishing.*
- *Nain S S (2017). Introduction to Agricultural Economics. CBS Publishers and Distributors.*

**Course Title: Rural Economics**

**Course Code: MEO221**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Use the above knowledge to approach regional development issues (sectoral or economy-wide).
2. Analyze a region and recommend specific strategies to address regional development issues.
3. Communicate information, ideas, problems and solutions of regional issues.
4. Identify the concepts of convergence, divergence and regional growth.

### **Course Content**

#### **UNIT-I**

**12 hours**

Concept of Space and Region. Types of Region: homogeneous, nodal and programming. Regional Income Accounts and Social Accounting. Accounting for Underdeveloped Regions and Developed Open Regions.

#### **UNIT-II**

**10 hours**

Dualism and Balanced Regional Development. Convergence and Divergence. Regional Linkages spread and backwash effects. Regional Multipliers-the economic base type.

#### **UNIT-III**

**12 hours**

Transportation and Location: Transport costs as a location factor. Weber's Theory of Location: locational and weight triangles and minimization of transport costs. Coefficient of Localization, Localization Curves and Ratios, and Related Concepts.

#### **UNIT-IV**

**11 hours**

Regional Allocation of Resources. Regional Investment Criteria. Interrelationship between Regional and National Cycles. Regional Imbalances-Regional Income Inequalities in India.

**Transaction Mode:** Lecture, case study, problem solving, group discussion & demonstration, self-study, blended learning.

### **SUGGESTED READINGS**

- Capello, Robert (2020). *Regional Economics*, Routledge.
- Isard, W (1976). *Methods of Regional Analysis*, The MIT Press, Massachusetts and London, England.
- Smith, D (1971). *Industrial Location: An Economic-Geographic Analysis*, John Wiley, New York.
- Needleman, L (ed.) (1968). *Regional Economics*, Penguin Books, Ltd
- Scott Loveridge and Randall Jackson (2020). *An Introduction to Regional Economics*, Regional Research Institute, West Virginia University.

**Course Title: Economics of Human Resource****Development****Course Code: MEO210**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Course Learning Outcomes:** On the completion of this course, the students will be able to

1. Effectively apply important terminology, facts, concepts, principles and analytic techniques in the field of human resources development.
2. Integrate important theories in the field of human resources development to multifaceted human resources development problems in complex factual situations.
3. Explore the knowledge, skills and abilities relevant in a wide variety of different human resources development.
4. Develop conceptual understanding of human resources development and a "working knowledge" of a wide range of individual, group and organization, development strategies and tactics.

**Course Content****UNIT-I****12 hours**

Human Resource Development (HRD): Human Resource Development in National Perspective. Relevance of Human Resource Development in India. Human Resource Development in Organizational Perspective. Traditional and Modern Approaches to Human Resource Development. Human Resource Development in Global Perspective. Emerging Human Resource Management Concepts in New Millennium; Human Resource Information System.

**UNIT-II****10 hours**

Human Capital: Concept and Measurement of Human Capital. Investing in Human Capital: Becker's Model. Concept of 'On the Job Training' and Re-training. Endogenous Growth: Role of education, Research and Knowledge: Arrow, Romar and Lucas Models.

**UNIT-III****12 hours**

Managing Human Resources: Techniques of Labor Demand Forecasting, Establishing Pay Plans, Various Incentive Schemes. Internal Labor Market. Asymmetric Information in the Functioning of the Human Resource Market: Principal Agent Problem, Market Signaling, Efficient Wage Theory. Government and Labor Market: Employment, Expenditure and Legislation.

**UNIT-IV****11 hours**

Human Resources Development and Challenges: Migration as Human Capital Investment, Rural-Urban Migration (Harris-Todaro Model), Welfare Implications of International Migration; Emerging Challenges of Migration and Issue of Brain Drain. Economics of Discrimination - Concept, Types, Models of Discrimination. (Becker, Crowding Model, Monopsony Model and Theory of Statistical Discrimination).

**Transaction Mode:** Lecture, case study, problem solving, group discussion & demonstration, self-study, blended learning.

**Suggested Readings**

- *Campbell, R. McConnell and Brue Stanley, L. A. and D. A. Macpherson (2010). Contemporary Labour Economics, 8th Ed. McGraw Hill Book Company, New York.*
- *Kempton, J (1995). Human Resource Management and Development: Current Issues and Themes, MacMillan, St. Martin's Press, London.*
- *Mankin, D (2009). Human Resource Development, New Delhi, Oxford University Press.*
- *Richard, B. Peterson (2005). Systematic Management of Human Resources, Lam Tracy Addison Wesley Publishing Company, London.*
- *Bellante, Don and J, Mark (1979). Labor Economics: Choice in Labor Markets Jackson, McGrawHill Book Company, New York.*
- *Sen, A.K. (1999). Employment, Technology and Development, Oxford University Press, New Delhi.*
- *Solow, R.M. (1990). Labour Market as an Institution, Blackwell, London. 5. Standing, G. & V. Tokman.*
- *Stoney, John J. (ed.) (2001). Towards Social Adjustment, ILO, Geneva*

- (Eds.) *Human Resource Management: A Critical Text*, Rutledge, London.
- VenkataRatnam, C.S. (2001). *Globalization and Labour Management Relations: Dynamics of Change*, Sage Publications/Response Books, New Delhi.

IOAACC

**Semester-III****Course Title: Course Name: Research Methodology****Course Code: MEO309**

L	T	P	Cr
4	0	0	4

**Total Hours 60**

**Course Learning Outcomes:** On the completion of the course the students will be able to

1. Discuss various research methods like qualitative, quantitative, descriptive, analytical, experimental, etc.
2. Outline the writing skills needed for research papers and report writings.
3. Compare and contrast interprets charts, tables and graphs, commonly found in Economics.
4. Design sampling and its different types.

**Course Content****Unit I****16 hours**

Research in Social Sciences Nature Objectives and Steps of Research.  
Scientific Research in the Study of Economics.

**Unit II****12 hours**

Types of Research, Hypothesis: Meaning, Types and Sources. Research Design: Meaning, Objectives, Types, and the major Steps in the Formulation of Research Design

**Unit III****18 hours**

Sampling: Meaning and Kinds, Tools and Techniques of Data Collection. Observation, Questionnaire, Schedule and Interview. Use of Encyclopedias, Research Guides, Handbook etc., Academic Databases for Economics Discipline

**Unit IV****14 hours**

Data Analysis: Data Preparation – Univariate analysis (frequency tables, bar charts, pie charts, percentages), Bivariate analysis – Cross tabulations and Chi-square test including testing hypothesis of association.

**Transaction Mode:** Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

**Suggested Readings**

- Creswell, John W. (2011). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks: Sage Publications,
- De Vaus, D. A. (2011). *Surveys in Social Research (5th edn.)*. London: Routledge,
- Galderisi, Peter. (2015). *Understanding Political Science Statistics: Observations and Expectations in Political Analysis*. New York and London: Routledge.
- Jesson, Lydia M., & Fiona M. L. (2011). *Doing Your Literature Review: Traditional and Systematic Techniques*. New Delhi: SAGE Publications Ltd.
- Kellstedt, M. P. & Guy D. W. (2013). *The Fundamentals of Political Science Research (2nd edition)*. Cambridge: Cambridge University Press,.
- Lester, J. D. & Jim D.L. Jr. (2007). *Principles of Writing Research Papers*. New York: Longman,
- McNabb, David E. (2015). *Research Methods for Political Science: Quantitative and Qualitative Methods (2nd edition)*. New York: Rutledge.
- Moses, J. W. & Torbjorn L. K. (2012). *Ways of Knowing: Competing Methodologies in Social and Political Research (second edition)*. China: Plagrave Macmillan,.
- Kothari C.K. (2004). *Research Methodology, Methods and Techniques' New Age International, New Delhi,*
- David, McNabb. (2004). *Research methods for Political Science. Quantitative and Qualitative Methods*, Prentice Hall, New Delhi. Babbie, Earl (2010): *The Practice of Social Research, 12th ed.*, Belmont: Wadsworth.
- Bryman, Alan (2012): *Social Research Methods, 4th ed.*, Oxford: Oxford University Press.
- Bryman, Alan, (2018), *Social Research Methods, (5<sup>th</sup> ed.)*. New Delhi: Oxford University Press.
- Della Porta, Donatella and Michael Keating (2008): *—How Many Approaches in the Social Sciences? An Epistemological Introduction*, in: Donatella Della Porta and Michael Keating (eds.), *Approaches and Methodologies in the Social Sciences*, Cambridge: Cambridge University Press.



- *Denzin, Norman and Yvonna Lincoln (2013): –Introduction: The Discipline and Practice of Qualitative Research*, in Norman Denzin and Yvonna Lincoln, *Collecting and Interpreting Qualitative Materials*, London: Sage.
- *Giri, Arunangshu, Biswas, Debasish,(2019),Research Methodology For Social Sciences*, New Delhi: Sage Publications India Pvt Ltd.
- *Kumar, Ranjit,(2019), Research Methodology: A Step-By-Step Guide For Beginners, (5<sup>th</sup>ed.)*.New Delhi: Sage Publications Asia-Pacific Ltd.
- *Lune, Howard, Berg, Bruce, L. (2017), Qualitative Research Methods For Social Sciences, (9<sup>th</sup>ed.)*.Pearson India.
- *Neuman, W. Lawrence, (2014), Social Research Methods: Qualitative and Quantitative Approaches, (7<sup>th</sup>ed.)*. U.S.A: Pearson Education Limited.

10A1C

**Course Title: Research Proposal****Course Code: MEO398**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

**Learning Outcomes**

After completion of the course, the learner will be able to

1. Get deep insights to collect, review and analyze the related literature.
2. To apply the knowledge to formulate hypothesis & design research process.
3. Find the research titles which are significant, applicable and researchable.
4. Interpret the findings to design statistical strategies & write references, bibliography and webliography.

**Course Content**

A research proposal contains all the key elements involved in the research process and proposes a detailed information to conduct the research.

The students are supposed to prepare the research proposal of any research area of their choice following these steps:

1. Selection of topic
2. Significance of the research area
3. Formulation of hypothesis/Research questions
4. Review of related literature
5. Method & Procedure (Includes sampling & design)
6. Data collection and proposed statistical analysis
7. Delimitations
8. Reference/Bibliography

**Evaluation**

The students will have to complete the writing process of each topic given above within one week, which will be evaluated at the end of every week. It will consist of 8 marks each. The final proposal shall be of 15 marks, Viva 16 marks and attendance 5 marks.

**Transaction Mode**

Collaborative learning, Group Discussion, E team Teaching, Activities, Assessments, Collaborative teaching, Peer Teaching, Video Based Teaching, Quiz, Open talk, E team Teaching, Case analysis, Flipped Teaching

**Course Title: Research and Ethics Publications****Course Code: MEO311**

L	T	P	Cr
2	0	0	2

**Total Hours: 30**

**Course Learning Outcomes:** On the completion of the course the students will be able to

1. Analyse the publication ethics and publication misconducts
2. Illustrate the philosophy of science and ethics and research integrity
3. Examine the hands-on skills to identify research misconduct and predatory publications.
4. Evaluate the indexing and citation databases, open access publication and research metrics and Use plagiarism tools

**UNIT I****10 hours**

**ETHICS:** definition, ethics with respect to science and research, Intellectual honesty and research integrity.

**Scientific Misconducts:** Falsification, salami slicing, selective reporting and misrepresentation of data.

**UNIT II****10 hours**

**Publication ethics:** definition, introduction and importance, Conflicts of interest, Violation of publication ethics, authorship and contributorship complaints and appeals and Predatory publishers and journals

**UNIT III****10 hours**

**Open access publishing:** Open access publications and initiatives, online resource to check publisher copyright, Software tool to identify predatory publications developed, Journal finder /Journal suggestion tools etc.

**UNIT IV****10 hours**

**Publication Misconduct:** Software tools Use of plagiarism software like Turnitin, Urkund and other open source software tools.

**Transaction Mode:** Verbal Exposition, Teacher Talk, Classroom Discussion, Questioning and Answering, Learner Participation, use of ICT tools etc.

**Suggested Readings**

- Bird, A.(2006). *Philosophy of Science*. Routledge
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London
- P.Chaddah, (2020) *Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized*, ISBN: 978-9387480865
- Yadav, et.al. (2022). *Research and Publication Ethics: A Textbook*. Concept Publishing Company Pvt. Ltd., New Delhi. ISBN: 978-93-5439-084-5
- *Being a Scientist: A Guide to responsible conduct in Research: Third Edition*, National Academies Press.
- Pratap, U and et.al. (20). *Research and Publication Ethics*. SULTAN CHAND & SONS®. ISBN: 978-93-91820-30-5 (TC-1287).
- Beall, J: (2012) *Predatory publishers are corrupting open access*. *Nature*, 489(7415), 179-179. <https://doi.org/10.1038/489179a>
- *Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019)*, ISBN:978-81-939482-1-7. [http://www.insaindia.res.in/pdf/Ethics\\_Book.pdf](http://www.insaindia.res.in/pdf/Ethics_Book.pdf).

**Course Title: Service Learning**  
**Course Code: MEO396**

L	T	P	Cr.
0	0	4	2

### **Learning Outcomes**

On the completion of the course, the students will be able to

1. Participate in community activities to establish connections and build relationships.
2. Evaluate community needs through conversations with community members.
3. Develop and implement initiatives that address community needs.
4. Reflect on personal growth, community impact and ethical considerations related to service activities.

### **Course Content**

This course aims to engross students in meaningful service-learning activities that foster community linking. Students will actively participate in community-based projects, collaborate with community members and organizations and reflect on the impact of their service activities. Through this experiential learning approach, students will develop a deep understanding of community needs, build relationships with diverse stakeholders and contribute to community development.

In this course, students are expected to be present in the community throughout the semester and reflect on their experiences regularly after working with them. The students will use experiential learning for providing service learning. They will be able to analyse and have understanding of the key theoretical, methodological and applied issues.

Select 10 community related activities which are to be performed in nearby villages. Students in groups of 8-10 shall work on one activity.

### **Evaluation Criteria**

1. Every activity shall be evaluated on the same day out of 10 marks.
2. Total 10 activities out of 100 shall be evaluated and submitted to Examination branch.

### **Activity Evaluation**

1. Type of activity- 2 marks
2. Participation of student- 2 marks
3. Engagement in the activity- 2 marks

4. Outcome of the activities- 2 marks
5. Attendance- 2 marks

**Transaction Mode**

Problem-solving learning, Blended learning, Gamification, Cooperative learning, Inquiry-based learning, Visualization, Group discussion, Experiential learning, Active participation.

**Course Title: Computer Lab****Course Code: MEO313**

L	T	P	Cr
0	0	4	4

**Total Hours 45****Unit I****hours**

Generating Charts/Graphs in Microsoft Excel, Power Point Presentation, Creating a new document with templates & Wizard, Word basics, Thesis Writing Formats & Scientific editing tools. Style Formats (MLA & APA)

**Unit II****22 hours**

Using Words Drawing Features, Inserting Tables – (Adding, deleting, modifying rows and columns - merging & splitting cells), Using formulas in tables, Converting text to table and vice-versa, Mail Merge tool. Managing Workbooks, Working with Worksheets.

**Suggested Readings**

- Leon & Leon, "Introduction to Computers", Vikas Publishing House, New Delhi
- Saxena S., "MS Office Xp for Everyone", Vikas Publishing House, New Delhi, 2007
- June Jamrich Parsons, "Computer Concepts", Thomson Learning, 7th Edition, Bombay
- White, "Data Communications & Computer Network", Thomson Learning, Bombay
- Comer, "Computer networks and Internet", Pearson Education, 4e  
[Website/Links/Online Portal/ICT](#)
- <https://www.researchgate.net>

- [https://www.youtube.com/playlist?list=PLWPirh4EWFpF\\_2T13UeEqZWZHc8nHBuXp](https://www.youtube.com/playlist?list=PLWPirh4EWFpF_2T13UeEqZWZHc8nHBuXp)

**Course Title: PROFICENCY IN TEACHING**

**Course Code: MEO397**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
2	0	0	2

**Total Hours: 30**

### **Learning Outcomes**

After completion of this course, the learner will be able to:

1. Design the learner-centered instructional plans and learning outcomes.
2. Apply innovative teaching strategies and technologies to engage learners.
3. Analyze the different assessment methods to evaluate student learning.
4. Reflect on teaching experiences and continuously improve teaching practices.
5. Develop effective communication and classroom management skills.

### **Course content**

#### **UNIT I**

**10 Hours**

Overview of the course and its objectives – Specify 1-2 theories or give overview of theories of learning for teaching - Understanding the role of the teacher and student in the learning process - Writing clear and measurable learning outcomes -

Meaning Nature, definition, scope, and importance Pedagogy, Andragogy, and Heutagogy – Skills-based approach to teaching (Teaching skills), Micro-teaching, Macro teaching. Methods and approaches of teaching - CAM, Structure-function approach, Synthetic and Analytic approach, Jurisprudential inquiry model

#### **UNIT II**

**6 Hours**

Understanding the diverse needs and backgrounds of learners - Creating an inclusive and supportive learning environment - Facilitating active learning and student engagement strategies

Lectures, discussions, and demonstrations - Group work, collaborative learning, and cooperative learning - Problem-based learning, case studies, and simulations

#### **UNIT III**

**7 Hours**

Integrating technology tools into instruction – Online, blended learning, flipped learning, and M-learning approaches - Using educational software and platforms effectively

Formative and summative assessment methods – Difference between Assessment, Evaluation and Measurement, E-assessment tools,

#### **UNIT IV**

**7 Hours**

The importance of reflective practice in teaching - Self-assessment and evaluation of teaching effectiveness –Need for Professional development - Teaching in

multicultural and international classrooms - Culturally responsive teaching practices

Meaning, Definition of teaching model - Assumptions, Importance, Role, and type of teaching models. Historical teaching model, Philosophical model of teaching

### **Transaction Mode**

Discussions, Case Studies, Microteaching, Classroom Observations, Peer Teaching: Video Analysis, Role-Playing, Lecture-cum-demonstration, Classroom Simulations, Reflective Journals/Blogs, Teaching Portfolios and Technology Integration, Flipped Teaching

### **Suggested Readings**

- *Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.*
- *Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.*
- *Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.*
- *Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chiniwar, P. S. (2014). The technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Curzon, L. B., & Tummons, J. (2004). Teaching in future education. U.S.A: Bloomsbury Academic Publications.*
- *Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.*
- *Evaut, M. The International Encyclopedia of Educational Technology.*
- *Gage N L, Handbook of Research on Teaching, Rand Mc Nally and Co., Chicago, 1968.*
- *Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.*
- *Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.*
- *Haseen Taj (2006):modern Educational Technology, Agra: H.P Bhargava Book House.*
- *Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.*



**Semester-IV****Course Title: Dissertation****Course Code: MEO402**

L	T	P	Cr
-	-	-	20

**Total Hours 45**

This course is designed for advanced doctoral students to build on their research competencies from their methods courses. The purpose of this course is to get PG students going on their dissertation proposal writing, and become competent in basic research designs, which entails making judgments about matching research designs to particular research problems. In addition, students will become more aware of the issues to consider when making decisions about the assessment of their overall research. Students will learn how to develop literature and possible methodological means of investigation around their research topic. Emphasis will be on how to construct a research question that can be empirically addressed during doctoral training. While the primary focus of this course is to write the dissertation proposal, the course refreshes doctoral students on the basic concepts of research, focusing on conducting literature reviews, understanding theory, defining research problems. This syllabus is closely based on methods, collecting and analyzing data, communicating findings, and applying research to solving various economic problems. In addition, students should be able to understand the purposes, assumptions, and logic inherent in research methodologies.