



AMITY UNIVERSITY
— R A J A S T H A N —

Bachelor of Arts (Honours) - Economics

Program Code: BAE

Duration – 3 Years Full Time

**Credit Structure
And
Syllabus**

(2021-2024)

Amity School of Liberal Arts

**AMITY UNIVERSITY RAJASTHAN
JAIPUR**

PREAMBLE

Amity University aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable them to excel in their careers.

This booklet contains the Programme Structure, the Detailed Curriculum and the Scheme of Examination. The Programme Structure includes the courses (Core and Elective), arranged semester wise. The importance of each course is defined in terms of credits attached to it. The credit units attached to each course has been further defined in terms of contact hours i.e. Lecture Hours (L), Tutorial Hours (T), Practical Hours (P). Towards earning credits in terms of contact hours, 1 Lecture and 1 Tutorial per week are rated as 1 credit each and 2 Practical hours per week are rated as 1 credit. Thus, for example, an L-T-P structure of 3-0-0 will have 3 credits, 3-1-0 will have 4 credits, and 3-1-2 will have 5 credits.

The Curriculum and Scheme of Examination of each course includes the course objectives, course contents, scheme of examination and the list of text and references. The scheme of examination defines the various components of evaluation and the weightage attached to each component. The different codes used for the components of evaluation and the weightage attached to them are:

<u>Components</u>	<u>Codes</u>	<u>Weightage (%)</u>
Case Discussion/ Presentation/ Analysis	C	05 - 10
Home Assignment	H	05 - 10
Project	P	05 - 10
Seminar	S	05 - 10
Viva	V	05 - 10
Quiz	Q	05 - 10
Class Test	CT	10 - 15
Attendance	A	05
End Semester Examination	EE	50

It is hoped that it will help the students study in a planned and a structured manner and promote effective learning. Wishing you an intellectually stimulating stay at Amity University.

Program Learning Outcomes (PLO)

- Knowledge about domestic and global economic policies and problems
- Critical Thinking and Problem-Solving ability about present and future
- Written and Oral Communication of economics theory and economics situation
- Awareness about Economic, social and political variable's effects

Credits Summary

B.A. Economics UG (3 years/ 6 semesters)						
Semester	Core Course CC	Domain Electives DE	Value Added Course VA	Open Electives OE	Non- Teaching Credit Courses (NTCC) (Anadam)	Total
I	10	3	4		2	19
II	14	3	4	3	2	26
III	13	3	4	3	2	25
IV	14	3	4	3	2	26
V	13	3	4	3	5	28
VI	12	3			6	21
Total	76	18	20	12	19	145

Core	CC
Domain Electives	DE
Value Added Course	VA
Open Electives	OE

Head of the Institute:

**PROGRAMME STRUCTURE
BA (Hons.) ECONOMICS**

FIRST SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 101	Mathematics for Economics – I	CC	3	1	0	4
BAE 102	Micro Economics – I	CC	3	0	0	3
BAE 103	Macro Economics – I	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE						
BAE104	Economic History of India	DE	3	0	0	3
BAE 105	Law and Economics					
BAE 106	An Introduction to Political Theory					
AND 001	Anandam-I	NTCC	0	0	0	2
BCS 101	English- I	VA	1	0	0	1
BSS 103	Behavioural Science-I(Understanding Self for Effectiveness)	VA	1	0	0	1
	Foreign Language-I (Select any One)	VA	2	0	0	2
FLN 101	French					
FLG 101	German					
FLS 101	Spanish					
FLC 101	Chinese					
Total						19

SECOND SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE201	Mathematics for Economics – II	CC	3	1	0	4
BAE202	Micro Economics – II	CC	3	0	0	3
BAE203	Macro Economics – II	CC	3	0	0	3
EVS 001	Environmental Studies	CC	4	0	0	4
DE Electives: Student has to select 1 course from the list of following DE electives						
BAE 204	Political Economy	DE	3	0	0	3
BAE 205	Agriculture Economics					
AND 002	Anandam-II	NTCC	0	0	0	2
BCS 201	English-II	VA	1	0	0	1
BSS 203	Behavioural Science-II(Problem Solving and Creative Thinking)	VA	1	0	0	1
Foreign Language-II (Select any One)						
FLN 201	French	VA	2	0	0	2
FLG 201	German					
FLS 201	Spanish					
FLC 201	Chinese					
	Open Elective/ Minor Track -I	OE	3	0	0	3
	Total					26

THIRD SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 301	Statistics for Economics- I	CC	3	1	0	4
BAE 302	Microeconomics – III	CC	3	0	0	3
BAE 303	Macroeconomics – III	CC	3	0	0	3
BAE 304	Indian Economy – I	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE						
BAE 305	Economics of Health and Education	DE	3	0	0	3
BAE 306	Financial Economics					
AND 003	Anandam-III	NTCC	0	0	0	2
BCS 301	Communication Skill –I	VA	1	0	0	1
BSS 303	Behavioural Science-III(Interpersonal Communication & Relationship Management)	VA	1	0	0	1
Foreign Language-III (Select any One)						
FLN 301	French	VA	2	0	0	2
FLG 301	German					
FLS 301	Spanish					
FLC 301	Chinese					
	Open Elective/ Minor Track -I	OE	3	0	0	3
	Total					25

FIFTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 501	Econometrics – I	CC	3	1	0	4
BAE 502	Behavioural Economics	CC	3	1	0	4
BAE 503	Development Economics – II	CC	3	0	0	3
BAE 504	Academic Writing	CC	2	0	0	2
BAE505	Summer Internship	NTCC	0	0	0	3
DE Electives: Student has to select 1 course from the list of following DE						
BAE 506	Readings in Economics	DE	3	0	0	3
BAE 507	Labour Economics					
BAE 508	Industrial Organisation					
AND 005	Anandam-V	NTCC	0	0	0	2
BCS 501	Communication Skills –III	VA	1	0	0	1
BSS 503	Behavioral Science-V (Individual, Society and Nation)	VA	1	0	0	1
Foreign Language-V (Select any One)						
FLN 501	French	VA	2	0	0	2
FLG 501	German					
FLS 501	Spanish					
FLC 501	Chinese					
	Open Elective/ Minor Track -I	OE	3	0	0	3
	Total					28

SIXTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 601	Econometrics – II	CC	3	1	0	4
BAE 602	Data Analytics	CC	2	0	0	2
BAE 603	International Economics	CC	3	0	0	3
BAE 604	Financial Market and Institutions	CC	3	0	0	3
BAE 605	Dissertation	NTCC	0	0	0	6
DE Electives: Student has to select 1 course from the list of following DE						
BAE 606	Environmental Economics	DE	3	0	0	3
BAE 607	Entrepreneurship Development					
	Total					21

Mathematics for Economics – I
Semester - I

Course Code BAE 101

Credit – 04

Pre-requisite:

The real numbers; integers power, fractional powers; inequalities, interval and absolute values; how to solve simple Equations; equations with parameters; quadratic equations, linear equations for two unknowns, non-linear equations

Module I: Single and multivariable functions

Logic and proof techniques; Relations and functions, graph of functions; Types of functions: quadratic, Polynomial, Power, Exponential, Logarithmic, inverse function; sequences and series: Convergence, algebraic properties and applications; Continuous functions, Characterizations, properties with respect to various properties and applications

Module II: Differentiation

Slopes of curve, tangent and derivatives, increasing and decreasing functions, rates of change, simple rule of differentiation; explicit and implicit functions differentiation; convexity and concavity of curve, second and higher order derivatives and applications, total and partial differentiations, properties and applications, homogeneous and non-homogeneous functions, properties and applications, geometric presentation of differentiation.

Module III: Single Variable Optimization

Simple test for extreme points, the extreme value theorem, local extreme points, inflection points, marginal function.

Application in economics: Demand function- Elasticity of demand, relationship between price elasticity of demand and revenue, determine the price elasticity for general linear demand functions; Marginal revenue – Marginal utility, maximization of production, minimization of cost, Maximize profits of a firm with and without price discrimination in different markets etc.

Module IV: Multivariable Optimization (without constraint)

Two variable necessary and sufficient conditions, three or more variable optimization, local extreme points, comparative static and envelope theorem.

Application in economics: maximum profit of a firm that produces two goods or more, maximum profit of a firm that sells a single good in different markets with price discrimination.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Books:

- Sydsaeter, K., Hammond, P. and A Strom (2012). Essential Mathematics for economic analysis, Pearson Education.
- Ian. Jacques (2006). Mathematics for Economics and Business, Pearson Education.
- Taro Yamane, Mathematics for Economist: An Elementary Survey.

INTRODUCTORY MICROECONMICS-I

Course Code BAE 102

Credit:03

Course Objective:

The course introduces the students to the first course in economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand. The course will attempt to relate theory to practice and try to install in students the ability to apply basic microeconomic concepts to the understanding of everyday phenomena.

Course Contents:

Module I

Introduction: Nature and scope of economics, Difference between micro and macroeconomics, economic problem: scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; positive versus normative analysis

Module-II

Demand and Supply Analysis: Meaning of demand /supply, law of demand/supply, type of demand, Determinants of demand/supply, Movement and shift in demand/supply. Elasticity of demand/supply: concept, type (price elasticity, Income elasticity & cross elasticity), Measurement of elasticity of demand, determining factors. Application of the concept of elasticity of in business decision making

Module III:

Consumer Behaviour: Cardinal approach-the law of diminishing marginal utility and equi-marginal utility, Ordinal Approach- indifference curve analysis of consumer behaviour; Consumer's equilibrium (necessary and sufficient conditions), price consumption curve, income consumption curve and Engel curve, price effect, Income effect and substitution effect, Analysis of Giffen goods and Inferior goods, Consumer surplus, Derivation of demand curve from Indifference curve, Indifference curves as an analytical tool (cash subsidy v/s. kind subsidy). Revealed Preference theory

. Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Koutsoyiannis, A. (2005). Modern Microeconomics, 2nd Ed, Macmillan Press LTD

Pindyck, R, and Rubinfeld, D. (2001). Microeconomics, 7th Ed, Prentice Hall.

Ahuja, H.L. (2006). Modern Microeconomics: Theory and Application, 14th Ed, S. Chand Publication.

Parkin, M. (2008). Microeconomics, 8th Ed, Pearson International.

Baumol, William J. (2010). Economic Theory and Operations Analysis, 4th Ed, Prentice Hall & PHI Learning

Varian, H.R. (2009). Intermediate Microeconomics: A Modern Approach, 9th Ed, Affiliated East-West Press

Salvatore, D. (1991). Schaum's Outline of Theory and Problems of Microeconomic Theory, McGraw-Hill, International Edition

Introductory Macroeconomics-I
Core Course

Course Code: BAE 103

Credit:03

Course Objective:

This course is to familiarize the students with the concepts of macroeconomics so that they can use these as inputs in decision making process. Emphasis would be laid on the understanding of key economic variables which influence the individual life and the business environment in which the business operations and strategies of the firm take place.

Course Contents:

Module I

National Income and its dimensions: GDP, GNP, NNP and NDP at market price and at factor cost, Measurements of national income: income method, expenditure method and value added method, problems in the estimation of national income, Concepts of real and nominal: income at current price and income at constant price

Module II

Meaning of inflation, deflation and stagflation, demand pull and cost push inflation, Measurement of Inflation: wholesale price index, consumer price index and GDP deflator, economic and social effects of inflation

Module III

Function of commercial bank and Central Bank, Money: Definition, function and Demand and supply of Money, Aggregate demand and Aggregate supply, Keynesian equilibrium output and price, Business Cycles, Unemployment

Module IV

Monetary Policy: meaning objectives and instruments of monetary policy, monetary policy development in India, Limitation of monetary policy. Fiscal Policy: meaning objectives and instruments of fiscal policy, fiscal policy and stabilization in the economy, Limitation of fiscal policy

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Souza, Errol D (2012). Macroeconomics, 2nd Ed, Pearson Education
- Schiller, B. R., & Gebhardt, K. (2019). The Macro Economy Today. New York: Mc Graw Hill education (India) Private Limited .
- Dornbusch, R., Fischer, S., & Startz, R. (2004). Macroeconomics, 9th Ed, McGraw-Hill
- Ahuja, H. L. (2006). Macro Economics, S. Chand & Company Ltd.
- Agarwal, V. (2010). Macroeconomics Theory and Policy, 1st Ed, Pearson India
- Mankiw, N. G. (2012). Macroeconomics, 8th Ed, Worth Publishers

- Barro, R. J. (1997). Macroeconomics, 5th Ed, The MIT Press
- Salvatore, D. (2012). Introduction to International Economics, 3rd Ed, John Wiley & Sons
- Branson, W. H. (1989). Macroeconomic Theory and Policy, 3rd Ed, HarperCollins India
- Shapiro, E. (1982). Macro Economic Analysis, 5th Edition, Tata McGraw Hill.
- Dwivedi, D. N. (2003). Macroeconomics Theory and Policy, 4th Ed, Tata McGraw Hill.

ECONOMIC HISTORY OF INDIA (1857-1947)

Course Code BAE 104

Credits-03

Course Objective: It will throw light on the economic history which will subsequently help the students to understand the trend of economic growth & development.

Course Contents:

Module I: Colonial India: Back Ground and introduction

Over view of Colonial economy

Module II: Trends in macroeconomic aggregates

Population, labour force and occupational structure; National Income: Foreign trade and balance of payments

Module III: Agriculture

Agrarian structure and land relations, agricultural markets and institutions, Credit, commerce and technology; trends in performance and productivity, famine

Module IV: Traditional and Modern Industry

The deindustrialization hypothesis, rise of the modern industrial sector during the pre-war and the interwar period, industrial labour, growth of entrepreneurship. Railways and Economic Change

Module V: The Indian Economy at Independence

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Text:

- Tirthankar Roy (2000), The Economic History of India, 1857-1974, Oxford University Press, Ch. 3,4,7,8 & 9.
- Rajnarayan Chandavarkar (1985), "Industrialization in India before 1947: Conventional Approaches and Alternative Perspectives", Modern Asian Studies.

References:

- A.K. Bagchi (1976), "Deindustrialization in India in the Nineteenth Century: Some theoretical implications", Journal of Developmental Studies.
- A.K. Bagchi (1972), Private Investment in India, Orient Longman (1sted), Ch.2.
- J.N. Bhagwati and Padma Desai (1970), India, Planning for Industrialization, Oxford University Press, Chs. 2 & 3.
- Morris D. Morris (1965), The Emergence of an Industrial Labour Force in India: A Study of the Bombay Cotton Mills 1854-1947, Oxford University Press, last chapter.
- Rajat Ray (ed) (1992), Entrepreneurship and Industry in India, 1800-1947, Oxford University Press.
- Rajat Ray (1979), Industrialization in India, Oxford University Press, Ch. 4

LAW AND ECONOMICS

Course Code BAE 105

Credits-03

Objective : While law is a non-market institution, it impacts market and non-market outcomes. By shaping incentive structure for the private individuals and the government entities, legal rules play important role in functioning of an economy. Indeed, legal rules can have astounding effects on allocation and use of resources. Besides, legal rules greatly affect the distribution of different forms of wealth. This course will illustrate how legal rules are amenable to economic analysis, and how different legal rules can lead to different outcomes in terms of allocative efficiency and distribution.

Course Learning Outcomes: This course will familiarise students with the economic approach towards thinking about the law and public policy. Students will come to recognise the law as an important organising force that influences the actions of private citizens as well as government agencies. Students will also learn how law can support and, at times conflict with, the functioning of the market and the government, the other two important organising forces of an economy. The course will enhance critical thinking and an inter-disciplinary approach towards the law, economics, and policymaking. Thereby, the course will help to develop an inter-disciplinary approach and enhance the employability of students.

Course Contents:

Module 1: Law and economics: efficiency criteria in welfare economics; Coase theorem; prisoners' dilemma. Contracts; role of contracts for the functioning of markets; efficient contracts; damages measures and their efficiency properties

Module 2: Property rights and their role in resource allocation; Coase theorem; legal remedies for breach of property rights and their economic effects; liability for accidents and harms; product liability; efficiency of liability rules; efficiency-compensation trade-off. Litigation - its causes and consequences; benefits of legal certainty

Module 3: Law and public policy; land and property; market and non-market mechanisms for allocation and transfer of land; land markets; eminent domain – the land acquisition law; land-pooling.

Module 4: Contracts for provisions of public goods: procurement contracts; government provisions vs. public-private partnerships; cost-quality trade-off. Intellectual Property Rights (IPRs): patents copyright and trademarks. Cost and benefits of private IPRs; individual rights vs. common good

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

1. Cooter, R., Ulen, T. (2013). Law and economics. Pearson.
2. Hart, O. (2003). Incomplete contracts and public ownership: Application to public-private partnerships. The Economic Journal, 113, 69-76.
3. Miceli, T. (2012). The theory of eminent domain: Private property, public use, 2nd ed. Cambridge University Press.

AN INTRODUCTION TO POLITICAL THEORY

Course Code BAE 106

Credits-03

Course Objective : It introduces the students to the idea of political theory, its history and approaches, and a critical evaluation of the project of political theory. Also helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. And it introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political explanation and judgment.

Course Contents:

Module I: Introducing Political Theory

What is Politics: Theorizing the 'Political'
Traditions of Political Theory: Liberal, Marxist and Conservative
Approaches to Political Theory: Normative and Empirical
Critical Perspectives on Political Theory: Feminist and Postmodern

Module II: Importance of Freedom

Negative Freedom: Liberty
Positive Freedom: Freedom as Emancipation and Development
Important Issue: Freedom of belief and expression

Module III: Significance of Equality

Formal Equality: Equality of opportunity; political equality
Egalitarianism: Background inequalities and differential treatment
Important Issue: Affirmative action

Module IV: Indispensability of Justice

Procedural Justice
Distributive Justice
Global Justice
Important Issue: Capital punishment

Module V: The Universality of Rights

Natural Rights
Moral and Legal Rights
Three Generations of Rights
Rights and Obligations

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References: Text:

Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 2-16.

(ii) Bellamy Richard (ed), Theories and Concepts of Politics. Manchester University Press, New York, 1993. Pages 1-14

Marsh David and Gerry Stoker (ed). Theory and Methods in Political Science, Macmillan Press Ltd, 1995, Pages 21-40 & 58-75.

Rajeev Bhargava and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 17-36.

References:

Mckinnon, Catriona (ed), Issues in Political Theory, New York, Oxford University Press, 2008, Pages 103-119.

Knowles, Dudley, Political Philosophy, London, Routledge, 2001, Pages 69- 132. Swift, Adam, Political Philosophy: A Beginners Guide for Student's and Politicians , Cambridge, Polity Press, 2001, Pages 51-88.

ENGLISH-I

Course Code **BCS 101**

L-1/T-0/P-0 **Credits-01**

Course Objective:

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond form different perspectives.

Course Contents:

Module I: Vocabulary

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

Module II: Essentials of Grammar - I

Articles

Parts of Speech

Tenses

Module III: Essentials of Grammar - II

Sentence Structure

Subject -Verb agreement

Punctuation

Module IV: Communication

The process and importance

Principles & benefits of Effective Communication

Module V: Spoken English Communication

Speech Drills

Pronunciation and accent

Stress and Intonation

Module VI: Communication Skills-I

Developing listening skills

Developing speaking skills

Module VII: Communication Skills-II

Developing Reading Skills

Developing writing Skills

Module VIII: Written English communication

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

Module IX: Short Stories

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

Module X: Poems

All the Worlds a Stage

To Autumn

O! Captain, My Captain.

Where the Mind is Without Fear

Psalm of Life

Shakespeare

Keats

Walt Whitman

Rabindranath Tagore

H.W. Longfellow

Examination Scheme:

Components	A	CT	HA	EE
Weightage (%)	05	15	10	70

Text & References:

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

*** 30 hrs Programme to be continued for Full year**

BEHAVIOURAL SCIENCE - I

(UNDERSTANDING SELF FOR EFFECTIVENESS)

Course Code: BSS 103

Credit Units:01

Course Objective:

This course aims at imparting an understanding of:

- Self and the process of self exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and its effect on personality
- Building emotional competence

Course Contents:

Module I: Self: Core Competency

Understanding of Self

Components of Self – Self identity

Self concept

Self confidence

Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window

Mapping the key characteristics of self

Framing a charter for self

Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning & Importance

Components of self esteem

High and low self esteem

Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and Nature of Attitude

Components and Types of Attitudes

Relevance and Importance of Attitudes

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, Components, Importance and Relevance

Positive and Negative Emotions

Healthy and Unhealthy expression of Emotions

Text & References:

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

FRENCH - I

Course Code: FLN 101

Credit : 02

Course Objective:

To familiarize the students with the French language

- with the phonetic system
- with the syntax
- with the manners
- with the cultural aspects

Course Contents:

Module A: pp. 01 to 37: Unités 1, 2, Unité 3 Object if 1, 2

Only grammar of Unité 3: object if 3, 4 and 5

Contenu lexical: Unité 1: Découvrir la langue française: (oral et écrit)

1. se présenter, présenter quelqu'un, faire la connaissance des autres, formules de politesse, rencontres
2. dire/interroger si on comprend
3. Nommer les choses

Unité 2: Faire connaissance

1. donner/demander des informations sur une personne, premiers contacts, exprimer ses goûts et ses préférences
2. Parler de soi: parler du travail, de ses activités, de son pays, de sa ville.

Unité 3: Organiser son temps

1. dire la date et l'heure

Contenu grammatical:

1. organisation générale de la grammaire
2. article indéfini, défini, contracté
3. nom, adjectif, masculin, féminin, singulier et pluriel
4. négation avec « de », "moi aussi", "moi non plus"
5. interrogation: Inversion, est-ce que, qui, que, quoi, qu'est-ce que, où, quand, comment, quel(s), quelle(s)
Interro-négatif: réponses: oui, si, non
6. pronom tonique/disjoint- pour insister après une préposition
7. futur proche

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN-I

Course Code: FLG 101

Credit: 02

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Course Contents:

Module I: Introduction

Self introduction: heissen, kommen, wohnen, lernen, arbeiten, trinken, etc.

All personal pronouns in relation to the verbs taught so far.

Greetings: Guten Morgen!, Guten Tag!, Guten Abend!, Gute Nacht!, Danke sehr!, Danke!, Vielen Dank!, (es tut mir Leid!),

Hallo, wie geht's?: Danke gut!, sehr gut!, prima!, ausgezeichnet!,
Es geht!, nicht so gut!, so la la!, miserabel!

Module II: Interviewspiel

To assimilate the vocabulary learnt so far and to apply the words and phrases in short dialogues in an interview – game for self introduction.

Module III: Phonetics

Sound system of the language with special stress on Diphthongs

Module IV: Countries, nationalities and their languages

To make the students acquainted with the most widely used country names, their nationalities and the language spoken in that country.

Module V: Articles

The definite and indefinite articles in masculine, feminine and neuter gender. All Vegetables, Fruits, Animals, Furniture, Eatables, modes of Transport

Module VI: Professions

To acquaint the students with professions in both the genders with the help of the verb “sein”.

Module VII: Pronouns

Simple possessive pronouns, the use of my, your, etc.

The family members, family Tree with the help of the verb “to have”

Module VIII: Colours

All the color and color related vocabulary – colored, colorful, colorless, pale, light, dark, etc.

Module IX: Numbers and calculations – verb “kosten”

The counting, plural structures and simple calculation like addition, subtraction, multiplication and division to test the knowledge of numbers.

“Wie viel kostet das?”

Module X: Revision list of Question pronouns

W – Questions like who, what, where, when, which, how, how many, how much, etc.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH-I

Course Code: FLS 101

Credit: 02

Course Objective:

To enable students acquire the relevance of the Spanish language in today's global context, how to greet each other. How to present / introduce each other using basic verbs and vocabulary

Course Contents:

Module I

A brief history of Spain, Latin America, the language, the culture...and the relevance of Spanish language in today's global context.

Introduction to alphabets

Module II

Introduction to 'Saludos' (How to greet each other. How to present / introduce each other).

Goodbyes (despedidas)

The verb llamarse and practice of it.

Module III

Concept of Gender and Number

Months of the years, days of the week, seasons. Introduction to numbers 1-100, Colors, Revision of numbers and introduction to ordinal numbers.

Module IV

Introduction to SER and ESTAR (both of which mean To Be).Revision of 'Saludos' and 'Llamarse'. Some adjectives, nationalities, professions, physical/geographical location, the fact that spanish adjectives have to agree with gender and number of their nouns. Exercises highlighting usage of Ser and Estar.

Module V

Time, demonstrative pronoun (Este/esta, Aquel/aquella etc)

Module VI

Introduction to some key AR /ER/IR ending regular verbs.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras

CHINESE-I

Course Code: FLC 101

Credit: 02

Course Objective:

There are many dialects spoken in China, but the language which will help you through wherever you go is Mandarin, or Putonghua, as it is called in Chinese. The most widely spoken forms of Chinese are Mandarin, Cantonese, Gan, Hakka, Min, Wu and Xiang. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Show pictures, dialogue and retell.
Getting to know each other.
Practicing chart with Initials and Finals. (CHART – The Chinese Phonetic Alphabet Called “Hanyu Pinyin” in Mandarin Chinese.)
Practicing of Tones as it is a tonal language.
Changes in 3rd tone and Neutral Tone.

Module II

Greetings
Let me Introduce
The modal particle “ne”.
Use of Please ‘qing’ – sit, have tea etc.
A brief self introduction – Ni hao ma? Zaijian!
Use of “bu” negative.

Module III

Attributives showing possession
How is your Health? Thank you
Where are you from?
A few Professions like – Engineer, Businessman, Doctor, Teacher, Worker.
Are you busy with your work?
May I know your name?

Module IV

Use of “How many” – People in your family?
Use of “zhe” and “na”.
Use of interrogative particle “shenme”, “shui”, “ma” and “nar”.
How to make interrogative sentences ending with “ma”.
Structural particle “de”.
Use of “Nin” when and where to use and with whom. Use of guixing.
Use of verb “zuo” and how to make sentences with it.

Module V

Family structure and Relations.
Use of “you” – “mei you”.
Measure words
Days and Weekdays.
Numbers.
Maps, different languages and Countries.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I” Lesson 1-10

MATHEMATICS FOR ECONOMICS – II
Semester - II

Course Code BAE 201

Credit – 04

Module I: Multivariable Optimization (with constraint)

Conditions for constrained optimization, optimization method: substitution method, Lagrange multiplier, why the Lagrange multiplier works, additional variables and constraints (more than one constraint case).

Application in economics: firm maximizes output subject to a cost constraint, the ratio of marginal product to price is the same for all inputs, consumer maximizes utility subject to a budgetary constraint, the ratio of marginal utility to price is the same for all goods.

Module II: Linear Programming

Linear Programming Technique as a Tool of optimization – General Formulation of the LP Problem – Applications in Economics – Graphical solution of some standard problems (Maximization and Minimization) – Concepts of Slack Variable, Basic Feasible Solution – Solution of some simple problems by Simplex Method (Maximization case only)- The Dual problem – Economic Interpretation of Duality.

Module III: Integration of Functions

Definite integrals, indefinite integrals and economic applications; first order difference equations, equilibrium and its stability; first order differential equations, phase diagrams and Stability.

Applications in Economics: Finding out total functions (TR, TC, Consumption function, Saving function) when marginal function are given – Consumer's surplus – Producer's surplus.

Module IV: Matrix

Type of Matrices: Diagonal, Triangular, Identity, Null, Symmetric, Idempotent

Matrix operations: Addition, Subtraction and Multiplication of Matrices; Transpose and Inverse of Matrices- Determinants-Minor and Cofactor- Properties of Determinants- Bordered Hessian Determinant – Technique of solving Simultaneous Equations by Cramer's Rule, use of matrix for input-output analysis.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Books:

- Sydsaeter, K., Hammond, P. and A Strom (2012). Essential Mathematics for economic analysis, Pearson Education.
- Ian. Jacques (2006). Mathematics for Economics and Business, Pearson Education.
- Taro Yamane, Mathematics for Economist: An Elementary Survey.

MICRO ECONOMICS-II

Course Code: BAE 202

Credit 03

Course Objective:

The objective of the course is to acquaint the students with various market structures within which a firm operates. The Course also deals with long-term decision making and market efficiency.

Course Contents:

Module I

Production: Fixed and variable inputs, production function, total, average and marginal products, law of variable proportions, returns to scale. Isoquants, marginal rate of technical substitution, Cost of Production: Social and private costs of production, difference between economic and accounting costs, long run and short run costs of production, economies and diseconomies of scale and the shape of the long run and short run average cost, average variable cost and marginal cost and fixed cost. Concept of revenue: Total, Average and Marginal revenue

Module-II

Perfect Competition: Meaning, revenue of a competitive firm, marginal cost curve and firm's supply decision, firm's short run decision to shut down, firm's long run decision to exit or enter a market, Equilibrium of the firm and the industry in the short and the long run . The supply curve in competitive market: the short run supply curve with fixed number of firms, long run market supply with entry and exit. Difference between accounting and economic profits, producer surplus

Module III:

Monopoly Market: Features, Kinds of monopoly, reasons for monopoly, Monopolist's decision and equilibrium, Shifts in demand curve and the absence of the supply curve, Measurement of monopoly power and the rule of thumb for pricing, , Comparison of pure competition and monopoly. The social costs of monopoly power: deadweight loss, Price discrimination

Module III:

Monopolistic Competition: Features, Price and output decision in short run and long run, Oligopoly: Features, Interdependence - Cournot's duopoly model, kinked demand model, collusive oligopoly: price leadership model and cartels

. Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Pindyck, R and Rubinfeld, D. (2001). Microeconomics, 7th edition, Prentice Hall.
- Ahuja, H.L. (2006). Modern Microeconomics: Theory and Application, 14th edition, S. Chand Publication.
- Koutsoyiannis, A. (2005). Modern Microeconomics, 2nd edition, Macmillan Press LTD
- Parkin, M. (2008). Microeconomics, 8th edition, Pearson International.

- Baumol, William J. (2010). Economic Theory and Operations Analysis, 4th edition, Prentice Hall UK & PHI Learning Private Ltd. New Delhi.
- Varian, H.R. (2009). Intermediate Microeconomics: A Modern Approach, 9th edition, Affiliated East-West Press, New Delhi.
- Salvatore, D. (1991). Schaum's Outline of Theory and Problems of Microeconomic Theory, McGraw-Hill, International Edition, New Delhi.

MACRO ECONOMICS – II

Course Code BAE 203

Credit: 3

Course Objective

This is the second module of a three-module sequence on Macroeconomics. This course introduces students to formal modelling of the macro economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces students to various micro-founded theories of macro behaviour, e.g., consumption and investment behaviour of households and the demand for money generated in the household sector.

Course Learning Outcomes

This course enables students to analyse the macroeconomic performance of various countries using formal analytical tools. It also allows them to evaluate important macroeconomic policies and their implications.

Unit 1

The closed economy in the short run Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers

Unit 2

Aggregate demand and aggregate supply curves: Derivation of aggregate demand and aggregate supply curves; interaction of aggregate demand and supply to determine equilibrium output, price level and employment

Unit 3

The labour market: Wage determination; wages, prices and employment; natural rate of unemployment; from employment to output

Inflation, unemployment and expectations Phillips curve; adaptive and rational expectations; policy ineffectiveness debate

. Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

References

1. Abel, A., Bernanke, B. (2016). Macroeconomics, 9th ed. Pearson Education.
2. Blanchard, O. (2018). Macroeconomics, 7th ed. Pearson Education.
3. Branson, W. (2013). Macroeconomics: Theory and policy, 3rd ed, East West Press.
4. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill.
5. Jones, C. (2016). Macroeconomics, 4th ed. W. W. Norton.
6. Mankiw, N. (2016). Macroeconomics, 9th ed. Worth Publishers.

ENVIRONMENT STUDIES

Course Code: EVS 001

Credit Units: 04

Course Objective:

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

Course Contents:

Module I: The multidisciplinary nature of environmental studies

Definition, scope and importance

Need for public awareness

Module II: Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

Module III: Ecosystems

Concept of an ecosystem

Structure and function of an ecosystem

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Module IV: Biodiversity and its conservation

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values

Biodiversity at global, national and local levels

India as a mega-diversity nation

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts

Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Module V: Environmental Pollution

Definition

□□□ Causes, effects and control measures of:

Air pollution

Water pollution
 Soil pollution
 Marine pollution
 Noise pollution
 Thermal pollution
 Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Module VI: Social Issues and the Environment

From unsustainable to sustainable development

Urban problems and related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.

Wasteland reclamation

Consumerism and waste products

Environmental Protection Act

Air (Prevention and Control of Pollution) Act

Water (Prevention and control of Pollution) Act

Wildlife Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation

Public awareness

Module VII: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

Role of Information Technology in Environment and Human Health

Case Studies

Module VIII: Field Work

Visit to a local area to document environmental assets-river / forest/ grassland/ hill/ mountain.

Visit to a local polluted site – Urban / Rural / Industrial / Agricultural

Study of common plants, insects, birds

Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	15	5	5	5	70

Text &References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.

- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
 - Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
 - Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
 - Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
 - Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
 - Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
 - Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
 - Survey of the Environment, The Hindu (M)
 - Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
 - Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
 - Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- Wanger K.D., 1998 Environnemental Management. W.B. Saunders Co. Philadelphia, USA 499

POLITICAL ECONOMY

Course Code: BAE 204

Credit 03

Module I:

Analysing social change in historical perspective; the method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives, Capitalist development in the pre second World War period, the ‘Golden Age’ and later, Capitalism as an evolving economic system.

Module II:

Changing Dynamics of Capitalist Production, Organisational Form and Labour Process: Fordist and Post-Fordist production; The changing dynamics of the organisation of production, markets and labour process; The evolution of the multinational corporations and their economic logic; The changing nature of employment, job security and labour rights.

Module III:

The State in the Era of Globalisation: Ideology, Theory and Practice: Theoretical foundations and ideological underpinnings of the neoliberal state; The neoliberal state in practice: social contradictions, instability, and the nature of resolutions in a globalized world; The changing role of finance in the dynamics of capital accumulation and the shifts in corporate structure.

Module IV:

The Social Dimension: Globalization and Uneven Development – Growth, inequality and crisis in an uneven geographical spread and its social ramifications; Dimensions of Gender in work, accumulation and globalization; Political economic issues in environment, sustainability and inequality.

References

- Baran, P. (1973). *The political economy of growth*. Chapter 3. Pelican.
- Habib, I. (1995). Capitalism in history. *Social Scientist*, 23, 15-31.
- Harvey, D. (2014). *Seventeen contradictions and the end of capitalism*. Chapter 3. Oxford University Press.
- Arnold, D., Bongiovi, J. (2013). Precarious, informalising, and flexiblework: Transforming concepts and understandings. *American Behavioral Scientist*, 57, 289-308.
- Beaud, M. (2001). *A history of capitalism, 1500-2000*. Chapters 2, 4, Monthly Review Press.
- Boyce, J. (2002). *The political economy of the environment*. Chapter Edward Elgar.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

AGRICULTURE ECONOMICS

Course Code: BAE 205

Credit 03

This course explores the economic foundations for public policy analysis related to agricultural issues in rural areas. The emphasis of this course is on concepts and introduction of various tools required for policy analysis and empirical research in agricultural economics. In particular, the course aims to deepen students' understanding of how economic theory can be applied to analyze policy problems of agricultural sectors.

Course structure

Unit-I

Introduction to agricultural economics; Consumer theory in agricultural economics
Estimation of demands for agricultural commodities and policy implication

Unit-II

Producer theory in agricultural economics
Structural form approach (profit function approach) on supply sides: Estimation of profit, supply and factor demand functions

Unit-III

Reduced form approach on a supply side: Supply response model
Behavior and welfare under risk in agricultural economics if time permits
Price distortions of policy interventions in agricultural economics if time permits.

References

1. Bapna, S., Binswanger, H., and Quizon, J. (1984). Systems of output supply and factor demand equations for semiarid tropical india. *Indian journal of agricultural economics*, 39(2):179{202.
2. Deaton, A. and Muellbauer, J. (1980). *Economics and consumer behavior*. Cambridge University Press.
3. Debertin, D. L. (1986). *Agricultural production economics*. Macmillan.
4. Fulginiti, L. E. and Perrin, R. K. (1990). Argentine agricultural policy in a multiple-input, multiple-output framework. *American journal of agricultural economics*, 72(2):279 {288.
5. Johnson, D. G. (1997). Agriculture and the wealth of nations. *American economic review*, 87(2):1 {12.
6. Nerlove, M. and Bessler, D. A. (2001). Expectations, information and dynamics. In Gardner, B. and Rausser, G., editors, *Handbook of agricultural economics*, volume 1. Elsevier Science B. V.
7. Norton, R. D. (2004). *Agricultural development policy*. Wiley.
8. Pinstrip-Andersen, P., Londono, N., and Hoover, E. (1976). The impact of increasing food supply on human nutrition: Implications for commodity priorities in agricultural research and policy. *American journal of agricultural economics*, 58(2):131 {142.
9. Rao, J. (1989). Agricultural supply responses: A survey. *Agricultural economics*, 3:1 {22.
10. Subramanian, S. and Deaton, A. (1996). The demand for food and calories. *Journal of political economy*, 104(1):133 {162.
11. Varian, H. R. (2007). *Intermediate microeconomics: A modern approach*. W. W. Norton & Company.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

ENGLISH-II

Course Code: BCS 201

Credit Units: 01

Course Objective:

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond from different perspectives.

Course Contents:

Module I: Vocabulary

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

Module II: Essentials of Grammar - I

Articles

Parts of Speech

Tenses

Module III: Essentials of Grammar - II

Sentence Structure

Subject -Verb agreement

Punctuation

Module IV: Communication

The process and importance

Principles & benefits of Effective Communication

Module V: Spoken English Communication

Speech Drills

Pronunciation and accent

Stress and Intonation

Module VI: Communication Skills-I

Developing listening skills

Developing speaking skills

Module VII: Communication Skills-II

Developing Reading Skills

Developing writing Skills

Module VIII: Written English communication

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

Module IX: Short Stories

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

Module X: Poems

All the Worlds a Stage

To Autumn

O! Captain, My Captain.

Where the Mind is Without Fear

Psalm of Life

Shakespeare

Keats

Walt Whitman

Rabindranath Tagore

H.W. Longfellow

Examination Scheme:

Components	A	CT	HA	EE
Weightage (%)	05	15	10	70

Text & References:

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

BEHAVIOURAL SCIENCE - II

(PROBLEM SOLVING AND CREATIVE THINKING)

Course Code: BSS 203

Credit Units: 01

Course Objective:

To enable the students:

Understand the process of problem solving and creative thinking.

Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module I: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

Module II: Hindrances to Problem Solving

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving Process

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

FRENCH - II

Course Code: FLN 201

Credit Units: 02

Course Objective:

To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French.

To make them learn the basic rules of French Grammar.

Course Contents:

Module A: pp.38 – 47: Unité 3: Object if 3, 4, 5, 6

Module B: pp. 47 to 75 Unité 4, 5

Contenu lexical: Unité 3: Organiser son temps

1. donner/demander des informations sur un emploi du temps, un horaire SNCF – Imaginer un dialogue
2. rédiger un message/ une lettre pour ...
 - i) prendre un rendez-vous/ accepter et confirmer/ annuler
 - ii) inviter/accepter/refuser
3. Faire un programme d'activités
imaginer une conversation téléphonique/un dialogue
Propositions- interroger, répondre

Unité 4: Découvrir son environnement

1. situer un lieu
2. s'orienter, s'informer sur un itinéraire.
3. Chercher, décrire un logement
4. connaître les rythmes de la vie

Unité 5: s'informer

1. demander/donner des informations sur un emploi du temps passé.
2. donner une explication, exprimer le doute ou la certitude.
 3. découvrir les relations entre les mots
 4. savoir s'informer

Contenu grammatical:

1. Adjectifs démonstratifs
2. Adjectifs possessifs/exprimer la possession à l'aide de :
 - i. « de » ii. A+nom/pronom disjoint
3. Conjugaison pronominale – négative, interrogative -
construction à l'infinitif
faut... »/ «il ne faut pas... »
4. Impératif/exprimer l'obligation/l'interdiction à l'aide de « il
5. passé composé
6. Questions directes/indirectes

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN – II

Course Code: FLG 201

Credit Units: 02

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Grammar to consolidate the language base learnt in Semester I

Course Contents:

Module I: Everything about Time and Time periods

Time and times of the day.

Weekdays, months, seasons.

Adverbs of time and time related prepositions

Module II: Irregular verbs

Introduction to irregular verbs like to be, and others, to learn the conjugations of the same, (fahren, essen, lessen, schlafen, sprechen und ähnliche).

Module III: Separable verbs

To comprehend the change in meaning that the verbs undergo when used as such

Treatment of such verbs with separable prefixes

Module IV: Reading and comprehension

Reading and deciphering railway schedules/school time table

Usage of separable verbs in the above context

Module V: Accusative case

Accusative case with the relevant articles

Introduction to 2 different kinds of sentences – Nominative and Accusative

Module VI: Accusative personal pronouns

Nominative and accusative in comparison

Emphasizing on the universal applicability of the pronouns to both persons and objects

Module VII: Accusative prepositions

Accusative prepositions with their use

Both theoretical and figurative use

Module VIII: Dialogues

Dialogue reading: 'In the market place'

'At the Hotel'

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – II

Course Code: FLS 201

Credit Units: 02

Course Objective:

To enable students acquire more vocabulary, grammar, Verbal Phrases to understand simple texts and start describing any person or object in Simple Present Tense.

Course Contents:

Module I

Revision of earlier modules.

Module II

Some more AR/ER/IR verbs. Introduction to root changing and irregular AR/ER/IR ending verbs

Module III

More verbal phrases (eg, Dios Mio, Que lastima etc), adverbs (bueno/malo, muy, mucho, bastante, poco). Simple texts based on grammar and vocabulary done in earlier modules.

Module IV

Possessive pronouns

Module V

Writing/speaking essays like my friend, my house, my school/institution, myself...descriptions of people, objects etc, computer/internet related vocabulary

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras

CHINESE – II

Course Code: FLC 201

Credit Units: 02

Course Objective:

Chinese is a tonal language where each syllable in isolation has its definite tone (flat, falling, rising and rising/falling), and same syllables with different tones mean different things. When you say, “ma” with a third tone, it mean horse and “ma” with the first tone is Mother. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Drills
Practice reading aloud
Observe Picture and answer the question.
Tone practice.
Practice using the language both by speaking and by taking notes.
Introduction of basic sentence patterns.
Measure words.
Glad to meet you.

Module II

Where do you live?
Learning different colors.
Tones of “bu”
Buying things and how muchit costs?
Dialogue on change of Money.
More sentence patterns on Days and Weekdays.
How to tell time. Saying the units of time in Chinese. Learning to say useful phrases like – 8:00, 11:25, 10:30 P.M. everyday, afternoon, evening, night, morning 3:58, one hour, to begin, to end etc.
Morning, Afternoon, Evening, Night.

Module III

Use of words of location like-li, wais hang, xia
Furniture – table, chair, bed, bookshelf,..etc.
Description of room, house or hostel room..eg what is placed where and how many things are there in it?
Review Lessons – Preview Lessons.
Expression ‘yao’, ‘xiang’ and ‘yaoshi’ (if).
Days of week, months in a year etc.
I am learning Chinese. Is Chinese difficult?

Module IV

Counting from 1-1000
Use of “chang-chang”.
Making an Inquiry – What time is it now? Where is the Post Office?
Days of the week. Months in a year.
Use of Preposition – “zai”, “gen”.
Use of interrogative pronoun – “duoshao” and “ji”.
“Whose”??? Sweater etc is it?
Different Games and going out for exercise in the morning.

Module V

The verb “qu”

- Going to the library issuing a book from the library
- Going to the cinema hall, buying tickets
- Going to the post office, buying stamps
- Going to the market to buy things.. etc
- Going to the buy clothes Etc.

Hobby. I also like swimming.
Comprehension and answer questions based on it.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I” Lesson 11-20

STATISTICS FOR ECONOMICS- I
Semester – III

Course Code BAE 301

Credit – 04

Course Objective:

This course introduces students to the econometric methods used to conduct empirical analysis in Economics. The course is designed to provide the students with the basic quantitative techniques needed to undertake applied research projects. It also provides the base for more advanced optional courses in econometrics.

Module I: Nature and Scope of Econometrics

Module II: Simple Linear Regression Model: Two Variable Cases

Estimation of model by method of ordinary least squares; properties of estimators; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; Gauss-Markov theorem; forecasting.

Module III: Multiple Linear Regression Model

Estimation of parameters; properties of OLS estimators; goodness of fit - R² and adjusted R²; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables

Module IV: Violations of Classical Assumptions: Sources, Consequences, Detection

Multicollinearity; heteroscedasticity; and Autocorrelation and their detection– VIF, Durbin-Watson Test, Glesjer Test, Goldfeld-Quandt Test, remedial measures.

Module V: Specification and Identification

Omission of a relevant variable; inclusion of irrelevant variable; Sources and simple indicator of specification problems, identification of the model.

Reference:

- Dougherty, C. (2011). Introduction to econometrics, 4th ed. Oxford University Press.
- Gujarati, D. (2014). Econometrics by example, 2nd ed. Palgrave Macmillan.
- Wooldridge, J. (2014). Introduction to econometrics: A modern approach, 5th ed. Cengage Learning.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

MICRO ECONOMICS - III

Course Code: BAE 302

Credit:03

Course Objective:

The objective of the course is to acquaint the students with various factor market structures within which a firm operates. The Course also deals with long-term decision making and market efficiency.

Course Contents:

Module I

Market for Factor Inputs: Marginal productivity theory, Concept of Marginal Revenue Product (MRP) and Value of Marginal Product (VMP), Determination of factor rewards in competitive input market monopsony, monopolistic and monopsonistic under conditions of perfect and imperfect commodity markets. Exploitation of labour, Role of trade unions. General equilibrium and economic efficiency: Concept of general equilibrium, Two interdependent market-moving towards general equilibrium, Efficiency: Efficiency in exchange, efficiency in production and efficiency in product mix (optimum direction of production).

Module II

Information: Quality uncertainty and the market for lemons, Market Signaling, Moral Hazard, Principle agent problem and Managerial Incentives in an integrated firm. Asymmetric information in labour Markets with Asymmetric market; Inter-temporal Analysis and Choice under Uncertainty: Intertemporal choice – Stocks versus flows, present discounted values, capital investment decisions, investment decisions by consumers, determination of interest rates. Risk and decision making, preferences towards risk and reducing risk

Module III

Externalities and public goods: Externalities – Negative externalities and inefficiency, positive externalities and inefficiencies. Ways to correcting market failure: An emissions standard, an emission fee, standard vs fees, transfer emission permits, recycling. Public Good: Criterion to define public good, efficiency & public good, public good and market failure.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Pindyck, R and Rubinfeld, D. (2001). Microeconomics, 7th edition, Prentice Hall.
- Ahuja, H.L. (2006). Modern Microeconomics: Theory and Application, 14th edition, S. Chand Publication.
- Salvatore, D. (1991). Schaum's Outline of Theory and Problems of Microeconomic Theory, McGraw-Hill, International Edition, New Delhi.
- Gould, J. P., & E.P. Lazear. Microeconomic Theory. All India Traveller Bookseller, New Delhi
- Lipsey, R.G., and K.A. Chrystal. Economics. Oxford University Press.

MACRO ECONOMICS III

Course Code BAE 303

Credit: 3

Course Objective

This course is a sequel to Intermediate Macroeconomics I. In this course, students are introduced to long run issues like growth, technical progress, and economics of ideas, R&D, innovation and knowledge creation. This course also provides insights into modern business cycle analysis. Finally it introduces students to open economy macro issues. At the end, it provides a long run perspective to policy-making by framing policies in a dynamic context.

Course Learning Outcomes

This course will enable students to combine their knowledge of the working of the macro economy with long run economic phenomena like economic growth, technological progress, R&D and innovation. It will also enable students to understand business cycles and the concomitant role of policies.

Unit 1

Microeconomic foundations Consumption: Keynesian consumption function; Fisher's theory of optimal intertemporal choice; lifecycle and permanent income hypotheses; rational expectations and random walk of consumption expenditure Investment: determinants of business fixed investment; residential investment and inventory investment Demand for money

Unit 2

Saving, capital accumulation and output: interactions between output and capital, the implications of alternative saving rates, physical vs human capital, technological progress and growth, technological progress: short, medium and long run.

Unit 3

Business cycles Real business cycle theory; new Keynesian models of sticky prices

Unit 4

Open economy models Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; international financial markets.

References

1. Abel, A., Bernanke, B. (2016). Macroeconomics, 9th ed. Pearson Education.
2. Blanchard, O. (2018). Macroeconomics, 7th ed. Pearson Education.
3. Branson, W. (2013). Macroeconomics: Theory and policy, 3rd ed, East West Press.
4. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill.
5. Jones, C. (2013). Introduction to economic growth, 2nd ed. W. W. Norton.
6. Jones, C. (2016). Macroeconomics, 4th ed. W. W. Norton.
7. Mankiw, N. (2016). Macroeconomics, 9th ed. Worth Publishers.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with emphasis on paradigm shifts and turning points.

Course Outline

Unit 1

Indian economic growth, distribution and structural change: Comparative historical perspective

Indian Economy at Independence, Planning and Economic Development, Economic Reforms, Growth and structural change, Fiscal and Budgetary developments.

Unit 2

Human Capital: Demography, health, and education

Population Growth and Economic Development, Population trends and Demographic Transition Theory, Microeconomic theory of fertility, National Population Policy, Demographic Dividend, Human Resource Development, Disparities and Divides, Health Indicators, Health care as Social responsibility, Discussion on NFHS, A Brief Overview on Education and Health Services in India:

Unit 3

Growth and Distribution: Poverty, inequality, unemployment, and policy interventions

Poverty, Poverty lines in India, measuring poverty; Inequality meaning and trend, Unemployment, measuring unemployment, unemployment rate, Some characteristics of the Indian Labour market

Textbooks:

1. Edited by Uma Kapila. (2019). Indian economy since independence. Delhi: Academic Foundation.
2. RaghbendraJha - Facets of India's Economy and Her Society Volume I - Current State and Future Prospects-Palgrave Macmillan UK (2018)
3. Dutt, R., &Sundaram, K. Indian Economy. New Delhi: S. Chand & Co. Ltd (2016).
4. Mishra, &Puri. Indian Economy. Bombay: Himalaya Publishing House (2015).

Supplementary Readings

1. Balakrishnan, P. (2007). The recovery of India: Economic growth in the Nehru era. *Economic and Political Weekly*, 42(45-46), 52-66.
2. Bardhan, P. (2012). *Awakening giants, feet of clay: Assessing the economic rise of China and India*. Princeton University Press.
3. Basu, K., Maertens, A. (2007). The pattern and causes of economic growth in India. *Oxford Review of Economic Policy*, 23, 143-167.
4. Bhagwati, J., Panagariya, A. (2012). *India's tryst with destiny*, Collins Business.
5. Centre for Sustainable Employment. (2018). *State of working India 2018*. Azim Premji University.
6. Desai, S. (2015). Demographic deposit, dividend and debt. *The Indian Journal of Labour Economics*, 58, 217-232.
7. Dreze, J., Khera, R. (2017). Recent social security initiatives in India, *World Development*, 98, 555-572.
8. Dreze, J., Sen, A. (2013). *India: An uncertain glory*. Allen Lane.
9. Joshi, V. (2016). *India's long road: The search for prosperity*. Allen Lane.
10. Meenakshi, J. (2016). Trends and patterns in the triple burden of malnutrition in India. *Agricultural Economics*, 47, 115-134.
11. Ministry of Finance. (2016). Universal basic income: A conversation with and within the mahatma. Chapter 9 in *Economic Survey*, 172-212.
12. Panagariya, A., Mukim, M. (2014). A comprehensive analysis of poverty in India. *Asian Development Review*, 31, 1-52.
13. Rangarajan Committee. (2014). Report of the expert group to review the methodology for measurement of poverty. Government of India.
14. Rawal, V., Bansal, V., Bansal, P. (2019). Prevalence of undernourishment in Indian states: Explorations based on NSS 68th round data. *Economic and Political Weekly*, 54(15), 35-45.
15. Rodgers, G. (2018). Inequality in the Indian growth regime. *Indian Journal of Human Development*, 12, 134-148.
16. Thomas, J. (2014). India's labour market during the 2000s: An overview. In K. Ramaswamy (ed.): *Labour, employment and economic growth in India*. Cambridge University Press, 21-56.
17. R Nagaraj (2013): "India's Economic Development", in AtulKohli and Prerna Singh edited, *Routledge Handbook of Indian Politics*, Routledge.
18. Montek S Ahluwalia (2012): "Planning", in Kaushik Basu and AnnemieMaertens edited, *The New Oxford Companion to Economics in India*, Oxford University Press

19. Michael Lipton and Martin Ravallion (1987): "Poverty and Policy", HBDE Vol. 3B
20. Dreze and Deaton (2009): "Food and Nutrition in India: Facts and Interpretations", Economic and Political Weekly, Vol. 44, No. 2, February 14.
21. PulapreBalakrishnan (edited) (2011): Economic reforms and growth in India: Essays from Economic and Political Weekly, Hyderabad: Orient Blackswan.
22. Kaushik Basu and A. Maertens, eds, 2013, The New Oxford Companion to Economics, Oxford University Press.
23. Edited by: RaghendraJha (2008). The Indian Economy Sixty Years After Independence. London: Palgrave

Academic Writing

Topic	Author	Lecture
Module 1:		
Academic Writing and Research Process	BNS	2
Structure and Content of Research Paper	BNS	1
Good Academic Writing	BNS	2
Mastering the Paragraph	BNS	3
The Writing Process	BNS	3
Using and Citing Sources of Ideas	BNS	3
Module 2:		
Integrating the Ideas of Published Authors	Massey	2
Anatomy of Academic Article	James	2
Genres of Academic Writing	James	2
Rhetorical Modes of Writing	Scott Mclean	2
Evaluating a Text	Stephen Bailey	1
Evaluating a Source		1

ECONOMICS OF HEALTH AND EDUCATION

Course Code BAE 305

Credit 03

Course Objective

This is a course in applied economics, which will introduce the students to the study of health and education as components of human capital in the framework of economic theory.

Module I

Role of health and education in human development: health and education outcomes and their relationship with macroeconomic performance

Module II

Topics in health economic theory: demand for health, Grossman's model of demand for health, information asymmetry in healthcare demand, and the health insurance market, physician induced demand, adverse selection and moral hazard in health insurance

Module III

Economic evaluation of health care: cost effectiveness and cost-benefit analysis; valuing life

Module IV

Education: investment in human capital; rate of return to education: private and social; quality of education; signalling of human capital; theories of discrimination; gender and caste discrimination in India.

Reference:

- Bhattacharya, J., Hyde, T., Tu, P. (2014). *Health economics*, Palgrave Macmillan.
- Ehrenberg, R., Smith, R. (2012). *Modern labor economics: Theory and public policy, 11th ed.* Addison Wesley.
- Gary S. Becker (1993). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education.* Chicago Press.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

FINANCIAL ECONOMICS

Course Code BAE 306

Credit 03

Course Description

This course is designed to introduce you to the frontiers of research in financial economics. It focuses on theoretical research and is highly technical. The course should prepare you to understand and critically evaluate research in the area and help you identify potential areas of contribution. While the lectures focus on theory, we will discuss how the theory relates to stylized facts and empirical work.

Course Contents:

Module I

Need to Add Household finance:

Investment Theory and Portfolio Analysis

Module II

Deterministic cash-flow streams

Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunisation; the term structure of interest rates; yield curves; spot rates and forward rates.

Module III

Single-period random cash flows Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.

Module IV

CAPM The capital market line: the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula.

Options and Derivatives Introduction to derivatives and options; forward and futures contracts; options; other derivatives; forward and future prices; stock index futures; interest rate futures; the use of futures for hedging; duration-based hedging strategies; option markets; call and put options; factors affecting option prices;

Module V

Corporate Finance Patterns of corporate financing: common stock; debt; preferences; convertibles; capital structure and the cost of capital; corporate debt and dividend policy; the Modigliani-Miller theorem.

Text & References:

Readings:

1. David G. Luenberger, Investment Science, Oxford University Press, USA, 1997.
2. Hull, John C., Options, Futures and Other Derivatives, Pearson Education, 6th edition, 2005.
3. Thomas E. Copeland, J. Fred Weston and Kuldeep Shastri, Financial Theory and
4. Corporate Policy, Prentice Hall, 4th edition, 2003.
5. Richard A. Brealey and Stewart C. Myers, Principles of Corporate Finance, McGrawHill, 7th edition, 2002.46
6. Stephen A. Ross, Randolph W. Westerfield and Bradford D. Jordan, Fundamentals of
7. Corporate Finance. McGraw-Hill, 7th edition, 2005.
8. Burton G. Malkiel, A Random Walk Down Wall Street, W.W. Norton & Company, 2003.
9. William Sharpe, Gordon Alexander and Jeffery Bailey, Investments, Prentice Hall of India, 6th edition, 2003

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

COMMUNICATION SKILLS – I

Course Code: BCS 301

Credit Units: 01

Course Objective:

To form written communication strategies necessary in the workplace

Course Contents:

Module I: Introduction to Writing Skills

Effective Writing Skills
Avoiding Common Errors
Paragraph Writing
Note Taking
Writing Assignments

Module II: Letter Writing

Types
Formats

Module III

Memo
Agenda and Minutes
Notice and Circulars

Module IV: Report Writing

Purpose and Scope of a Report
Fundamental Principles of Report Writing
Project Report Writing
Summer Internship Reports

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Business Communication, Raman – Prakash, Oxford
- Creative English for Communication, Krishnaswamy N, Macmillan
- Textbook of Business Communication, Ramaswami S, Macmillan
- Working in English, Jones, Cambridge
- A Writer's Workbook Fourth edition, Smoke, Cambridge
- Effective Writing, Withrow, Cambridge
- Writing Skills, Coe/Rycroft/Ernest, Cambridge
- Welcome!, Jones, Cambridge

BEHAVIOURAL SCIENCE – III

(Interpersonal Communication and Relationship Management)

Course Code: BSS 303

Credit Units: 01

Course Objective:

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

Course Contents:

Module I: Interpersonal Communication

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Interpersonal Styles

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interact ional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

Module III: Conflict Management and Negotiation

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

Module IV: Interp ersonal Relationship Development

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

Module V: Impression Management

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

FRENCH - III

Course Code: FLN 301

Credit Units: 02

Course Objective:

To provide the students with the know-how

- To master the current social communication skills in oral and in written.
- To enrich the formulations, the linguistic tools and vary the sentence construction without repetition.

Course Contents:

Module B: pp. 76 – 88 Unité 6

Module C: pp. 89 to103 Unité 7

Contenu lexical: Unité 6:se faire plaisir

1. acheter : exprimer ses choix, décrire un objet (forme, dimension, poids et matières) payer
2. parler de la nourriture, deux façons d'exprimer la quantité, commander un repas au restaurant
3. parler des différentes occasions de faire la fête

Unité 7: Cultiver ses relations

1. maîtriser les actes de la communication sociale courante
(Salutations, présentations, invitations, remerciements)
2. annoncer un événement, exprimer un souhait, remercier,
s'excuser par écrit.
3. caractériser une personne (aspect physique et caractère)

Contenu grammatical:

1. accord des adjectifs qualificatifs
2. articles partitifs
3. Négations avec de, ne...rien/personne/plus
4. Questions avec combien, quel...
5. expressions de la quantité
6. ne...plus/toujours - encore
7. pronoms compléments directs et indirects
8. accord du participe passé (auxiliaire « avoir ») avec l'objet direct
9. Impératif avec un pronom complément direct ou indirect
10. construction avec « que » - Je crois que/ Je pense que/ Je sais que

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN – III

Course Code: FLG 301

Credit Units: 02

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Course Contents:

Module I: Modal verbs

Modal verbs with conjugations and usage

Imparting the finer nuances of the language

Module II: Information about Germany (ongoing)

Information about Germany in the form of presentations or “Referat”– neighbors, states and capitals, important cities and towns and characteristic features of the same, and also a few other topics related to Germany.

Module III: Dative case

Dative case, comparison with accusative case

Dative case with the relevant articles

Introduction to 3 different kinds of sentences – nominative, accusative and dative

Module IV: Dative personal pronouns

Nominative, accusative and dative pronouns in comparison

Module V: Dative prepositions

Dative preposition with their usage both theoretical and figurative use

Module VI: Dialogues

In the Restaurant,

At the Tourist Information Office,

A telephone conversation

Module VII: Directions

Names of the directions

Asking and telling the directions with the help of a roadmap

Module VIII: Conjunctions

To assimilate the knowledge of the conjunctions learnt indirectly so far

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – III

Course Code: FLS 301

Credit Units: 02

Course Objective:

To enable students acquire knowledge of the Set/definite expressions (idiomatic expressions) in Spanish language and to handle some Spanish situations with ease.

Course Contents:

Module I

Revision of earlier semester modules

Set expressions (idiomatic expressions) with the verb Tener, Poner, Ir....

Weather

Module II

Introduction to Gustar...and all its forms. Revision of Gustar and usage of it

Module III

Translation of Spanish-English; English-Spanish. Practice sentences.

How to ask for directions (using estar)

Introduction to IR + A + INFINITIVE FORM OF A VERB

Module IV

Simple conversation with help of texts and vocabulary

En el restaurante

En el instituto

En el aeropuerto

Module V

Reflexives

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras -Nivel Elemental

CHINESE – III

Course Code: FLC 301

Credit Units: 02

Course Objective:

Foreign words are usually imported by translating the concept into Chinese, the emphasis is on the meaning rather than the sound. But the system runs into a problem because the underlying name of personal name is often obscure so they are almost always transcribed according to their pronunciation alone. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Drills
Dialogue practice
Observe picture and answer the question.
Introduction of written characters.
Practice reading aloud
Practice using the language both by speaking and by taking notes.
Character writing and stroke order

Module II

Measure words
Position words e.g. inside, outside, middle, in front, behind, top, bottom, side, left, right, straight.
Directional words – beibian, xibian, nanbian, dongbian, zhongjian.
Our school and its different building locations.
What game do you like?
Difference between “hui” and “neng”, “keyi”.

Module III

Changing affirmative sentences to negative ones and vice versa
Human body parts.
Not feeling well words e.g. ; fever, cold, stomach ache, head ache.
Use of the modal particle “le”
Making a telephone call
Use of “jiu” and “cai” (Grammar portion)
Automobiles e.g. Bus, train, boat, car, bike etc.
Traveling, by train, by airplane, by bus, on the bike, by boat..etc.

Module IV

The ordinal number “di”
“Mei” the demonstrative pronoun e.g. mei tian, mei nian etc.
use of “to enter to exit”
Structural particle “de” (Compliment of degree).
Going to the Park.
Description about class schedule during a week in school.
Grammar use of “li” and “cong”.
Comprehension reading followed by questions.

Module V

Persuasion-Please don't smoke.
Please speak slowly
Praise – This pictorial is very beautiful
Opposites e.g. Clean-Dirty, Little-More, Old-New, Young-Old, Easy-Difficult, Boy-Girl, Black-White, Big-Small, Slow-Fast ... etc.
Talking about studies and classmates
Use of “it doesn't matter”
Enquiring about a student, description about study method.
Grammar: Negation of a sentence with a verbal predicate.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I, Part-2” Lesson 21-3

Core Paper
IV Semester
STATISTICS FOR ECONOMICS- II

Course Code: BAE 401

CreditUnits: 04

Course Objective

The course assumes that students have a basic knowledge of statistics, mathematics as well as basic econometric theory. It builds on the compulsory Introductory Econometrics course and teaches students a broad set of commonly used econometric methods. These include estimating models with limited dependent variables and the use of instrumental variables to estimate models with endogenous regressors.

Module I: Multiple regression analysis with qualitative information

A single dummy independent variable, dummy variables for multiple categories, interactions involving dummy, a binary dependent variable: the linear probability, policy analysis and programme evaluation using dummy.

Module II: Advance topics

Advanced topics in regression analysis: dynamic econometric models, instrumentalvariable estimation, measurement errors.

Module III: Panel regression

Panel data models and estimation techniques: pooled regression, fixed and random effects models.

Module IV: Limited dependent variable analysis

Limited dependent variables: logit and probit models for binary responses, tobit models for truncated data.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Dougherty, C. (2011). Introduction to econometrics, 4th ed. Oxford University Press.
- Gujarati, D. (2014). Econometrics by example, 2nd ed. Palgrave Macmillan.

Core Paper
IV Semester
Development Economics-I

Course Code: BAE 402

CreditUnits: 03

Course Description

This is the first part of a two-part course on economic development. The course begins with a discussion of economic development and alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored.

Course Outline

Unit1

Economic Development: Overview

Income and growth: Measurement issues, Historical experience; Income distribution in developing countries; Alternative measures of development; The many faces of underdevelopment: Human development, An index of human development, Per capita income and human development; Some structural features: Demographic characteristics, Occupational and production structure, Rapid rural–urban migration. International trade.

Unit2

Economic Growth

Modern economic growth: Basic features; Theories of economic growth: The Harrod–Domar model, The Solow model; Technical progress; Convergence; Economic Growth and Public Policy; The Importance of Long-Run Growth

Unit3

The New Growth Theories

Human capital and growth; Human Capital and Capability; Conditional Convergence; Technical progress, Productivity: Its Role and Determinants; Total factor productivity and the East Asian miracle

Unit4

Economic Inequality

Meaning; Measuring economic inequality: Four criteria for inequality measurement, The Lorenz curve, Complete measures of inequality; Inequality and Development: Interconnections, The inverted-U hypothesis.

Unit 5

Poverty and Undernutrition

Poverty: First principles - Conceptual issues, Poverty measures; Poverty: Empirical observations - Demographic features, Rural and urban poverty, Assets, Nutrition; The functional impact of poverty - Poverty, credit, and insurance, Poverty, nutrition, and labour markets, Poverty and the household.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Textbook

1. Debraj Ray, Development Economics, Oxford University Press, 2009.

Readings

1. ParthaDasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
2. Abhijit Banerjee, Roland Benabou and DilipMookerjee, Understanding Poverty, Oxford University Press, 2006.
3. Kaushik Basu, The Oxford Companion to Economics in India, OUP, 2007.
4. Amartya Sen, Development as Freedom, OUP, 2000.
5. Daron Acemoglu and James Robinson, Economic Origins of Dictatorship and Democracy, Cambridge University Press, 2006.
6. Robert Putnam, Making Democracy Work: Civic Traditions in Modern Italy, Princeton University Press, 1994
7. Todaro, M., Smith, S. (2015). Economic development, 12th ed. Pearson.

Core Paper
IV Semester
GAME THEORY

Course Code: BAE 403

CreditUnits: 04

Module I: Normal form games

The normal form; dominant and dominated strategies; dominance solvability; mixed strategies; Nash equilibrium; symmetric single population games; applications

Module II: Extensive form games with perfect information

The game tree; strategies; subgame perfection; backward induction in finite games; commitment; bargaining; other applications.

Module III: Simultaneous move games with incomplete information

Strategies; Bayesian Nash equilibrium; applications

Module IV: Extensive form games with imperfect information

Strategies; beliefs and sequential equilibrium; applications

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

References:

Osborne, M. (2004). An introduction to game theory. Oxford University Press.

Core Paper
IV Semester
Indian Economy- II

Course Code: BAE 404

CreditUnits: 03

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence.

Course Outline

Unit 1

Macroeconomic Policies and Their Impact:

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.

Unit 2

Agriculture

Indian Agriculture, Developments. Issues, Policies and agendas for reforms; Highlights of reports by National Commission for Farmers, Agricultural price policy, Farm Profitability, Government's initiative on doubling the farmers income and Food Security.

Unit 3

Industry, Services, and Infrastructure

Industrial development since independence, Industrial Policy in India, MSMEs in India, Contribution of MSMEs to Indian Economy, the issues related to growth and sustenance of MSMEs, Overall Industrial Performance since Economic Reform, Competition Laws, Strategy of Disinvestment, Unemployment problem in India and the missing links, Growth process of India's Service Sector, Infrastructure and the Economic Development.

Unit 4

The External Sector

India's recent Engagement with the Global Economy: Trade, Investment, Remittances, and the Diaspora; India's Balance of Payments.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Textbooks:

1. Edited by Uma Kapila. (2019). Indian economy since independence. Delhi: Academic Foundation.
2. RaghbendraJha - Facets of India's Economy and Her Society Volume II - Current State and Future Prospects-Palgrave Macmillan UK (2018)
3. Mishra, &Puri. Indian Economy. Bombay: Himalaya Publishing House (2015).
4. Dutt, R., &Sundaram, K. Indian Economy. New Delhi: S. Chand & Co. Ltd (2016).

Supplementary Readings

1. Bardhan, P. (2012). Awakening giants, feet of clay: Assessing the economic rise of China and India. Princeton University Press.
2. Basu, K., Maertens, A. (2007). The pattern and causes of economic growth in India. Oxford Review of Economic Policy, 23, 143-167.
3. Bhagwati, J., Panagariya, A. (2012). India's tryst with destiny, Collins Business.
4. Centre for Sustainable Employment. (2018). State of working India 2018. Azim Premji University.
5. Desai, S. (2015). Demographic deposit, dividend and debt. The Indian Journal of Labour Economics, 58, 217-232.
6. Dreze, J., Khera, R. (2017). Recent social security initiatives in India, World Development, 98, 555-572.
7. Dreze, J., Sen, A. (2013). India: An uncertain glory. Allen Lane.
8. Joshi, V. (2016). India's long road: The search for prosperity. Allen Lane.
9. Meenakshi, J. (2016). Trends and patterns in the triple burden of malnutrition in India. Agricultural Economics, 47, 115-134.
10. Ministry of Finance. (2016). Universal basic income: A conversation with and within the mahatma. Chapter 9 in Economic Survey, 172-212.
11. Rodgers, G. (2018). Inequality in the Indian growth regime. Indian Journal of Human Development, 12, 134-148.
12. Thomas, J. (2014). India's labour market during the 2000s: An overview. In K.Ramaswamy (ed.): Labour, employment and economic growth in India. Cambridge University Press, 21-56.
13. R Nagaraj (2013): "India's Economic Development", in AtulKohli and Prerna Singh edited, Routledge Handbook of Indian Politics, Routledge.

14. Montek S Ahluwalia (2012): "Planning", in Kaushik Basu and Annemie Maertens edited, *The New Oxford Companion to Economics in India*, Oxford University Press
15. Michael Lipton and Martin Ravallion (1987): "Poverty and Policy", *HBDE* Vol. 3B
16. Dreze and Deaton (2009): "Food and Nutrition in India: Facts and Interpretations", *Economic and Political Weekly*, Vol. 44, No. 2, February 14.
17. R Nagaraj: "Industrial Performance, 1991-08: A Review", *India Development Report*, Oxford University Press, 2011.
18. V N Balasubramanyam (2008): "Foreign Direct Investment", in Amitava Krishna Dutta and Jaime Ros edited, *International Handbook of Development Economics*, Vol. 2, Edward Elger
19. Partha Ray (2013): *Monetary Policy*, Oxford India Short Introduction.
20. Pulapre Balakrishnan (edited) (2011): *Economic reforms and growth in India: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan.
21. Edited by: Raghendra Jha (2008). *The Indian Economy Sixty Years After Independence*. London: Palgrave Macmillan

Kaushik Basu and A. Maertens, eds, 2013, *The New Oxford Companion to Economics*, Oxford University Press.

IV Semester
PUBLIC ECONOMICS

Course Code: BAE 405

CreditUnits: 03

Course Description

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution, and stabilisation. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Course Outline

1. Public Economic Theory

- a. Role of Government in a mixed economy; Market Efficiency and Market Failure; Efficiency and Equity; Basic questions of Public Economics: When should the Government intervene in the economy? How might the Government intervene? What are the effects of alternative interventions?
- b. The Fiscal functions: an overview.
- c. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- d. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- e. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

2. Indian Public Finances

- a. Overview of Indian Public Finances and Public Spending
- b. Tax System in India: Trends and Issues:
 - What ails the Indian Tax System?
 - Regional Inequality and Indirect Tax Reform in India.
- c. Indian Public Finance: Deficits and Debt, The FRBM Act
- d. Fiscal federalism in India

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Readings:

1. J. Hindriks, G. Myles: Intermediate Public Economics, MIT Press, 2006.
2. H. Rosen, T. Gayer: Public Finance, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, Economics of the Public Sector, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, Public Finance in Theory & Practice, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, Public Finance, McGraw Hill Publications, 7th edition, 2005.
7. Mahesh Purohit, Value Added Tax: Experiences of India and Other Countries, 2007.
8. Kaushik Basu and A. Maertens (ed.), The New Oxford Companion to Economics in India, Oxford University Press, 2013.
9. M.M. Sury, Government Budgeting in India, 1990.

Domain Elective

HISTORY OF ECONOMIC THOUGHT

Course Code BAE 406

Credits-03

Objective : This course is essential for a student who aspires for advanced training in economics. Contemporary economic science has evolved over many centuries. The evolution of economic ideas in each instance was as much a response to immediate economic problems and policy issues as much as it was a self-conscious attempt to refine earlier analysis by correcting mistakes and filling in the gaps in analysis. Economic ideas did not evolve in isolation, but were an integral and important part of the evolution of modern social thought. Prevailing ideas of science, scientific rigour and measurement played a significant role in the shaping of economic science at each stage of its evolution. This course, tracing the history of economic thought, would enable the student to understand how contemporary economics came to be what it is.

Course Contents:

Module 1: Early Period

Nature and importance of Economic Thought: Economic thought of Plato and Aristotle
Mercantilism: main characteristics; Thomas Mun — Physiocracy: natural order, primacy of agriculture, social classes

Module 2: Classical Period

Adam Smith — division of labour, theory of value, capital accumulation, distribution, views on trade, economic progress

David Ricardo — value, theory of rent, distribution, ideas on economic development and international trade; Thomas R. Malthus — theory of population, theory of gluts

Karl Marx — dynamics of social change, theory of value, surplus value, profit, and crisis of capitalism; Economic ideas of J.B. Say, J.S. Mill

Module 3: Marginalists

The marginalist revolution

Pigou: Welfare economics; Schumpeter: role of entrepreneur and innovations

Module 4: Keynesian Ideas

An introduction to the thoughts contributed by Lord Keynes: The aggregate economy, Liquidity Preference Theory, Marginal Efficiency of Capital and Marginal Efficiency of Investment, wage rigidities, multiplier principle, cyclical behaviour of the economy, uncertainty and role of expectations

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Text:

- Hunt E.K, Lautzenheiser Mark(2011) History of Economic Thought,3rd edition, New Arival ME Sharpe
- 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, New Delhi.

References:

- Gide, C. and G. Rist (1956), A History of Economic Doctrines, (2nd Edition), George Harrop & Co., London.
- Grey, A. and A.E. Thomson (1980), The Development of Economic Doctrine, (2nd Edition), Longman Group, London.
- Kautilya (1992), The Arthashastra, Edited, Rearranged, Translated and Introduced by L.N. Rangaranjan, Penguin Books, New Delhi.
- Roll, E. (1973), A History of Economic Thought, Faber, London. Schumpeter, J.A. (1954), History of Economic Analysis, Oxford University Press, New York. Seshadri, G.B. (1997), Economic Doctrines, B.R. Publishing Corporation, Delhi.
- Blaug, M. (1997), Economic Theory in Retrospect : A History of Economic Thought from Adam Smith to J.M. Keynes, (5th Edition), Cambridge University Press, Cambridge.
- Dasgupta, A.K. (1985), Epochs of Economic Theory, Oxford University Press, New Delhi.
- Gandhi, M.K. (1947), India of My Dreams, Navajivan Publishing House, Ahmedabad.
- Koot, G.M. (1988), English Historical Economics : 1850-1926, Cambridge University Press, Cambridge.
- Rao, M.N. (1964), Memoirs, Allied Publishing House, Bombay.
- Schumpeter, J.A. (1951), Ten Great Economists, Oxford University Press, New York. Shionya, Y.

COMMUNICATION SKILLS – II

Course Code: BCS 401

Credit Units: 01

Course Objective:

To teach the participants strategies for improving academic reading and writing.
Emphasis is placed on increasing fluency, deepening vocabulary, and refining academic language proficiency.

Course Contents:

Module I: Social Communication Skills

Small Talk
Conversational English
Appropriateness
Building rapport

Module II: Context Based Speaking

In general situations
In specific professional situations
Discussion and associated vocabulary
Simulations/Role Play

Module III: Professional Skills

Presentations
Negotiations
Meetings
Telephony Skills

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Business Communication, Raman – Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Business Communication, Raman –Prakash, Oxford

**BEHAVIOURAL SCIENCE - IV
(GROUP DYNAMICS AND TEAM BUILDING)**

Course Code: BSS 403

Credit Units: 01

Course Objective:

To inculcate an elementary level of understanding of group/team functions
To develop team-spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

Definition and Characteristics
Importance of groups
Classification of groups
Stages of group formation
Benefits of group formation

Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
Group Cohesiveness and Group Conflict
Adjustment in Groups

Module III: Teams

Meaning and nature of teams
External and Internal factors effecting team
Building Effective Teams
Consensus Building
Collaboration

Module IV: Leadership

Meaning, Nature and Functions
Self leadership
Leadership styles in organization
Leadership in Teams

Module V: Power to empower: Individual and Teams

Meaning and Nature
Types of power
Relevance in organization and Society

Module VI: End-of-Semester Appraisal

Viva based on personal journal
Assessment of Behavioural change as a result of training
Exit Level Rating by Self and Observer

Text & References:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

FRENCH – IV

Course Code: FLN 401

Credit Units: 02

Course Objective:

To enable students:

- To develop strategies of comprehension of texts of different origin
- To present facts, projects, plans with precision

Course Contents:

Module C: pp. 104 – 139: Unités 8, 9

Contenu lexical: Unité 8: Découvrir le passé

1. parler du passé, des habitudes et des changements.
2. parler de la famille, raconter une suite d'événements/préciser leur date et leur durée.
3. connaître quelques moments de l'histoire

Unité 9: Entreprendre

1. faire un projet de la réalisation: (exprimer un besoin, préciser les étapes d'une réalisation)
2. parler d'une entreprise
3. parler du futur

Contenu grammatical:

1. Imparfait
2. Pronom « en »
3. Futur
4. Discours rapporté au présent
5. Passé récent
6. Présent progressif

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : **Campus: Tome 1**

GERMAN - IV

Course Code: FLG 401

Credit Units: 02

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany.

Introduction to Advanced Grammar Language and Professional Jargon

Course Contents:

Module I: Present perfect tense

Present perfect tense, usage and applicability

Usage of this tense to indicate near past

Universal applicability of this tense in German

Module II: Letter writing

To acquaint the students with the form of writing informal letters.

Module III: Interchanging prepositions

Usage of prepositions with both accusative and dative cases

Usage of verbs fixed with prepositions

Emphasizing on the action and position factor

Module IV: Past tense

Introduction to simple past tense

Learning the verb forms in past tense

Making a list of all verbs in the past tense and the participle forms

Module V: Reading a Fairy Tale

Comprehension and narration

- Rotkäppchen
- Froschprinzessin
- Die Fremdsprache

Module VI: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

Module VII: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

Module VIII: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;

Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant - 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – IV

Course Code: FLS 401

Credit Units: 02

Course Objective:

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

Course Contents:

Module I

Revision of earlier semester modules
Introduction to Present Continuous Tense (Gerunds)

Module II

Translation with Present Continuous Tense
Introduction to Gustar, Parecer, Apetecer, doler

Module III

Imperatives (positive and negative commands of regular verbs)

Module IV

Commercial/ business vocabulary

Module V

Simple conversation with help of texts and vocabulary
En la recepcion del hotel
En el restaurante
En la agencia de viajes
En la tienda/supermercado

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español Sin Fronteras (Nivel – Elemental)

CHINESE – IV

Course Code: FLC 401

Credits : 02

Course Objective:

How many characters are there? The early Qing dynasty dictionary included nearly 50,000 characters the vast majority of which were rare accumulated characters over the centuries. An educate person in China can probably recognize around 6000 characters. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Dialogue Practice
Observe picture and answer the question
Pronunciation and intonation
Character writing and stroke order.
Electronic items

Module II

Traveling – The Scenery is very beautiful
Weather and climate
Grammar question with – “bu shi Ma?”
The construction “yao ... le” (Used to indicate that an action is going to take place)
Time words “yiqian”, “yiwai” (Before and after).
The adverb “geng”.

Module III

Going to a friend house for a visit meeting his family and talking about their customs.
Fallen sick and going to the Doctor, the doctor examines, takes temperature and writes prescription.
Aspect particle “guo” shows that an action has happened some time in the past.
Progressive aspect of an actin “zhengzai” Also the use if “zhe” with it.
To welcome someone and to see off someone I cant go the airport to see you off... etc.

Module IV

Shipment. Is this the place to checking luggage?
Basic dialogue on – Where do u work?
Basic dialogue on – This is my address
Basic dialogue on – I understand Chinese
Basic dialogue on – What job do u do?
Basic dialogue on – What time is it now?

Module V

Basic dialogue on – What day (date) is it today?
Basic dialogue on – What is the weather like here.
Basic dialogue on – Do u like Chinese food?
Basic dialogue on – I am planning to go to China.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader, Part-2” Lesson 31-38

Core Paper
V Semester
ECONOMETRICS - I

Course Code: BAE 501

Credits : 04

Course Objective:

This course introduces students to the econometric methods used to conduct empirical analysis in Economics. The course is designed to provide the students with the basic quantitative techniques needed to undertake applied research projects. It also provides the base for more advanced optional courses in econometrics.

Module I: Nature and Scope of Econometrics

Module II: Simple Linear Regression Model: Two Variable Cases

Estimation of model by method of ordinary least squares; properties of estimators; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; Gauss-Markov theorem; forecasting.

Module III: Multiple Linear Regression Model

Estimation of parameters; properties of OLS estimators; goodness of fit - R² and adjusted R²; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables

Module IV: Violations of Classical Assumptions: Sources, Consequences, Detection

Multicollinearity; heteroscedasticity; and Autocorrelation and their detection– VIF, Durbin-Watson Test, Glesjer Test, Goldfeld-Quandt Test, remedial measures.

Module V: Specification and Identification

Omission of a relevant variable; inclusion of irrelevant variable; Sources and simple indicator of specification problems, identification of the model.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Dougherty, C. (2011). *Introduction to econometrics, 4th ed.* Oxford University Press.
- Gujarati, D. (2014). *Econometrics by example, 2nd ed.* Palgrave Macmillan.
- Wooldridge, J. (2014). *Introduction to econometrics: A modern approach, 5th ed.* Cengage Learning.

BEHAVIOURAL ECONOMICS

Course Code: BAE 502

Credit Units: 04

Course Description

This course will provide students an introduction to Behavioural Economics and would introduce to areas like what motivates us; how we are affected by social influences; how and why we make mistakes; how we judge and misjudge risk; our tendency to short-termism; and how personality, mood, and emotions drive our choices and decisions.

Course Outline

1. Economics and behaviour
2. Motivation and incentives
3. Social lives
4. Quick thinking
5. Risky choices
6. Taking time
7. Personalities, moods, and emotions
8. Behaviour in the macroeconomy
9. Economic behaviour and public policy

Readings

Baddeley, Michelle (2017). Behavioural Economics: A Very Short Introduction. Oxford University Press Oxford.

Kahneman, Daniel (2011) Thinking, Fast and Slow Penguin Books Ltd.

Dan Ariely(2009). Predictably Irrational: The Hidden Forces that Shape Our Decisions. HarperCollins; Expanded, Revised edition

Schwartz, Barry (2004). The Paradox of Choice. HarperCollins e-books.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

**Core Paper
V Semester**

Development Economics-II

Course Code: BAE 503

CreditUnits: 03

Course Description

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. This is followed by very important aspects of the rural-urban interrelation, structure of markets, contracts is linked to the problems of enforcement experienced in poor countries. Reflections on the role of globalization and increased international dependence on the process of development is discussed and these are then linked to questions of sustainable growth.

Course Outline

1. Population Growth and Economic Development

Population: Some basic concepts - Birth and death rates, Age distributions; From economic development to population growth: The demographic transition, Historical trends in developed and developing countries; From population growth to economic development: Some negative effects, Some positive effects, Demographic dividends.

2. Rural and Urban

Overview: Formal and informal urban sectors, Agriculture; Rural-urban interaction: The Lewis model; Rural-urban migration.

3. Land, Labour, Credit Markets, and Insurance

Ownership and tenancy of land, Land rental contracts, Land ownership; Labour categories, Labour market equilibrium model, Poverty nutrition, and labour markets, Permanent labour markets; Rural credit markets, Theories of informal credit markets, Alternative credit policies, Insurance-Basic concepts.

4. Trade Policy

Gains from trade, Trade policy: Import substitution, Export promotion, The move away from import substitution, Multilateral Approaches to Trade Policy, Issues in trade liberalization

5. Sustainable economic development

Conflicting viewpoints, Natural capital: classification, Trade expansion and the environment, climate change.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Textbook

1. Debraj Ray, Development Economics, Oxford University Press, 2009.

Readings

1. ParthaDasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
2. Abhijit Banerjee, Roland Benabou and DilipMookerjee, Understanding Poverty, Oxford University Press, 2006.
3. Thomas Schelling, Micromotives and Macrobehavior, W. W. Norton, 1978.
4. Albert O. Hirschman, Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States, Harvard University Press, 1970.
5. RaghuramRajan, Fault Lines: How Hidden Fractures Still Threaten the World Economy, 2010.
5. Elinor Ostrom, Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press, 1990.
7. Dani Rodrik, The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist, Oxford University Press, 2011.
8. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), Globalization in Historical Perspective, University of Chicago Press, 2003.

V Semester
READINGS IN ECONOMICS

Course Code: BAE 504

Credit:02

Academic Writing

Topic	Author	Lecture
Module 1:		
Academic Writing and Research Process	BNS	2
Structure and Content of Research Paper	BNS	1
Good Academic Writing	BNS	2
Mastering the Paragraph	BNS	3
The Writing Process	BNS	3
Using and Citing Sources of Ideas	BNS	3
Module 2:		
Integrating the Ideas of Published Authors	Massey	2
Anatomy of Academic Article	James	2
Genres of Academic Writing	James	2
Rhetorical Modes of Writing	Scott Mclean	2
Evaluating a Text	Stephen Bailey	1
Evaluating a Source		1

Reference

V Semester
SUMMER INTERNSHIP

Course Code: BAE 505

Credit:03

GUIDELINES FOR INTERNSHIP FILE AND INTERNSHIP REPORT

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a company/organisation)

There are certain phases of every Intern's professional development that cannot be effectively taught in the academic environment. These facets can only be learned through direct, on-the-job experience working with successful professionals and experts in the field. The internship programme can best be described as an attempt to institutionalize efforts to bridge the gap between the professional world and the academic institutions. Entire effort in internship is in terms of extending the program of education and evaluation beyond the classroom of a university or institution. The educational process in the internship course seeks out and focuses attention on many latent attributes, which do not surface in the normal class room situations. These attributes are intellectual ability, professional judgment and decision making ability, inter-disciplinary approach, skills for data handling, ability in written and oral presentation, sense of responsibility etc.

In order to achieve these objectives, each student will maintain and submit a file (**Internship File**) and a report (**Internship Report**).

INTERNSHIP FILE

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. *Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.*

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of **continuous evaluation** of the project.

The File will include *five sections* in the order described below.

1. **The Title Page** – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. **Table of Content** – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. **Introduction** – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. **Main Body** – Should include a brief summary/ executive summary of the **Internship Project Report** that the student has worked on, an **analysis of the company/organization** in which the student is working, a **personal review** of the student's management skills and how they have been developed through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.
5. **Appendices** – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

INTERNSHIP REPORT

The **Internship Report** is the research report that the student has to prepare on the project assigned by the organization. (Incase a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

- **Title or Cover Page.**

The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.

➤ **Acknowledgements**

Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.

➤ **Abstract**

A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.

➤ **Table of Contents**

Titles and subtitles are to correspond exactly with those in the text.

➤ **Introduction**

Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.

➤ **Materials and Methods**

This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.

➤ **Results and Discussion**

Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in "point" form.

While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

➤ **Conclusion(s) & Recommendations**

A conclusion should be the final section in which the outcome of the work is mentioned briefly.

Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?

➤ **Implications for Future Research**

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

➤ **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.

➤ **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Evaluation: (based on Internship File and the observations of the faculty guide/ supervisor)	30%
Feedback from Company/ Organization:	10%
Final Evaluation: (Based on Internship Report, Viva/ Presentation)	60%

Domain Elective
V Semester
READINGS IN ECONOMICS

Course Code: BAE 506

Credit:03

Course Objective:

The objective of this concentration elective is to inculcate reading habit along with value addition to the existing understanding of the subject. The book would be a kind of knowledge enhancer that would envision the student about some current thoughts related to the discipline. The book reading and its critical analysis would help broaden the intellectual horizon of the student. The selection of the book will be department specific so that it can be discipline specific

Course Guidelines:

The student is expected to thoroughly go through prescribed books, articles and research papers, write a reflective paper on the prescribed readings.

1. Reading Journal & Learning Diary: (40 Marks)
 - a. Date and hours worked
 - b. Reading Notes
 - c. What are your thoughts / opinions / feelings on whatever you read till now?
<https://www.pugetsound.edu/academics/experiential/create-experiential-learning-opportunities/available-resources/creating-critical-reflection-assignments/reflection-types/journaling/>
2. Reflective Assignment – I (Structured): (30 Marks)
 - a. What are the main points of this reading (focus on concepts, ideas, and theme, not on individual facts)?
 - b. Was anything unclear or confusing to you?
 - c. What was new to you, and did it change the way you think about or perceive things?
 - d. What information did you find surprising? Why?
 - e. Was there anything you would like to explore further or find out more about?
 - f. Describe at least one connection between the reading and topics from outside class (otherclasses, news stories you have seen, etc.)?
 - g. Give at least one specific example of an aspect or experience in your personal life that is related to the reading.
3. Reflective Assignment – II (Unstructured) (30 Marks)
 - a. What is reflective writing? <https://student.unsw.edu.au/reflective-writing>
 - b. How do I write reflectively? <https://student.unsw.edu.au/how-do-i-write-reflectively>

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

**Domain Elective
V Semester
Labour Economics**

Course Code: BAE 507

CreditUnits: 03

Module I

Labour Markets: Nature and characteristics of labour markets in developing countries; Paradigms of Labour Market Analysis- Classical, New Classical and dualistic economy; demand for labour in relation to size and pattern of investments; Supply of labour in relation to growth of labour force; Segmented labour markets –Discrimination in Labour market, Labour flexibility, Informal sector

Module II

Theories of Wage determination- Classical, Neo-Classical, Marginal Productivity and modern theories; Collective bargaining and wage determination- Basic Postulates, Nature of bargaining process, Strategies and tactics, Model of Zeuthen, Dunlop, Ross, Pen and Hicks; Systems of Wage Payment, incentive wage payment, minimum wage, living wage and fair wage; wage differentials and wage regulation; Bonus systems and profit sharing; economy to high wages; wage policy; Salient features of trade union movements in India

Module III

Concept of Decent Work: Concept, Measurement and Policy Response, Guy Standing idea of decent work, Conditions of work

Module IV

Introduction to Labour Statistics, Labour Commissions in India: Recommendations of NCEUS, Employment mobility, labour migration and other emerging issues in labour sector in India.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

**Domain Elective
V Semester
Industrial Organization**

Course Code: BAE 508

Credit:03

Course Description

This is a course in industrial organisation, the study of firms in markets. Industrial organization focuses on firm behaviour in imperfectly competitive markets, which appear to be far more common than the perfectly competitive markets that were the focus of your basic microeconomics course. This field analyses the acquisition and use of market power by firms, strategic interactions among firms, and the role of government competition policy.

Course Outline

- 1. Introduction to Industrial Organisation**
- 2. Market Power and Dominant Firms**

Sources of Market Power: Government Restrictions on Entry, Structural Characteristics, Strategic Behaviour by Incumbents; Monopoly, Monopoly and Inefficiency; Benefits of Monopoly: Scale Economies, Research and Development

- 3. Pricing and Advertising**

Conditions for Price Discrimination, Perfect Price Discrimination, Group Price Discrimination, Nonlinear Price Discrimination, Two-Part Pricing, Tie-In Sales, Advertising: Deciding Whether to Advertise, How Much to Advertise.

- 4. Game Theory**

Static Games, Dynamic Games, Auctions, Behavioural Game Theory.

- 5. Oligopoly and Monopolistic Competition**

Oligopoly Competition, Cartels, Monopolistic Competition, Product differentiation, Market Power and Product Quality.

- 6. Oligopoly Pricing**

Classical Models of Oligopoly: Cournot Oligopoly Model, Stackelberg Oligopoly Model, Bertrand Oligopoly Model.

Dynamic Models of Oligopoly: Reaching an Agreement: Profitability of Collusion, How Is an Agreement Reached? Factors That Complicate Reaching an Agreement; Factors that Influence the Sustainability of Collusion; Antitrust and Collusion; Tacit Collusion; Entry Deterrence, Predatory Pricing, Raising Rivals' Costs.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Readings:

1. Jeffrey Church and Roger Ware, *Industrial Organization: A Strategic Approach* (Irwin McGraw-Hill, 2000, 1st edition). ISBN: 0071166459.
2. Tirole, Jean. *The Theory of Industrial Organization*. Cambridge, MA: MIT
3. Scherer, F. M., and David Ross, *Industrial Market Structure and Economic Performance*, Boston:Houghton Mifflin Company, 1990 (3rd edition).
4. Carlton, D. W. and J.M. Perloff, *Modern Industrial Organization*, Harper Collins College Division , 1999(3rd edition).
5. Schmalensee, Richard, and Robert D. Willig, *Handbook of Industrial Organization*, Amsterdam: North-Holland, 1989.

COMMUNICATION SKILLS - III

Course Code: BCS 501

Credit Units: 01

Course Objective:

To equip the participant with linguistic skills required in the field of science and technology while guiding them to excel in their academic field.

Course Contents:

Module I

Reading Comprehension

Summarising

Paraphrasing

Module II

Essay Writing

Dialogue Report

Module III

Writing Emails

Brochure

Leaflets

Module IV: Introduction to Phonetics

Vowels

Consonants

Accent and Rhythm

Accent Neutralization

Spoken English and Listening Practice

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Effective English for Engineering Students, B Cauveri, Macmillan India
- Creative English for Communication, Krishnaswamy N, Macmillan
- A Textbook of English Phonetics, Balasubramanian T, Macmillan

BEHAVIOURAL SCIENCE - V

(INDIVIDUAL, SOCIETY AND NATION)

Course Code: BSS 503

Credit Units: 01

Course Objective:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

Course Contents:

Module I: Individual differences & Personality

Personality: Definition & Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

Module II: Socialization

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

Module III: Patriotism and National Pride

Sense of Pride and Patriotism

Importance of Discipline and hard work

Integrity and accountability

Module IV: Human Rights, Values and Ethics

Meaning of Human Rights

Human Rights Awareness

Importance of human rights

Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

Module V: Personal and Professional Excellence

- Personal excellence:
 - Identifying Long-term choices and goals
 - Uncovering talent, strength and style

Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B. Stephen;. Organizational Behaviour

FRENCH - V

Course Code: FLN 501

Credit Units: 02

Course Objective:

To furnish some basic knowledge of French culture and civilization for understanding an authentic document and information relating to political and administrative life

Course Contents:

Module D: pp. 131 – 156 Unités 10, 11

Contenu lexical: Unité 10: Prendre des décisions

1. Faire des comparaisons
2. décrire un lieu, le temps, les gens, l'ambiance
3. rédiger une carte postale

Unité 11: faire face aux problèmes

1. Exposer un problème.
2. parler de la santé, de la maladie
3. interdire/demander/donner une autorisation
4. connaître la vie politique française

Contenu grammatical:

1. comparatif - comparer des qualités/ quantités/actions
2. supposition : Si + présent, futur
3. adverbe - caractériser une action
4. pronom "Y"

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre: **Campus: Tome 1**

GERMAN - V

Course Code: FLG 501

Credit Units: 02

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Advanced Grammar and Business Language and Professional Jargon

Course Contents:

Module I: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

Module II: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

Module III: Reflexive verbs

Verbs with accusative case

Verbs with dative case

Difference in usage in the two cases

Module IV: Verbs with fixed prepositions

Verbs with accusative case

Verbs with dative case

Difference in the usage of the two cases

Module V: Texts

A poem 'Maxi'

A text Rocko

Module VI: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;

Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH - V

Course Code: FLS 501

Credit Units: 02

Course Objective:

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

Course Contents:

Module I

Revision of earlier semester modules

Module II

Future Tense

Module III

Presentations in English on
Spanish speaking countries'

Culture

Sports

Food

People

Politics

Society

Geography

Module IV

Situations:

En el hospital

En la comisaria

En la estacion de autobus/tren

En el banco/cambio

Module V

General revision of Spanish language learnt so far.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español Sin Fronteras, Greenfield

CHINESE – V

Course Code: FLC 501

Credit Units: 02

Course Objective:

What English words come from Chinese? Some of the more common English words with Chinese roots are ginseng, silk, dim sum, fengshui, typhoon, yin and yang, Tai chi, kung-fu. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Drills
Dialogue practice
Observe picture and answer the question.
Pronunciation and intonation.
Character writing and stroke order

Module II

Intonation
Chinese foods and tastes – tofu, chowmian, noodle, Beijing duck, rice, sweet, sour...etc. Learning to say phrases like – Chinese food, Western food, delicious, hot and spicy, sour, salty, tasteless, tender, nutritious, good for health, fish, shrimps, vegetables, cholesterol is not high, pizza, milk, vitamins, to be able to cook, to be used to, cook well, once a week, once a month, once a year, twice a week.....
Repetition of the grammar and verbs taught in the previous module and making dialogues using it.
Compliment of degree “de”.

Module III

Grammar the complex sentence “suiran ... danshi...”
Comparison – It is colder today than it was yesterday.....etc.
The Expression “chule...yiwai”. (Besides)
Names of different animals.
Talking about Great Wall of China
Short stories

Module IV

Use of “huozhe” and “haishi”
Is he/she married?
Going for a film with a friend.
Having a meal at the restaurant and ordering a meal.

Module V

Shopping – Talking about a thing you have bought, how much money you spent on it? How many kinds were there? What did you think of others?
Talking about a day in your life using compliment of degree “de”. When you get up? When do you go for class? Do you sleep early or late? How is Chinese? Do you enjoy your life in the hostel?
Making up a dialogue by asking question on the year, month, day and the days of the week and answer them.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader” Part-II Lesson 39-46

**Core Paper
VI Sem
Behavioural Economics**

Course Code: BAE 601

Credit:03

Course Description

This course will provide students an introduction to Behavioural Economics and would introduce to areas like what motivates us; how we are affected by social influences; how and why we make mistakes; how we judge and misjudge risk; our tendency to short-termism; and how personality, mood, and emotions drive our choices and decisions.

Course Outline

10. Economics and behaviour
11. Motivation and incentives
12. Social lives
13. Quick thinking
14. Risky choices
15. Taking time
16. Personalities, moods, and emotions
17. Behaviour in the macroeconomy
18. Economic behaviour and public policy

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Readings:

Baddeley, Michelle (2017). Behavioural Economics: A Very Short Introduction. Oxford University Press Oxford.

Kahneman, Daniel (2011) Thinking, Fast and Slow Penguin Books Ltd.

Dan Ariely(2009). Predictably Irrational: The Hidden Forces that Shape Our Decisions. HarperCollins; Expanded, Revised edition

Schwartz, Barry (2004). The Paradox of Choice. HarperCollins e-books.

DATA ANALYTICS

Course Code: BAE 602

Credit: 02

Course Objective:

This course introduces students to Introductory Data Analytics and helps them to perform economic data analysis using available software: Excel/Eviews/SPSS/Stata. The course will limit itself to Descriptive Statistics, Modeling of Simple Linear Regression and Hypothesis Testing. The methodology of teaching will involve taking a model dataset and conducting analysis of the same using software. The interpretation of the output and issues in analysis will be discussed and explained to the students.

Course Contents:

Module 1-Introduction to Analytics, Importance of Analytics in Economics, Types of Economic Data, Data Levels & Measurement, Appropriate Descriptive Statistics, Graphs and Tests according to different level of data.

Module 2- Basic Introduction to Statistical Softwares, Graphing data and Calculation of Descriptive Statistics.

Module 3-Plotting the Least Squares Residuals, Residual Diagnostics: Testing Normality.Estimation of Simple Linear Regression Model, Interval Estimation & Hypothesis Testing, Interpretation & Prediction, Goodness-of-Fit: Calculating R^2 ,

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

DamodarGujrati (2011), Econometrics by Example, Palgrave Macmillan, U.K.

Asli K. Ogunc& R. Carter Hill, Using Excel For Principles of Econometrics, Third Edition, John Wiley & Sons, Inc.

Core Paper
VI Sem
INTERNATIONALECONOMICS

Course Code: BAE 603

Credit:03

Course Objective:

This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It is focusing on national policies as well as international monetary systems.

Course Contents:

Module I

Nature and scope of international business, International business environment, Classical theory of international trade: Absolute cost advantage theory, comparative cost theory, and Modern theory of international trade. Michael Porter model of competitive advantage of nations,

Module II

Terms of trade, Barriers–Tariff & Non Tariff, Dumping, Antidumping, Globalization–forces, Meaning, dimensions and stages in Globalization, FDI, FII

Module III

General Agreement on Trade and Tariffs (GATT), World Trade Organization, Important Ministerial Conferences & their outcomes, Dispute settlement mechanism under WTO, Regional Integrations, Trade Blocks– nature and levels of integration, arguments for and against regional integration, World Bank, IMF

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Charles W L Hill and Arun Kumar Jain (2007), International Business: competing in the global market place, Mc Graw-Hill
- John D Daniels, Lee H Radebaugh, (2007), International Business: Environments and Operations. Addison Wesley.
- Cherulinam, Francis, International Business, 3rd edition, Prentice Hall India

**Core Paper
VI Sem**

FINANCIAL MARKET AND INSTITUTIONS

Course Code: BAE 604

Credit:03

Course Objective:

To introduce students to different financial institutions, Markets and the services which are available in India?

Course Contents:

Module I : Financial Markets

Capital Market: Impact of monetary policy, Industrial securities market, Primary market and Secondary market. Govt. Securities Market, Long Term Loan Market Money Market: Call money market, Treasury bills market, Commercial bills market, Short Term Loan Market Commercial papers and certificates of deposits, Discount and Finance House of India, Government Securities Market, Recent developments.

Module II: Mutual funds

Meaning, types, functions, advantages; Private and public sector mutual funds; Performance and growth of mutual funds in India; SEBI guidelines.

Module III : Financial Institutions, Intermediaries

Evolution of banking in India: Banking Structure: RBI, Commercial Banks, Cooperative Banks, Regional Rural Banks, NABARD; Capital adequacy; CRR & SLR, Repo & Reverse Repo, Bank rate.

Module IV: Discounting Factoring and Forfeiting

The concept, significance, types; Discounting, Factoring, Forfeiting; Leasing; Factoring vs. leasing; Hire Purchase; Credit card: The concept, types, advantages and disadvantages. Credit Rating: Mechanism, Role of CRISIL and ICRA.

Module V: Non-Banking Finance Companies

Evolution and present status. Insurance Companies: Economics of insurance, The insurance industry and its regulation; LIC, GIC. Development finance institutions: Concept, role of DFIs, Sources of funds.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Bharti Pathak; Indian Financial System Pearson Education
- Gordon and Natarajan, Financial Markets and Services, Himalaya Publishing House.
- Khan, M.Y, Financial Services, Tata McGraw Hill.
- Jeff Madura, Financial Markets and Institutions, South-Western College Publishing.
- B.C Vasant Desai, The Indian Financial System, Himalaya Publishing House.
- Bhole L.M, Financial Institutions and Markets, Tata McGraw Hill.

DISSERTATION

Course Code: BAE 605

Credit Units: 06

GUIDELINES FOR DISSERTATION

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between ‘dissertation topic’ and ‘dissertation title’. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to business, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.
- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

Keeping records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled:

Executive Summary.

- Next is the 'acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.

For books, the following details are required:

Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996

- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion form the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.

Assessment Scheme:

Continuous Evaluation: 40%
(Based on Abstract, Regularity, Adherence to initial plan, Records etc.)

Final Evaluation: Based on, 60%

Contents & Layout of the Report,	25
Conceptual Framework,	10
Objectives & Methodology and	10
Implications & Conclusions	15

Domain Elective

VI Sem

Environmental Economics

Course Code: BAE 606

CreditUnits: 03

Course Objective:

The course will provide an insight into basics of environmental problems environmental management and interrelationship between environment and economic development.

Course Contents:

Module I: Introduction

Environmental Economics - Meaning, nature and Historical development of environmental economics. Structure of environment, Characteristics of Environment, Sustainable development: concept, indicator and measurement.

Module II: Waste Management

Pollution prevention, physical operations of waste treatment, Water pollution, Air pollution and control, Global Environmental Issues

Module III: Environmental Management

Environmental Legislations in India, Environment Quality Objectives and standards, Institutional Environmental agreements; Tools for environmental management; Environmental economics

Module IV: Environmental and Economic Development

Interrelationship between environment and economic development; Environmental pollution in global perspective; Case studies on environmental management – Textile Industries and Tanneries

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Text:

- Joseph, K. and R. Nagendran; Essentials of Environmental Studies, Pearson Education.
- DeshBandhu, H Singh and A.K. Mitra (1990). Environmental Education and Sustainable Development. New Delhi, Indian Environmental Society

References:

- Dhaliwal, G.S., G.S Sangha and P.K. Ralhan (1998); Fundamentals of Environmental Science; New Delhi; Kalyani Publishers
- Dixon, John A., Louise F. Scura, Richard A. Carpenter and Paul B. Sherman (1994); Economic Analysis of Environmental Impacts. London: Earthscan Publications.
- Elkins, Paul (2001); Economic Growth, Human welfare and Environmental Sustainability; New York; Routledge.

Domain Elective

VI Sem
ENTREPRENEURSHIP DEVELOPMENT

Course Code: BAE 607

Credit:03

Course Description: This course is divided into two parts. The first part gives you an overview of the entrepreneurship environment in India. It discusses why entrepreneurship is important, what are the Government regulations and facilities for promoting startups in India and further what is the overall startup ecosystem in India like. The IPR regime, the incubators and accelerator, the angel investment, venture capital, and other means of financing for startups. The second part is more of a skill development in which you may prepare yourself as a potential startup entrepreneur.

- I. Entrepreneurship Environment in India
 - i. Why Entrepreneurship?
 - ii. Social entrepreneurship and its importance in Indian context.
 - iii. Startupindia Mission.
 - iv. The Startup Ecosystem in India and the Role of Support agencies in entrepreneurship Development

- II. Entrepreneurial Skill Development
 - i. Competencies of a successful entrepreneur
 - ii. Developing Entrepreneurial Competencies (Achievement Motivation Training)
 - iii. Soft Skill Development
 - iv. Business Opportunity identification
 - v. Conducting a Market Survey
 - vi. Preparing a Business Plan
 - vii. Preparing a funding ready pitch deck
 - viii. Registering your startup
 - ix. **Evaluation Scheme:**

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Readings and references

Altman, S. (n.d.). Startup Playbook. Retrieved from <https://playbook.samaltman.com/>

Harvard Business School Publishing Corporation. (2006). SWOT Analysis I. In Strategy: Create and Implement the Best strategy for Your Business. Boston, Massachusetts: Harvard Business School Publishing Corporation.

Skok, M. (2013, June). 4 Steps To Building A Compelling Value Proposition. Forbes Entrepreneurs.

The start-up India website for updated information: <https://www.startupindia.gov.in/>