ಬಾಗಲಕೋಟ ವಿಶ್ವವಿದ್ಯಾಲಯ

(ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ವಿಶ್ವವಿದ್ಯಾಲಯ)

Bagalkot University

(A State Public University of Govt.of Karnataka)

DEPARTMENT OF STUDIES IN ECONOMICS

PROGRAM /COURSE STRUCTURE AND SYLLABUS

As per the Choice Based Credit System (CBCS) designed in accordance with Learning Outcomes-Based Curriculum Framework (LOCF) of National Education Policy (NEP) 2020

For

B.A. Economics
IV Semester

Adapted from Rani Channamma University Belagavi Applicable from the

Academic Year 2024-25

PREAMBLE

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

India's first education policy of the 21st century is 'National Education Policy 2020' proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a new system that is aligned with the developmental aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030."*

Vision of the National Education Policy 2020

- ✓ An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- ✓ Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- ✓ Instils skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

As India is enjoying the demographic dividend, which will last till 2055 and to reap the benefits, a good education policy was the need of the hour. Hence there is lot of hopes on the NEP, which has come as cure the edu-ailments and to plug the shortcomings of the education system which marred for 36 years and strengthen our education system. Expectations on NEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the NEP. The success or failure of NEP lies in all our hands. Hence Let all of us join our hands in making the NEP successful.

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA/B.Sc. (Basic/Hons) in Economics is to impartthe students a holistic understanding of the subject giving substantial weightage to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Economics" with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in- depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context.

There is a need to strengthen the students to understand essential aspects of economics in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Economics producing an intelligent human resource serving the Economy and society

PROGRAM OUTCOMES

The Programme outcomes (POs) are expected to be as under:

- ➤ Students will be able to understand economic vocabulary, methodologies, tools and analysis procedures.
- ➤ Students will be familiar with the knowledge and application of micro economics for the formulation of policies and planning.
- ➤ Students will learn to apply economic theories and concepts to contemporary social issues, as well as analysis of policies.
- ➤ Students will be able to understand the impact of government policies and will be able to assess the consequences of the policies on the parties involved.
- ➤ As the programme along with economics contains like statistics, mathematics, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, and rate of development with pattern of savings and investments and social security measures adopted in the country.
- ➤ Understand the basics of Quantitative techniques their applications
- ➤ Critically evaluate the ongoing economic developments in India and abroad
- ➤ **Understand research methods in economics**
- ➤ Student develops an awareness of career choices and the option for higher studies.

CONTINUOUS INTERNAL EVALUATION AND SEMESTER ENDEXAMINATION

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40: 60 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges.

The committee deliberated on the same and suggested the following pattern for the CIE Marks.

Sl.No.	Parameters for the Evaluation	Marks
Continuous Internal Evaluation (CIE)		
A	Continuous & Comprehensive Evaluation (CCE)	**20 Marks**
B	Internal Assessment Tests (IAT)	**20 Marks**
	Total of CIE (A+B)	**40 Marks**
C	Semester End Examination (SEE)	**60 Marks**
	Total of CIE and SEE (A + B + C)	**100 Marks**

Evaluation process of IA marks may be as follows:

- The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.

- The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.

- During the 17th – 20th week of the semester, a semester end examination of 3 hours duration shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.

- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shallbe deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.

- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (of A4 size), graph sheets etc., required for such tests / assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under:

Outline for continuous assessment activities for C1 and C2

Activities	C1	C2	Total Marks
Session Test	10 marks	10 marks	20
Seminars etc.	10 marks		10
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/Review of the Book/ etc		10 marks	10
Total	20 marks	20 marks	40

PROGRAM STRUCTUR

Macroeconomics

Program Name	**BA in Economics**			Semester	**Fourth Semester**
Course Title	**Macroeconomics**				
Course Code:	126BAB04ECODSC07T		No. of Credits	**3**	
Contact hours	**42 Hours**		Duration of SEA/Exam	**2 Hours**	
Formative Assessment Marks		**40**	Summative Assessment Marks	**60**	

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

    CO1.   Understand the Theories of National Income Accounting

    CO2.   Explain the process of Consumption and Investment Functions

    CO3.   Evaluate the Concept of Multiplier and Inflation

Content of Theory	**42 Hrs**
Unit–1: Theory of National Income Determination	**14 Hrs**

Chapter:1 Classical Framework:
 	
1. Typical Features of classical theory of employment; Assumptions
 	
2. Basis of Classical theory:
 	
    ➢ Say's Law
    ➢ Pigou's wage price flexibility
    ➢ Fisher's Quantity theory of money
    ➢ Knut Wicksell's loanable funds theory
    ➢ Classical dichotomy and neutrality of money
 	
3. Criticism of classical theory
	7

Chapter-2: **The Keynesian Framework**
 	
1.   Introductory: connecting growth of national income to development; why incomes of all fall or rise? Are income, output, and employment related?
 	
2.   Some Basic concepts: The idea of equilibrium and identity; ex- ante and ex-post concepts.
 	
3.   Aggregate Demand and its components
 	
    a. Consumption function: Algebraic and Graphical explanation; Marginal and Average propensity to consume
 	
    b. Investment function; savings and investment relationship.
	7

4. Aggregate Supply: Meaning and graphical explanation; Effective demand 5. Determination of national income in Keynes' two sector economy with Aggregate Demand and Aggregate Supply with fixed prices: Analytical /Graphical and algebraic explanation; numerical problems 6. Determination of national income in Keynes' two sector economy with investment and savings with fixed prices: Analytical / Graphical and algebraic explanation; numerical problems	
Unit -2: Aggregate Consumption and Investment	**15Hrs**
Chapter-3: Theories of Determinants of Consumption: 1. Keynesian Psychological Law of consumption; determinants 2. Permanent Income hypothesis of Milton Friedman	5

Chapter-4: Investment:
 	
1.   Types of investment
 	
2.   Determinants of investment:
 	
     a.   rate of interest
 	
     b.   marginal efficiency of capital: meaning and determinants;
	5

Chapter-5: Concepts of Multiplier and Accelerator 1. Investment Multiplier: Meaning and assumptions. 2. multiplier; leakages;	5
Unit -3: Monetary Economics	**13 Hrs**

Chapter-6: Money Supply:
 	
1.   Concept of Money Supply; recent measures of money supply as suggested by RBI
 	
2.   Determinants of money supply:
 	
     a.   high powered money
 	
     b.   money multiplier
 	
3.   The reserve ratio and deposit multiplier
	5

Chapter-7: Money demand: 1. Cash transactions approach (only meaning) and 2. Cambridge approach (Only Marshall's equation) 3. The liquidity preference approach of Keynes	4
Chapter-8: Inflation and Unemployment: 1. Phillips Curve 2. Wage cut theory and employment	4

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

Formative Assessment for C1 & C2		
Assessment Occasion/ type	**Marks**	
	C1	**C2**
Internal Test	10	10
Assignment/Seminar	05	
Quiz	05	
Case study / Field work / Project work/ Industrial Visit and Prepare a report	-	10
Total	**40 Marks**	
Formative Assessment as per NEP guidelines are compulsory		

References	
1	Ackley, G. (1976), Macroeconomics: Theory and Policy, Macmillan Publishing Company, New York.
2	Ahuja H (2016), Macro Economics- theory and policy, S Chand and Co
3	Dwivedi DN (2016) Macro Economics: Theory and Policy, Tata McGraw-Hill
4	Heijidra, B.J. and F.V. Ploeg (2001), Foundations of Modern macroeconomics, Oxford University Press, Oxford.
5	Keynes, J.M. (1936), The General theory of Employment, Interest and Money, Machmillan, London.
6	Lucas, R. (1981), Studies in Business Cycle Theory, MIT Press, Cambridge, Massachusetts
7	Somashekar Ne. Thi., Principles of Macroeconomics, Scientific International Pvt. Ltd., Publications New Delhi
8	Somashekar Ne. Thi., ಸಮ ಗ ಆ ಥ T□ಸ ೨ , Siddalingeshwara prakashana, Kalburgi.
9	H. R. Krishnaiah Gowda ಸಮ ಗ ಆ ಥ T□ಸ ೨ , Mysore book house prakashna, Mysore.

Fourth Semester

Statistics for Economics

Program Name	**BA in Economics**		Semester	**Fourth Semester**
Course Title	**Statistics for Economics**			
Course Code:	126BAB04ECODSC08T		No. of Credits	**3**
Contact hours	**42 Hours**		Duration of SEA/Exam	**2 Hours**
Formative Assessment Marks	**40**	Summative Assessment Marks		**60**

Course Outcomes (COs): After the successful completion of the course, the student will be able to:	
CO1.	Understand the nature of Data and their presentation
CO2.	Calculate Descriptive statistics like measures of central tendency and dispersion
CO3.	Apply statistical techniques like correlation and regression in Economic anlysis

Content of Theory	**42 Hrs**
Unit–1: Preliminaries	**12 Hrs**
Chapter:1 Introduction to Statistics: Meaning and Importance of Statistics, Functions of Statistics, Types of Statistics: Descriptive Statistics and Inferential Statistics-Variables; Qualitative Variable and Quantitative Variable	4
Chapter-2: Datatypes, Sources and Collection of Data: Qualitative and Quantitative Data - Cross Section Data, Time Series Data and Panel Data - Primary and Secondary sources of Data – Methods of Collecting Primary Data	4
Chapter-3: Tabulation and Presentation of Data: Classification and tabulation of data - Frequency distributions – Continuous and Discrete frequency distribution. Graphical presentation- Histogram- frequency polygon - Ogive Curves -Bar Diagram, Pie Chart	4
Unit -2: Measures of Central Tendency and Dispersion	**14 Hrs**
Chapter-4: Arithmetic Average: Definition of Central Tendency, Types of Central Tendency: Arithmetic Mean: Meaning and Properties of Arithmetic Mean – Computation of Arithmetic Mean	5
Chapter-5: Positional Averages-Median and Mode: Definition and importance of Median- Calculation of Median- Definition and importance of Mode - Calculation of Mode.	4

Chapter-6: Dispersion: Meaning of Dispersion- Measures of Dispersion- Range- Quartile deviation- mean deviation - Standard deviation - Coefficient of Variation and Their Computation	5
Unit -3: Correlation, Regression and Time Series Analysis	**16 Hrs**
Chapter-7: Correlation: Meaning of Correlation - Types of correlation - Methods of measuring Correlation- Karl Pearson's correlation coefficients	5
Chapter-8: Regression: Meaning and Importance of Regression - Regression Equation - Estimation of regression equation - Applications of regression equation in Economics	6
Chapter-9: Time Series Analysis: Definition of Time Series – Components of Time Series – Estimation and Forecasting of Trend	5

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

Formative Assessment for C1 & C2		
Assessment Occasion/ type	**Marks**	
	C1	**C2**
Internal Test	10	10
Assignment/Seminar	05	
Quiz	05	
Case study / Field work / Project work/ Industrial Visit and Prepare a report	-	10
Total	**40 Marks**	
Formative Assessment as per NEP guidelines are compulsory		

References	
1	Gupta S P. (2012) Statistical Methods, S. Chand and Company, New Delhi.
2	S. C. Gupta, (New edition) Fundamentals of Statistics, Himalaya publishing house, Mumbai.
3	S. N. Yogish, Statistical methods for Economists- Mangaldeep publications, Jaipur.
4	Anderson, Sweeney & Williams, (2002) Statistics for Business & Economics, Thomson South-Western, Bangalore.
5	Daniel and Terrel: Business Statistics for Management and Economics; oaghton Mifflin Co., Boston, Toronts, 7th Edition, 1995, PP 1 to 972 + 6 Appendices
6	Medhi, J., Statistical Methods: An Introductory Text, Wiley, 1992
7	Morris H. Degroot and Mark J. Schervish, "Probability and Statistics", 4th edition, 2012.
8	Teresa Bradley, Essential Statistics for Economics, Business and Management, John Willey Publisher, 2007

CBCS Question Paper Pattern for UG Semester - DSC, DSEC OEC

Paper Code:		**Paper Title:**	
Duration of Exam	**2 Hours**	Max Marks	**60 Marks**
Instruction:	**Answer all the sections**		

Section-A

1. Answer **Ten** the following sub-questions, each sub-question carries **ONE** mark	(10X1=10)

A.

B.

C.

D.

.

.

L

Note for Section-A: **Three sub-questions from each unit and remaining one sub-question (K & L) from unit I to III.**

Section-B

Answer any **FOUR** of the following questions, each question carries **FIVE** marks	(4X5=20)

2.

3.

4.

5.

6.

7.

Note for Section-B: **Minimum Two question from each unit (Q No 2 to 6)**

Section-C

Answer any **THREE** of the following questions, each question carries **TEN** marks	(3X10=30)

8.

9.

10.

11.

12.

Note for Section-C: **Minimum Two question from each unit (Q No 8 to 12) Sub-questions such as 'a' and 'b' may be given for a question in section-C only.**