

# KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

## MASTERS OF ARTS (ECONOMICS)

*(Two Year Postgraduate Programme to be Offered from 2023-24 Academic  
Session in UGC-CBCS Mode)*



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# **KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

## **PROGRAMME PROJECT REPORT**

### **MASTER OF ARTS IN ECONOMICS**

#### **1. PROGRAMME OVERVIEW**

Master of Arts in Economics (MA Economics) is a two year postgraduate programme proposed to be offered from July 2023 academic session onwards. The programme is offered in Choice Based Credit System (CBCS) mode in pursuance of the notifications, guidelines and regulations of the UGC released from time to time. Further, the programme also incorporates the broad and overarching ideals and principles of National Education Policy (NEP) 2020 while preparing the structure of the proposed programme. Besides, the framework proposed by the Draft National Credit Framework released in September 2022 has also been kept in view in designing the programme. In addition, the notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2023 in the State of Assam has also been considered in preparing the proposed programme.

The 35th Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirement, provision of lateral entry and exit, and adoption of multidisciplinary/interdisciplinary focus in designing and delivering different. Also, the assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate discipline specific core (DSC) courses along with a set of elective courses (DSE) both from disciplines as well as allied disciplines, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as ability enhancement courses (AEC) and value added courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multidisciplinary/interdisciplinary programmes and courses would be relatively smooth and undemanding. To this effect, learners are allowed to take courses

from allied and/or related disciplines and necessary processes for attaching relevant faculty from related disciplines have been arranged. Further, Ability Enhancement Courses (AEC) has been included in first and third semesters, while Value Added Courses (VAC) has been incorporated in the first two semesters. In addition to these, Seminar and Project/Dissertation works have been incorporated in the second and fourth semesters of the programme. It has been expected that inclusion of seminar/project/dissertation will help offer you an activity-based rich learning experience. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the faculty of the discipline with the help of Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from Gauhati University as well as IIT (Guwahati) has designed the proposed Programme and the detail syllabi. This Programme Project Report (PPR) on Two-Year (semester-based, CBCS) PG Programme in Economics is an outcome of this process.

## **2. PROGRAMME'S MISSION AND OBJECTIVES**

The MA in Economics programme has been offered by the Discipline of Economics, under the Surya Kumar Bhuyan School of Social Sciences, KKHSOU. This Master's programme in Economics has been designed in accordance with the UGC Regulations on Open and Distance Learning, 2020. As already mentioned, syllabi of this Programme have been finalised after a series of deliberations and discussions with academic experts in the respective field from Universities of repute, viz., Gauhati University and IIT (Guwahati). The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of Higher Education in general and the subject in particular.

The overall mission of this programme is to create a pool of human resources that would have the capability of critically analyzing the socio-economic issues in the society and by applying their acquired skills can positively contribute towards betterment of the society. More specifically, the MA in Economics programme aims at creating an academically sound pool of human resources who can undertake either serious academic or research activities in the field of Economics and Developmental Studies.

To achieve this overall mission statement, the following specific objectives have been framed:

- (a) Educate and train individuals from different walks of life, who are desirous to study Economics.
- (b) Provide both the theoretical and applied knowledge in the field of Economics to the learners, so that their skill level and employability are developed.
- (c) Disseminate different information that emerges in the domestic as well as global economy.
- (d) Exchange knowledge and experiences gained from important past economic phenomenon.
- (e) Strengthen regional development by putting importance on regional issues.
- (f) Motivate the learners to undertake teaching or research activities in the field of Economics or Developmental Studies.
- (g) Motivate the learners to take multi-disciplinary perspective in the analysis of any societal issue.

### **3. RELEVANCE OF THE PROGRAMME WITH THE UNIVERSITY'S MISSION AND GOAL**

The MA in Economics programme offered by KKHSOU has been prepared conforming to the mission and goals of KKHSOU. This programme follows the following mission and goals of HEIs:

- (a) To expand higher education to cover maximum population.
- (b) To maintain equity and justice in the field of higher education.
- (c) To ensure quality and excellence in higher education.
- (d) To create a pool of human resources that can undertake research on important social issues.
- (e) To contribute towards growth and development of the country.

### **4. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS**

The nature of the prospective target groups of learners of this programme are as follows:

- (a) The students who are desirous to obtain a Master's Degree in Economics.
- (b) All the stakeholders of the society like-development agents, government officials, policy makers, industrialists, farmers, grassroots workers, who are interested in ensuring a better standard of living for the people of the society.
- (c) Persons unable to complete higher education in the normal course of time and who are interested in Economics.
- (d) People engaged in different avenues who wish to develop their professional skill.
- (e) People living in rural and remote area and other disadvantageous conditions but desirous of higher education in Economics.
- (f) People willing to continue learning with earning.

- (g) Persons deprived of higher education in conventional system for variety of reasons.
- (h) Denied and deprived sections of people who need education of Economics to uplift their economic conditions.

## **5. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE**

The MA programme in Economics is basically theoretical and therefore, is, in general, suitable for the ODL mode. The entire programme has been so designed that the learners can learn the different courses through undergoing the Self Learning Materials (SLMs) designed for the specific programme. Certain add-on resources, like CDs, community radio programme and counselling sessions conducted in the study centres, are expected to help the learners clarify their doubts, if any. Moreover, the video lectures made by the concerned faculty in an readily accessible way also facilitates delivery of the proposed programme in ODL mode.

## **6. INSTRUCTIONAL DESIGN**

### **6.1 Curriculum Design**

The MA in Economics program has been so designed that it meets the standards of CBCS framework within the provision of the UGC ODL Regulations 2020. Further, programme attempts at mainstreaming the fundamental principles underlying the NEP 2020 viz. academic flexibility, awareness about Indian as well as Assamese tradition and culture, ability and skill enhancement and imbibing values and cultures. Designed with the help of experts in the subject from other reputed universities in the region, the contents of the syllabi of the various courses offered under the programme are updated. It may be underlined that while preparing the syllabi, NEP-2020 Documents, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

### **6.2 Programme Structure and Duration**

The Two-year (semester-based) MA in Economics programme has been designed according to the UGC CBCS Curriculum Framework, National Credit Framework 2022 (Draft) and the broad guidelines of NEP 2020. The courses have been incorporated such that as the learners move in the programme, they obtain theoretical concepts starting from the foundational to the intermediate and then to the advance level. Certain skills like presentation of a research paper in seminar have also been incorporated in the intermediate semesters. And as the learners move towards higher semesters, they can attain certain computing and research skills, which will help them to

undertake a socially relevant project activity in the final semester. The overall programme-structure of the MA in Economics has been shown in Table 1.

**Table 1: Programme Structure of MA in Economics**

Sem	DSC (Core)	Elective (DSE/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	Microeconomic Theory I	Economics of Insurance/ Economics of Social Sector <i>(Any one: 4 Credit)</i>	Research Methodology <i>(4 credits)</i>	VAC I <i>(2 credits)</i>		22
	Macroeconomic Theory I					
	Development Economics					
II	Microeconomic Theory II	Economic Sociology*/ Indian Administration* <i>(Any one: 4 Credit)</i>		VAC II <i>(2 credits)</i>	1 Seminar <i>(4 credits)</i>	22
	Macroeconomic Theory II					
	International Economics					
III	Mathematical Methods for Economics	Econometrics/ Issues in Indian Economy/ Sociology of Development* <i>(Any one: 4 Credit)</i>	Computer Application in Quantitative Analysis Or Any Course from the bundle of AEC 2 <i>(4 credits)</i>			20
	Public Finance					
	Financial Systems					
IV	Statistical Methods	Agricultural Economics/ Environmental Economics <i>(Any one: 4 Credit)</i>			1 Project /Dissertation <i>(8 credits)</i>	24
	Demography					
	Political Economy					
<b>Total</b>	<b>48 credits (12x4 credits)</b>	<b>16 credits (4x4 credits)</b>	<b>8 credits (2x4 credits)</b>	<b>4 credits</b>	<b>12 credits</b>	<b>88</b>

**Note:**

DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC: Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).

\*Adopted from the set of Generic Elective offered by the related/allied discipline.

The structure of the MA in Economics Programme and detailed course wise syllabus are presented in Annexure I and Annexure II respectively. Relevant seminar and Project/Dissertation Guidelines have been attached in Annexure III and IV respectively.

**6.3 Duration of the Programme**

The duration of the MA programme in Economics offered by the University is as follows:

- Minimum Duration : 4 semesters (2 years).
- Maximum Duration : 4 years.

In case, a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

#### 6.4 Definition of Credit Hours

As per UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralized online counselling. The semester-wise credit distribution of the programme has been shown in Table 2.

**Table 2: Semester-wise Credit Distribution in MA in Economics**

Semester	DSC courses	DSE courses	AEC courses	VAC courses	Dissertation/ Seminary/ Project	Total credit in the semester
I	12	4	4	2		22
II	12	4		2	4	22
III	12	4	4 (3+1)			20
IV	12	4			8	24
<b>Total Credits</b>	<b>48</b>	<b>16</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>88</b>

*DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course*

#### 6.5 Faculty and Support Staff Requirement

The Discipline of Economics under the Surya Kumar Bhuyan School of Social Sciences of KKHsou currently has 5 full time faculty members (1 Professor, 1 Associate Professor and 3 Assistant Professors). However, as the MA in Economics programme includes courses from other disciplines (in the form of Generic Electives, AECs and VACs), hence it requires an interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University has been mobilized for its design and delivery. A list of assigned faculty (discipline-wise) against each course of the MA in Economics programme has been shown in Annexure V.

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.



Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

### **6.6 Instructional Delivery Mechanisms**

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the MA in Economics Programme through LMS. The LMS consists of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- (a) **Learning Objectives** (major objectives of the unit are stated)
- (b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)

- (c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- (d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- (e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- (f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- (g) **Let us Sum up** (pin pointed summary of the unit is given)
- (h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- (i) **Model Questions** (Different types of questions have been provided in the unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

### **6.7 Identification of Media–print, Audio or Video, Online, Computer Aided**

All learners are provided with Self Learning Materials, which are comprehensive in terms of the contents of the syllabus. These learning resources are prepared with the help of resource persons across the state/country. Senior/Retired Professors/Associate Professors/Assistant Professors from different Universities/Colleges are engaged as SLM writers and Content Editors. In addition, certain topics are also covered through community radio programmes broadcast through the 90.4 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through YouTube videos.

### **6.8 Learner Support Services**

The learners of the proposed postgraduate programme in Economics would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

#### **(a) KKHSOU City Campus:**

The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for

learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

**(b) Regional Centres:**

The Regional centre of KKHSOU located at Jorhat in upper Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for learners and academic counsellors to interact on various matters, responding to their queries and clearing their doubts. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

**(c) Study Centres/Learners' Support Centres:**

Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state, handle these affairs on behalf of the University. There are at present 234 study centres providing these support services to the learners.

**(d) Pre-admission Counselling:**

In cooperation with the study centres, the University provides pre-admission counselling for all the programs through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options available after completion of the Programme to the learners. Also, Programme specific pre-admission counselling is also provided to the aspiring learners.

**(e) Siksharathi Mitra:**

A few employees of the University have been engaged as Siksharathi Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

**(f) Learners' Charter:**

The University has brought out a Learners' Charter, which can be accessed at [http://www.kkhsou.in/web\\_new/lcharter.php](http://www.kkhsou.in/web_new/lcharter.php), pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

**(g) Handbook/SOP:**

The University has brought out a Learners' Handbook with all necessary information and guidelines (<https://tinyurl.com/y4w592f3>) and Handbook for the Study Centres(<https://tinyurl.com/5sz342ud>) in addition to a Standard Operating System (SOP) of Examination (<https://tinyurl.com/y4w592f3>) which can be used by the learners for deriving required information and also for assistance in myriad situations.

**(h) Audio CDs for Visually Impaired Learners:**

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

**(i) Face-to-face/Online Ticketing/Complaint System:**

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (<https://www.kkhsou.in/complain/ui/index.php>) through which the queries received are automatically moved to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email. The University also has a single window grievance redressal cell for handling the grievances of the learners.

**(j) Face to face, online and walk-in Counselling:**

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

**(k) ICT Support:**

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

- **Website:** The University has a full-fledged official website <http://www.kkhsou.in>, which contains all relevant information and resources for learners and the general public. It has a Learners' Corner ([http://kkhsou.in/web\\_new/learner\\_corner.php](http://kkhsou.in/web_new/learner_corner.php)) that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible at <https://www.youtube.com/user/kkhsou>)
- **University's Own LMS e-Bidya:** As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://www.lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in e-Bidya with all resources for all learners enrolling in the Programme.
- **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps

learners derive all the benefits of open and distance learning at their finger tips instantly.

- ***Community Radio Service:***

The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners through internet (<https://tinyurl.com/y4w592f3>).

- ***Digital Library:***

The digital library (<http://dlkhsou.inflibnet.ac.in/>) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

- ***Online Counselling:***

The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

- ***KKHSOU Mobile App:***

The University has developed a mobile application KKHSOU (<https://tinyurl.com/35y7brrj>) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.

- ***SMS Alert Facility:***

The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

- ***E-mail Support:***

Learners can also write emails to any officials/faculty members of the University at [atinfo@kkhsou.in](mailto:atinfo@kkhsou.in). Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- ***KKHSOU in Social Media:***

KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210/>), WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

## **7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS**

### **7.1 Procedure for Admission**

- (a) **Minimum Qualification:** For the MA in Economics programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a UGC recognised University recognized by UGC.
- (b) **Online Admission:** Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal (<https://tinyurl.com/2p8ht9da>). The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.
- (c) **Refusal/Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any

stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc as the case may be.

- (d) **Continuous Admission:** The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.
- (e) **Lateral Entry:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, for the proposed PG programmes, provision for lateral entry into the 3<sup>rd</sup> semester is made for those learners who had chosen to exit in the 2<sup>nd</sup> semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all academic programmes.
- (f) **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.
- (g) **Fee Waiver for Differently Able Persons (DIVYANGJAN):** The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this MA in Economics programme also.
- (h) **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.



- (i) **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- (j) **Fee Structure:** The fee structure of the MA in Economics programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all inclusive fees for the MA in Economics programme is charged as Rs 5000 per semester.

## 7.2 *Curriculum Transaction*

### (a) **Activity Planner:**

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

### (b) **Self-learning Materials (SLMs):**

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction..

### (c) **Multimedia Materials:**

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

### (d) **Induction and Counselling Sessions:**

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the

counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

### **7.3 Assessment and Evaluation**

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under:

**Table 3: Letter Grades System of KKHSOU**

<b>Letter Grade</b>	<b>Grade Point</b>
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the

sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

### *7.3.1 Formative Assessment*

Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment (submitted at study centre) = 10 Marks
- Participation in extension activities (environment related/workshop etc.) and/or Additional Home Assignment in lieu of this = 3 marks.
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission = 0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conduct MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arranges Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

### *7.3.2 Summative Assessment*

The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

### *7.3.3 Assessment of seminar/presentation/project and dissertation*

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is [http://kkhsou.in/web\\_new/guidelines-download.php](http://kkhsou.in/web_new/guidelines-download.php).

## **8. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES**

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University also has an OER Policy (<https://tinyurl.com/2yukrp5r>). The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' community of University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine ([www.oajse.com](http://www.oajse.com)) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed PG Programme in Economics do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the

University's city campus. The city campus of the Guwahati has two state of the art computer labs equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same. Moreover, these softwares can also be practiced on own without any lab support.

## **9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS**

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for the PG Programmes including the one proposed here.

### **9.1 Programme Development Cost**

The office of the Finance Officer of KKHSOU has worked out the following:

- (a) **SLM Development Cost for Post Graduate programme:** Rs. 7600/- per Unit. A course normally has 14 Units. In Two Year PG Programme, there will be 16 to 20 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.
- (b) **Printing Cost per Unit of SLM:** The printing cost per unit is Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

### **9.2 Programme Delivery Cost**

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs. 60. Accordingly, depending upon the number of candidates; the cost for the MA in Economics programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

### **9.3 Programme Maintenance Cost**

The University will keep financial provision for organizing stakeholders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1750/-.

The figures as indicated above will be applicable for the MA in Economics programme of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

## **9 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME AND COURSE LEARNING OUTCOMES**

### **10.1 Quality Assurance Mechanism**

As required by the NEP 2020, the University adopts a Learning Outcome Based Curriculum Framework for all academic programmes including the 2 year PG programmes. Accordingly, all academic programmes have been redesigned with clearly stated programme and course specific objectives and learning outcomes. Besides, the academic outcomes, certain non-academic outcomes such as team work, effective communications, ethical conduct etc. are also identified at all academic levels. Further, attempts are also made to map the programme and course specific learning outcomes with the expected outcomes of the NHEQF and NSQF for each academic level so that the programmes and courses offered by the University while being consistent with the overall perspective and framework of the NEP 2020 enable the learners to enter the job market with requisite qualifications. The formative as well as summative assessment and evaluation of various programmes and courses too are accordingly redesigned linking with the programme and course specific learning outcomes as identified. Moreover, the intended learning outcomes are also embedded in the assessments and evaluations of the activities and projects as parts of the curriculum.

### **10.2 Expected Programme Outcomes**

The outcomes of the programme are manifold, as noted below:

- (a) It will enable the learners to acquire knowledge enabling them to articulate well the condition around them.
- (b) The programme will also help the learners to seek employment avenues in the development sector and/or other upcoming sectors like banking, insurance and other service sectors.
- (c) The programme will also encourage the learners to go for research in the field of Economics and Developmental Studies.
- (d) The programme will enable the learners to undertake a teaching job up to the Post Graduation level subject to fulfilment of other eligibility criteria.
- (e) The programme will enable the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society.

### **10.3 Learning Outcome based Curriculum Framework (LOCF) of the MA in Economics Programme**

The learning outcome based LOCF of the MA in Economics programmes has been presented in Table 4. The objectives and outcomes are provided for all the core (DSC) and electives (DSE/GE) courses. Similarly, objectives and outcomes are also provided for Ability Enhancement Course (AEC) and Value Added Courses (VACs).

**Table 4: Course Objectives and LOCF of the MA in Economics**

<b>Sem</b>	<b>Name of Course</b>	<b>Type of Course</b>	<b>Course Objectives</b>	<b>Course Learning Outcomes</b>
I	Microeconomic Theory I	DSC	This course shall provide the basic theoretical foundation in the field of Microeconomics. The course begins with the discussion on demand analysis and ends with the discussion on market structure. Please note that this course has been named as Microeconomics – I, as we would continue discussion on certain other concepts of this	<ul style="list-style-type: none"> <li>● This course will help the learners analyse how individual economic agents allocate scarce resources among different competing ends.</li> <li>● Learners will be able to discuss the different theories of consumer’s behaviour.</li> <li>● Learners will be able to distinguish different market forms with respect to different types of commodities available in the market.</li> <li>● Learners will be able to explain the different issues an individual buyer or an individual firm or an industry faces in different forms of market.</li> </ul>



			course in the second semester course as well.	<ul style="list-style-type: none"> <li>● Learners will be able to graphically explain the attainment of equilibrium by firm/industry in different market forms.</li> </ul>
Macroeconomic Theory I	DSC	This course shall provide the basic theoretical foundation in the field of Macroeconomics. The course begins with the discussion on national income and ends with the discussion on IS-LM Extended Model (with foreign sector). Please note that this course has been named as Macroeconomics-I, as we would continue discussion on certain other concepts of this course in the second semester course as well.	<ul style="list-style-type: none"> <li>● This course will help the learners conceptualise the different totals as well as accounts of national income.</li> <li>● Learners will be able to discuss the basic foundations of Classical economics.</li> <li>● Learners will be able to explain important Keynesian concepts and theories.</li> <li>● Learners will be able to explain the important concepts in macroeconomics, viz., multiplier, accelerator, IS-LM model etc.</li> <li>● Learners will be able to discuss the Neo-Classical and Keynesian synthesis.</li> </ul>	
Development Economics	DSC	This course shall provide the basic theoretical foundation in Economics of Development or Development Economics. The course begins with the discussion on paradigm of development and ends with the	<ul style="list-style-type: none"> <li>● This course will help the learners conceptualise important concepts in development economics like .</li> <li>● Learners will be able to discuss the basic foundations of Classical economics.</li> <li>● Learners will be able to explain important Keynesian concepts and theories.</li> <li>● Learners will be able to explain the important concepts in macroeconomics, viz.,</li> </ul>	

			discussion on Environment and Development.	multiplier, accelerator, IS-LM model etc. <ul style="list-style-type: none"> <li>● Learners will be able to discuss the Neo-Classical and Keynesian synthesis.</li> </ul>
	Economics of Insurance	DSE	This course shall discuss some of the important concepts in the field of Economics of Insurance. The course begins with certain fundamental concepts in the subject and ends with the discussion on the insurance market in India.	<ul style="list-style-type: none"> <li>● This course will help the learners to gain theoretical as well as empirical knowledge in the field of Economics of insurance.</li> <li>● Learners will be able to gain insights into theoretical as well as empirical issues faced by one of the booming service sectors of the economy.</li> <li>● This course will also help the learners derive edge in getting jobs in one of the promising service sectors of the economy.</li> </ul>
	Economics of Social Sector	DSE	This course shall provide the learners with a foundation on social sector. Social sector here represents basically education and health. The course begins with some basic concepts in Economics of education and ends with the discussion on economic appraisal of health programmes. This course is quite innovative, and it aims to discuss certain current theoretical concepts in the field of Economics of Education and Economics of health care.	<ul style="list-style-type: none"> <li>● This course will help the learners know the concept of social sector. its importance and role.</li> <li>● Learners will be able to outline the role of social sectors such as role of education in economic development.</li> <li>● Learners will be able to explain the concepts like cost and benefits of education, return of education, education and labour market and education planning.</li> <li>● This course will also help the learners conceptualise socially relevant issues for undertaking research in future higher studies.</li> </ul>
	Research Methodology	AEC	This is the second course of the final semester of the programme. In fact, this is also the last compulsory course in the MA in	<ul style="list-style-type: none"> <li>● This course will help the learners conceptualise the idea of doing research.</li> <li>● Learners will know the different techniques and tools of research.</li> </ul>

			<p>Economics programme. This course shall provide a basic conceptual idea on research methodology in Economics. This course shall be very helpful in undertaking research in the field of Economics. The course begins with the discussion of certain fundamental concepts in research and ends with the discussion on interview techniques.</p>	<ul style="list-style-type: none"> <li>● Learners will be able to critically analyse a socially relevant issue and formulate a research proposal including review of literature, writing the problem statement, formulating objectives as well as research hypothesis/research questions, research methodology etc.</li> <li>● Overall, this course will immensely help in submitting a research synopsis as well as clear entrance examinations for getting admission in PhD/ other research programmes.</li> </ul>
	Value Added Course	VAC I	VAC to be selected from available basket, as may be offered from time to time	<ul style="list-style-type: none"> <li>● Basically will seek to add value added component to the academic curriculum.</li> </ul>
II	Microeconomic Theory II	DSC	<p>This is the first course of the second semester. This course shall provide a continuation to the discussion on the course Microeconomics you already had in the first semester. Discussion of this course begins with Markets and Welfare and ends with the discussion on Economics of Information.</p>	<ul style="list-style-type: none"> <li>● This course will help the learners critically look into the relationships between markets and welfare.</li> <li>● Learners will be able to discuss important concepts like Game theory, inter-temporal choice, social welfare function etc.</li> <li>● Learners will be able to derive knowledge about choice under uncertainty, economics of information, social welfare function, economics of insurance etc.</li> <li>● Learners will be able to gain theoretical explanation on factors of pricing, welfare economics etc.</li> </ul>
	Macroeconomic Theory II	DSC	<p>This course shall provide a continuation to the discussion on the course Macroeconomics you already had in the first semester. Discussion of this course begins with</p>	<ul style="list-style-type: none"> <li>● This course will enable the learner derive a few foundational theoretical knowledge in the field of macroeconomics.</li> <li>● Learners will be able to apply the theatrical knowledge in various empirical economic situations.</li> </ul>

			Supply of Money and ends with the discussion on certain debates over Macroeconomic policy.	<ul style="list-style-type: none"> <li>● This course will encourage the learners to relate the theoretical knowledge to empirical activities, both in national and international contexts.</li> </ul>
	International Economics	DSC	This course shall provide the basic theoretical foundation relating to the field of International Economics. The course begins with certain introductory concepts in the field and ends with the discussion on International monetary order.	<ul style="list-style-type: none"> <li>● This course will help the learners derive certain theoretical as well as policy matters relating to the area of international economics.</li> <li>● Learners will be able to discuss important concepts like Game theory, inter-temporal choice, social welfare function etc.</li> <li>● Learners will be able to discuss emerging global issues of trade and economics.</li> </ul>
	Economic Sociology*	DSE	<p>This course has been adopted from the Discipline of Sociology to offer the learners a multi-disciplinary perspective, which is a very basic philosophy of the New Education Policy, 2020.</p> <p>This course discusses various issues of economic development from a different theoretical perspective. Thus, the issues of economic growth and development, Marxism, property, money, modes of production, tribal society and tribal modes of production, peasant, capitalist and socialist society, as well as the relationship between state and the economy have been looked from</p>	<ul style="list-style-type: none"> <li>● This course will help learners get insights into a few important issues of economics from the perspective of a different branch of social science, viz., Sociology.</li> <li>● In true spirit of New Education Policy, this course will inculcate multidisciplinary perspectives among the learners on certain key issues of development.</li> <li>● Learners will be able to look into the issues of economic growth and development, Marxism, property, money, modes of production, tribal society and tribal modes of production, peasant, capitalist and socialist society, as well as the relationship between state and the economy from different perspectives of social science.</li> <li>● Learners will be able to become better social science researchers from such multi-disciplinary perspective.</li> </ul>

			the perspectives of the discipline of Sociology.	
	Indian Administration*	DSE	This course has been adopted from the Discipline of Political Science to provide the learners issues/areas pertinent to Indian society through diverse perspective, which is a very basic philosophy of the New Education Policy, 2020. This course discusses the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India. Further, the course will discuss the structural framework of civil services in India covering the All India Services, the Central Services and the State Services.	After going through this course, the learners will be able to : <ul style="list-style-type: none"> <li>● explain the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India.</li> <li>● discuss the structural framework of civil services in India covering the All India Services, the Central Services and the State Services.</li> <li>● discuss the composition, functions and other related aspects of the constitutional bodies of Union Public Service Commission and State Public Service Commissions.</li> <li>● explain the powers and functions of the Comptroller and Auditor General of India.</li> </ul>
	Value Added Course	VAC II	VAC to be selected from available basket, as may be offered from time to time	<ul style="list-style-type: none"> <li>● Basically will seek to add value added component to the academic curriculum.</li> </ul>
	Seminar	Seminar	Learner has to present a Seminar on any relevant topic.	Seminar Guidelines attached in Annexure III.
III	Mathematical Methods for Economics	DSC	This course shall provide the basic theoretical foundation relating to the applications of mathematics in the field of Economics. The course begins with the discussion on matrix algebra and ends with the	<ul style="list-style-type: none"> <li>● Understand the basic mathematics which are essential in the field of economics</li> <li>● Apply mathematical knowledge to technically understand the economic phenomena</li> <li>● Encourage the learners to go for economic model building</li> </ul>

			discussion on Differential equations.	by acquiring the basic mathematical knowledge <ul style="list-style-type: none"> <li>● Apply the mathematical knowledge in the field of economic research</li> </ul>
	Public Finance	DSC	This is the first course of the third semester. This course shall provide the basic theoretical foundation relating to the field of Public Finance and Policy. The course begins with certain introductory concepts in the field and ends with the discussion on Finance Commissions in India.	<ul style="list-style-type: none"> <li>● This course will help the learners analyse various concepts and issues associated with public finance.</li> <li>● Learners will be able to describe the important sources of receipts and expenditure of the government.</li> <li>● This course will enable the learners to explain the criteria which are to be kept in view in formulating a government budget.</li> </ul>
	Financial Systems	DSC	This course shall provide certain basic concepts relating to the field of Financial System. Knowledge of the financial systems is very much important for a learner in Economics. The course begins with certain introductory concepts in the field and ends with the discussion on Financial asset valuation.	<ul style="list-style-type: none"> <li>● This course will help the learners derive knowledge on important key models and concepts in field of Financial Systems.</li> <li>● This course will also help the learners gain knowledge to optimally deal with financial resources.</li> <li>● Learners will also be able to apply the theoretical knowledge of Financial Systems to current events.</li> </ul>
	Econometrics	DSE	Field of Economics. As such, Econometrics is a very application oriented subject. The course begins with the discussion on sampling and estimation and ends with the discussion on basic concepts of simultaneous equation model.	<ul style="list-style-type: none"> <li>● This course will help the learners acquire foundational concepts of quantitative techniques in the field of Economics.</li> <li>● Learners will learn to apply of econometric technique for pursuing research analysis.</li> <li>● This course will equip the learners with certain advanced level tools and techniques to analyse economics problems with better efficiency and effectiveness.</li> </ul>

	Indian Economy	DSE	<p>This course shall provide a basic conceptual idea on Indian Economy. The course begins with the discussion on India as an emerging global economy and ends with the discussion on the external sector of the Indian economy.</p>	<ul style="list-style-type: none"> <li>● This course will enable the learners to explain various important aspects of the Indian economy.</li> <li>● This course will also help the learners to analyse the different factors relating to the recent growth dynamics in the Indian economy.</li> <li>● Learners will also be able to know recent emerging issues like globalisation, food security etc.</li> <li>● This course will also enable the learners to draw certain emerging research issues to be taken up for the Dissertation in this semester.</li> </ul>
	Sociology of Development*	DSE	<p>This course the second and last course that has been adopted from the Discipline of Sociology to offer the learners a multi-disciplinary perspective, which is a very basic philosophy of the New Education Policy, 2020.</p> <p>This course offers certain foundational concepts on important social issues like social structure, perspectives of development, paths of development, different theories of underdevelopment, politics and development, role of civil society, development and resultant displacement as well as certain contemporary concerns and issues of development etc.</p>	<ul style="list-style-type: none"> <li>● Like the previous course, this course will also help learners to get insights into a few important issues of development from the perspective of a different branch of social science, viz., Sociology.</li> <li>● In true spirit of New Education Policy, this course will also help the learners inculcate multidisciplinary perspectives on certain key issues of the society.</li> <li>● Learners will be able to look into the issues of economic social structure, perspectives of development, paths of development, different theories of underdevelopment, politics and development, role of civil society, development and resultant displacement as well as certain contemporary concerns and issues of development from a different perspectives of social science.</li> <li>● Learners will be able to become better social science researchers from such multi-disciplinary perspective.</li> </ul>

	Computer Application in Quantitative Analysis	AEC	This is basically a skill-based course. This course has been designed so that after completion of the MA in Economics programme, learners can equip themselves with certain computing skills to handle statistical analysis. This course will also help the learners in their research as well as in getting a related job in any research or business organisation.	<ul style="list-style-type: none"> <li>● This course will help the learners to attain certain computing skills to use computer software in the field of quantitative analysis, particularly in Economics.</li> <li>● This course imparts skills of handling various statistical ideas through the software package, viz., SPSS.</li> <li>● Learners will be able to handle descriptive statistics, deal with outliers and test normality; do cross tabulations, custom tabulation, correlation, regression as well as testing of hypothesis. This will help in their own research.</li> <li>● As this course is both theoretical as well as practical in nature, it will help the learners to take jobs of statistical data analysis in business and research organisations.</li> </ul>
IV	Statistical Methods	DSC	This course shall provide the basic theoretical foundation relating to the applications of statistics in the field of Economics. The course begins with the discussion on Measures of Central Tendency and ends with the discussion on Test of Significance.	<ul style="list-style-type: none"> <li>● This course will help the learners empirically verify the theories with the use of appropriate statistical tools.</li> <li>● This course will also enable the learners to acquire certain analytical skills which will ultimately enhance the employability of the learners.</li> </ul>



Demography	DSC	This course deals with some of the important concepts in the field of Demography. The course begins with certain fundamental concepts in the subject and ends with the discussion on trends in world population.	<ul style="list-style-type: none"> <li>● This course will help the learners gain knowledge about various concepts and theoretical perspectives of Demography.</li> <li>● The learners will build concepts on the population dynamics of India in general and the North-Eastern Region in particular.</li> <li>● Learners will be able to critically discuss the various issues and concerns of population.</li> <li>● Learners will get certain relevant statistics from the Census 2011 which will help them analyse the trends of population growth in India as well as its North-Eastern Part of India.</li> <li>● Learners will also be able to discuss the trends of global population growth.</li> </ul>
Political Economy	DSC	This course shall offer theoretical discussion on various important concepts in the field of political economy. This course discusses certain important inputs from the areas like Marxian analysis, globalisation, neo-liberalism, democracy and decentralisation etc., which will build critical analytical skills among the learners.	<ul style="list-style-type: none"> <li>● This course shall help the learners get insights into the theoretical concepts in political economy.</li> <li>● The learners will develop a critical bent of mind to delve into deeper insights to look beyond the ordinary reading of a social issue.</li> <li>● This course will also help in becoming better, critical thinkers and researchers on social issues.</li> </ul>
Agricultural Economics	DSE	This is one of the optional courses. The course begins with the discussion on certain basic concepts in the field and ends with the discussion on certain issues relating to agriculture in the	<ul style="list-style-type: none"> <li>● This course will help the learners derive the fundamental concepts in agricultural economics.</li> <li>● Learners will be able to outline the role of agriculture in economic development.</li> <li>● Learners will be able to discuss various theories relating to agricultural economics.</li> </ul>

			North Eastern region of India.	<ul style="list-style-type: none"> <li>● Learners will be able to explain the concepts like farm organization, issues of food security and PDS in India.</li> <li>● Learners will develop perspectives on important issues relating to agriculture price policy, agriculture labour, land reforms, risk and uncertainty in agriculture etc.</li> </ul>
	Environmental Economics	DSE	This course deals with certain theoretical as well as empirical knowledge on economics of environmental problems including global and local economic environmental issues.	<ul style="list-style-type: none"> <li>● This course will enable the learners apply economic principles to analyse specific environmental problems and issues.</li> <li>● This course will create awareness among the learners about environmental conservation and policy implications by the Government.</li> <li>● This course will help the learners utilise various instruments developed by economist to deal with environmental problems.</li> <li>● Learners will be able to identify promising research area in the field environmental economics.</li> </ul>
	Project/ Dissertation	Project	Learner has to undertake a Project/Dissertation on a relevant issue.	Project Guidelines attached in Annexure IV.

*DSC: Discipline Specific Core. DSE: Discipline Specific Elective. AEC: Ability Enhancement Course  
\*To be adopted from related and/or allied disciplines*

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**PROGRAMME STRUCTURE****MA IN ECONOMICS PROGRAMME**

Sem	DSC (Core)	DSE/Minor/MD/ID	AEC	VAC	Dissertation/ Seminar	Total Credits
I	Microeconomic Theory I	Economics of Insurance/ Economics of Social Sector	Research Methodology (4 credits)	1 course (2 credits)		22
	Macroeconomic Theory I					
	Development Economics					
II	Microeconomic Theory II	Economic Sociology/ Indian Administration*		1 course (2 credits)	1 Seminar (4 credits)	22
	Macroeconomic Theory II					
	International Economics					
III	Mathematical Methods for Economics	Econometrics/ Issues in Indian Economy/ Sociology of Development	Computer Application in Quantitative Analysis (2 + 1 credits) Or Any one course from AEC 2 set			20
	Public Finance					
	Financial Systems					
IV	Statistical Methods	Agricultural Economics/ Environmental Economics (4 credits)			1 Project /Dissertation (8 credits)	24
	Demography					
	Political Economy					
<b>Total</b>	<b>48 credits (12x4 credits)</b>	<b>16 credits (4x4 credits)</b>	<b>8 credits (2x4 credits)</b>	<b>4 credits</b>	<b>12 credits</b>	<b>88</b>

Total no. of courses : 20, 1 Seminar, 1 Project/Dissertation  
DSC : 48 credits [Total courses: 12 (4 credits each)]  
DSE : 16 credits [Total courses: 4 (Out of 8; 4 credits each)]  
AEC : 08 credits [Total courses: 2 (4 credits each)]  
VAC : 04 credits [Total courses: 2 (2 credits each)]  
Seminar; Project/Dissertation : 12 credits [Seminar: 1; Project/Dissertation: 1 (4 + 8 credits)]  
Total Credits : 88 credits

**Note:**

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

\* To be adopted from related/allied disciplines

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**DETAILED COURSE WISE SYLLABUS OF MA IN  
ECONOMICS PROGRAMME**

**SEMESTER – I**

**DSC – I : MICROECONOMIC THEORY – I**

**Unit 1: Introduction to Demand Analysis**

Elasticities: Concept of price, cross, income elasticities; Concept of Elasticities and their implications; Consumer's surplus; Engel's Law of Demand; Elementary theory of price formation — demand and supply equilibrium

**Unit 2: Theories of Consumer Behaviour**

Indifference curve (income and substitution effects, compensated demand curve) and their applications; linear expenditure system; Revealed preference theory

**Unit 3: Recent Developments of the Theory of Consumer Behaviour-I**

Hicksian revision of demand theory-Choice under uncertainty (Bernoulli, Neumann and Morgenstern theory, Friedman and Savage hypothesis, Markowitz hypothesis)

**Unit 4: Recent Developments of the Theory of Consumer Behaviour-II**

Recent developments in the theory of market demand (constant elasticity demand function, dynamic versions of demand, Linear expenditure system)

**Unit 5: Recent Developments of the Theory of Consumer Behaviour-III**

Household Time Allocation model of Garry S.Becker-Characteristics model of Kelvin Lancaster-positive and negative Network externalities (Bandwagon, Snob and Veblen effects)

**Unit 6: Theory of Costs**

Cost concepts: short-run and long-run costs, Average and Marginal costs; Derivation of cost functions from production functions; Derived demand for factors, Modern theory of cost-Engineering cost- multiproduct firms and dynamic changes in costs (economies of scope- learning curve)

**Unit 7: Theory of Production**

Production function: short-run and long-run; Law of variable proportions and returns to scale; Isoquants; Cobb-Douglas, CES; Returns to factors; Elasticity of substitution; Least cost combination of inputs

### **Unit 8: Market and Market Structures**

Types of Market - Perfect and Imperfect Markets; Perfect Competition, Imperfect Competition – Monopolistic Competition, Oligopoly without Product Differentiation, Oligopoly with Product Differentiation, Monopoly

### **Unit 9: Equilibrium of the Firm and Industry**

Equilibrium of the Firm – Total Revenue and Total Cost Approach and Marginal Revenue and Marginal Cost Approach, Equilibrium of the Firm and Industry under Perfect Competition, , Equilibrium of the Firm and Industry under Monopoly

### **Unit 10: Price and Output Determination under Perfect Competition**

Price and output determination: perfect competition — short run and long run equilibrium of the firm and industry, Supply curve

### **Unit 11: Price and Output Determination under Monopoly-I**

Monopoly — short run and long run equilibrium, price discrimination- Meaning and Types, Price –Output Determination under Discriminating Monopoly, monopoly control and regulation

### **Unit 12: Price and Output Determination under Monopoly-II**

Price and output determination under monopoly; Price and output determination under bilateral monopoly; Multi-product equilibrium; Equilibrium of multi-plant monopoly

### **Unit 13: Price and Output Determination under Monopolistic Competition**

Monopolistic competition — Meaning and Nature, general and Chamberlin approaches to equilibrium, equilibrium of the firm and the group with product differentiation and selling costs, excess capacity under monopolistic and imperfect competition, criticism of monopolistic competition

### **Unit 14: Theory of Oligopoly - I**

Non-collusive Oligopoly: Cournot, Bertrand, Stackelberg, Kinked demand curve

### **Unit 15: Theory of Oligopoly - II**

Collusive Oligopoly: Cartels and mergers, price leadership, basing point price system

#### ***Basic Reading List:***

- Henderson J. and R.E. Quandt (1980), *Microeconomic Theory: A Mathematical Approach*, McGraw Hill, New Delhi.
- Koutsoyiannis, A. (1990), *Modern Microeconomics*, Macmillan.
- Lipsey, R.G. and K.A. Chrystal (1999), *Principles of Economics (9th Edition)*, Oxford University Press, Oxford.
- Ryan, W.J.L. (1962), *Price Theory*, Macmillan and CO. Limited, London.
- Samuelson, P.A. and W.D. Nordhaus (1998), *Economics*, Tata McGraw Hill, New Delhi.
- Stonier, A.W. and D.C. Hague (1972), *A Textbook of Economic Theory*, ELBS & Longman, Group, London.
- Varian, H.R. (2000), *Intermediate Microeconomics: A Modern Approach (5th Edition)*, East-West Press, New Delhi.

## **DSC – II : MACROECONOMIC THEORY – I**

### **Unit 1: National Income and related Totals**

Concepts of Domestic and National Income; Related totals: GDP, NDP, GNP, NNP at factor cost and market price, Personal income and Disposable personal income

### **Unit 2: National Income and related Accounts**

Circular Flow of Income in two-, three- and four-sector economy; Different forms of national income accounting: Social accounting, input-output accounting, flow of funds accounting and balance of payments accounting.

### **Unit 3: Classical Theory of National Income Determination**

Say's Law of Market: Its Propositions and Implications; The classical theory of employment and income; Keynes' criticisms on full employment equilibrium

### **Unit 4: Keynesian Theory of National Income Determination**

Keynes' Departure from Classical Theory; Basic Keynesian Framework; Keynes' theory of income determination; Relevance for Developing Countries; Criticisms.

### **Unit 5: Consumption Function**

Keynes' psychological law of consumption; Implications of the law; Empirical evidence on consumption function

### **Unit 6: Theories of Consumption Function**

Absolute income, Relative income, Life cycle and Permanent income hypotheses.

### **Unit 7: Investment Function**

Marginal efficiency of investment and level of investment; Marginal efficiency of capital and investment: long run and short run; Factors Affecting MEC and MEI; Types of Investment

### **Unit 8: Keynesian Multiplier**

Keynesian Multiplier: Concept, Working; Dynamic Multiplier; Relevance for Underdeveloped Countries; Criticisms

### **Unit 9: Multiplier-Accelerator Interaction**

The accelerator and investment behaviour; Multiplier-Accelerator Interaction; Use of Super-Multiplier in Business Cycles

### **Unit 10: Further Topics on Multiplier**

Concept of Static and Dynamic Multiplier; Dynamic Action of a Multiplier; Multi-sector Multiplier; Public Expenditure Multiplier and Balanced Budget Multiplier (Concepts only)

### **Unit 11: Demand for Money: Classical Approaches**

Quantity theory of money: Fisher's and Cambridge version; Comparison between Fisher and Cambridge versions

### **Unit 12: Demand for Money: Keynes Approach**

Keynes's liquidity preference approach: transaction, precautionary and speculative demand for money; Friedman's Restatement of Quantity Theory of Money; Comparison between Keynesian and Friedman's approach; Criticism

### **Unit 13: Neo-classical and Keynesian Synthesis**

Neo-classical and Keynesian views on interest; The IS-LM model; Application of IS-LM Model; Extension of IS-LM model with government sector

### **Unit 14: IS-LM Extended Model (Foreign Sector Included)**

The IS-LM Model including Foreign Sector; Balance of Payments Disequilibrium and Money Supply; Balance of Payments Disequilibrium and Adjustment Process; Balance of Payments Disequilibrium and Full Employment Equilibrium

#### ***Basic Reading List:***

- Ackley, G. (1976), *Macroeconomics : Theory and Policy*, Macmillan Publishing Company, New York.
- Blanchard, O & Johnson, D. R. (2012). *Macroeconomics*. Pearson Education International. 6th edition.
- Gupta, R. D. & Rana, A. S. (2009). *Keynes and Post-Keynesian Economics*. Ludhiana: Kalyani Publisher.
- Gupta, S.B. (1994), *Monetary Economics*, S. Chand and Co., Delhi.
- Lipsey, R.G. and K.A. Chrystal (1999), *Principles of Economics (9th Edition)*, Oxford University Press, Oxford.
- Mankiw, N.G. (2012). *Macroeconomic*. New York: Worth Publisher. 8th Edition.
- Samuelson, P.A. and W.D. Nordhaus (1998), *Economics*, Tata McGraw Hill, New Delhi.
- Shapiro, E. (1996), *Macroeconomic Analysis*, Galgotia Publications, New Delhi.
- Stonier, A.W. and D.C. Hague (1972), *A Textbook of Economic Theory*, ELBS & Longman, Group, London.

## **DSC – III: DEVELOPMENT ECONOMICS**

### **Unit 1: The Paradigm of Development**

Emergence of the development paradigm- Capital accumulation through planned industrialization in a traditional agrarian economy- The role of the developmental state- The role of international organizations: the IMF, the World Bank and the ILO- Alternative strategies for industrialization: import substitution and export promotion

### **Unit 2: Measurement of Development**

Measuring development and development gap; Inequality of income; Human Development Index; Poverty

### **Unit 3: Population and Human Resources in Development**

Population: Birth rate, Death rate, Age distribution, Theory of Demographic Transition; Food security, education, health and nutrition; Human resource development; Population as limits to growth

### **Unit 4: Theories of Development: Classical, Marx and Schumpeter**

Classical theory of economic growth and development; Karl Marx theory of economic development; Schumpeter theory of economic development

### **Unit 5: Approaches to Development -I**

Partial theories of growth and development: vicious circle of poverty; low-income equilibrium trap; Big push, balanced growth, unbalanced growth, critical minimum effort thesis

### **Unit 6: Approaches to Development -II**

Dualism: Lewis model; Ranis and Fei model; Dependency theory of development; Myrdal's model of Circular and Cumulative Causation

### **Unit 7: Labour Market Distortion**

Harris-Todaro (1970) migration mechanism and urban unemployment; Wage efficiency and fair wage hypotheses and unemployment

### **Unit 8: Globalization and the Developing World**

Globalization and inequality; Globalization and employment; Trade liberalization, dispersion of production and the international division of labor; WTO and the nation state- Trade liberalization

### **Unit 9: Globalization and Unemployment**

Impact of investment and tariff reforms on unemployment; The growth of informal sector; International migration of labour and unemployment of unskilled labour

### **Unit 10: Agriculture and Development**

Role of agriculture in economic development; Efficiency and productivity in agriculture, New technology and sustainable agriculture; Globalization and agricultural growth;



### **Unit 11: Industry and Development**

Growth of Indian Industry during Planning period; Industrial Policies in India; Problems of Industrial Development in India; Role of industries in developing countries

### **Unit 12: Infrastructure and Development**

Infrastructure and its importance; Role of Public-private partnership in infrastructure development

### **Unit 13: Planning in Development**

Rationale for planning; Plan models: Aggregative and inter-sectoral; Project evaluation; Failure of planning; Planning in a market-oriented economy

### **Unit 14: Social Sector and Economic Development**

Education and Health in Economic Development; Mortality and Morbidity; Assessment of health status in terms of Disability-Adjusted-Life-Years (DALY); Analysis of Disease Burden & Epidemiological Transition theory of Development

### **Unit 15: Environment and Development**

The Environment and Development; Sustainable Development and Environmental Accounting; Growth vs Environment; Impact of Economic Development on Environment; Gender, Environment and Poverty: the GEP-Index of Vulnerability

#### ***Basic Reading List:***

- Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Dasgupta, P. (1993), An Enquiry into Well-being and Destitution, Clarendon Press, Oxford.
- Ghatak, S. (1986), An Introduction to Development Economics, Allen and Unwin, London.
- Gillis, M., D.H. Perkins, M. Romer and D.R. Snodgrass (1992), Economics of Development, W.W. Norton, New York.
- Gimmell, N. (1987), Surveys in Development Economics, Blackwell, Oxford.
- Godo&Hayami (2007): Development Economics, Oxford.
- Higgins, B. (1959), Economic Development, W.W. Norton, New York.
- Hogendorn, J. (1996), Economic Development, Addison, Wesley, New York.
- Kindleberger, C.P. (1977), Economic Development, McGraw Hill, New York.

# **DSE - I : ECONOMICS OF INSURANCE**

## **Unit 1: Introduction to Insurance**

Economic security; Human quest for economic security through time; Exposure to losses; Role of insurance; Definition of insurance; Risk pooling and risk transfer; Economic and legal perspectives.

## **Unit 2: Types of Insurance**

Social vs. private insurance; Life vs. non-life insurance; Classification of life, health and general insurance policies.

## **Unit 3: Risk and Insurance**

Fundamentals of uncertainty and risk; Pure risk and speculative risk; Expected utility and the demand for insurance; Moral hazard and insurance demand.

## **Unit 4: Risk Management and Risk Sharing**

Concept of risk management; Essentials of risk management; Elements of risk management — Risk assessment; Risk control and risk financing; World-wide risk sharing.

## **Unit 5: Reinsurance**

Concept of reinsurance, Fundamentals of reinsurance, Reinsurance markets in developing countries.

## **Unit 6: Insurance and Economic Development**

Risk management and insurance in economic development, Insurance institutions as financial intermediaries; Insurance institutions as investment institutions.

## **Unit 7: Essentials of Life Insurance - I**

Fundamentals of life and health insurance; Functions of life and health insurance; Plans of life insurance; Legal aspects of life insurance;

## **Unit 8: Essentials of Life Insurance - II**

Provisions of policies; Selection and classification of risks; Basics of premium construction.

## **Unit 9: Essentials of Health Insurance - I**

Individual health insurance; A Model Health Insurance Format and Explanation of the Items.

## **Unit 10: Essentials of Health Insurance - II**

Uses, Types of evaluation; Principles of underwriting of life and health insurance; Group insurance.

## **Unit 11: Essentials of General Insurance- I**

Definition of general insurance; Types of general insurance; Importance of general insurance; Importance of general insurance in a country's economic development; Concept of short-term risk; Fundamentals of the following concepts — Common law, Equity, Proposal/Accedence,

Indemnity, Insurable interest, Contribution subrogation, Representation; Utmost good faith, Material fact, Physical hazard, Moral hazard.

### **Unit 12: Essentials of General Insurance-II**

Policy endorsements conditions/warranties; Selection of risks; Inspection of risks; Rating and calculation of premiums; Tariffs and non-tariffs; Marketing of general insurance; Technology development and general insurance.

### **Unit 13: Planning for Wealth Accumulation and Retirement Needs**

Wealth accumulation planning; Life cycle planning; Planning for accumulation, objectives; Purchase of insurance and accumulation planning; Investments — Tax-advantaged and tax non-advantaged; Essentials of individual retirement planning; Analysis of retirement; Income needs; Retirement planning strategies; Investing for retirement, Pension plans; Basic principles of pension plans.

### **Unit 14: The Insurance Market in Indian Context**

Insurance institutions in Indian capital market; Regulations governing investments of insurance institutions in India; Purpose of government intervention in markets; Relevant IRDA rules.

#### ***Basic Reading List:***

- Rajesh Chakrabarti (2020): Capital Markets in India, Indian School of Business, Hyderabad, SAGE Publications.
- Sharma B. S (2011): Basic Law of Insurance, Ankit Publishing House.
- Panda G, & Mahajan. M (2018), Principle and Practice of Insurance, Kalyani Publishers.
- Mishra & Mishra (2018), Insurance Principal & Practice, New Delhi.
- Gupta P.K (2016), Insurance and Risk Management, Himalaya Publishing House.

## **DSE - I : ECONOMICS OF SOCIAL SECTOR**

### **Unit 1: Economics of Education**

Role of Education in Economic Development, Human Capital- Human Capital Vs Physical Capital, Components of Human Capital, Provision and Utilization of Educational Facilities

### **Unit 2: Demand for Education and Its Relationship with Employment**

Private and Social Demand for Education, Relationship between Employment Opportunities and Educational Demand

### **Unit 3: Costs and Benefits of Education**

Cost of Education – Expenditure on education, Private costs and social costs and wastage and stagnation; Benefits of education: Direct and indirect benefits, Private and social benefits

### **Unit 4: Returns of Education and Its Financing**

Problems involved in measuring returns from investment in education; Educational financing- Resource mobilization and utilization.

### **Unit 5: Education and Labour Market - I**

Education and labour market- Effects of educational financing on income distribution; Effects of education

### **Unit 6: Education and Labour Market - II**

Ability and family background on earnings, Poverty and income distribution

### **Unit 7: Educational Planning and Development - I**

Cost-benefit analysis of Education, production function models, Growth accounting equations of Schultz and Denison

### **Unit 8: Educational Planning and Development - II**

Manpower requirements approach, Programming and input-output models; Educational Planning in developing countries with emphasis on India

### **Unit 9: Role of Public and Private Sectors in Education**

Role of public and private sectors in Education; Public private partnerships in Education

### **Unit 10: Economics of Health-I**

Nature and Scope of Health Economics; Interrelationship between health and development; Health and Productivity; Determinants of Health Status; Disease Burden and its Measurement, Global burden of disease

### **Unit 11: Economics of Health-II**

Economic dimensions of health care – demand and supply of health care; Economics of Nutrition: Linkages with Morbidity, Mortality and Female Education, Concept of Missing Women, Consequences of Gender Bias in Health

### **Unit 12: Financing of Health**

Financing health care and resource constraints; Economics of Health Insurance; Health policy in India; Financing health sector in India

### **Unit 13: Role of Public and Private Sectors in Health**

Role of public and private sectors in Health; Public private partnerships in Health

### **Unit 14: Economic Appraisal of Health Programmes**

Forms of economic appraisal of health programmes- cost minimization, cost benefit analysis, cost effectiveness analysis, cost utility analysis

#### ***Basic Reading List:***

- Bhattacharya, J., T. Hyde & P. TU (2014). Health Economics. London: Palgrave Macmillan
- Eklund, F. J. (2008). Resource Constraints in Health Care. Finland: Helsinki University of Technology
- Finkelstein, A. (2014). Moral Hazard in Health Insurance. New York: Columbia University Press
- Govender, V. & L. P. Kekana (2007). Gender Biases and Discrimination: A Review of Health Care Interpersonal Interactions. South Africa: WHO
- Gupta, K.R. (1977). Economics of Development and Planning. Delhi: Atma Ram & Sons.
- Herz, B. & G. B. Sperling (2004). What Works in Girls Education. New York: Council on Foreign Relations
- Hicks, L. (2014). Economics of Health and Medical Care. USA: Jones & Bartlett Learning
- Jacob, P. & J. Rapoport (2002). The Economics of Health and Medical Care. Massachusetts: Jones and Bartlett Publishers.
- Naik, J. P. (1961). The Role of the Government of India in Education. New Delhi: Ministry of Education, Government of India.
- Purohit, B. C. (2020). Economics of Public and Private Healthcare & Health Insurance in India. New Delhi: SAGE Publications India Pvt. Ltd.
- Sengupta, K. (2016). Determinants of Health Status in India. New Delhi: Springer India Pvt. Ltd.
- Whittington, R. (2008). Introduction to Health Economics Concepts. UK: Greenflint Ltd.

# **AEC I : RESEARCH METHODOLOGY IN ECONOMICS**

## **Unit 1: Basic Concepts of Research**

Research: Meaning, Nature, Types and Importance, Elements of Scientific Methods

## **Unit 2: Objectives and Scope of Research**

Objectives and Scope of Research in Social Science, Problems and Limitations of Social Science Research

## **Unit 3: Types of Research**

Types of Research: Descriptive & Analytical, Fundamental & Applied, Qualitative & Quantitative, Conceptual & Empirical

## **Unit 4: Research in Economics**

Economic Research- Nature, Importance and Scope

## **Unit 5: Review of literature**

Review of literature - Need for reviewing literature, Sources of literature

## **Unit 6: Research Problem**

The Research Problem: Identification of the Problem, Factors involved in the selection of problem

## **Unit 7: Research Design**

Research Design: Meaning & Types, Conceptual Framework

## **Unit 8: Sampling Techniques - I**

Meaning and Types of Sampling Methods - Random Sampling; Stratified Random Sampling, Systematic Sampling, Cluster Sampling

## **Unit 9: Sampling Techniques - II**

Two Stage Sampling, Non-Random Sampling, Purposive Sampling, Quota Sampling (Meaning and Examples of each type of sampling)

## **Unit 10: Sampling Techniques - III**

Meanings of Variables, Attributes, Population and Sampling, Census Method V/S Sampling Method

## **Unit 11: Collection of Data**

Collection of Data: Meaning, importance and types of Data; Primary and Secondary Data: Merits and Demerits

## **Unit 12: Interview**

Interview: Meaning, Process, Types, Merits and Demerits

## **Unit 13: Interview Techniques - I**

Questionnaire: Meaning, Types, Merits and Demerits

## **Unit 14: Interview Techniques - II**

Case Study: Meaning, Features, Merits & Demerits; Focus Group Discussion

***Basic Reading List:***

- Cooper, D., Schindler, P. & Sharma, J. K. (2018). *Business Research Methods*. Tata McGraw Hill Education
- Creswell, J. W. & Creswell, J. D. (2018). *Research Design*. Sage Publications.
- Guthrie, G. (2010). *Basic Research Methods: An Entry to Social Science Research*. New Delhi: Sage.
- Kothari, C. R. (2004). *Research Methodology - Methods and Techniques*. New Delhi: New Age International (P) Ltd.
- Kumar, R. (2011). *Research Methodology*. New Delhi: SAGE Publications India Pvt. Ltd.
- Kvale, S. (1996). *InterViews: An Introduction to Qualitative Research Interviewing*. New Delhi: Sage.
- Nachmias, D., and Nachmias C. (2014) *Research Methods in Social Sciences*, St. Martin's Press, New York
- Rubin, H.J., and Rubin, I. S. (2004). *Qualitative Interviewing: The Art of Hearing Data*. Sage.
- Young, P.V. (2009). *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.
- Willis, J. W. (2007). *Foundations of Qualitative research: Interpretative and Critical Approaches*. New Delhi: Sage.

## **SEMESTER – II**

### **DSC IV - : MICROECONOMICM THEORY – II**

#### **Unit 1: Markets and Welfare - I**

Competitive markets - First and Second Welfare Theorems – Concept of Social Optimum – Equity-efficiency trade-off.

#### **Unit 2: Markets and Welfare - II**

Market Failure - i. Market imperfection – Monopoly – Non-linear pricing.  
ii. Externalities and Public Goods – Coase Theorem.

#### **Unit 3: Introduction to Game Theory**

Non-cooperative games; Normal form – pure vs. mixed strategies; Solution concepts – iterated deletion of dominated strategies, Nash equilibrium

#### **Unit 4: Theory of Factor Pricing**

Importance of Factor Pricing, Marginal Productivity Theory of Distribution – Criticisms, Equilibrium under Perfect Competition in the Factor Market, Equilibrium under Imperfect Competition in the Factor Market, Modern Theory of Distribution, Product Exhaustion Problem

#### **Unit 5: Inter-Temporal Choice**

Discounting and present values; Choice of investment projects; Inter-temporal consumption decisions; Inter-temporal production decisions

#### **Unit 6: Choice under Uncertainty**

Individual behaviour towards risk: risk pro and risk aversion; Expected utility and certainty equivalence approaches; Mean-variance analysis and portfolio selection

#### **Unit 7: Theory of Wages**

Nominal Wages Versus Real Wages, Subsistence Theory of Wages, Marginal Productivity Theory of Wages- its Limitations, Wages under Imperfect Competition, Exploitation of Labour, Trade Union and Wage Differential.

#### **Unit 8: Theory of Rent**

Ricardian Theory of Rent- Differential Rent, Marginal or No Rent Land, Scarcity Rent, Criticism of the Ricardian Theory, The modern Theory of Rent – its Criticisms, Quasi Rent, Rent Elements in Other Factors of Production

#### **Unit 9: Theory of Interest**

Determination of the Rate of Interest – Classical Theory of Interest, Loanable Funds Theory of Interest, Liquidity Preference Theory, Comparison Of Keynesian Theory With Classical Theory And Loanable Funds Theory, Modern Theory of Interest- Hicks-Hansen Synthesis



**Unit 10: Theory of Profit**

Profits as a Dynamic Surplus, Clark's Dynamic Theory, Schumpeter's Innovation Theory of Profits, Knight's Theory of Profits

**Unit 11: Economics of Insurance**

Gambling and insurance; The economics of insurance: Risk pooling and risk spreading

**Unit 12: Welfare Economics**

Three Concepts of Social Welfare, Role of Value Judgments in Welfare Economics, Notion of Pareto Optimality and Economic Efficiency, Pareto Criterion of Social Welfare, Marginal Conditions of Pareto Optimality, Pareto Efficiency in Production, A Critical Evaluation

**Unit 13: New Welfare Economics**

Kaldor-Hicks Welfare Criterion, Compensation Principle, Scitovsky's Paradox, Scitovsky's Double Criterion of Welfare

**Unit 14: Social Welfare Function**

Bergson-Samuelson Social Welfare Function, Social Welfare Function and Value Judgements, Grand Utility Possibility Frontier and Point of Constrained Bliss

**Unit 15: Economics of Information**

Markets with Asymmetric Information, Quality Uncertainty and the Market for Lemons, Adverse Selection, Social Insurance

***Basic Reading List:***

- *Same as DSC - I*

## **DSC - V: MACROECONOMIC THEORY – II**

### **Unit 1: Supply of Money**

Money and Near Money, Inside and Outside Money; High Powered Money and Money Multiplier

### **Unit 2: Post-Keynesian Theories of Demand for Money**

Post-Keynesian Approaches to Demand for Money: Patinkin and the Real Balance Effect, Approaches of Baumol and Tobin; Friedman and the Modern Quantity Theory

### **Unit 3: Inflation**

Demand pull inflation; Cost-push inflation; Effects of Inflation; Inflationary Gap Analysis; Policies to control inflation; Concept of Stagflation

### **Unit 4: Inflation and Unemployment**

Philips Curve Analysis: Short-run and long-run Philips curve; Samuelson and Solow: The Natural Rate of Unemployment Hypothesis; Tobin's Modified Philips curve; Adaptive Expectations and Rational Expectations

### **Unit 5: Business Cycles**

Theories of Business cycles: Schumpeter, Kaldor, Samuelson and Hicks, Control of business cycles; Relative Efficiency of Monetary and Fiscal Policies.

### **Unit 6: Supply side Economics**

Failure of Keynesianism, Features of Supply Side Economics, Critical Evaluation

### **Unit 7: Monetarism vs Keynesianism**

Monetarists vs Keynesian; Policy Implications of Monetarism vs Keynesianism; Crisis in Keynesian Economics and the Revival of Monetarism; Reconciliation, Monetary-Fiscal Policy Mix and Growth

### **Unit 8: Macroeconomic Policy Instruments**

Objectives of Macroeconomic Policies; Macroeconomic Policies for attaining Economic Stability, Full Employment, Economic Growth, Price Stability, Internal and External Balances; Control of Money Supply.

### **Unit 9: Monetary Policy Formulation in India – I**

The Reserve Bank of India and Its Monetary Policy Formulations prior to Economic Reform Period: Important Discussions

### **Unit 10: Monetary Policy Formulation in India – II**

The Reserve Bank of India and Its Monetary Policy Formulations in the post-Economic Reform Period: Important Discussions

**Unit 11: Macroeconomic Theory of the Open Economy**

Supply and Demand for Loanable Funds and for Foreign Currency Exchange; Equilibrium in the Open Economy; Macroeconomic policies in an Open Economy for: Government Budget Deficits, Trade Policy.

**Unit 12: Introduction to Growth theory**

Harrod-Domar Growth Model and Instability of Equilibrium; Solow's Neo-Classical Growth Models; Cambridge Criticism of Neoclassical Analysis of Growth; Kaldor's Model

**Unit 13: Select Emerging Macroeconomic Issues**

Globalisation and the Changing Environment of the World Economy; Global Financial Crisis of 2009: Lessons Learnt; Demonetisation and Digitalisation of the National Economy: Relevant Issues

**Unit 14: Select Debates over Macroeconomic Policy**

Effectiveness of Monetary and Fiscal Policies in Economic Stabilisation; Issues in the Framing of Monetary Policies; Central bank and Zero Inflation. Role of Government Balance Budget. Role of Tax Laws in Encouraging Savings.

***Basic Reading List:***

- *Same as DSC - II*

## **DSC - VI : INTERNATIONAL ECONOMICS**

### **Unit 1: Introduction to International Trade**

Internal Trade and International Trade; Distinguishing Features of International Trade; Need for a Separate Theory of International Trade; Importance of International Trade

### **Unit 2: Theories of International Trade-I**

Classical Theory of International Trade — Theories of Absolute Advantage, Comparative Advantage and Opportunity Costs; Role of Dynamic Factors, i.e., Changes in Tastes, Technology and Factor Endowments in Explaining the Emergence of Trade

### **Unit 3: Theories of International Trade-II**

Heckscher-Ohlin Theory of Trade; Leontief Paradox; Theorem of Factor Price Equalization; The Rybczynski Theorem; Stolper Samuelson Model

### **Unit 4: Theories of International Trade-III**

Causes of Emergence and Measurement of Intra-Industry Trade and Its Impact on Developing Economies; Vent-For-Surplus Approach; Availability Approach; Product-Cycle Model; Technological Gap Model

### **Unit 5: Gains from Trade**

Gains from Trade; Offer Curves; Distribution of Gains from Trade in Terms of Offer Curves; Trade as an Engine of Economic Growth

### **Unit 6: Terms of Trade**

Concept and Uses; Factors Influencing Terms of Trade; Domestic Prices and National Income; Limitations

### **Unit 7: Trade, Growth and Immiserisation**

Growth and Trade; Immiserising Growth: Concept and Policy Implications, Immiserising Growth and Small Country; The Prebisch-Singer Thesis

### **Unit 8: Theory of Interventions - I (Tariff)**

Tariff: Meaning and Types; Partial Equilibrium Analysis of Tariff; Effects of Tariff on Economic Welfare; Optimal Tariff and its Determination

### **Unit 9: Theory of Interventions-II (Non-Tariff)**

Import Quotas: Concept, Types and Effects of Import Quotas; Import Quotas Vs. Import Tariff; Tariff Quota Controversies in Less Developed Countries; Other Non-Tariff Quota Barriers to Trade: Export-Subsidy, Dumping-Multilateralism and WTO

### **Unit 10: Theory of Customs Unions**

Concept; Trade Creation and Trade Diversion; Effects of Custom Unions on Production and Consumption; EEC; SAARC

### **Unit 11: Balance of Payments**

Meaning and Components of Balance of Payments; Equilibrium and Disequilibrium in The Balance of Payments; The Process of Adjustment of BOP Under Systems of Gold Standard, Fixed Exchange Rates and Flexible Exchange Rates; A Critical Review of The Monetary Approach to The Theory of Balance of Payments Adjustment

### **Unit 12: Foreign Trade Multiplier**

Foreign Trade Multiplier: Meaning and Concept; Foreign Trade Repercussion Effect of Increase in Investment; Foreign Trade Repercussion Effect of Increases In Exports; Deficiencies of Foreign Trade Multiplier

### **Unit 13: Determination of Exchange Rate**

Meaning; Exchange Rate Determination: under Bretton Woods System, under Floating Rate Regime; Policies for Achieving Internal and External Equilibrium Simultaneously under Alternative Exchange Rate Regimes; Relative Merits and Demerits of Fixed and Flexible Exchange Rates in the Context of Growth and Development in Developing Countries

### **Unit 14: International Monetary Order**

International Capital Movement; Direct and Portfolio Investment; International Monetary System, IMF, SDR; International Liquidity

#### ***Basic Reading List:***

- Salvatore, D. (2013). International Economics. New Delhi: John Wiley & Sons
- Krugman, P. (2018). International Trade: Theory and Policy. Delhi: Pearson.
- Bhatia, H.L. (2016). International Economics. New Delhi: Vikash Publishing.
- Jhinghan, M.L. (2009). International Economics, New Delhi: Varinda Publications.
- Murthy, G. (2008). International Economic Relations, New Delhi: Gyan Publishing House.
- Vaish, M.C. and Singh, S. (2018) International Economics, Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

## **DSE - II : ECONOMIC SOCIOLOGY**

### **Unit 1: Introduction**

Meaning; Origin and Development; Importance; Scope;

### **Unit 2: Basic Concepts**

Value; Market, Exchange; Gross Domestic Product; Labour, Property, Money and Rationality

### **Unit 3: Economic Growth and Economic Development**

Meaning, Definitions and Difference

### **Unit 4: Functionalist Approach to Economic Sociology**

Economy as a sub system of the Social System

### **Unit 5: Marxist Approach to Economic Sociology**

Key Arguments, Economy as infrastructure, Criticism

### **Unit 6: Property**

Concept of property; Human Beings as Property (Slavery); Property as a form of Social Relationships; Perspectives on Property: Hegel; Marx

### **Unit 7: Exchange**

Concept; Reciprocity and Gift; Perspectives on Exchange: Malinowski; Mauss and Levi Strauss

### **Unit 8: Money**

Definitions; Structural perspective on Money; Cultural perspective on Money

### **Unit 9: Mode of Production**

Meaning and Concept; Forces of Production; Relations of Production; Asiatic Mode of production

### **Unit 10: Mode of Production in Tribal Societies**

Production and Consumption in tribal societies

### **Unit 11: Hunting and Gathering Society:**

Systems of Production, Circulation and Consumption

### **Unit 12: Peasant Society**

Characteristics; Systems of Production, Circulation and Consumption

### **Unit 13: Capitalist Society**

System of Production, Circulation and Consumption

### **Unit 14: Socialist Society**

System of Production, Circulation and Consumption

### **Unit 15: Economy and the State**

Planned Economies, Welfare Systems, The State and Global Markets, Globalization, Economy and Society

**Basic Reading List:**

- Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.). 1992. *The Sociology of Economic Life*. Boulder, Colorado, West View Press.
- Wilk, R. 1996. *Economies and Cultures: Foundations of Economic Anthropology*. Boulder, (eds.). 1992. *The Sociology of Economic Life*. Boulder, Colorado, West View Press
- Smelser, Neil. J. and Richard Swedberg. 1994. "The Sociological Perspective on the Economy" in N.J. Smelser and Richard Swedberg (eds.).1994.*The Handbook of Economic Sociology*. Princeton and New York. Princeton University Press and Russell Sage Foundation
- Granovetter, M. 1985. "Economic Action and Social Structure: The Problem of Embeddedness". *American Journal of Sociology*. Vol. 91. No. 3 (Nov).
- Zelizer, Viviana A. 1989. "The Social Meaning of Money: "Special Monies" in *American Journal of Sociology*, Vol. 95. (Sept.)
- Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock.
- Meillassoux, C. 1973. "On the Mode of Production of the Hunting Band" in P. Alexandre (ed.) *French Perspectives in African Studies*. London.

## **DSE - II : INDIAN ADMINISTRATION**

### **Unit 1: The Indian Administrative System: Evolution and Features**

Evolution of the Administrative system in India; Features of the Indian Administrative System

### **Unit 2: Civil Services in India: Structural Framework**

All India Services, Central Services and State Services: Structure and Functions

### **Unit 3: Union Public Service Commission and State Public Service Commissions**

Constitutional Provisions on Public Service Commissions in India; Union Public Service Commission and State Public Service Commissions

### **Unit 4: Comptroller and Auditor General of India**

Powers and Functions of the Comptroller and Auditor General of India

### **Unit 5: Bureaucracy in India**

Generalist vs. Specialist argument in India; Neutral and Committed bureaucracy

### **Unit 6: Development Administration in India**

Meaning of Development Administration; Evolution of Development Administration in India and its functioning

### **Unit 7: Financial Administration**

Budgetary Process in India: Preparation and Enactment of Budget; Performance Budgeting and Zero-Base Budgeting in India

### **Unit 8: Good Governance: Accountability and Commitment**

Concept of Good Governance; Structural Reforms and Good Governance in India

### **Unit 9: e-Governance**

Meaning and Nature; National e-Governance Plan (NeGP), 2005; National e-Governance Division (NeGD) of Government of India; Implications and Importance

### **Unit 10: Corruption: Issues and Challenges**

Meaning of Corruption; Causes of Corruption; Anti-Corruption measures in India: Central Vigilance Commission (CVC) and Vigilance Machinery of the States, Central Bureau of Investigation (CBI)

### **Unit 11: Ombudsmanic Institutions**

Lok Pal and Lok Ayuktas

### **Unit 12: Transparency in Administration**

The RTI Act, 2005: Background; Features and Provisions

### **Unit 13: People's Participation in Administration**

Citizen's Charter: Concept and Origin; Citizen's Charter at the Central and State levels



## **Unit 14: Administrative Reforms in India**

Background: A. D. Gorwala Committee Report on Public Administration (1951), Paul Appleby Committee Report on Public Administration in India (1953), Santhanam Committee on Prevention of Corruption (1962); Administrative Reforms Commission: Recommendations of the First Administrative Reforms Commission (1966); Recommendations of the Second Administrative Reforms Commission (2005)

### ***Basic Reading List:***

- Lakshmi Kant. M. (2012) Public Administration. New Delhi: Tata McGraw Hills Education Pvt. Ltd.
- Bhattacharya, Mohit (2010) Public Administration. The World Press Private Ltd. Kolkata.
- Fadia and Fadia (2008) Public Administration- Administrative Theories and Concepts. Sahitya Bhawan publications, Agra.
- Taneja, V. (2011). E-Governance. New Delhi: Alfa Publications.
- Tripathi, V. (2007): E-Governance in India. New Delhi: Anmol Publications Pvt. Limited.
- Bose, J. (2006). E-Governance in India: Issues and Cases. Tripura: S. Icfai Books.
- Satyanarayana, J. (2006). E-Government: the science of the possible. New Delhi: Prentice Hall of India Private Limited.
- Avasthi, Amreswar, & Avasthi, Anand Prakash (1999). Indian Administration. Agra: Lakshmi Narain Agarwal.
- Bhagwan, Vishnoo, & Bhushan, Vidya. 2007). Public Administration. New Delhi: S. Chand & Company Ltd.
- Maheshwari, S.R. (2003). Indian Administration. New Delhi: Orient Longman.
- Sharma, Dr. M.P., & Sadana, Dr. B.L. (2000). Public Administration in Theory and Practice. Allahabad: Kitab Mahal.
- Ramesh K. Arora and Rajni Goyal (1995); Indian Public Administration: Institutions and Issues, Wishwa Prakashan
- Sairam Bhat (2012); Right to Information, EBH Publishers (India), an imprint of Eastern Book House, Guwahati- 781001 (India)
- Dr. Vinay N. Paranjape (2013); Right to Information Law in India, Central Law Agency, Law Publisher, 30-D/1, Moti Lal Nehru Road, Allahabad
- Oakley, Piter, (1991) Projects and people: The Practice of Participation in Rural Development. Geneva: ILO.
- Chambers Robert, (1983). Rural Development: Putting the Last first. London: Longman.
- Mehta, Vinod. (2000). Reforming Administration in India. Har- Anand Publications.

## **SEMESTER: III**

### **DSC - VII : MATHEMATICAL METHODS FOR ECONOMICS**

#### **Unit 1: Elements of Matrix Algebra**

Matrices and Vectors, Matrix Operations (Addition, Subtraction, Scalar Multiplication Matrix Multiplication), Types of Matrices, Determinants and Properties of Determination, Norms and Rank of Matrix, Transpose, The Inverse of a Matrix.

#### **Unit 2: Solution of Simultaneous System of Equation**

Solution of Simultaneous System of Equation: Matrix Inversion Method, Solution of Simultaneous System of Equation: Cramer's Rule, Solution of Market Models, National Income Model, Goods Market and a Money Market Equilibrium.

#### **Unit 3: Functions in Economics**

Fundamental Functions in Economics - Demand Function, Supply Function, Utility Function, Production Function, Revenue Function, Cost Function, Profit Function, Consumption Function, Savings Function, Investment Function

#### **Unit 4: Equations in Economics**

Concept of Equation, Rewriting of Equations, Solving of Polynomial & Simultaneous Functions, Solving of Equation in Economics.

#### **Unit 5: Differentiation**

Rate of Change and Derivative; Economic Interpretation of Derivative; Basic Rules of Differentiation with Single Explanatory Variable; Rules of differentiation involving two or more functions of the Same Explanatory Variable; Second and Higher Order Differentiation.

#### **Unit 6: Economic Applications of Derivative**

Elasticity and Derivative, Derivative as the Marginal Function, Relation between Average Cost and Marginal Cost, Effect of Tax and Subsidy on Equilibrium price and output, Effect of Investment on National Income: Multiplier Effect on Income and Consumption.

#### **Unit 7: Partial Differentiation**

Partial Differentiation- Concept and Rules; Second order Partial Derivative; Differentials and Total Differentials; Total Derivatives; Derivatives of Implicit Function

#### **Unit 8: Economic Application of Partial and Total Differentiation**

Comparative Static Analysis of Market Model; Comparative Static Analysis in a National Income Model; Determination of Partial Elasticities; Application of Euler's Theorem; Derivation of Shape of Indifference Curve and Isoquants

**Unit 9: Optimization Technique - I: Unconstrained Maxima and Minima with Single Explanatory Variable**

Relative and Absolute Extrema; Criteria for Relative Extrema

**Unit 10: Economic Applications of Unconstrained Maxima and Minima with Single Explanatory Variable**

Cost minimization; Profit maximization; Maximization of Tax Revenue; Taxation and Monopoly Output

**Unit 11: Optimization Technique - II: Unconstrained Maxima and Minima with More than One Explanatory Variable**

Unconstrained Maxima and Minima (with more than one explanatory variable), Condition for Optimisation in Case of Three Explanatory Variables.

**Unit 12: Economic Applications of Unconstrained Maxima and Minima with More than One Explanatory Variable**

Equilibrium of Discriminating Monopoly; Equilibrium of Multi-Product Firm; Equilibrium of Multi-Plant Firm

**Unit 13: Optimization Technique - III: Optimization with Equality Constraint**

Concept of Constrained Extrema; Determination of Optimal Value, Lagrange Multiplier Method, Constrained Extrema with More than One Constraint.

**Unit 14: Integration and Economic Application**

Basic Rules of Integration; Economic Application of Integrals.

**Unit 15: Differential Equations and Economic Applications**

Basic concepts of a differential equation, First Order Linear Differential Equation with Constant Coefficient and Constant Term; First Order Linear Differential Equation with Variable Coefficient and Variable Term; Exact Differential Equations, Application of Differential Equations in Economics.

***Basic Reading List:***

- Allen, R.G.D. (1974), *Mathematical Analysis for Economists*, Macmillan Press and ELBS, London.
- Baruah, S (2011), *Basic Mathematics and Its Applications in Economics*, Macmillan.
- Chiang, A.C. (1986), *Fundamental Methods of Mathematical Economics*, McGraw Hill, New York.
- Gupta, S.C. (1993), *Fundamentals of Applied Statistics*, S. Chand & Sons, New Delhi.
- Handry, A.T. (1999), *Operations Research*, Prentice Hall of India, New Delhi.
- Speigal, M.R. (1992), *Theory and Problems of Statistics*, McGraw Hill Book Co., London.
- Taha, H.A. (1997), *Operations Research : An Introduction (6th Edition)*, Prentice Hall of India Pvt. Ltd., New Delhi.
- Yamane, Taro (1975), *Mathematics for Economists*, Prentice Hall of India, New Delhi.

## **DSC - VIII : PUBLIC FINANCE**

### **Unit 1: Introduction to Public Finance**

Public Finance and its Scope; Role of Government in an economy: Allocation, Distribution and Stabilization Functions

### **Unit 2: Public Goods and Market Failure**

Public Goods and Private Goods; Public goods and free riding; Public Goods and Market Failure; Common Resources and Tragedy of Commons; Determining the efficient output of Public Good; Club goods & local public finance; The Theory of Clubs and Tiebout Hypothesis

### **Unit 3: Public Choice**

Theory of Public Choice: The Median Voter Model; Logrolling and its role.

### **Unit 4: Externalities and Market Inefficiency**

Externalities and their nature; Inefficiency arising out of externalities and their corrective measures; Coase's Voluntary bargaining in small groups.

### **Unit 5: Theories of Public Expenditure**

Lindahl's Voluntary Exchange Theory and Samuelson's Benefit Theory of Public Expenditure

### **Unit-6: Public Expenditure and Project Appraisal**

Effects of Public Expenditure on production, distribution and economic stability; Role of Public Expenditure in developing economy; Government Investment and Social Cost- Benefit Analysis

### **Unit 7: Public Expenditure Analysis**

Public Expenditures on non-marketed goods; Over-consumption and under-consumption of marketed goods under fixed quantity subsidy; The Allocative and Distributive effect of Excise Subsidy.

### **Unit 8: Public Receipts**

Revenue and Capital receipts and their sources; Concepts in taxation: Tax ratio, Buoyancy and Elasticity of Taxation; Tax Credit and tax deduction; Neutral and Non-neutral taxes; Average and Marginal Tax rates and Tax rate Schedules.

### **Unit 9: Principles of Taxation**

Benefit Principle and the Ability to Pay Approach of Taxation; Theory of Shifting & Incidence of Tax

### **Unit 10: Public Debt**

Public debt and its sources; Burden of public debt; *Pay-As-You-Use* & *Pay-As-You-Go*; Crowding out effect; Public Debt Redemption

### **Unit 11: Fiscal Policy**

Fiscal policy: Meaning, Objectives and functions; Fiscal policy and the stabilization function, Balanced Budget Multiplier

### **Unit 12: The Public Budget**

The Public Budget: Meaning, Kinds and components; Performance and Zero-Based Budgeting; Concepts of Revenue deficit, Fiscal deficit and Primary Deficit.

### **Unit 13: Federal finance**

Concept of Fiscal Federalism; Principles of Federal Finance; Horizontal and Vertical Fiscal Balances; Instruments of Inter-Governmental Resource Transfer

### **Unit 14: Finance Commissions of India**

Finance Commission of India and its role; Recommendation of Current Finance Commission of India.

#### ***Basic Reading List:***

- Musgrave & Musgrave., *Public Finance in Theory and Practice*, McGraw Hill, Singapore
- Browning E.K. & Browning J.M., *Public Finance and the Price System*, Pearson Education. Singapore.
- Hyman D N, *Public Finance: A Contemporary application of Theory to Policy*, Thommson South Western.
- Ulbrich H *Public Finance in Theory and Practice*, Thompson South Western.
- Cullis, John & Jones, Philip, *Public Finance and Public Choice*, McGraw Hill.
- Buitter, W.H. *Principles of Budget and Fiscal Policy*, MIT Press.
- Bhatia, H.L. *Public Finance*, Vikas Publishing House, New Delhi.
- Sudipto Mundle, *Public Finance*, 2000.

## **DSC – IX : FINANCIAL SYSTEMS**

### **Unit 1: Introduction to Financial System**

Financial System: Its Nature and Role, Financial System and Economic Development

### **Unit 2: Constituents of the Financial System**

Components of the Financial System: Financial Instruments, Financial Markets and Financial Institutions

### **Unit 3: The Money Market**

The Money Market and its Functions, Instruments in the Money Market

### **Unit 4: Treasury and Commercial Papers**

Treasury Bills and their Features, Role of Treasury Bills, Commercial Papers, Commercial Bills, Certificate of Deposit (Concepts only)

### **Unit 5: Call Money Market**

Call Money Market, Call and Notice Money, Role of Call Money, Monetary Policy Intervention in the Money Market

### **Unit 6: The Capital Market**

Functions of the Capital Market, Primary Capital Market, Participants in the Primary Capital Market, Instruments of Raising Funds

### **Unit 7: Price Determination in the Money Market**

Determining Offer Price of IPO, Book Building Process- Its Merits and Limitations

### **Unit 8: The Secondary Market**

Functions of the Secondary Market, Functioning of the Stock Market, Listing of Securities, Trading Arrangements and Settlement, Demutualization of Stock Exchanges, Stock Market Index

### **Unit 9: Mutual Funds**

Mutual Funds- Nature and Functions, Types of Mutual Funds, NAV and their Calculations

### **Unit 10: The Debt Market**

Participants and Instruments traded in the Debt Market, The Government Security Market

### **Unit 11: The Insurance Sector**

Insurance- Its Nature and Role, Types of Insurance and their Functions

### **Unit 12: The Banking Sector**

Banking Institutions- Types and their Role, Banking Sector reforms

### **Unit 13: Non-Banking Financial Companies**

Nature and Size of NBFCs, Role of NBFCs

### **Unit 14: The Derivative Market**

Functions of the Derivative Market, Participants in a derivative Market and their Role, Types of Financial Derivatives

## **Unit 15: Financial Asset Valuation**

Financial Asset Valuation- Determining Present Value and Future Value, Valuation of Debt Instruments, Valuing Income and Growth Stocks

### ***Basic Reading List:***

- Pathak, B. V. *Indian Financial System* , Pearson Education.
- Madura, J. *Financial Institutions & Market*, Thomson.
- Gupta, S. B., *Monetary Economics: Institutions, Theory and Policy*, S. Chand & Co
- Bhole, L.M. *Financial Institutions and Markets*, TMH, New Delhi, 2007
- Hull J.C. & Baasu S. *Options, Futures and Other Derivatives* , Pearson Education.
- Chandra, P. *Managing Investment*, TMH, New Delhi, 2007
- Khanna, S. *Financial Markets in India & Protection of Investors*, New Century Publications, 2004.

## **DSE III : ECONOMETRICS**

### **Unit 1: Sampling and Estimation**

Concept of Sampling Distribution and Standard Error of a Statistic; Principles of Estimation; Methods of Moments and Maximum Likelihood

### **Unit 2: Statistical Inference-I**

Testing of Hypothesis: Type I and Type II Errors; Test based on Standard Normal Distributions

### **Unit 3: Statistical Inference-II**

Small Sample Tests based on t and Chi-Square Distributions

### **Unit 4: Linear Regression Model and Its Estimation**

Two-variable Linear Regression Model – interpretations of the coefficients, the constant term and the random disturbance - OLS Estimation

### **Unit 5: Classical Assumptions and the OLS Estimators**

Classical Assumptions and their implications– Mean and Variance of OLS Estimators under the Classical Assumptions – the Best Linear Unbiased character

### **Unit 6: Multiple Linear Regression Model and Its Estimation**

Multiple Regression Model and Its Estimation

### **Unit 7: Inference from Linear Regression Estimation**

The Coefficient of Determination – Adjusted R square - Test of Hypothesis about Regression Coefficients

### **Unit 8: Forecasting with the Linear Regression Equation**

Point and Interval Prediction with the Linear Regression Model

### **Unit 9: Specification Errors and their Consequences**

Specification Errors and their Consequences

### **Unit 10: Problem of Multicollinearity**

Multicollinearity: Effects, Detection and Remedies

### **Unit 11: Qualitative Factors as Regressors**

Nature of qualitative factors - use of Dummy Variables for capturing the effect of qualitative factors – interpretation of coefficients of dummy variables

### **Unit 12: Introduction to Time Series**

Components of a time series – Estimation of trend – Moving Average and Curve Fitting methods

### **Unit 13: Stochastic Time Series**

Idea of a stochastic time Series - Stationary and Non-stationary Time Series – Autocorrelation Function and



## **Unit 14: Introduction to Simultaneous Equation Model**

Structural and Reduced Forms – Simultaneity, Indirect Least Squares and Two Stage least Squares

### ***Basic Reading List:***

- Daugherty 'Introduction to Econometrics', OUP
- Gujarathi, D., "Basic Econometrics", McGraw Hill.
- Salvatore, Dominick and Reagle, Darrick, "Statistics and Econometrics", Tata McGraw Hill
- Johnston and Dinardo, "Econometric Methods", McGraw Hill

## **DSE III : ISSUES IN INDIAN ECONOMY**

### **Unit 1: India as an Emerging Global Economy**

Trends in National Income and Per capita Income, Sectoral Composition of National Income; Role of India in the Current Global Economy

### **Unit 2: India's Population: Growth and Policy**

Population Growth, Age and Sex Composition of Population, National Population Policy, 2000.

### **Unit 3: Issues of Human Resource Development in India**

Human Resource Development: Basic Issues and Problems; Poverty, Inequality and Unemployment: Causes and Magnitude; Progress of Human Resource Development in India

### **Unit 4: Indian Agriculture**

Contribution of agriculture to economic development; Problem of Food Security, Public Distribution System

### **Unit 5: Changing Dynamics in Indian Agriculture**

Diversification of Agriculture – Contract Farming – Subsidy to Farmers - Agriculture and Environment – WTO and Agriculture

### **Unit 6: Indian Industry**

Growth and pattern of Industrialization; Problem of Global Competition – Identification of Industries Having India's Comparative Advantage: IT Industry – MSME sector; Industrial Sickness – Disinvestment

### **Unit 7: Social Sector**

Performance of the social sector; social infrastructure- education, health and housing - Government policies

### **Unit 8: Service Sector**

Growth pattern of the Service Sector since 1991: Banking, Insurance, Telecom and Information Technology; Changing Role of the Service Sector in the Indian Economy

### **Unit 9: Infrastructure Development in India**

Growth of basic infrastructural facilities in India since 1991: Energy, Transport and Communication

### **Unit 10: Urbanisation in India**

Concept; Trend of Growth in Urban population in India since 1991; Growth and Composition of Urban working population; Problems of Urbanisation; Growth of Urban Infrastructure in India

### **Unit 11: Inclusive Growth**

Concept and Rationale; Major areas of exclusion: Regional and inter-community disparity; Emphasis to bring inclusiveness through Five Year Plans

### **Unit 12: Economic Reforms - I**

An Overview of Macroeconomic Management Since 1991; Reform In Capital Market: Inflow Of FDI and FPI and its Implication for the Domestic Economy

### **Unit 13: Economic Reforms - II**

Financial Sector Reform – Fiscal Reform: FRBM Act and its Implication; Second Generation Reform Measures

### **Unit 14: India's External Sector**

Direction of Foreign Trade – Composition of Foreign Trade - Foreign Trade Policy - Balance of Payment: Role of Private Transfer, Software Services and Foreign Capital in BOP – Current and Capital Account Convertibility; WTO and its impact on the Indian economy.

#### ***Basic reading list:***

- Bardhan, P.K. (9th Edition) (1999), *The Political Economy of Development in India*, OxfordUniversity Press, New Delhi.
- Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), *Development Experience in the Indian Economy : Inter-State Perspectives*, Bookwell, Delhi.
- Chakravarty, S. (1987), *Development Planning : The Indian Experience*, Oxford University Press, New Delhi.
- Dantwala, M.L. (1996), *Dilemmas of Growth : The Indian Experience*, Sage Publications, New Delhi.
- Datt, R. (Ed.) (2001), *Second Generation Economic Reforms in India*, Deep & Deep Publications, New Delhi.
- Jalan, B. (1992), *The Indian Economy — Problems and Prospects*, Viking, New Delhi.
- Jalan, B. (1996), *India's Economic Policy — Preparing for the Twenty First Century*, Viking, New Delhi.
- Basu, Kausik (ed.), *"India's Emerging Economy"* OUP.
- Kapila, Uma (ed.), *"India's Economic Reforms"*, Academic Foundation.
- Kapila, U.: *Indian Economy since Independence*, Academic Foundation
- Sen, A. and Dreeze, J., *"Economic Development and Social Opportunities"*, OUP.
- Wadhwa, C. (ed.), *"Some Problems of India's Economic Policy"*, Tata McGraw Hill.
- Fouseca, A.J. (ed.), *"Challenge of Poverty in India"*, Vikas.
- Joshi, Vijay and Little, IMD, *"India's Economic Reforms 1991-2001"*, Oxford University Press.
- Parikh, K.S. (1999), *India Development Report — 1999-2000*, Oxford University Press, New Delhi.
- Sandesara, J.C. (1992), *Industrial Policy and Planning, 1947-91: Tendencies, Interpretations and Issues*, Sage Publications, New Delhi.

## **DSE III : SOCIOLOGY OF DEVELOPMENT**

### **Unit 1: Introduction**

Evolution of the concept of Development; Historical Location of the Idea of Development, Meaning of Growth; Difference between Growth and Development.

### **Unit 2: Social Structure and Development**

Meaning of Social Structure; Meaning of Culture; Social Structure as Inhibitor/Facilitator of Development.

### **Unit 3: Perspectives on Development (I)**

Liberal, Marxist, Socialist

### **Unit 4: Perspectives on Development (II)**

Ecological: Ecofeminism, Sustainable development,

### **Unit 5: Paths of Development**

Capitalist, Socialist, Mixed Economy and Gandhian

### **Unit 6: Modernization Theories**

Meaning of the term 'modern' and 'Modernization'; Modernization and Globalization, Historical context of the Modernization Theories.

### **Unit 7: Theories of Underdevelopment**

Liberal theory: Max Weber; Gunnar Myrdal, Dependency Theory: Centre-periphery (Gunder Frank), Uneven development (Samir Amin), World-system Theory: (Wallerstein).

### **Unit 8: Politics of Development**

Knowledge and power in the development process, post-development theories, critique of post development theories.

### **Unit 9: Civil Society and Alternative Discourses of Development**

Meaning of civil society; Emergence of the Idea of Civil Society, Significance of Civil society; Meaning of Non-Governmental Organizations and Its Significance in Development Process; Meaning of Corporate Social Responsibility and Institutional Social Responsibility and Its Significance in the Development Process

### **Unit 10: Contemporary Concerns in Development**

Poverty, Social capital, Gender and Development.

### **Unit 11: Development and Displacement**

Adverse effects of Development; Development Leading to Displacement and Marginalisation especially of Socially Vulnerable Groups

### **Unit 12: Development and Protest Movements in India**

Historicizing the Protest Movements against Development Projects in India, Protests against Developmental Projects due to Loss of Land, Environmental Destruction, Loss of Livelihood

### **Unit 13: Development Discourse in North East India**

Understanding Development Discourse in North East India, Establishment of North Eastern Council, DONER, Look/Act East policy, Public Response

#### ***Basic Reading List:***

- Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development in Latin America, Penn State Press,
- Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul
- Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co., Bombay
- Datt and Sundaram, 2008, Indian Economy, S. Chand & Co., New Delhi
- Eade D. & Ligteringen E., 2006, Debating Development – NGOs and the Future, Rawat Publications, Jaipur
- Escobar Arturo, 1995, Encountering Development, the Making and Unmaking of the third world, Princeton University Press, Princeton
- Kothari Uma, A Radical History of Development Studies, Individuals, Institutions and Ideologies, David Philip, Zed books, New York.
- Harrison D.H., 1988, The Sociology of Modernization and Development, London Routledge, Kegan Paul

## **AEC II : COMPUTER APPLICATIONS IN QUANTITATIVE ANALYSIS**

### **Part I: Theory** **(2 Credits)**

#### **Unit 1: Basics of Handling Data in SPSS**

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

#### **Unit 2: Descriptive Statistics using SPSS**

Obtaining Frequency Tables; Getting Descriptive Statistics

#### **Unit 3: Handling Outliers and Testing Normality**

Using Explore Command to Check Key Assumptions such as Outliers and Normality

#### **Unit 4: Cross Tabulation**

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

#### **Unit 5: Custom Tables**

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

#### **Unit 6: Correlation Analysis**

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

#### **Unit 7: Regression Analysis**

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity

#### **Unit 8: Testing of Hypothesis**

Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

### **Part II: Computer Lab** **(2 Credits)**

#### ***Basic Reading List:***

- Andy Field. *Discovering Statistics Using IBM SPSS Statistics*. Sage.
- K. Dhanasekaran. *Computer Applications in Economics*. Vrinda Publications
- Seema Sharma. *Statistic for Business and Economics: Using Microsoft Excel & Powered by IBM – SPSS*. Willey
- Lokesh Jasrai. *Data Analysis Using SPSS*. Sage

## **SEMESTER: IV**

### **DSC X : STATISTICAL METHODS**

#### **Unit 1: Measures of Central Tendency**

Arithmetic Mean; Median; Mode; Geometric Mean; Harmonic Mean; Weighted Average

#### **Unit 2: Measures of Dispersion**

Quartile Deviation; Mean Deviation; Standard Deviation; Coefficient of Variation

#### **Unit 3: Measurement of Economic Inequality**

Pareto's Law of Income Distribution; Log normal Distribution (Concept only); Lorenz Curve; Gini Coefficient;

#### **Unit 4: Correlation**

Types of Correlation; Correlation and Causation; Properties with Proof; Methods of Measuring Correlation: Diagrammatical and Mathematical Method, Limitations

#### **Unit 5: Regression Analysis**

Linear and Non-linear Regression; Two-variable Regression Model; Estimation of Regression Parameter; Least Square Method; Correlation Vs Regression

#### **Unit 6: Probability: Basic Ideas**

Definitions; Concepts; Basic Probability Rules and Derivation; Conditional Probability, Baye's Theorem (Concept only)

#### **Unit 7: Expectations and Moments**

Random Variables; Discrete and Continuous Random Variables; Mathematical Expectation; Basic rules of Expectation; Moments, Skewness; Kurtosis (Concepts only)

#### **Unit 8: Theoretical Probability Distributions (Discrete Variable)**

Binomial and Poisson Distributions with Properties; Moment Generating Function

#### **Unit 9: Theoretical Probability Distributions (Continuous Variable)**

Normal Distribution and its Properties; The Central Limit Theorem and the law of large numbers (Statements and Concepts only)

#### **Unit 10: Sampling and Population**

Concept of Sampling; Advantages and Disadvantages of Sampling; Sampling over Complete Enumeration: Sampling and Non-sampling Errors; Parameters and Estimators; Sampling Methods: Simple Random Sampling, Stratified Random Sampling; Cluster Sampling, Systematic Random Sampling

**Unit 11: Characteristics of a Good Estimator**

Ideas of Unbiasedness, Efficiency and Consistency; Illustrations with Sample Mean, Variance and Related Estimators

**Unit 12: Index Number**

Index Numbers and their Uses; Retail and Whole Sale Index; Different Types of Weighted Index Number; Relation between Laspeyre's and Paasche's Index Number; Time Reversal, Factor Reversal, Circular Test of Index Number; Fisher's Index Number; Chain Base Index Number-Base Shifting, Splicing and Deflating; Index Number of Industrial Production

**Unit 13: Testing of Hypothesis**

Defining Statistical Hypothesis; Null and Alternative hypothesis; Errors in Hypothesis Testing; One Tailed and two Tailed Test; Level of Significance; Critical Region, Problems of Standard Normal Distribution

**Unit 14: Test of Significance**

Chi- Square Test; t- Test

***Basic Reading List:***

- Yamane, Taro, "Statistics – An Introductory Analysis".
- Hooda, P.R., "Statistics for Business and Economics", Macmillan.
- Gupta, S.C. and Kapoor, U.K., "Fundamentals of Mathematical Statistics"
- Nagar, A.L. and Das, R.K., "Basic Statistics", Oxford.
- Salvatore, Dominick and Reagle, Darrick, "Statistics and Econometrics", TMH



## **DSC XI : DEMOGRAPHY**

### **Unit 1: Introduction**

Demography: Meaning and Definition; Nature and Scope of Demography; Demography as a Science; Origin and Development of Demography; Relation of Demography with Other Social Sciences; Importance of Demography

### **Unit 2: Basic Concepts**

Concept of Fertility; Factors Affecting Fertility; Fecundity; Concept of Mortality; Factors affecting Mortality; Maternal Mortality; Infant Mortality

### **Unit 3: Migration**

Migration: Meaning and Definition; Types of Migration; Causes of Migration; Consequences of Migration

### **Unit 4: Sources of Demographic Data**

Sources of Population Data: Population Census, Registration Method, Sampling Method. NRC, Aadhaar, International Sources

### **Unit 5: Population Theories - I**

Antiquity; Mercantilist, Physiocratic and Related View; Malthusian, Criticism of Malthusian Theory; Demographic Transition, Stages of Demographic Transition

### **Unit 6: Population Theories - II**

Understanding Post-Malthusian Theory, Criticism of Malthusian Theory, Understanding of Neo-Classical Thought; Marxist Theory of Population; Biological Theories of Population; Optimum Theories of Population.

### **Unit 7: Population Growth and Demographic Transition**

Determinants of population growth; Consequences of population growth; Causes for the rapid growth of population in India; Population Bomb; , Theory of Demographic Transition

### **Unit 8: Demography and Urbanisation**

Meaning and size Urbanization; Methods of Measurement of Urbanization; Factors Responsible for Urbanization; Problems of Urbanization

### **Unit 9: Demographic Structure of India:**

Recent Trend in Indian Population Growth; Composition of Indian Population: Age Structure, Sex Structure, Religious Structure, Ethnic and Racial Composition; Occupational Structure of Indian Population; Changing Characteristics of Indian Population

### **Unit 10: Population Policies in India**

Population Policies: Concept of a Population Policy, Need for State Intervention in Population Control; Population Programme: National Population Policy; Initiatives and Their Critique:

Decentralised Planning and Programme Implementation, Convergence of Service Delivery at Village Levels, Empowering Women for Improved Health and Nutrition, Meeting the Unmet Needs for Family Welfare Services

#### **Unit 11: Demographic Structure in N.E India**

Demographic Structures in North East India: Total Population, Decadal Growth Rate of Population, Density of Population, Sex Ratio, Rural-Urban Composition of Population, Religious Composition of Population, Fertility and Mortality Rates; Inter-State and Inter-Community Population Dynamics; Gender Perspective

#### **Unit 12: Demographic Problem N.E India**

Poverty: Causes of Poverty, Poverty in Northeast India; Unemployment; Child and Women Trafficking: Causes of Human Trafficking, Government Policy adopted as anti-human Trafficking Measures; Immigration; Inter-Community Feuds; Outmigration

#### **Unit 13: Census 2011 (Major Features from National Data)**

Major features of 2011 census: Growth of Population, Composition of Population, Occupational Structure of Population; Major Demographic Changes Compared to Earlier Census

#### **Unit 14: Census 2011 (Major Features from North East Region)**

States of Northeast India and its features as per 2011 Census; Major Demographic Changes Compared to Earlier Census; Comparing the North East Region of India with All Indian Level with respect to Census 2011

#### **Unit 15: Trends in World Population**

Distribution of World Population; Distribution and Density of Population, Patterns of population Composition, Factors Influencing the Distribution of Population; World Population C 600 A.D.; Population Estimates and Distribution: Medieval Period; Recent Trends of World Population

#### ***Basic Reading List:***

- Shryock, H. and J.S. Seigal, "The Methods and Materials of Demography".
- Thompson and Lewis, "Population Problems".
- Bogue, D.J., "Principles of Demography".
- Bhende, A. and T. Kantikar, "Principles of Population Studies".
- Agarwala, S.N., "India's Population Problems".
- Gupta, S.P. and V.K. Kapoor, "Fundamentals of Applied Statistics".
- Ramkumar, R., "Technical Demography".
- Barclay, "Techniques of Population Analysis".
- UNO, "the Determinants and Consequences of Population Trends".

## **DSC XII : POLITICAL ECONOMY**

### **Unit 1: Understanding Political Economy**

Political Economy as an Area of Study; Interaction between “Politics” and “Economics” and Resultant Economic Outcome; Major Concerns and Scope of Political Economy; Origin and Evolution of Political Economy; Political Economy as a Perspective and as a Method

### **Unit 2: State as an Institution**

Meaning and Importance of Institution; Institutions and Economic Decisions; Origin and Evolution of the Idea of State; Institutional Role of State; State Interventions in Economic Affairs; State, Government and Public Policy; Failure of State as an Institution

### **Unit 3: Market as an Institution**

Emergence of Market as an Institution; Transition from Feudalism to Capitalism – DobbSweezy Debate; Industrial Revolution; Mass Production and World Market; Conditions of Market Failure

### **Unit 4: Classical Political Economy**

Beginning of Classical Political Economy; Contributions of Adam Smith, John Stuart Mill, Malthus and David Ricardo to Political Economy – meaning, historical backgrounds and significance of the ideas of division of labour; laissez faire; indivisible hand; private property; Malthusian trap; free trade; law of diminishing return and differential rent

### **Unit 5: Marx’s Critique to Political Economy**

Material basis of the Society; Class formation and Class Relations; Commodities and their Production and Exchange; Mode of Production; Labour Theory of Value; Notion of “Surplus” and Generation, Accumulation and Appropriation of Surplus; Falling Rate of Profit - Competition and Crisis

### **Unit 6: Political Economy of Development**

Stylised Notion of Development – Role of Neoclassical and Marginalist School of thought; Colonialism, Imperialism and World War I; Great Depression and Keynesian Prescriptions; World War II and the Breton Woods System; De-colonisation and Cold War; Welfare State and Golden Age of Capitalism; Collapse of Breton Woods System and Emergence of Monetarism; Foreign Aid and Development; Displacement and Dispossession from Development – Alternative Views of Development

### **Unit 7: Globalisation and Neo-liberalism**

Overview of the Events of 1970s and 1980s; Washington Consensus; Collapse of the USSR and End of Cold War; Emergence of Neo-liberalism – context, meaning and political support; Spread of Neo-liberalism as the Dominant Ideology; Globalisation – meaning and nature; Mobility of Capital, Global Value Chain and Global Production System; Emerging Global Regime and Order

### **Unit 8: Challenges to Nationalism**

Nation and Nationalism; Political and Economic Basis of Nationalism; Anti-colonial Struggle and Rise of Nationalism; Aspects of Postcolonial Nationalism; Nationalism in India; Globalisation and Nationalism

### **Unit 9: Poverty, Inequality and Unemployment**

Global Prosperity and Poverty over Time; Poverty Trap and Efforts to Break it; Inequality of Global Income and its Consequences; Forces behind the Poverty and Inequality in the World; Trend and Nature of Economic Growth and Unemployment; Declining Share of Wages and its Impact on Poverty and Inequality; Global Migration of Labour and its Political and Economic Consequences

### **Unit 10: Economic Stability and Crisis**

Meaning of Economic Stability and Crisis; Nature of Economic Crisis – Endogenous and Exogenous; Present Global Order and Economic Crisis; Inequality and Crisis; Conflicts of Class Interest and Crisis; Management of Crisis

### **Unit 11: Corruption, Conflict and Violence**

Corruption – Private and Corporate; Nature and Causes of Corruption; Economic and Political Consequences of Corruption; Inequality of Income Distribution and Conflict; Types of Conflict; Conflicts and Violence; Conflict, Violence and Political Legitimacy

### **Unit 12: Environment and Sustainability**

Ownership and Uses of Resources; Tragedy of Commons; Climate Change and Conservation – Political Ecology; Politics of Climate Change; Strategies and Policies towards Sustainability

### **Unit 13: Democracy and Decentralisation**

Democracy and Individual Freedom; Group Choices and Voting – Representation and Majority; Significance of Democratic Institutions; Decentralisation and Process of Democratic Decentralisation, Democracy and Democratic Decentralisation in India; Attempts at Depoliticising of Development

### **Unit 14: Political Economy of Development in India**

Colonialism and Indian Economy; Drain of Wealth; Dirigisme and Economic Planning; Land Reforms and Green Revolution; Public Sector; Bank Nationalisation; Import Substitution and Export Promotion; Rural Development; Macro Economic Performances; Nature of the State, Class Interests and Conflict; Political Fragmentation, Social Conflict and Challenges to Democracy

### **Unit 15: Political Economy of Reforms in India**

Background of Economic Crisis in India in 1990s; Economic Reforms of 1991 – Liberalisation, Privatisation and Opening up; Macroeconomic Fall out of Reforms – Economic and Political; Looking forward – Sensible Economics and Feasible Politics

### **Basic Reading List:**

- Acemoglu, D., & Robinson, J. A. (2009). *Economic origins of dictatorship and democracy* (1. paperback ed., reprint). Cambridge Univ. Press.
- Bagchi, A. K. (1982). *The political economy of underdevelopment*. Cambridge University Press.
- Bardhan, P. K. (1998). *The political economy of development in India* (Expanded ed., with an epilogue on the political economy of reform in India). Oxford University Press.
- Bardhan, P. K. (2015). *Globalisation, democracy and corruption: An Indian perspective*. Frontpage.
- Bhaduri, A., & Nayyar, D. (1996). *The intelligent person's guide to liberalization*. Penguin Books.
- Dobb, M. (1975). *Studies in the development of capitalism* (Rev. ed., repr). Routledge & Kegan Paul.
- Downs, A. (20). *An economic theory of democracy* (Nachdr.). Addison Wesley.
- Drèze, J., & Sen, A. (2020). *An uncertain glory: India and its contradictions* (Second edition). Penguin Books.
- Engels, F., & Hunt, T. (2010). *The origin of the family, private property, and the state*. Penguin Classics.
- Frankel, F. R. (2006). *India's political economy, 1947 - 2004: The gradual revolution* (2. ed., Oxford India paperbacks). Oxford Univ. Press.
- Harriss, J., Jeffrey, C., & Brown, T. (2020). *India: Continuity and change in the 21st century*. Polity.
- Harvey, D. (2011). *A brief history of neoliberalism* (1. publ. in paperback, reprint. (twice)). Oxford Univ. Press.
- Heilbroner, R. L. (1999). *The worldly philosophers: The lives, times, and ideas of the great economic thinkers* (Rev. 7th ed). Simon & Schuster.
- Heilbroner, R. L., & Milberg, W. S. (2012). *The making of economic society* (13th ed). Pearson.
- Kalecki, M. (2011). *Last phase in the transformation of capitalism*. AAKAR Books.
- Menon, N. (2022). *Planning democracy: How a professor, an institute, and an idea shaped India*. Viking by Penguin Random House India.
- Mukherji, R. (2014). *Political economy of reforms in India* (First edition). Oxford University Press.
- Shaikh, A. (2018). *Capitalism: Competition, conflict, crises*. Oxford University Press.

## **DSE – IV : AGRICULTURAL ECONOMICS**

### **Unit 1: Basic Concepts of Agricultural Economics**

Definition of Agricultural Economics; Scope, Nature and Importance of Agricultural Economics; Need for a Separate Study of Agricultural Economics

### **Unit 2: Agriculture and Economic Development**

Role of Agriculture in Economic Development; Changing Importance of Agriculture to Economic Development; Development of Agriculture during the Five Year Plans; Inter Dependence of Agriculture and Industry

### **Unit 3: Farm Organisation**

Various types of Farm Organisation- Peasant Farming, Capitalist Farming, State Farming, Collective Farming, Co-operative Farming; Most Suitable Farm Organisation in Indian Agriculture

### **Unit 4: Land Reforms**

Objective of Land Reforms; Need of Land Reforms in Indian Agriculture; Ownership vs. Tenancy Cultivation; Large Farms vs. Small Farms; Critical Evolution of Land Reforms

### **Unit 5: Risk and Uncertainty in Agriculture**

Difference between Risk and Uncertainty in Agriculture; Types of Risk and Uncertainty in Agriculture; Measures for Reducing Risk and Uncertainty in Agriculture

### **Unit 6: Agricultural Price Policy**

Objective of Agricultural Price Policy; Main Elements-Fixation of Product Prices, Price Policy for Agricultural Inputs, Consumer's Protection, Ancillary Policies; Agricultural Price Policy in India

### **Unit 7: Agricultural Marketing**

Objective of Agricultural Marketing; Need and Importance of Agricultural Marketing; Status of Agricultural Marketing in India

### **Unit 8: Agricultural Finance**

Need and Importance of Agricultural Finance; Sources of credit: Co-Operative-Rural Bank-NABARD- Micro Finance-SHG-NGOs-Problems of Capital Formation

### **Unit 9: New Technologies in Agriculture**

Green Revolution and Mechanization, Irrigation, HYV of crops, Food processing

### **Unit 10: Agricultural Labour**

Agricultural labour-Employment-Disguised unemployment- seasonal unemployment-Landless labour-Income and Labour Wages-State Policy for Agricultural labour

### **Unit 11: Economics of Agricultural Production**

Production function in agriculture- conventional isoquant and iso-cost approach; Cobb-Douglas production function; laws of returns and return to scale; Cost functions and cost curves in

agricultural production decisions; Supply response in agriculture; Size of farm and productivity debate.

#### **Unit 12: Theories of Agricultural Economics**

Transforming Traditional Agriculture-The Scultzian Thesis; Lewis Model of Economic Development

#### **Unit 13: Food Security**

Food security and nutrition policy analysis - concepts and definition of food security and malnutrition, impact analysis of production oriented policies.

#### **Unit 14: Public Distribution System in India**

PDS, food price policies in India, food subsidies, food safety net, food for work programme

#### **Unit 15: Agriculture in North Eastern Region**

Importance of Agriculture in NE Region; Status of Agricultural Development in NE Region; Problems and Challenges faced by Agriculture Sector in NE Region; Agricultural policies in the NE State

#### ***Basic Reading List:***

- Barah ,B. C. (2007). Agricultural Development in North East India-Challenges and Opportunities.
- Pal, B. N. (1959). Principles of Agricultural Economics. Kitab Ghar, Allahabad
- Bilgrami, S.A.R. (2000), An Introduction to Agricultural Economics, (2nd edition), Himalaya Publishing House, Mumbai.
- Sadhu, A.N. and J. Singh (2000), Agricultural Problems in India, (3rd edition), Himalaya Publishing House, Mumbai.

## **DSE – IV : ENVIRONMENTAL ECONOMICS**

### **Unit 1: Basic Concepts**

Environment, Ecology, Economy; Need to Study Environmental Economics, Environmental Economics vs. Resource Economics, Nature, Scope and Significance of Environmental Economics

### **Unit 2: Economics of Resources-I**

Renewable Resources; Definition, Optimal Management of Renewable Resources;

### **Unit 3: Economics of Resources-II**

Non Renewable Resources; Definition, Difference with Renewable Resources, Optimal Management of Non Renewable Resources

### **Unit 4: Property Rights and Environmental Resources**

Various Types of Property Rights and Their Environmental Implication, Common Property Rights and Tragedy of Commons

### **Unit 5: Environment and Economic Development**

Trade off Between Environment and Economic Development-Kuznets' Analysis; Population and Environment; Poverty and Environment; Exogenous and Endogenous Poverty

### **Unit 6: International Trade and Environment**

Impact of International Trade on Environment-Positive and Negative Impacts; Environment as a Source of Comparative Advantage; Pollution Haven Hypothesis; Empirical Evidence of Industrial Concentration among 'North' (Developed Countries) and 'South' (Developing Countries), Latest Development

### **Unit 7: Market Failure and Externalities**

Concept of Market Failure, Environment and Market Failure; Concept of Externalities, Types of Externalities, Relationship between Environment and externality; Internalisation of Externalities-Solution by Pigou and Coase

### **Unit 8: Valuation of Environment**

Various Types of Values of Environmental Goods-Use and Non Use Value; Methods of Valuation; Direct Methods-Contingent Valuation Method; Indirect Methods-Hedonic Pricing and Travel Cost Method;

### **Unit 9: Sustainable Development**

Concept and Indicators of Sustainable Development; Significance and Importance; Policies for Sustainable Development; Related Concept of Sustainable Development

### **Unit 10: Environmental Accounting**

Environmental Accounting, Auditing, Environmental Impact Assessment-Concept only

### **Unit 11: Instruments of Environmental Protection-I**



Types of Instruments; Conventional Instruments-Command and Control (CAC) Measures; Importance of Conventional Instruments

**Unit 12: Instruments of Environmental Protection- II**

Non Conventional/Incentive Based Measures-Fees/Tax, Tradable Pollution Permit, Liability Rules

**Unit 13: Environmental Protection and Economic Development- Indian Experience**

Structure of Indian Environmental Regulatory Policies; Monitoring and Enforcement

**Unit 14: Global Initiative towards Environmental Issues - I**

Global Conventions for Environmental Conservation; Concept of 'Common but Differentiated Responsibilities'; Cause of Non-Cooperative Behaviour among North and South

**Unit 15: Global Initiative towards Environmental Issues -II**

Global Environmental Issues, International Trade and Environment

***Basic Reading List:***

- Kolstad, C. D., Environmental Economics, Oxford University Press.
- Hanley, S and White, Environmental Economics, Macmillan.
- Shanker, U, Environmental Economics, Oxford University Press.
- Bhattacharjya, R., Environmental Economics, Oxford University Press.

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**MA in Economics Programme**

**GUIDELINES FOR SEMINAR PAPER**

**Introduction**

Under the MA in Economics programme of KKHSOU, you will need to present a Seminary paper at your second semester. You can choose any relevant topic for presentation. Or you can also take help of Section IV of Annexure IV to choose a relevant topic for your seminar paper.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

**General Structure of a Seminar Paper**

**1. Introduction:** Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

**2. Background:** Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

**3. Analysis:** Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- Large-Scale Organization: This follows the following tasks:
  - (a) Discuss the major issues;

- (b) Separate issues and sub-issues
- (c) Order issues logically
- Small-Scale Organization: This follows the following tasks:
  - (a) Introduce and conclude on each issue
  - (b) Present your arguments and rebut opposing arguments
  - (c) Use organizational paradigms where appropriate

**4. Conclusion:** Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothetical in your introduction, revisit the hypothetical to "tie-up" your paper.

**Certain Key Points**

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The Presentation Room must be well organised with a banner of the Seminar on the background.
- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. . The University may ask this Video at any point of time.

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**MA in Economics Programme**

**GUIDELINES FOR PROJECT/DISSERTATION**

**Section I: Introduction**

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in light of the theoretical information obtained while taking different MA Economics courses, most notably courses like Microeconomic Theory, Macroeconomic Theory, Development Economics, International Economics, Indian Economy, Agricultural Economics, Environmental Economics, Demography etc. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Research Methodology in Economics' that you have come across in the first semester. Also try to utilise the analytical skills you have so far acquired from the courses like Statistics, Mathematics, Econometrics (if applicable) as well as Computer Applications in Quantitative Analysis. In brief, it is a method of applying the information acquired via various courses to the difficulties and concerns raised by daily economic occurrences. We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to outrightly reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

**Presentation Style:** You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

**Citation and Referencing Style in Project/Dissertation:** Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

**Role of your Project/Dissertation Guide:** Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

#### **Eligibility of a Project/Dissertation Guide**

- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.

- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

### **Certain Key Points**

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3, .... ) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...)

## **Section II: Project/Dissertation Performa**

**Cover Page:** The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be NAVY BLUE.**

- The title of the report. It would be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

**PROJECT REPORT/DISSERTATION**

**On**

“Topic Name”

**SUBMITTED TO**

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**IN**

**PARTIAL FULLFILLMENT OF THE**

**MA IN ECONOMICS**

**(YEAR)**

*by*

**Name :** .....

**Enrollment No.**.....

**Study Centre Code:**

Under the  
Guidance of

*Name of Internal Guide / External Guide*

*Designation*

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.**

**Guwahati, Assam**

### **Certificate of the Guide/ Supervisor (Format)**

<b><u>Certificate of the Guide/ Supervisor</u></b>	
<b>Mentor / Guide Name :</b>	
<b>Designation :</b>	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ bearing enrolment number _____ under my supervision and guidance, for the partial fulfilment of MA in Economics of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
<b>Date:</b>	<b>Signature of Guide</b>

### **Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre**

<b><u>Certificate of Study Centre Coordinator/ Academic consultant</u></b>	
<b>Coordinator/ Academic consultant Name :</b>	
<b>Designation :</b>	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms. _____, for the partial fulfilment of MA in Economics programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
<b>Date:</b>	<b>Signature</b>

**Acknowledgement:** The learner should to provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrollment No. at the end of the acknowledgement.



**Self-Declaration by the Learner:** The learner has to make the following declaration:

**Self-Declaration By The Learner**

I do hereby declare that this project work entitled “ \_\_\_\_\_ ” submitted by me for the partial fulfilment of the requirement for the award of **MA in Economics** programme of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or University.

Name:

Signature of the Learner

Enrolment Number:

Date:

**Table of Contents:**

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

**Main Report:**

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** this chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.
- **Chapter-II: Theoretical Perspective:** This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.

- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.
- **Chapter-IV, V, VI .... Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussion thereon from the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapter required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.
- **Appendices and Annexure:** Appendices are listed alphabetically e.g Appendix A Appendix B etc. and contain the table and data collection for the study .They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerical e.g., Annexure II etc. and contain such supporting information which through not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- **References:** references can be mentioned either at the bottom of the appropriate page where these are referred or at the end or each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexure.
- **Bibliography:** A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

### **Section III: A Guide to Organising the Contents of Project Report /Dissertation**

**1. The Title of the Study:** A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Thus, descriptive names

such as Factors Affecting Agricultural Productivity in Assam/North East India, or Impact of Health Expenditure on the Household Level Income/Standard of Living in Assam/North East India would be suitable. Avoid titles that imitate newspaper headlines (e.g., “Current Budget Proposals”); a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report’s content. Avoid using terms such as “a research into...” or “an experiment to discover...” in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase “title” is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

**2. The Abstract of the Study:** The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

**3. Introduction to the Study:** To begin, you should defend the study you’re addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study’s specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work’s inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious

how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

**4. Methodology of Research:** Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research mehtodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

**5. Characterisation:** Based on your chaptalisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

**6. Findings and Discussions:** Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited

within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

Frequently, descriptive statistics are used with inferential statistics (statistical tests that help you decide what to conclude about the data). It should be self-evident who conducted the tests and with what data. For the majority of statistical tests, the p-value should be accompanied with a test statistic (such as the t-value) (e.g., a t-test). Frequently, further information is required (e.g., the degrees of freedom). You'll have to determine this for yourself.

**7. Conclusions and Policy Implications:** To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

## **Section IV: Certain Areas of Research for Your Project/Dissertation**

We are providing here certain areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you come out with an appropriate topic only.

- 1) Factors affecting agricultural productivity in Assam/North East India
- 2) The growth pattern of public revenue and expenditure in Assam/North East India.
- 3) Impact of Health Expenditure on the Household Level Income/Standard of Living in Assam/North East India.
- 4) Sectorial growth and impact on GDP in India
- 5) Farm size and productivity relation: An empirical analysis
- 6) Impact of MGNREGA on Labour market in Assam/North East India
- 7) Environmental pollution and its impact on the Social Cost/Health
- 8) Characteristics of Entrepreneurs and their Effect on Entrepreneurial Profitability
- 9) The Impact of Energy Price in pre and post Liberalization period in India
- 10) Industrial growth trend in Assam/North East India
- 11) Growth of FDI and FII in India

- 12) Woman empowerment through micro finance initiatives in Assam/North East India/ India.
- 13) Role of MSME towards the development of rural artisans in relation to handicraft sector/ handlooms sectors of Assam/North East India/ India
- 14) Role of RRB in economic development of rural areas : A comparative study
- 15) Monetary Policy and its Effects on ..... (Identify a specific sector)
- 16) The Modern Firm's International Expansion
- 17) Monitoring and Market Power in Loan Markets
- 18) Importance of Human Capital in Service Industry (Identify a Specific service sector)
- 19) Public and Development Economics
- 20) Job Flows Dynamics in Assam/North East India / India
- 21) Responses to Incentives in Public Expenditure Programs
- 22) Budgetary Institutions: Theory and Evidence
- 23) Bank Regulation in India and its Effects on ..... (Identify a specific sector)
- 24) An Interest Group Theory of Financial Development
- 25) Political Influences on Monetary and Fiscal Policy
- 26) Bioenergy Pollution, and Economic Growth
- 27) Economics of Education/Health Care
- 28) Contribution of Educated but Unemployed Women to Economy
- 29) Growth and Determination of Foreign Investment in India
- 30) Contribution of IT Sector in Indian Economy
- 31) Growth in Indian Banking Sector
- 32) Macroeconomic Policy and Analysis
- 33) The State of the Indian Economy (with particular reference to a particular sector)
- 34) Lessons from Economic Financial Crises in Recent Times
- 35) India's Fiscal Deficit and Its Impact on Gross Domestic Product
- 36) Production Structure of Indian Power Sector
- 37) Fiscal Policy and its Effects on ..... (Identify a specific sector)
- 38) Globalization and its impact on National/Regional/State Economy

**ANNEXURE V****List of Assigned Faculty (course-wise) in MA in Economics Programme**

<b>Sem</b>	<b>Title of Courses</b>	<b>Faculty/Course Coordinator</b>	<b>Discipline</b>	<b>School</b>
I	Microeconomic Theory I	Dr. Bhaskar Sarmah	Economics	Surya Kumar Bhuyan School of Social Sciences
	Macroeconomic Theory I	Dr. Bhaskar Sarmah	Economics	
	Development Economics	Dr. Parag Dutta	Economics	
	Economics of Insurance	Dr. Utpal Deka	Economics	
	Economics of Social Sector	Dr. Sarmishtha Rani Baruah	Economics	
	Research Methodology	Dr. Bhaskar Sarmah	Economics	
II	Microeconomic Theory II	Dr. Parag Dutta	Economics	Surya Kumar Bhuyan School of Social Sciences
	Macroeconomic Theory II	Dr. Utpal Deka	Economics	
	International Economics	Dr. Bhaskar Sarmah	Economics	
	Economic Sociology	Dr. Dola Borkataki	Sociology	
	Indian Administration	Dr. Bipul Das	Political Science	
III	Mathematical Methods for Economics	Dr. Utpal Deka	Economics	Surya Kumar Bhuyan School of Social Sciences
	Public Finance	Dr. Bhaskar Sarmah	Economics	
	Financial Systems	Dr. Utpal Deka	Economics	
	Issues in Indian Economy	Dr. Bhaskar Sarmah	Economics	
	Sociology of Development	Dr. Gargi Gayan	Sociology	
	Econometrics	Dr. Parag Dutta	Economics	
	Computer Application in Quantitative Analysis	Professor Joydeep Baruah / Dr. Bhaskar Sarmah	Economics	
IV	Statistical Methods	Dr. Parag Dutta	Economics	Surya Kumar Bhuyan School of Social Sciences
	Agricultural Economics	Dr. Sarmishtha Rani Baruah	Economics	
	Political Economy	Professor Joydeep Baruah	Economics	
	Demography	Dr. Utpal Deka	Economics	
	Environmental Economics	Dr. Sarmishtha Rani Baruah	Economics	

**ANNEXURE VI****Common Basket of Ability Enhancement Courses (AECs) and Value Added Courses (VACs) for PG Programmes**

<b>Semester</b>	<b>Course Type</b>	<b>Name of the Course</b>
<b>I</b>	<b>AEC</b> (any one course)	101 Essential Assamese <i>(Open to all except those from Assamese)</i>
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	<b>VAC</b> (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
<b>II</b>	<b>VAC</b> (any one course)	201 Advertisement Strategy
		202 Cyber Security
<b>III</b>	<b>AEC</b> (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media



## AEC 101 Essential Assamese

### Course Objectives

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

### Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

### Syllabus

#### অধ্যায় ১: বৰ্ণ আৰু আখৰ

বৰ্ণ বা আখৰ, ধ্বনি, বৰ্ণ বা আখৰ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ৰবিধি আৰু ষত্ৰবিধি

#### অধ্যায় ২: বাক্যসজ্জা

অসমীয়া ভাষাৰ বাক্যৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্ৰেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

#### অধ্যায় ৩: প্ৰত্যয় আৰু বিভক্তি

প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতাৰূচক প্ৰত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ,

#### অধ্যায় ৪: কাৰক, লিঙ্গ আৰু বচন

কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিংগৰ সংজ্ঞা, লিংগৰ ভাগ, লিংগবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

#### অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্ৰীহি সমাস, কৰ্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

#### অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাব সম্প্ৰসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্ৰসাৰণ, সাৰাংশ লিখন

#### অধ্যায় ৭: ৰচনা লিখাৰ সাধাৰণ প্ৰণালী

ৰচনা কি, ৰচনা লিখাৰ নীতি, ৰচনাৰ শ্ৰেণীবিভাগ

#### অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসজ্জত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ ৰচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

#### অধ্যায় ৯: বিশেষ প্ৰবন্ধ লিখাৰ কৌশল

বিশেষ প্ৰবন্ধৰ অৰ্থ, বিশেষ প্ৰবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎকাৰভিত্তিক প্ৰবন্ধ, তথ্যভিত্তিক প্ৰবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্ৰবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্ৰবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্ৰবন্ধ, বিশেষ প্ৰবন্ধ নিৰ্মাণ কৌশল

#### অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভংগী, শ্ৰোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; বৈখিক আৰু অ-বৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্ৰবন্ধ ৰচনাত বৃত্তান্ত

**অধ্যায় ১১: ভাষা দক্ষতা**

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমার্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

**অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস**

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

**অধ্যায় ১৩ : সমীক্ষা লেখন**

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

**অধ্যায় ১৪ : বিজ্ঞাপন**

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

**Basic Reading List:**

- Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash
- Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library
- Bora Satyanath (1998); *Bohol Byakoron*; Guwahati
- Anker.S(1998); *Real Writing*, Boston:Bedford Books
- Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi:Orient Black Swan
- Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

## **AEC 102 English for Media Studies**

### **Course Objectives**

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

### **Course Outcomes**

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

### **UNIT 1: INTERVIEWING AND NOTE TAKING**

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

### **UNIT 2: EDITORIAL WRITING**

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

### **UNIT 3: ART OF COLUMN WRITING**

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

### **UNIT 4: ELEMENTS OF GOOD WRITING**

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

### **UNIT 5: PREPARING COPY**

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

### **UNIT 6: MASTERING THE LANGUAGE OF EDITING**

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

### **UNIT 7: REVIEW WRITING**

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

### **UNIT 8: NEWS WRITING**

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

### **UNIT 9: HEADLINE WRITING**

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

**UNIT 10: WRITING FOR ADVERTISING COPY**

Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

**UNIT 11: WRITING AND REWRITING FOR PUBLIC RELATIONS**

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

**UNIT 12: GRAMMAR AND USAGE**

Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

**UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE**

Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

**UNIT 14: REPORTING PUBLIC SPEECH**

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

**UNIT 15: STYLE AND THE STYLEBOOK**

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

***Basic Reading List:***

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi
- Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK
- Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi
- Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

## **AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]**

### **Course Objectives**

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

### **Course Outcomes**

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

### **UNIT 1: ENTREPRENEURSHIP**

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

### **UNIT 2: THEORIES OF ENTREPRENEURSHIP**

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

### **UNIT 3: SOCIAL ENTREPRENEURSHIP**

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

### **UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA**

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

### **UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS**

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

### **UNIT 6: SOCIAL SECURITY AND LIVELIHOODS**

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

### **UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP**

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

### **UNIT 8: PROJECT LIFE CYCLE**

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

### **UNIT 9: PROJECT ASSESSMENT**

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

### **UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT**

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

### **UNIT 11: VALUE-CO CREATION**

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

### **UNIT 12: NETWORKING**

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

**Practicum:** Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

#### ***Basic Readings List:***

- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

## **AEC 301 Life Skills**

### **Course Objectives**

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

### **Course Outcomes**

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

### **UNIT 1: LISTENING AND SPEAKING**

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

### **UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING**

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

### **UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY**

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

### **UNIT 4: NONVERBAL COMMUNICATION**

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

### **UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS**

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

### **UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS**

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance;

Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

#### **UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL**

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

#### **UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION**

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

#### **UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING**

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

#### **UNIT 10: MANAGERIAL SKILLS**

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

#### **UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY**

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

#### **UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE**

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth-truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

#### **UNIT 13: PEACE, SERVICE, RENUNCIATION**

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-



restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

#### **UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS**

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

##### ***Basic Reading List:***

- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
- EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
- Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
- Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
- McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantam
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin
- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

## **AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]**

### **Course Objectives**

The course aims at providing the learners

- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

### **Course Outcomes**

After undergoing the course, learners will

- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

### **UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS**

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

### **UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION**

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

### **UNIT 3: BASICS OF HANDLING DATA IN SPSS**

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

### **UNIT 4: DESCRIPTIVE STATISTICS USING SPSS**

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

### **UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY**

Exploring Data to Check Key Assumptions such as Outliers and Normality

### **UNIT 6: CROSS TABULATION**

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

### **UNIT 7: CUSTOM TABLES**

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

### **UNIT 8: CORRELATION ANALYSIS**

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

### **UNIT 9: REGRESSION ANALYSIS**

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

## **UNIT 10: TESTING OF HYPOTHESIS**

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

## **UNIT 11: FACTOR ANALYSIS**

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

**Activities/Practical** : Hands on activities and work-sessions [1 Credit]

### **Basic Reading List:**

- Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.
- Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.
- Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.
- Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.
- Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.
- Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

## **AEC 303 Writing for Media**

### **Course Objectives**

- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

### **Course Outcomes**

- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

### **Unit 1: THE STRUCTURE OF WRITING**

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

### **Unit 2: WRITING FEATURE STORIES**

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurettes, News features and human interest features, Feature story construction

### **Unit 3: FORMS OF NARRATION**

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

### **Unit 4: LANGUAGE SKILLS**

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

### **Unit 5: SOURCES OF WRITING FOR THE MEDIA**

Types of sources, Developing news sources, Ethics and Attribution

### **Unit 6: REVIEW WRITING**

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

### **Unit 7: COPYWRITING FOR ADVERTISEMENTS**

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

### **UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE**

Column writing, Science write- up, Press Release

### **UNIT 9: EDITING**

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

**UNIT 10: WRITING FOR RADIO**

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

**UNIT 11: WRITING FOR TELEVISION**

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

**UNIT12: SCRIPTWRITING FOR FILMS**

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

**UNIT13: ART OF WRITING PLAYS**

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

**UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM**

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

**UNIT15: COPY AND PROOF EDITING**

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

***Basic Reading List:***

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling
- Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

## VAC 101 Introduction to Ethics

### Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

### Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

### UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

### UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

### UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

### UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

### UNIT 5: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

### UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

### UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

### Basic Reading list:

- S.P. Sharma: *Nature and Scope of Ethics*
- Ravi, I: *Foundations of Indian Ethics*
- J.N. Sinha: *A Manual of Ethics*
- J.N. Mohanty: *Classical Indian Philosophy*
- I.C. Sharma: *Ethical Philosophies of India*
- J.N. Mohanty: *Explorations in Philosophy*
- P. Benn: *Ethics: Fundamentals of Philosophy*

## VAC 102 Essentials of Indian Constitution

### Course Objectives

The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

### Course Outcomes

After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

### UNIT 1: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

### UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

### UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

### UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

### UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

### UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

### UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

### UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

**Basic Reading List:**

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.



## VAC 103 Indian Traditional Knowledge System

### Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

### Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

### অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দর্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

### অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাসাশ্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

### অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

### অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

### অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰ: পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

### অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যয়বিভাগ, চৰক সংহিতাৰ অধ্যয়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

### অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকালায়, প্ৰকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

### Basic Reading List:

- Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
- Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
- Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
- Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers Publication

## VAC 104 English Communication Skills

### Learning Objectives

The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

### Learning Outcomes

After going through the course, the learner will be able to:

- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

### UNIT 1: WHAT IS COMMUNICATION?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

### UNIT 2: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

### UNIT 3: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

### UNIT 4: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

### UNIT 5: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

### UNIT 6: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

### UNIT 7: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

### UNIT 8: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

## VAC 105 Traditional Media

### Course Objectives

- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

### Course Outcomes

On completion of this course, the learners will be able to-

- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

### UNIT1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

### UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

### UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

### UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

### UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

### UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

### Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

### *Basic Reading List:*

- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Parmar, Shyam (1994), Traditional Folk Media in India, Research Press
- Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,
- Vijaya, N. (1988), Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

## VAC 201 Advertisement Strategy

### Course Objectives

- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

### Course Outcomes

On completion of this course, the learners will be able to-

- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

### UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

### UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

### UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

### UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

### UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

### UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

### UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

### *Basic Reading List:*

- Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.
- Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai
- Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.
- Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.
- Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.
- O'guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement. New Delhi : Cengage Learning.

## AEC 202 Cyber Security

### Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

### Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

### MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

### MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

### MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act, 2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new

technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

#### **MODULE 4: DATA PRIVACY AND DATA SECURITY**

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social media- data privacy and security issues.

#### **MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE**

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

#### ***Basic Reading List:***

- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd
- Information Warfare and Security by Dorothy F. Denning, Addison Wesley
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform
- Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press
- Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication
- Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning