BHATTADEV UNIVERSITY BAJALI

FYUGP: ECONOMICS
Effective from the Session: 2023-24
Draft Syllabus

(Up to 6th Semester)

B.A. ECONOMICS (HONOURS) DRAFT SYLLABUS
BHATTADEV UNIVERSITY, BAJALI
UNDER CHOICE BASSED CREDIT SYSTEM
(TO BE EFFECTIVE FROM THE ACADEMIC SEESION 2020-21)

Introduction

The Four-Year Undergraduate Programme (FYUGP) under Bhattadev University is based on the National Education Policy (NEP) 2020. The policy recognizes that education plays a primary role in moulding and shaping the destiny of the nation. The policy endeavours to develop India in accordance with the values enshrined in our Constitution- a democratic, just, socially conscious, cultured and humane nation upholding liberty, equality, fraternity and justice for all. The new policy therefore attempts to synthesize and harmonize the knowledge of ancient India and the emerging knowledge of the different fields so that the education system produces world leaders in all fields of human endeavour. The system wants to do away with rote learning and encourage critical thinking, logical decision making and innovation. It wants to reestablish India once again as world or global teacher (Vishwaguru) across all fields of knowledge as it once was in the ancient time. The FYUGP is designed to fulfill the diverse academic needs of the student and seeks to offer options of multiple entries/exits and obtain a Certificate or a Diploma or Degree with Major or a Degree (Honours) or a Degree (Honours) with Research at various levels as stipulated under the policy.

Objectives:

1. The primary object of this Regulation is to identify and foster the unique qualities of each learner and to promote a holistic development of the learner.
2. It also attempts to provide the learners with the opportunity to choose their learning programmes and progress in life according to their interests or talents.
3. The policy attempts to provide interdisciplinary and holistic education drawing from different subjects and disciplines for a new emerging world of interdependence between different disciplines.
4. The policy emphasizes on conceptual understanding, critical thinking and innovations.
5. The policy upholds human ethics and constitutional values of our country and emphasizes on building life skills like team work, leadership and communication.
6. The policy emphasizes on the use of technology in teaching and learning and removes all kinds of language learning barriers.
7. The policy endeavours to ensure respect for the heterogeneous culture of India and promote local language and knowledge through the various stages in the curriculum.
8. The policy emphasizes on equity and inclusion in matters of all educational decisions so that all students can thrive in that environment.
9. The underlying policy is to ensure that the education system is rooted in the values of Indian civilization and its rich, diverse, ancient and modern culture, language, knowledge system and traditions.

Eligibility of Admission:

- A student who has passed 12^{th} standard or equivalent examination in any stream from a recognized institution.
- Admission to the FYUGP will be based on the preference of the disciplines to be chosen as Major and Minor. At the end of 2^{nd} Semester, student may request to alter the major and minor, subject to the availability of seats and marks obtained in the 1st year.
- Admission to a Programme or Major will be subject to availability of the subject and capacity of a department and also on the criteria set by the concerned departments.
- No student shall be eligible for admission to a Programme in any discipline under the FYUGP unless she/he fulfills the pre-requisites of courses as fixed by the university.

Programme and Curricular Structure

The complete FYUGP consists of 8 semesters, to be completed in a minimum of 4 academic years. Each academic year has two semesters. Each semester has a minimum credit allocation of 20. All together the minimum credit requirements for a 3-year programme are 120 and for a 4-year programme, it is 160. The minimum credit requirements for BU's FYUGP are as follows:

Semester	I	II	III	IV	V	VI	VII	VIII	Total
Credit	20	20	20	20	20	20	20	20	160

*For Exit after 1st or 2nd year, students have to complete a mandatory vocational course of credit 4 during the summer vacation.

Course-wise credit requirements

Course Duration	Major/Honours /Honours with Research Course (Total Credits)	Minor Course (Total Credits)	Common Courses					Research or 3 Courses each of 4 credits (Total Credits)	Grand Total (Minimum)
			SEC (Total Credits)	IDC (Total Credits)	VAC (Total Credits)	AEC (Total Credits)	Internship (Total Credits)		
Semester I-VI	60	24	9	9	8	8	2		120
Semester I-VIII	80	32	9	9	8	8	2	12	160

Cou**rse and Curriculum**

The entire FYUGP curriculum is divided into two parts– (a) Core Courses and (b) Common Courses, which are described below:

The core courses constitute Majors and Minors. A student will choose one Major subject and a Minor subject. Different options are described in the next section. All core courses have a credit allocation of 4. Altogether, irrespective of any Major or Minor options, a student will necessarily need to study 21 courses with total credit allocation of 84 over a 3-year programme. In four year programme, minimum credit required for major is 80 and minor is 32.

Major Course

The minimum credit requirement for a Major Course over a 3-year period is 60, accumulated from 15 Courses and 80 credits for 4 years UG programme from 20 Courses.

Minor Course

The minimum credit requirement for a Minor Course over a 3-year period is 24, accumulated from 6 papers and 32 credits for 4 year UG programme from 8 Courses.

Double Major Course

Provided a student has a Major Course with 60 credits, he/she can convert his/her Minor Course to a Double Major only with a credit allocation of 48 for 3 years and 64 for 4 years.

Progression and Exit

The progression and exits during the whole course structure is given below.

(a) After 1 Year (Certificate in UG programme)

One can exit just after one-year. In this case, the student will have to complete one extra vocational course (Exit Course) of 4 credits and can exit the programme. The student will get a Certificate. The minimum total credit requirement is 40 (and 4 credits extra for the exit vocational course).

(b) After 2 Years (Diploma in UG programme)

One can exit the programme after two-years as well. In this case, the student will have to complete one extra vocational course of 4 credits and can exit the programme. The student will get a Diploma. The minimum total credit requirement is 80 (and 4 credits extra for the exit vocational course).

(c) After 3 Years (UG Degree)

If a student completes 3 years and earns required credit, she/he will be awarded Bachelor's Degree with major or with double major.

(d) After 4 Years [Bachelor's Degree (Honours/Honours with Research)]

After completion of 4 years, the student gets either a Bachelor's Degree (Honours) or a Bachelor's Degree (Honours with Research) with single or double major depending on the credit he/she has earned. Students will be eligible for Honours with Research if he/she earns at least 75% marks or equivalent CGPA in the first six semesters. For Honours with Research, a student needs to complete a 12 credit Course on Research Project/Dissertation.

Degree Option

- Single Major (3 year Degree)
- Double Major (3 year Degree)
- Honours (4 year Degree)
- Honours with Research (4 year Degree) (Conditions as per NEP)ingle Major (3 year Degree)

7. Course Structure: Honours

Year	Semester	Paper Code	Paper name	Credit Per Course	Level of the course	Number of class allotted
1	I	ECO1104C	Introductory Economics-I	04	100	60
	II	ECO2104C	Introductory Economics-II	04	100	60
2	III	ECO3104C	Intermediate Micro Economics	04	200	60
		ECO3204C	Statistical Methods For Economics -I	04	200	60
	IV	ECO4104C	Intermediate Macro Economics	04	200	60
		ECO4204C	Mathematical Methods in Economics–I	04	200	60
		ECO4304C	Economic History of India	04	200	60
3	V	ECO5104C	Public Economics	04	200	60
		ECO5204C	Mathematical Economics II	04	200	60
		ECO5304C	International Economics I	04	200	60
		ECO5404C	History of Economic Thought	04	200	60
	VI	ECO6104C	Indian Economy-I	04	20	60
		ECO6204C	INTRODUCTORY ECONOMETRICS	04	20	60
		ECO6304C	Environmental Economics	04	20	60
		ECO6404C	Elements of Development Economics	04	20	60

Minor

Year	Semester	Paper code	Paper Name	Credit Per Course	Level of the Course	Number of class allotted
1	I	**ECO1104M**	Introductory Economics-I	04	200	60
	II	**ECO2104M**	Introductory Economics-II	04	200	60

2	III	**ECO3104M**	Principles of Micro Economics	04	200	60
	IV	**ECO4104M**	Indian Economics	04	200	60
3	V	**ECO5104M**	International Economics-I	04	200	60
	VI	ECO6104M	Assam Economy	04	200	60

Skill Enhancement Course

Year	**Semester**	**Paper code**	**Paper Name**	**Total credit**	**Level of the Course**	**Number of class allotted**
1	I	ECO1103SE	Basics of Data Collection Data Analysis and Presentation	03 (2+1)	99	45
	II	ECO2103SE	Community-Based Participatory Research	03 (2+1)	99	45
2	III	ECO3103SE	Entrepreneurship Development	03	99	45

Inter Disciplinary Course

Year	**Semester**	**Paper code**	**Paper Name**	**Level of the Course**	**Number of classes allotted**
1	I	ECO110ID	Rural Economics	99	45
	II	ECO2103ID	Rural Credit and Financial Institutions in India	99	45
2	III	ECO3103ID	Panchayat and Rural Development	99	45

SEM:1 **COURSE COURSE-1**

ECO-1104C

Introductory Economics-I

Course Description:

This course is designed to expose the students to the basic principles of economics. The emphasis will be on thinking like an economist and the course will illustrate how economic concepts can be applied to analyze real-life situations.

Course Learning Outcome:

The Course introduces the students to the first course in economics from the perspective of individual decision-making as consumers, producers and basics of Macroeconomics. The students will learn basic principles of Micro and Macro Economics, Market Mechanism and learning the basics of National Income Accounting.

Teaching Learning Process: ***Lecture hours (Theory): 60Tutorial contact hours: 15***

Unit 1: Exploring the subject matter of Economics 15lecture hours

1.1 Scope and Method of Economics: Wants, Scarcity, Competing Ends and Choice - Defining Economics, Thinking like an economist: Basic Economics Problems, Microeconomics and Macroeconomics, Normative Economics and Positive Economics

1.2.Principles of Microeconomics – principles of individual decision making and principles of economic interactions – Introduce trade off, opportunity cost, efficiency, marginal changes and cost-benefit, trade, market economy, property rights, market failure, externality and market power.

1.3. The basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets

1.4. The scientific method; Role of assumptions; Models and Mathematics; why economists sometimes disagree.

1.5. Interdependence and Gains from Trade- Production Possibilities Frontier and Increasing Costs, Absolute advantage, Comparative advantage and Gains From Trade.

UNIT-2 Demand and Supply: How Markets Work **15 lecture hours**

2.1. Elementary Theory of Demand; Determinants of Individual Demand and Market Demand; movement along with shift in the demand curve.

2.2 Elementary Theory of Supply: factors influencing supply, the supply curve, movement along and shift of the supply curve

3.3 The Elementary theory of market price: Determination of equilibrium price in a competitive market.

3.4 Market Adjustment without Government (with illustrations): the effect of shifts in demand and supply, the excess demand function, existence, uniqueness and stability of equilibrium

3.5. Elasticity of Demand and Supply and its application to International Trade.

3.6 The History of Utility Theory – From Cardinal to Ordinal Approach.

3.7 Utility in Cardinal Approach- Utility and choice, Total Utility and Marginal Utility, Utility and choice-maximization, marginal utility,

UNIT-3 Basics of Macro Economics **15 lecture hours**

3.1 Definitions-Nature and Scope of Macro Economics

3.2 Difference and Interdependence between Micro and Macro Economics

3.3Macro Statics, Macro Dynamics and Comparative Statics

3.4 Stock and Flow Concept

UNIT: 4 National Income Accounting **15 lecture hours**

1.1 Basic Issues Studies in Macro Economics - Basic Concepts of National Income accounting. The circular flow; Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost;

1.2 The measurement of National Income- Value Added Method and Expenditure Method. The problem of double counting. The role of Government. Concepts of Corporate Income, Corporate Savings, Personal Income, Personal Disposable Income and Personal Savings. Saving-Investment gap and its relation with budget deficit and trade surplus;

1.3 National Income accounting and cost of living. National Income Accounting For an Open Economy; Balance Of Payments; Current and Capital Account.

1.4 Basic idea of India's National Income.

Texts:

1. Dominick Salvatore, *Micro Economics- Theory and Applications*, Oxford University Press

2. Koutsoyiannis. A, *Modern Micro Economics*, ELBS/ Macmillan

3. Sampat Mukherjee, *Modern Economic Theory*, New Age International Publishers

4. G S Maddala and Ellen Miller, *Micro Economic Theory and Application*, Tata Mc Graw-Hill

5. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition,2010

6. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education,Inc., 7 th edition,2011.

7. Sampat Mukharjee and Amitava Ghose, Principles of Macro Economics, New Central Book Agency(p) Ltd. Landon, First Edition, June 2009.

SEM:II **CORE COURSE-2**

ECO2104C

Introductory Economics-II

Course Objective: The course is designed to introduce the students to the basic ideas of Statistics, Development Economics, Indian economy and the Indian Tax System. The focus will be on exposing the students to the various issues of the national economy along with the basic statistical tools for analyzing these issues.

Graduate Attributes / OUTCOME

At the end of the course, the students will be able to:

- Understand and critically evaluate the various measures of development
- Use and apply the relevant statistical tools to systematically examine any given economic phenomenon
- Describe and analyze the Indian economy in terms of its income and demographic features
- Understand the Indian Tax System

Teaching Learning Process: ***Lecture hours (Theory): 60Tutorial contact hours: 15***

Unit 1: Lecture Hour-15

1.1.1 Basics of data collection - Primary and Secondary.

1.1.2 Census versus Sample Survey, Distinction between population and sample, Distinction between population parameters and sample statistics, Principal steps in a sample survey,

1.1.3 Presentation of Data : Diagrammatic representation of statistical data , Different types of bar diagram , Frequency distribution and construction of frequency table, Graphical Representation of frequency distribution,

1.1.4 Methods of sampling - random, stratified multi-stage and systematic random sampling.

Unit 2: Lecture Hour15

2.1.1 Features of Indian Economy: India as a developing economy.

2.1.2 Basic Demographic features- age, sex composition, density, urbanization, Labor force and Work force and Participation rate,

2.1.3 Problems of Poverty, Unemployment, Inflation and Income inequality

Unit 3: Lecture Hour-15

3.1.1Development Studies: Concept of development, Growth vs. Development

3.1.2 Measuring Development- Per capita income and PPP, PQLI, Choice and Capabilities.

3.1.3 Human Development Index (HDI) , Concept and measures of Sustainable Development, Happiness Index.

Unit 4 : Lecture Hour-15

4.1.1 Structure of Public Budget and Indian Tax System:

4.1.2 Types of Deficit and their significance – Revenue Deficit, Fiscal Deficit And Primary Deficit,

4.1.3 Direct Taxes - Income Tax, Corporate Tax ,Customs Duty , Indirect Tax, Reforms in Indirect Tax , Goods and Service Tax

Reference:

1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition,2010.

2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition,2010.

3. Richard J. Larsen and Morris L. Marx, An Introduction to Mathematical Statistics and its Applications, Prentice
Hall, 2011.
4. William G. Cochran, Sampling Techniques, John Wiley, 2007.
5. Uma Kapila, Indian Economy: Performance and Policies, Academic Foundation, 17th Edition
6. Musgrave, R.A. and P.B. Musgrave, Public Finance in Theory and Practice, Mc-GrawHill, 1989.

SEM:III **CORE COURSE-III**

ECO3104C

Intermediate Microeconomics

COURSE DESCRIPTION:

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

COURSE LEARNING OUTCOME:

The course trains the students of Economics about the basic elements of Consumer theory and production theory and the functioning of perfectly competitive market.

Teaching Learning Process: ***Lecture hours (Theory): 60Tutorial contact hours: 15***

UNIT -ICONSUMERS' BEHAVIOUR

1.1 Ordinal utility: Assumptions on preference ordering, indifference curve, marginal rate of substitution and Properties of Indifference Curve

1.2 Budget constraint, consumer's equilibrium-interior and corner

1.3 Derivation of Demand Curves from ICs, composite good convention.

1.4 Price consumption curve, Income consumption curve and Engel curve. Price effect - Income and Substitution effect (Hicks and Slutsky),inferior goods and Giffen goods, Marshallian and compensated demand curves

UNIT- 2 Production and Costs **15 lecture hours**

2.1 Cost and Revenue

2.2 Behaviour of profit-maximizing firms and the production process; short run costs and output decisions; costs and output in the long run.

2.3 Technology – general concept of Production Function, production with one and two variable inputs, total average and marginal products, short run and long run, returns to factor and returns to scale, Isoquants, marginal rate of technical substitution, Iso-cost line and firm's equilibrium, elasticity of substitution

2.4 Cost structure- implicit cost, explicit cost, accounting cost, sunk cost, economic cost, fixed cost, variable cost, total, average and marginal cost. Determinants of short run cost, cost curves, cost minimization and expansion path, short versus long run cost curves, economies of scale.

Unit 3: The Firm and Perfect Market Structure **15 lecture hours**

3.1 Organization, Firms and Profit Maximization

Marginal Revenue, Marginal Cost and Profit Maximization

3.2 Perfect competition- short run competitive equilibrium of the firm, short run supply curve of firm and industry, Output choice and competitive equilibrium in long run, Economic rent and profit, long-run industry supply- constant, increasing and decreasing cost.

3.3 Consumer and Producer surplus, welfare and efficiency of competitive equilibrium. Government intervention and dead weight loss, Application- Minimum prices and price supports (price ceiling and price floors)

UNIT: 4 Imperfect Market Structure **15 Lecture Hours**

4.1 Monopoly and anti-trust policy

4.2. Price Discrimination.

4.3. Monopolistic Competition – Price Output Determination, Excess Capacity, Selling Cost

Readings:

1. Pindyck, Rubinfeld and Mehta, Microeconomics, Pearson
2. G.S.Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Editions
3. Goon, A.M., Gupta, M.K. and Dasgupta, B.: Fundamentals of Statistics Vol.2, The World Press Pvt. Ltd., Kolkata. (For index number only)
4. Hal. R Varian , Intermediate Microeconomics, A modern Approach, WW Norton and Company, 8th edition, 2010 (T)
5. Gravelle, H. and Rees ,R., Microeconomics, Prentice Hall
6. Anindya Sen, Microeconomics, OUP
7. Satya Chakrabarty, Microeconomics, Allied Publishers

SEM: III **COURSE-4**

ECO3204C

Statistical Methods for Economics -I

COURSE DESCRIPTION:

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. The course introduces the notion of Probability with emphasis on classical and statistical definition of probability and the related theory of Probability. The course discusses index numbers and introduces the notion of correlation and regression analysis with application on economic problems

COURSE LEARNING OUTCOME:

At the end of the course, the students should understand the concept of Measures of central tendency dispersion, index numbers, probability theories and be familiar with some statistical tools like correlation and regression and their applications in various economic problems.

UNIT 1:

1.1 Measures of Central Tendency :

1.1.1 Arithmetic Mean, Median ,Mode , Geometric Mean, Harmonic Mean, Weighted Arithmetic Mean 1.1.2. Measures of Dispersion : Range , Mean Deviation, Quartile Deviation, Standard Deviation,
Coefficient of Variation.

1.1.3 Types of Data – Panel Data, Pool Data, Cross Section Data and Time Series Data.

1.2 Index Number :

1.2.1 meaning and types, uses and problems in the construction of Index Number

1.2.2 Laspeyers' Paasche's Index Number

1.2.3 Fishers' Chain base Index Number

1.2.4 Wholesale price , Cost of Living Index umber, Consumer Price Index number (concept only)

UNIT 2: Elementary Probability Theory :

1.1 Definition of different terms

1.2 Classical Definition ofProbability , Examples and Problems

1.3 Theorem of Total Probability, Addition Law ,Examples, Theorem of Compound Probability ,Examples ,

1.4 Bayes' Theorem ,Conditional Probability , Independence of events

1.5 Statistical Definition of Probability, Axiomatic Approach.

UNIT 3: Correlation Analysis:

3.1 Concept, Coefficient of linear correlation, Scatter Diagram,

3.2 Karl Pearson's Correlation Coefficient, Properties of Correlation Coefficient, Examples

3.3 Rank Correlation, Examples

3.4 Partial Correlation (concept only)

Unit 4: Regression Analysis :

4.1 Concept, Lines of Regression,

4.2 Estimation of regression line in abivariate distribution – Least Square Method,

4.3 Properties of Regression Coefficients, Examples, Difference with Correlation Analysis.

Readings:

1. Jay L. Devore, Probability and Statistics for Engineers, Cengage Learning, 2010.
2. John E. Freund, Mathematical Statistics, Prentice Hall, 1992.
3. Richard J. Larsen and Morris L. Marx, An Introduction to Mathematical Statistics and its Applications, Prentice Hall, 2011.
4. William G. Cochran, Sampling Techniques, John Wiley, 2007.
5. S.C. Gupta, Fundamentals of Statistics, S Chand and Sons, 12th Edition
6. S. P. Gupta, Statistical Methods, S Chand and Sons, 12th Edition

SEM:IV **COURSE-5**

ECO4104C

Intermediate Macroeconomics

COURSE DESCRIPTION:

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

COURSE OUTCOME:

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

Teaching Learning Process: ***Lecture hours (Theory): 60 Tutorial contact hours: 15***

UNIT: 1The Classical system **15 lecture hours**

1.1 Basic ideas of Classical Macroeconomics: Say's Law and Quantity Theory of Money; Loanable fund theory.

1.2 The Classical Theory of Income and Employment determination- full Employment and wage-price flexibility.

1.3 Classical Dichotomy and Neutrality of Money.

Unit 2. Aggregate Demand and Aggregate Supply Curves15 Lecture Hours

2.1 Derivation of aggregate demand and aggregate supply curves.

2.2 Interaction of aggregate demand and supply to determine output, price level and employment.

UNIT: 3 The Simple Keynesian Model In The Short Run. 15 lecture hours

3.1 The Simple Keynesian Model (SKM) in a Closed Economy without Government.

3.2 The Keynesian Consumption Function, The Keynesian Saving Function, Income determination in SKM, Stability of equilibrium.

3.3 The concept of effective demand- The concept of demand-determined output.

3.4 The Simple Keynesian Multiplier, The paradox of thrift.

3.5The SKM in a Closed Economy with Government; government expenditure and tax, government expenditure multiplier ,tax rate multiplier; the balanced budget multiplier; budget surplus.

3.6 Effects of tax changes and government purchases on budget surplus; the full employment budget surplus.

UNIT: 4The Simple Keynesian Model In The Short Run. 15 lecture hours

4.1The concept of Keynesian Liquidity Preference Schedule-Speculative Demand for Money and Liquidity Trap;

4.2 Investment function: Concepts of Marginal productivity of capital, Marginal Efficiency of Capital (MEC) and marginal efficiency of investment (MEI)-

4.3 Jorgenson's neo-classical theory

4.4 Acceleration principle- fixed and variable, Multiplier-accelerator interaction.

References:

1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
3. OlivierBlanchard,Macroeconomics, PearsonEducation,Inc.,5thedition,2009.
4. RichardT.Froyen, Macroeconomics,Pearson EducationAsia, 2ndedition, 2005.
5. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education,Inc., 7 th edition,2011.
6. Rana and Verma, Macro Economics, Kalyani Publication
7. Suraj. B. Gupta, Monetary Economics,

SEM:IV COURSE-6

ECO4204C

Mathematical Methods in Economics-I

Course Description

This course is compulsory in nature. The main objective of this course is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on micro economic theory, macro-economic theory, statistics, and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Learning Outcome

The course is designed to provide some ideas related to basic mathematics and the main objective is to provide the students the basic ideas related to quantitative techniques like number system, sets, functions, calculus and

optimization technique which are very much helpful for studying economic theories along with analyzing economic phenomena. This course will help the students to acquire and upgrade their mathematical skills and paves the way for the fourth semester course

Teaching-Learning Process- Lecture Hour 60 (Theory) Tutorial: 15

Unit-1: Basic concepts (15 Lecture Hours)

Variables, Sets, Functions, Limit & continuity of a function, Equation, Identities, System of equation, Homogenous and Homothetic function, Number system, Implicit and Explicit functions and its applications, Static equilibrium Analysis.

Unit-2: Matrix (15 Lecture Hours)

Various types of Matrices, Matrix operation - addition, subtraction & multiplication. Rank of a Matrix, Determinants, Matrix inversions, solution of Simultaneous Equation System, Crammer's Rule, Application to Partial Equilibrium Market model, Simple national income model, Structure of Input-Output Table, Static Leontief System.

Unit-3: Differential Calculus (15 Lecture Hours)

Differentiation of a function, Basic rules of differentiation, Partial and Total differentiation, Second and Higher order of differentiation for single variable, Economic Application of differentiation (Cost and Revenue), Simple Market Model, National Income Model, Production function and Euler's Theorem, Tax Yield in competitive Market.

Unit-4: Integral Calculus (15 Lecture Hours)

Integration of a function – basic rules, Derivation of Total Function, Definite integral, Application to Consumer and Producers' Surplus, Domar Growth Model, Investment, Capital formations and Interest.

Readings:

1. K.Sydsaeter and P. Hammond, Mathematics for Economic Analysis, Pearson Educational Asia: Delhi, 2002.
2. Chiang A.C. and K. Wainwright, Fundamental Methods of mathematical Economics, McGraw Hill Interntional Edition.
3. Baruah S.N., Basic mathematics and its Economic Applications, McMillan

SEM: IV **COURSE-7**

ECO4304C

Economic History of India

Course Objective

The objective of this course is to provide a broad sweep of the concept, structure and trends in the Indian Economy in a roughly chronological manner. It begins with a review of the evolution of the Indian economy from ancient India to colonial rule and introduces the roots of Indian underdevelopment. Besides it tries to through light on the brief history of Assam's Economy prior to the British.

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Course learning Outcome

This Course enables students to learn about the history of the Indian Economy with special reference to Assam. The course acquaints the students with the knowledge of the economic history of India, focusing on the continuity and change from Ancient India to Colonialism.

Teaching-Learning Process- Lecture Hour 60 (Theory) Tutorial: 15

Unit: 1

1.1 Economy of Ancient India **15 Lecture Hour**

Indus valley Civilisation- Agriculture, Urbanisation, Trade and Commerce; Arthashastra- procurement and preservation of the wealth and modern economics.

Unit:2 **15 Lecture Hour**

Indian Economy Prior to the British Period

Infrastructure, Village communities, Towns during the pre-british period, Occupational Structure, Agriculture, Industry, Trade and Commerce.

Unit-3: **15 Lecture Hours**

Impact of Colonialism on Indian Economy

The Exploitation of Natural Resources and Labor, Destruction of Traditional Industries, Commercialization of Agriculture, Development of Transportation

Unit-4:

Assam Economy prior to British **15 Lecture Hour**

Land Grant System, Silk Route, Pike System, Posa System, Transport and Communication, Growth of Textile Industry-Eri, Muga, Silk, Growth of Brass and Bell Metal Industry.

Readings:

1. Geeta Ojha, Economic History of Ancient India, Shri Sai Printographers

2. L.N. Rangarajan, The Arthashastra, Edited, Rearranged, Translated And Introduced, Penguin Books

3. R.S. Sarma, Economic History of Early India, Viva Books

4. gargaoncollege.ac.in › pdf › publications › pub_more

5. Appendix - The Medieval Economy of Assam, by Amalendu Guha, published by Cambridge University Press

SEM: V COURSE-5

ECO5104C: Public Economics

Public Economics and Public Goods: Public Finance- meaning and scope & shift to Public Economics, Major Fiscal Functions, Allocation of Resources between Public & Private goods: Samuelson's pure theory of Public Goods (Partial & General Equilibrium Analysis), Principle of Maximum social advantage. (12 Lecturers)

Public Expenditure: Principles and effects of Public expenditure. Hypotheses of public expenditure (Wagner, Peacock-Wiseman and Colin Clark), Causes, Pattern and growth of public expenditure in India. (12 Lecturers)

Public Revenue: Tax Revenue and Non-Tax Revenue; Classification of Taxation; Principles of Taxation- Benefit principles (Bowen & Lindahl model), Ability to Pay Principle, Incidence and Shifting of Taxation, Theories of Tax Shifting, Laffer Curve; Trends and Composition of Taxes by levels of Government.

(12 Lecturers)

Public Debt and Public Budget: Public Debt Vs Private Debt, Sources of Public Debt, Burden of Public Debt, Repayment of Public Debt; Concept & Implications of Deficit Financing; Consolidation and Corrective measures-FRBM Act, Budgetary Policy in India: budgetary trends of receipts and expenditure. (12Lecturers)

Fiscal Federalism: Principles of Federal Finance, Major issues in Centre-State Financial Relations in India, Transfer of Grants: types of Grants, Finance Commission- Evaluation of its working, Co-operative Federalism, NITI Aayog. (12Lecturers)

SelectedReadings:

1. Atkinson,A.andStiglitz,J.(1980):LecturesinPublicEconomics,McGrawHill,London.
2. Browning,EdgarK.andBrowning,Jacquelene,M.(2004):PublicFinanceandthePrice System, Pearson Education Pvt. Ltd. Delhi.
3. Buchanan, James M. (1968): The Demand and Supply of Public Goods, Skokie III Rand McNally.
4. Chelliah,RajaJ.et.al:TrendsandIssuesinIndia'sFederalFinance.
5. Chelliah,RajaJ:FiscalpolicyinUnderdevelopedCountries.
6. Cullis, John & Jones, Philip (2009): Public Finance and Public Choice, Oxford University Press,Oxford.
7. Jha,Raghbendra(1999):ModernPublicEconomics,Routledge,LondonandNewYork.
8. Laffont,Jean.Jacques(1994):FundamentalsofPublicFinance,CambridgeMass,MITPress.
9. Musgrave,R.A.,andMusgrave,P.B.(1989):PublicFinanceinTheoryandPractices,McGraw Hill,NewYork.
10. Musgrave, Richard.A.(1959):The TheoryofPublicFinance,McGraw Hill,NewYork.Myles, Gareth D. (1995): Public Economics, Cambridge University Press, Cambridge.
11. Rosen,HarveyS.(1995):PublicFinance(FourthEdition),RichardD.Irwin,Chicago.
12. Thompson,F.andGreen,M.T.(1998):Handbook of Public Finance,Marcel Dekker ,NewYork.
13. Choudhury, R. K. (2020). *Public finance and Public Policy*.

SEM: V COURSE-8

ECO5204C

Mathematical Economics II

Course Objectives:

This course provides a comprehensive overview of optimization and dynamic analysis in economics, beginning with single-variable optimization to teach students how to find maxima and minima for functions and apply these principles to real-world business problems. It then progresses to multi-variable optimization, covering both unconstrained and constrained scenarios and using the Lagrange multiplier method for complex economic models. The curriculum also introduces students to dynamic analysis through differential equations for continuous-time models and difference equations for discrete-time models, using examples like the Cob-Web market model to illustrate how economic variables change over time.

Course Outcomes:

After completing this course, students will be able to solve a variety of optimization problems, starting with finding the maximum and minimum values of single-variable functions and applying these skills to practical business challenges. They'll also be proficient in solving more complex multi-variable optimization problems, using the Lagrange multiplier method to handle constraints and analyze economic situations like consumer and producer equilibrium. Finally, students will gain the ability to model dynamic economic systems by solving both differential and difference equations, enabling them to understand and predict how economic variables evolve over time in various market contexts, including the Cob-Web market model.

Course Outline

UNIT 1: Single variable optimization

Local and global optima geometric characterization, characterization using calculus tests for maximization and minimization, applications profit maximization, cost minimization revenue maximization.

(Lectures 18)

UNIT2. Multi-variable optimization Unconstrained optimization

Geometric characterization, characterization using calculus and applications: price discrimination and multi-plant firm, constrained optimization with equality constraints, Lagrange multiplier, applications: consumer's equilibrium and producer's equilibrium (Lectures 24)

UNIT: 3 Differential Equation

Meaning, first order differential equation, application to market model (Lectures 10)

UNIT: 4 Difference Equations

First order difference equation, Cob-Web market model (Lectures 08)

Readings:

1. A.C. Chiang, “Fundamental Methods of Mathematical Economics”, McGraw Hill.
2. S. Baruah, “Basic Mathematics and its Economics Applications”, MacMillan.
3. J. M. Henderson and R. E. Quandt, “Micro-economic Theory – A Mathematical Treatment.”
4. R.G.D. Allen, “Mathematical Analysis for Economists.”
5. Mouhammed, “Introduction to Mathematical Economics”, Prentice Hall of India
6. Hoy. M. and others: Mathematical Economics

SEM: V

COURSE-8

ECO5304C

International Economics-I

Course Objectives:

Students will grasp the significance of international economics by exploring the foundations of trade—covering reasons for inter-regional and global trade, and classical theories such as **absolute and comparative advantage**, **reciprocal demand**, and **opportunity cost**. They will critically evaluate the **Heckscher–Ohlin model**, understand its assumptions, the **Leontief paradox**, **Stolper–Samuelson theorem**, and the rise of **intra-industry trade** in modern economies. The course also examines trade's impact on development—contrasting **import substitution** with **export-led growth**, analyzing **terms of trade**, and understanding **gains from trade** as drivers of national economic expansion. Finally, students will assess trade policy tools like **tariffs and quotas**, explore **economic integration frameworks**, and engage in the globalization debate between **regionalism and multilateralism**

Course Outcome:

By the end of the course, students will be able to **explain the core motivations and theories of international trade**, including **absolute and comparative advantage**, **reciprocal demand**, and **opportunity cost**, as well as understand the significance of inter-regional and international exchange. They will accurately **evaluate the Heckscher–Ohlin model**, along with its relaxed assumptions, the **Leontief paradox**, the **Stolper–Samuelson theorem**, and the phenomenon of **intra-industry trade**. Students will assess **how trade patterns influence economic development**, contrasting **import substitution** with **export-led growth**, and articulating the roles of **terms of trade** and **gains from trade**. Finally, they will apply **partial equilibrium frameworks** to analyze the welfare impacts of **tariffs and quotas**, contrast **free trade versus protectionism**, and critically engage with models of **economic integration** and the tensions between **regionalism and multilateralism**

Course Outline

Unit 1: International Economics and Trade Theories: The subject matter of international economics; The Mercantilists‟ views on trade; Adam Smith‟s absolute advantage theory, Ricardo‟s theory of comparative advantage; Reciprocal demand, Offer curves and terms of trade; Opportunity cost theory (15 Lectures)

Unit2: Heckscher – Ohlin Theory. Modifications in H-O theory by relaxing assumptions with reference to the assumption of returns to scale, Leontief Paradox; Stolper-Samuelson theorem; Intra-industry trade-meaning, causes. (12 Lectures)

Unit3: Trade as Engine of Growth, Import Substitution Vs. Export Orientation, Export- Led Growth & Developing Countries, Concept of Terms of Trade; its relations with Economic Development. Gains from Trade. (15 Lectures)

Unit4: Tariffs and Quota: Their impact under partial equilibrium analysis, Free trade Vs. Protection, Forms of Economic Integration. The Globalization debate: Regionalism vs. Multilateralism. (15 Lectures)

Selected Readings:

1. Salvatore, Dominick (2013): International Economics, Wiley Publication (USA), 11th edition.

2. Cherunilam Francis: International Economics (4th Edition) 2006 Tata McGraw-Hill Companies 3. Krugman Paul and Maurice Obstfeld: International Economics: Theory and policy, latest edition, Pearson Education low-price edition, distributed in India by Addison-Wesley Longman. 4. Sodersten B O & Reed Geoffrey: International Economics, 2003 McMillan Press Ltd. Bhagawati, Jagdish: In Defence of Globalisation, 2004 Oxford University Press Krause Walter: International Economics, 2000

5. Sawyer W. Charles, Sprinkle Richard: International Economics T.T. Publications, 2003

6. Mannur, H.G. (2007): International Economics, Vikas Publication House, Second revised edition

SEM: V COURSE-8

ECO5404C

History of Economic Thought

Course Objectives:

Students will develop a clear understanding of how economic thought has evolved over centuries—from **Mercantilism and Physiocracy** through the **Classical, Socialist, Keynesian**, and **Indian schools**. They will be able to **critically evaluate** the major concepts and methodologies developed by influential economists such as **Smith, Ricardo, Mill, Marshall, Marx, Keynes**, and Indian thought leaders like **Naoroji and Ambedkar**. Additionally, students will analyze how these theories emerged as responses to their unique historical, social, and policy environments, enabling them to trace the complex interplay between evolving ideas and economic institutions across time

Learning Outcomes:

By the end of the course, students will be able to define and explain the defining characteristics of **Mercantilism** and **Physiocracy**, They will interpret and assess the foundational contributions of key classical economists—**Adam Smith, David Ricardo, J.B. Say, J.S. Mill, Alfred Marshall** and evaluate **Pigou's welfare economics**. Students will compare diverse theoretical traditions—from the **Classical school** to **German Historical economics** , **Utopian and Marxist socialism**, **Keynesian interventionism**, and **neo-liberalism**—highlighting differences in methods and policy implications. They will also clearly articulate the economic ideas of Indian visionaries such as **Dadabhai Naoroji's Drain Theory and critique of colonial taxation** and **B.R. Ambedkar's visions of industrialization, social justice, and economic governance**—situating these within their socio-political contexts and early empirical analyses of colonial exploitation and inequality. They will also learn Gandhian **people centered economy** .

Course Outline

Unit 1- Concepts of **mercantilism** and physiocracy: Mercantilism-main characteristics: Thomas Mun, Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation. Division of Labour, Theory of Value, Capital

(10 Lectures)

Unit 2: Classical Economic Thought: Adam Smith, Accumulation, Distribution, Views on Trade, Economic Progress, Idea of Laissez faire, Economic Ideas of David Ricardo, J.B. Say & Economic Ideas of J.S. Mill, Economic Ideas of J.S. Mill, Economic Ideas Marx (15 Lectures)

Unit 3: Neo-Classical Thought: Alfred Marshall- Role of time in price determination, Economic Methods, Keynesian Economics (15 Lectures)

Unit4: Indian Visionaries: Dadabhai Naoroji Theory of Economic Drain, National Income of India, Taxation, The idea of Poverty, Economic Ideas of Pt. Modern M. G. Ranade, G.K. Gokhale, Mahatma Gandhi, (12 Lectures)

Unit 5: Contemporary Indian Thought: Amartya Sen, Manmohan Singh, Raghuram Rajan, Jean Dreze. (8 Lecture)

Readings:

1. Roy,Tirthankar,(2020) The Economic History of India, 1857–2010, ,OUP, India

2. Dalrymple William, (2019) The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire, Bloomsbury Publishing

3. Dutt, R.C, (2018) The Economic History of India in the Victorian Age: From the Accession of Queen Victoria in 1837 to the Commencement of the Twentieth Century, Franklin Classics

4. Lokanathan, V. (2018) A History of Economic Thought, S Chand publication

5. Paul, Rr, (2018) History of Economic Thought, K Publisher

6. Hajela, T.N, (2015) History of Economic Thought,18th Edition, Ane Books 7. Hunt,E.K. &Lautzenheuser, Mark (2011)History of Economic Thought, 3rd Edition,Taylor & Francis

8. Haney, L.H. (2009) History of Economic Thought, University of Michigan

9. Blaug, M (1997) Economic Theory in retrospect, Cambridge University Press, Cambridge

10. Dasgupta, A. K., (1993) A History of Indian Economic Thought, Routledge

11. Schumpeter, J.A(1954) History of Economic Analysis, Routledge

12. Schumpeter, J.A(1952) Ten Great Economists, Routledge

13. Gray Alexander (1951) The Development of Economic Doctrines, Longsman Green & Co

Semester-VI Eco (Hons) Compulsory Paper

SEM: VI **COURSE-8**

ECO6104C

Indian Economy-I

Course Description:

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

Course Outcome:

This course will make students understand about the Indian economy and different policies related to the growth and development of India. Moreover, students will understand about the demographic issues and issues related to education, health and malnutrition and country wise comparisons regarding all these aspects.

Teaching Learning Process: ***Lecture hours (Theory): 60Tutorial contact hours: 15***

Course Outline

UNIT 1- Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

UNIT 2- Population and Human Development

Demographic trends and issues; education; health and malnutrition.

UNIT 3 - Population and Human Resources

Trends and policies in poverty; inequality and unemployment.

UNIT 4- International Comparisons

With China, Pakistan, Bangladesh, Sri Lanka, Nepal and Vietnam

Readings:

1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. An Uncertain Glory: India and its Contradictions, Princeton University Press.
2. Pulapre Balakrishnan, 2007, the Recovery of India: Economic Growth in the Nehru Era, Economic and Political Weekly, November.
3. Rakesh Mohan, 2008, ―Growth Record ofIndianEconomy:1950-2008.AStory of Sustained Savings and Investment, Economic and Political Weekly, May.
4. S.L. Shetty, 2007,―India Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, Institutions and Markets in India's Development.
5. Himanshu, 2010, Towards New Poverty Lines for India, Economic and Political Weekly, January.
6. Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, Economic and Political Weekly, February.
7. Himanshu. 2011, ―Employment Trends in India: A Re-examination, Economic and Political Weekly, September.
8. Rama Baruetal, 2010, ―Inequities in Access to Health Services in India: Caste, Class and Region, Economic and Political Weekly,September9. Geeta G. Kingdon, 2007,―TheProgressof School Education in India, Oxford
Review of Economic Policy.
10. J.B.G.Tilak, 2007,―Post Elementary Education, Poverty and Development in India, International Journal of Educational Development.

Semester-VI Eco (Hons) Compulsory Paper

ECO6204C INTRODUCTORY ECONOMETRICS

Course Description

This course provides an introduction to Econometrics, focusing on the integration of economic theory, mathematics, and statistics. It covers probability theory, hypothesis testing, and regression analysis, enabling students to estimate economic relationships, test hypotheses, and diagnose violations of classical regression assumptions.

Course Learning Outcomes

After completing the course, students will be able to understand the nature and methodology of econometric research; apply probability theory and statistical distributions; formulate and test statistical hypotheses; estimate and interpret simple linear regression models using OLS and MLE; evaluate model goodness of fit; apply the Gauss-Markov theorem; and identify, test, and correct violations of classical linear regression model assumptions.

UNIT 1: Nature and Scope of Econometrics

Methodology of econometric research (5 Lectures)

UNIT 2: Probability Theory and Distribution

Counting techniques; Conditional Probability and Bayes' rule; Independence. Defining Random Variables; Probability Distributions; Expected Values and Probability Functions; Properties of commonly used Discrete and Continuous distributions; Binomial, Poison and Normal Distribution; Chi-Square, t, and F. (15 Lectures)

UNIT 3 : Testing of Hypothesis

Defining statistical hypotheses; types and steps in testing of hypothesis; distribution of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; Power of a test; test for comparing parameters for two sample. (15 Lectures)

UNIT 4: Simple Linear Regression Model

Estimation of model by Ordinary Least Square: Assumptions & Properties; Goodness of fit- R Square; Gauss-Markov Theorem; Testing of regression coefficient, Maximum Likelihood Estimation. (15 Lectures)

UNIT 5: Violation of the CLRM Assumptions: Multi co linearity, Heteroscedasticity & Auto correlation: Causes, Consequences, detection and remedies.(10 Lectures)

Selected Readings

1. Gupta, S. C., & Kapoor, V. K. (2000). *Fundamentals of mathematical statistics*. Sultan Chand &Sons,10th Revised Edition.
2. Freund, J. E., Miller, I., & Miller, M. (2014). *Mathematical Statistics: With Applications*. Pearson Education India, 8th Edition.
3. Salvatore,D.P.(2002).Schaums outline of theory and problems of statistics and econometrics, 2nd Edition, Mc. Graw- Hill.
4. Gujarati,D.N.,Porter,D.C.,(2009).*Basic Econometrics*.(5thed.).New Delhi:McGrawHill.
5. Gujarati,D.N.(2011).*Econometrics by Example* (1sted.).NewDelhi :Palgrave.
6. Studenmund,A.H.(2014).*Using Econometrics: A Practical Guide*.(7thed.).NewDelhi: Pearson.
7. Wooldridge,J.M.(2018).*Introductory econometrics: A modern approach*,(7thEd),CENGAGE.

Semester-VI Eco (Hons) Compulsory Paper

ECO6304C Environmental Economics

Course Description

This course introduces the principles of Environmental Economics, focusing on the interaction between the economy and the environment. It examines environmental degradation, market failure, pollution control mechanisms, valuation of environmental resources, and the relationship between environment and sustainable development in the context of economic decision-making.

Course Learning Outcomes

Upon completion of the course, students will be able to understand the nature, scope, and evolution of environmental economics; analyze economy–environment interactions and ecosystem functions; explain environmental degradation and market failures; compare state and market-based pollution control instruments; understand methods for valuing environmental goods and services; and critically examine the environment–development debate and the concept and approaches of sustainable development.

UNIT 1: Environmental Economics

Definition, Nature, Scope and Importance; Related branches-Ecological Economics, Environmental Economics and Natural Resources Economics; 0Historical development of environmental economics; Environment- Economy Interaction: Economic Perspective (Circular Flow Analysis): The Ecological Perspective: Basic Interaction Model limited to economy-environment as two sub systems and economy and ecosystem as separate systems; Ecology and its implications for the economy: Ecosystem and its functions like resource, sink, amenity and life support functions . (15 Lectures)

UNIT 2: Problems of decision making and Environmental degradation:

Market failure; Environmental Externality, Absence of Property Rights, Public goods and Open Access Resources, Level of Optimal Pollution. Economics of Pollution Control: State vs Market; State Intervention – Command and Control/ Regulations, Correcting Market Failure: Market Based Approach- Taxes and Charges, Environmental Subsidies, (15Lectures)

UNIT 3: Valuation of Environmental Goods and Services:

Valuation Meaning, need and justification Total Economic Value Need and Justification, Components of Total Economic Value; Valuation methods (only introductory approach): Revealed and Stated preferences methods (introductory). (15 Lectures)

UNIT 4:

A) Environment and Development:-The Debate,

B) Sustainable Development: Meaning and Definition, Evolution and Importance, The Approaches to Sustainable Development, Components of Sustainable Development, The Sustainable Economy; Latest National Environmental Policy.(15 Lectures)

Selected Readings

1. Charles, Kolstad.,(2010), Environmental Economics, London: Oxford University Press.
2. Common,M.(1988),EnvironmentalandResource Economics: AnIntroduction, London: Longman Group UK Limited.
3. Conrad,J.M.,(2010),Resource Economics, NewYork: Cambridge UniversityPress.
4. Eugene,T.,(2011),Environmental Economics, Delhi Vrinda Publication(P)Ltd.,
5. Field,B.,andM,Field.,(2016),EnvironmentalEconomics:AnIntroduction,TheMcGraw-Hill Education, New York
6. Hanley, N., Shogren, J.F., and White. B., (2013). Introduction to Environmental Economics, London:OxfordUniversityPress.
7. Hussen,AhmedM.(2019);PrinciplesofEnvironmentalEconomicsandSustainability, London: Routledge
8. Karpagam,M.,(2012),EnvironmentalEconomics:ATextBook,NewDelhi:SterlingPublishers.
9. Singh,KatarandAnilShishodia.,(2007),EnvironmentalEconomics:Theoryand

Semester-VI Eco (Hons) Compulsory Paper

ECO6404C: Elements of Development Economics

Course Description

This course introduces students to the fundamental concepts and theories of Development Economics. It focuses on the nature and measurement of economic development, issues of poverty, inequality and dualism, and major development models, enabling students to analyze development challenges and policy options in developing economies.

Course Learning Outcomes

On completion of the course, students will be able to understand the concept and measurement of economic development; distinguish between growth and development; explain dualism and its theories; measure poverty and inequality using standard indices; analyze the relationship between growth, poverty and inequality; and critically evaluate major theories and models of economic development and their relevance to developing countries.

UNIT 1: Development Economics

Nature &Importance; Economic Development: Concept and measurements- traditional economic measures, the new economic view of development, Core Values of Development, Objectives of Development; Characteristics of developing world; Economic growth vs. Economic Development; Millennium Development Goals; Sustainable development goals.

UNIT 2: Dualism

Concepts and Definition; Theories of Dualism: Technical, economic, social, financial and structural.

UNIT 3: Poverty & Inequality:

Measurement of Poverty: headcount ratio, poverty gap index, FGT index; Inequality measures: size distribution, Lorenz curve, Gini coefficients; Kuznets's Inverted-U Hypothesis; Growth and Poverty.

UNIT 4 Theories of Economic Development

Theories of Economic Development Rostow stages of economic growth, Low Level Equilibrium Trap- Nelson Model, Critical Minimum Effort Thesis, Theory of Big Push- Rosenstein Rodan, Theory of Balanced Growth- Ragner Nurkse, Unbalanced Growth Strategy- Hirschman, Harrod and Domar model of economic Growth, Solow model.(20 Lectures)

Selected Readings:

1. A.P.Thirlwall: Growth and Development, ELBS
2. D Ray: Development Economics, OUP.
3. S Ghatak : Introduction to Development Economics,Routledge.
4. Y Hayami and Y Godo: Development Economics, From the Poverty to the Wealth of Nations(3rdEdition),OUP
5. Meier and Rauch: Leading Issues in Economic Development(8thEdition),OUP
6. M.P.Todaro and S.C.Smith:Economic Development(8thEdition),Pearson.

COURSE 8

Sem:III **ECO3104M**

Principles of Microeconomics

Course Description

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

Course Outline

The course trains the students of Economics about the basic elements of Consumer theory and production theory and the functioning of perfectly competitive market.

Unit: 1. Introduction Problem of scarcity and choice: Lecture Hour: 15

Scarcity, choice and opportunity cost; production possibility frontierv; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.

Unit 2. Consumer Theory Lecture Hour: 15

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

Unit 3. Production and Costs Production: Lecture Hour: 15

Behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and iso-cost lines, cost minimizing equilibrium condition. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

4. Perfect Competition Assumptions: Lecture Hour: 15

theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competition.

Readings:

1. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th Pindyck, Rubinfeld and Mehta, Microeconomics, Pearson

2. G.S.Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Editions
3. Goon, A.M., Gupta, M.K. and Dasgupta, B.: Fundamentals of Statistics Vol.2, The World Press Pvt. Ltd., Kolkata. (For index number only)
4. Hal. R Varian , Intermediate Microeconomics, A modern Approach, WW Norton and Company, 8th edition, 2010 (T)
5. Gravelle, H. and Rees ,R., Microeconomics, Prentice Hall
6. Anindya Sen, Microeconomics, OUP
7. Satya Chakrabarty, Microeconomics, Allied Publishers.

SEM:IV
COURSE 8

ECO4104M

Indian Economy

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

Course Outcome:

This course will make students understand about the Indian economy and different policies related to the growth and development of India. Moreover, students will understand about the demographic issues and issues related to education, health and malnutrition and country wise comparisons regarding all these aspects.

Teaching Learning Process: ***Lecture hours (Theory): 60Tutorial contact hours: 15***

Course Outline

UNIT 1. Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

UNIT 2. Population and Human Development

Demographic trends and issues; education; health and malnutrition.

3. Population and Human Resources

Trends and policies in poverty; inequality and unemployment.

UNIT 4. International Comparisons

With China, Pakistan, Banglade3sh, Sri Lanka, Nepal and Vietnam

Readings:

1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. An Uncertain Glory: India and its Contradictions, Princeton University Press.
2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, Economic and Political Weekly, November.
3. Rakesh Mohan, 2008,—Growth Record ofIndianEconomy:1950-2008.AStory of Sustained Savings and Investment, Economic and Political Weekly, May.

4. S.L. Shetty, 2007,—India_sSavingsPerformancesincethe Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, Institutions and Markets in India's Development.
5. Himanshu, 2010, Towards New Poverty Lines for India, Economic and Political Weekly, January.
6. Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, Economic and Political Weekly, February.
7. Himanshu. 2011, —Employment Trends in India: A Re-examination, Economic and Political Weekly, September.
8. Rama Baruetal, 2010, —Inequities in Access to Health Services in India: Caste, Class and Region, Economic and Political Weekly,September 9. Geeta G. Kingdon, 2007, —The Progress of School Education in India, Oxford
Review of Economic Policy.
10. J.B.G.Tilak, 2007, —Post Elementary Education, Poverty and Development in India, International Journal of Educational Development.

SEM: V

COURSE-8

ECO5104M

International Economics-I

Course Objectives:

Students will grasp the significance of international economics by exploring the foundations of trade—covering reasons for inter-regional and global trade, and classical theories such as **absolute and comparative advantage**, **reciprocal demand**, and **opportunity cost**. They will critically evaluate the **Heckscher–Ohlin model**, understand its assumptions, the **Leontief paradox**, **Stolper–Samuelson theorem**, and the rise of **intra-industry trade** in modern economies. The course also examines trade's impact on development—contrasting **import substitution** with **export-led growth**, analyzing **terms of trade**, and understanding **gains from trade** as drivers of national economic expansion. Finally, students will assess trade policy tools like **tariffs and quotas**, explore **economic integration frameworks**, and engage in the globalization debate between **regionalism and multilateralism**

Course Outcome:

By the end of the course, students will be able to **explain the core motivations and theories of international trade**, including **absolute and comparative advantage**, **reciprocal demand**, and **opportunity cost**, as well as understand the significance of inter-regional and international exchange. They will accurately **evaluate the Heckscher–Ohlin model**, along with its relaxed assumptions, the **Leontief paradox**, the **Stolper–Samuelson theorem**, and the phenomenon of **intra-industry trade**. Students will assess **how trade patterns influence economic development**, contrasting **import substitution** with **export-led growth**, and articulating the roles of **terms of trade** and **gains from trade**. Finally, they will apply **partial equilibrium frameworks** to analyze the welfare impacts of **tariffs and quotas**, contrast **free trade versus protectionism**, and critically engage with models of **economic integration** and the tensions between **regionalism and multilateralism**

Course Outline

Unit 1: International Economics and Trade Theories: The subject matter of international economics; The Mercantilists‟ views on trade; Adam Smith‟s absolute advantage theory, Ricardo‟s theory of comparative advantage. (15 Lectures)

Unit2: Heckscher – Ohlin Theory. Modifications in H-O theory by relaxing assumptions with reference to the assumption of returns to scale, Leontief Paradox; (12 Lectures)

Unit3: Trade as Engine of Growth, Import Substitution Vs. Export Orientation, Export- Led Growth & Developing Countries, Concept of Terms of Trade; its relations with Economic Development. Gains from Trade. (15 Lectures)

Unit4: Tariffs and Quota: Their impact under partial equilibrium analysis, Free trade Vs. Protection, Forms of Economic Integration. The Globalization debate: Regionalism vs. Multilateralism. (15 Lectures)

Selected Readings:

1. Salvatore, Dominick (2013): International Economics, Wiley Publication (USA), 11th edition.

2. Cherunilam Francis: International Economics (4th Edition) 2006 Tata McGraw-Hill Companies 3. Krugman Paul and Maurice Obstfeld: International Economics: Theory and policy, latest edition, Pearson Education low-price edition, distributed in India by Addison-Wesley Longman. 4. Sodersten B O & Reed Geoffrey: International Economics, 2003 McMillan Press Ltd. Bhagawati, Jagdish: In Defence of Globalisation, 2004 Oxford University Press Krause Walter: International Economics, 2000

5. Sawyer W. Charles, Sprinkle Richard: International Economics T.T. Publications, 2003

6. Mannur, H.G. (2007): International Economics, Vikas Publication House, Second revised edition

SEM: VI COURSE-8

ECO6104M : Assam Economy

Course Description

This course examines the economy of Assam within its historical, regional, and policy context. It analyzes structural changes since the pre-independence period, post-1991 economic reforms, sectoral performance, state finance, development challenges, and recent policy initiatives shaping Assam's economic development.

Course Learning Outcomes

After completing the course, students will be able to understand the historical evolution of Assam's economy; analyze regional demographic and economic profiles since 1991; assess industrial, agricultural, and MSME development; evaluate state finance, public expenditure, and debt; examine Assam's role and challenges in

national development; and critically assess recent policy initiatives aimed at economic growth, employment generation, and social welfare.

UNIT 1: Historical Context of the Economy of Assam (15 Lectures)

Introduction to Assam's Regions: Overview of geographical and cultural regions: Brahmaputra Valley, Barak Valley, and North Bank ; Evolution of Assam as a state and its implications for economic development.

UNIT 2: Profile of Assam and Its Regions since 1991 (15 Lectures)

Demographics: - Population trends, growth rates, and migration. Gross State Domestic Product (GSDP), Poverty and Unemployment: Poverty eradication Strategies, Economic Development Programs, Employment Generation Initiatives. Overview of Assam's resources and strategic relevance.

UNIT 3. Industry and Agriculture of Assam (15 Lectures)

Current industrial policies, Roles of micro, small, and medium enterprises (MSME), State-specific Strategies- Government policies for industrial development, foreign investment, and infrastructure enhancement, Agricultural Profile - Key characteristics, Challenges in Agriculture

- Issues like flood impact and climate change,

UNIT 4. State Finance Since 1991 (15Lectures)

Revenue Sources- Overview of tax and non-tax revenue sources for Assam, Public Expenditure

- Analysis of government spending in key sectors, Public Debt- Dynamics of public debt and financial implications for the state.

Selected Readings:

1.Bhandari, P. (2022). *Assam Economy*. Purbayon Publication.

2. Saikia, A. (2015). *The Economy of Assam & Its Employment Policy*. Indian Books & Periodicals.

3. Goswami, P. C. (1963). *The Economic Development of Assam*. Asia Publishing House.

4. Goswami, J., & Verma, A. S. (2023). *Macro View on Assam Economy*. (Independent publication).

SEM: I **SKILL ENHANCEMENT COURSE**

ECO1103SE

BASICS OF DATA COLLECTION, ANALYSIS AND PRESENTATION

Course Description:

This course helps students in understanding use of data, presentation of data using computer software like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation. Students will also be asked to prepare a report on collected data and will be evaluated accordingly.

Course Learning Outcome:

The course will use data stimulation and publicly available data sources to help students about data types, their organization and visual representation. They will learn how to compare summery statistics and use of statistical software packages.

Teaching Learning Process: ***Lecture hours (Theory): 30*** ***Practical hours: 30***

UNIT: 1 Use of Data Use of data in social sciences: **10 lecture hour**

Types and sources of data; data collection methods. Population Census versus Sample Surveys. Types of sampling.

UNIT 2. Questionnaires and Schedules **10 lecture hour**

Meaning; how to prepare a questionnaire and interview schedule; use of questionnaire and interview schedule for data collection.

UNIT 3 Presentation of Data **10 lecture hour**

Data presentation in tabular formats; use of diagrams for data presentation; creating charts and diagrams in MS-Excel – bar, line, pie, scatter, radar, bubble diagrams, population pyramids.

UNIT 4 Analysis of Data **15 lecture hour**

Data entry in software like MS-Excel, SPSS/PSPP

Practical hours: 30

Readings

1. S P Gupta, Statistical Methods, S Chand.
2. Webtech Solutions Inc., Mastering Microsoft Excel Functions and Formulas
3. P.H. Karmel and M. Polasek (1978), Applied Statistics for Economists, 4th edition, Pitman.
4. M.R. Spiegel (2003), Theory and Problems of Probability and Statistics (Schaum Series)

SEM-II **SKILL ENHANCEMENT COURSE**

ECO2103SE

Community Based Participatory Research

Course Objective:

Introduction: This course focuses on creating knowledge in partnership with communities. This examines community based participatory research (CBPR) as a research paradigm to address community needs. This includes in depth understanding of CBPR elements, principles, theories and approaches. Expectations from the course are to build community partnership for solving community issues and providing sustainable solutions. Course includes combinations of reading, instructor and assignments.

Course Outcome:

At the end of the course, students will be able:

• Initiating insight for engaged scholarship for meaningful partnership with community.
• Examining CBPR as a research paradigm to understand and address community needs.
• In depth grounding of theory and practice of CBPR
• Development of multidisciplinary and interdisciplinary understanding of a subject.
• Experiential learning and implementation of CBPR for responsible education.

UNIT: 1

1.1 Introduction: Understanding basics of community-based participatory research (CBPR). Introduction to principles & values of CBPR (Ethics, power relations, partnership building, deep listening, co-construction of knowledge, self-reflection).
1.2 Methods and Tools of conducting CBPR& its application: Arts-based methods, survey, institutional ethnography, photo-voice, case study, critical discourse analysis, narrative enquiry.

UNIT: 2

Skill building in CBPR: How to conduct CBPR; Sequential steps: rapport building, understanding local issues, collaborative designing of research questions, joint data collection, joint data analysis and dissemination of the findings with the local community; strategies for successful CBPR.

UNIT: 3

Experiential learning in CBPR: Field-based projects. (1 Credit)

Readings:

1. Tandon et al. (2016), Knowledge and Engagement: Building Capacity for the Next Generation of Community Based Researchers. UNESCO Chair CBR-SR and PRIA.
2. https://dspace.library.uvic.ca//handle/1828/7989 Jin, J. and K. Sharp (2016), Training in Community Based Research: Water Governance.
3. SSHRC funded projects on Community Based Research and Water Governance, University of British Columbia. Brown, D. L. et al. (2001). Practice-Research Engagement Principles for Civil Society.
4. In D. Brown (ed.), Practice-Research Engagement and Civil Society: In a Globalizing World, Harvard University & CIVICUS
5. Freire, P. (1976), Pedagogy of the Oppressed. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M5%20-%20Freire_Pedagogy%20of%20the%20Oppressed_Ch3.pdf. University + Community Research Partnerships: A New Approach (2013).
6. Jacqueline Dugery J and Knowles J(ed), The Pew Partnership for Civic Change. http://depts.washington.edu/ccph/pdf_files/UCRP_report.pd

SEM-III **SKILL ENHANCEMENT COURSE**

ECO3103SE

Entrepreneurship development

Course Objective: The main objective of this course is develop entrepreneurial abilities by providing background information about support systems , skill sets , financial and risk covering institutions and other for building an enterprise so that future budding entrepreneurs can make right decisions for starting and running a venture.

Course Outcome:

Students will acquire some knowledge about Entrepreneurship, Self Employment and Income Generation and about the quality of entrepreneurs.

Unit: 1

Entrepreneur- Need Achievement, Motivation, Ethics, opportunity seeking, Passion, Independence

Entrepreneurship: Concept and Functions, Competencies-Vision, Decision-making, Logical, Critical and Analytical Thinking, Managing Skills

Unit: 2

Risk-taking; Determination; Initiative; problem-solving ability; Adaptability to changing technologies, Market Research

Unit: 3

Resource Mobilization and Project Preparation, Product Identification, Cost-Benefit, Preparation of Project Proposal, Financial Institutions.

Readings:

1. Khanka Dr. SS. Entrepreneurial Development, S. Chand (2020)
2. Kumar Dr. Amit, Dubey Dr. Amita, Pandey Dr. Pooja , Fundamentals of Entrepreneurship, Revised Edition, 2023
3. Mali Dr. D D , & Medhi Dhanjit, Udyogir Hatputhi, Brahma Books (2021)

SEM: I

COURSE-2
ECO1103IDC
Rural Economics

Objective: To enable students learn about the nature and scope of rural economics and importance to rural development.

Course Outcome: Understand the nature and scope of rural economics and its importance to rural development.

Section 1

Unit I: Introduction to Rural Economy of India, Characteristics of rural sectors; Role of agricultural and non-agricultural sector; Causes of Rural Backwardness;

Unit II: Rural Demography Meaning, Scope and importance of Demography, population policy of India, Migration-Types of Migration; Pull and Push Factors, Causes and Consequences of Migration;

Section 2

Unit III: Agriculture Importance and problems of agriculture; Agricultural marketing: problems and measures.

Unit IV: Rural Industrialization Concept; Role and the place of village industries in Indian economy; Growth and development of village industries in India; Prospects of rural Industries;

Section 3

Unit V: Rural Occupation; Types of Rural Occupations; Nature of rural occupations: (Farmers, Artisans, Handicrafts, Traders, Forest Dwellers/Tribes and Others in Rural India); Problems and Conditions of Rural Labour.

Unit VI: Rural Poverty and Unemployment, Meaning of Poverty; Types of Rural Poverty, Causes and Consequences of Rural Poverty; Poverty Eradication measures; Meaning of Unemployment; Structure of Unemployment; (Disguised Unemployment; Under Employment; Seasonal Unemployment); Nature and causes of unemployment; Remedial measures to solve unemployment problems.

References

1. K. Singh, 2009, Rural Development: Principles, Policies and Management, Sage Publications
2. M. R. Ghonemy, 1986, The Dynamics of Rural Poverty, Food and Agriculture Organization (FAO) 7
3. M.J. Moseley, 2003, Rural Development: Principles and Practice, Sage Publications
4. National Council of Applied Economic Research, 2007:
5. India Rural Infrastructure Report, SAGE Publication
6. R. Chambers, 1983, Rural development: Putting the Last First,
7. Longman S. N. Tripathy, 2000, Rural Development, Discovery Publishing
8. U. M. Jha, 1995, Rural Development in India: Problems and Prospects, Anmol Publications
9. Vasant Desai, 2012, Rural Development in India, Himalaya Publishing House, Mumbai

SEM: II **COURSE-2**

ECO2103IDC

Rural Credit and Financial Institutions in India

Unit I:

Rural Credit: Concept and Importance Concept and Features of Rural Credits; Importance and necessity of Rural Credit; Agriculture credit; Organizational pattern and evolution in the rural credit sector; Difference Sources of Financing for Rural Development;

Unit II: Micro Finance Concept; Micro finance institutions in India; Bank Linkage programmes in India – Financial inclusion through micro-credit programmes; Role of Micro Finance in Poverty Reduction and Women Empowerment; performance of Micro Financial Institutions in India. Self-Help Group: Concept, Management and Activity Concepts, Stages and Significances, Structure of Self-Help Groups; Promotion and Management of SHG

Unit III: Co-operative Credit Importance and role of co-operatives in rural development – growth and progress of co-operatives – the evolution of cooperative movement in India; Primary Agriculture Credit Societies (PACS) – Functions, Management, Crop loan system; District Central Co-operative: Functions, Management, Credit Policy, Scale of finance, disbursement of loans procedure; State Co-operative and its roles.

References:

1. I.C.Dingra: Rural Banking in India- S.Chand& Co. Limited, New Delhi
2. A.N. Agarwal and KundanaLal: Rural Economy of India – Vikas publishing House Ltd.
3. New Delhi
4. R.D.Bedi – Theory, History and Practice of Co-operation, Loyal Book Depot, Meerut,
5. Dr.B.S.Mathur- Co-operation in India –SahityaBhawan, Agra-282003,
6. Rais Ahmad – Rural Banking and Economic Development – Mittal publications, New
7. Delhi
8. S.K.Datta – Co-operative Societies and Rural Development, Mittal Publications –New
9. Delhi
10. M.L.Varma – Rural Banking in India –Rawaat Publications
11. Rajaskhar D Savings and Credit Systems of the Poor: Some NGO Experiences, NOVIB
12. and HIVOS
13. D Rajasekhar and Mahadeswaran, 'Economic and Social Benefits of Micro-Finance
14. Programmes', in B B Bhattacharya and Arup Mitra (eds.)
15. Studies in Macroeconomic and Welfare, Academic Foundation, New Delhi, 2005

16. James Copestske NGO Sponsorship of Group Lending in Rural India: Theory and a Case
17. Study
18. Rajasekhar D & G Sreedhar Savings and Credit Programmes as an Instrument of Self-Help Promotion

SEM:III **COURSE-3**

ECO3103IDC

PANCHAYAT AND RURAL DEVELOPMENT

Course Objectives: The main objective the course is to enhance the understanding of the students towards the dynamics of rural governance al grass root level for Rural Development. It also emphasizes on the role of Panchayati Raj institutions in the development of Rural Area with an inclusive approach.

Outcomes: After Completion of Course Students will be able to: (1) Demonstrate a thorough Understanding of Panchayati Raj System and its different layers. (li) Define the importance of Panchayati Raj Institutions towards Rural Development in West Bengal.

Unit I: Concept and Evolution of Panchayat

Concept of Panchayat and Local Self Government; Gandhian Concept of Gram Swaraj and Panchayat; Evolution of Panchayati Raj Institutions in India: Historical Overview: Pre-independence period and Post-Independence Period; Decentralized Planning and Panchayat in India, Background of 73rd Constitutional Amendment Act, PESA Act-1996

Unit II: Structure and Function of Panchayati Raj Institutions (PRIs)

Structure and Functions of PRIs- Gram Sabha, Gram Panchayat, Panchayat Samiti and Zilla Parishad; Gram Sabha in the Scheduled Areas; Financing of PRIs; Panchayat Election; Effective People Participation through Gram Sabha and Gram Sansad of Assam

Unit III: PRIs in Indian States

Impact of 73rd Constitution Amendment act on Local Self-government of Indian States; PRIs Organizational and Functional Perspectives across India's States; Status of Panchayati System in the States in India; Evaluation of working of Panchayati Raj Institutions

Readings:

1. Joshi, R.P.& Narvani, G.S. Panchayati Raj in India: Emerging Trends across the States, Rawat Publication, New Delhi.
2. Ahuja, B.N. and S.S. Chabra, Panchayati Raj, Surjeet Publication, New Delhi.
3. Altekar, A. S. Ancient India Administrative System, Bharati Bhandar, Allahabad.
4. Gupta, D.N. Decentralisation: Need for Reforms, Concept, New Delhi.
5. Jathar, R. V. Evolution of Panchayati raj in India, Institute of Economic Research, Mysore.
6. Kar, Samit, "Panchayati raj and rural development in modern India", Unique Books International
7. pnrd.assam.gov.in › information-services › panchayati-raj-0

SEM:III **COURSE-3**

ECO3204M

EDUCATION AND RURAL DEVELOPMENT

Course Objectives: To make the students to understand the concept, need and importance of Adult Education and Lifelong Learning and to help the students to become aware of the national policies and programmes of Rural Education in India.

Course Outcomes: The students will aware of the national policies and programmes of Education in Rural India and will make the students understand about Statutory Bodies and Government Organization for Education in India.

Unit I: **Education and Role of Education in Rural Development**

Right to Education in Indian Constitutional Perspectives; Education Policies From British Era to New Education Policy 2020; Lifelong Learning; Strategies and Training for Lifelong Characteristics of Lifelong Learning: Policies and Programmes of Lifelong Learning in India;
Role of Education in the Development of Rural India.

Unit II: **Structure of Administration in Education System**

Administration of Education at National Level and State level; Statutory Bodies and Government organization for Education-UGC, NCERT, SCERT, NCTE, NAAC; RUSA, USA,SSA

Unit III: **Education System in Rural India**

Status of Rural Education in India; Formal, Non-formal and Informal Learning in Rural India; Challenges in Rural Education; Government Initiatives for boosting Education System in Rural India;

Unit IV: **Educational Scenario in Assam**
Educational Status in Assam; Education System in Assam, Problems of Higher Education in Rural Assam; Role of Government in Higher Education; Standards of conduct, privacy in data References

Readings:

1. Bethlehem, J. (2009). Applied survey methods: A statistical perspective. Willey.
2. Cochran, W. (2008). Sampling techniques, 3rd ed. Wiley.
3. Kothari. C.R. (2004) Research Methodology-Methods and Techniques. New Age International Publication.
4. Flick, U. (2012). Introducing research methodology: A beginner's guide to doing a research project. Sage Publications.
5. Kumar, R. (2014). Research methodology: A step by step guide for beginners, 4th ed. Sage Publications.