



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAECO501	CC	Economic Development and Planning	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1: To provide the knowledge about the basic terms of growth and development.
- CEO2: To enable students to understand various theories of growth.
- CEO3: To help students in identifying various approaches to economic development.
- CEO4: To relate human resources with economic development.
- CEO5: To summarize various theories of economic development.

Course Outcomes:

Students will be able to:

- CO1: Define basic concepts related to growth and development.
- CO2: Comprehend various theories of growth.
- CO3: Demonstrate the approaches to economic development.
- CO4: Link human resources with economic development.
- CO5: Discuss various theories of economic development.

Contents

UNIT I: Economic Growth and Development

Economic Growth and Development: Meaning, Definitions, Vicious Circles of Poverty; Measures of Development in Relation to Human Development Index.

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

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BAECO501	CC	Economic Development and Planning	60	20	20	0	0	3	0	0	3

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UNIT II: Theories of Growth

Classical Growth Models: Adam Smith; Gunnar Myrdal's Theory of Backwardness and Spread Effect; Rostow's Stages of Economic Growth, Harrod-Domar.

UNIT III: Approaches of Economic Development

Schumpeter's Theory, Balanced and Unbalanced Growth, Low Income Equilibrium Trap, Critical Minimum Hypothesis

UNIT IV: Human Resource and Economic Development

Concept of Intellectual Capital and Human Resource Development; Population Problem and Growth Pattern of Population

UNIT-V: Theories of Development

Mahalonobis Model, Leibenstien's Model, Lewis Model, Sustainable Development, Inclusive Growth

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Shri Vaishnav Institute of Social Sciences, Humanities and Arts
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B.A. Economics
Semester V (2023-2026)

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BAECO501	CC	Economic Development and Planning	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

1. Ghatak, S. (2018). *An Introduction to Development Economics*. New Delhi: Paperback Publications
2. Higgins, Benjamin (1968). *Economic Development*. New York: W. W. Norton & Company. Inc
3. Jhingan, M. L. (2021). *The Economics of Development and Planning*. New Delhi: Vrinda Publications
4. Kindleberger, C.P. (1977). *Economic Development*. New Delhi: McGraw Hill Publications
5. Lekhi, R. K. (2021). *The Economics of Development and Planning*. Delhi: Kalyani Publishers
6. Meier, G. M. (1995). *Leading Issues in Economic Development*. New Delhi: Oxford University Press
7. Ray, D. (2021). *Development Economics*. Princeton NJ: Princeton University Press

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAECO502	CC	Public Economics	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1: To provide the knowledge about the public economic theories.
- CEO2: To enable students to understand the system of taxes.
- CEO3: To help students in identifying various sources of revenues.
- CEO4: To understand the sources of public debt.
- CEO5: To summarise fiscal policy.

Course Outcomes:

Students will be able to:

- CO1: Define basic concepts related to public economic theories.
- CO2: Comprehend incidence and implication of taxes.
- CO3: Evaluate the sources of revenues.
- CO4: Link public debt with revenue generations.
- CO5: Comprehend the fiscal policy of India.

Contents

UNIT I: General Introduction to Public Economics

Public Economics Concept, Tools of Public Economics, Overview to Fiscal Functions;
Types of Goods: Public Goods, Private Goods, Merit Goods, and Club Goods

UNIT II: Public Revenue and Taxation

Canons of Taxation: Adam Smith, Ability to Pay Theory, Incidence and Effects of Taxation; Goods and Services Tax

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

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			END SEM University Exam	Two Term Exam	Teachers' Assessment*	END SEM University Exam	Teachers' Assessment*				
BAECO502	CC	Public Economics	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT III: Public Expenditure

Theory of Maximum Social Advantage, Wagner's Law of Increasing State Activities, Peacock-Wiseman Hypothesis.

UNIT IV: Public Debt in India

Sources of Public Debt in India, Public Debt and Economic Growth, Public Debt and Inflation

UNIT V: Fiscal Policy

Deficit Finance: Meaning, Budget Multiplier, Finance Commission, Federal Finance in India

Suggested Readings:

1. Hindriks, J & Myles, G. (2020). *Intermediate Public Economics*. MIT Press.
2. Basu, Kaushik & Maertens, A. (2013). *The New Oxford Companion to Economics in India*. New Delhi: Oxford University Press
3. Bhatia, H. L. (2021). *Public Finance*. New Delhi: Vikas Publishing House
4. Cullis, John & Philip, Jones (1998). *Public Finance and Public Choice*. New Delhi: Oxford University Press

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Choice Based Credit System (CBCS) in Light of NEP-2020

B.A. Economics
Semester V (2023-2026)

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BAECO503	DSE	Banking and Financial Institutions	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1: To discuss the history and nature of Indian money market.
- CEO2: To classify the structure and problems of Indian capital market.
- CEO3: To develop an understanding of commercial banking in India.
- CEO4: To identify various financial institutions under Indian financial system.
- CEO5: To develop an understanding of various capital market institutions.

Course Outcomes:

Students will be able to:

- CO1: Outline the Indian money market in detail.
- CO2: Suggest the solutions to the problems of Indian capital market.
- CO3: Present the contemporary issues of commercial banking in India.
- CO4: Distinguish various financial institutions under Indian financial system.
- CO5: Exemplify various capital markets and indices.

Contents

UNIT I: Indian Money Market

Role of Money in Indian Economy, The Indian Money Market, Unorganized and Organized Sector of the Indian Money Market, Reform Measures to Strengthen the Indian Money Market.

UNIT II: Indian Capital Market

Primary Market and Secondary Market, Structure of Capital Market, Growth of Capital Market in India, Problems of Indian Capital Market.

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Choice Based Credit System (CBCS) in Light of NEP-2020

B.A. Economics
Semester V (2023-2026)

SEMESTER V (2023-2024)											
COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAECO503	DSE	Banking and Financial Institutions	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT-III: Commercial banking In India

Banking Development since Nationalization of Banks, Banking Structure in India, Banking Sector Reforms, Indian Bank: Concerns and Challenges for Future

UNIT-IV: Indian Financial Institutions

Industrial Finance Corporation of India (IFCI), EXIM Bank, Small Industries Development Bank of India (SIDBI), National Payment Corporation of India.

UNIT V: Capital Market Institutions

Stock Exchanges in India: Bombay Stock Exchange, National Stock Exchange, Multi Commodity Exchange. National Commodity and Derivative Exchange.

Suggested Readings:

1. Mishkin, F. S & Eakins S.G.(2009). *Financial Markets and Institutions*. New Delhi : Pearson Education
2. Fabozzi ,F. J; Modigliani, F; Jones, F. J. (2009). *Foundations of Financial Markets and Institutions*. 3rd edition. New Delhi: Pearson Education.
3. Gupta, S. B. (1988). *Monetary Economics*. New Delhi: S Chand Limited.
4. Bhole, L. M. & Mahuku, J.(2011). *Financial Institutions and Markets*. 5th edition, Mumbai: Tata McGraw Hill

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

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BAECO504	DSE	Agricultural Economics	60	20	20	0	0	3	0	0	3

Legends: L - Lecture, T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1: To build the fundamental knowledge about the basic terms of agricultural economics.
- CEO2: To integrate agricultural development and management in India.
- CEO3: To compile various revolution and reforms in Indian Agriculture.
- CEO4: To estimate various financial resources related to agriculture.
- CEO5: To assess the situation of agricultural cooperatives in India.

Course Outcomes:

Students will be able to:

- CO1: Project the role and importance of agriculture in national income.
- CO2: Formulate the factors responsible for agricultural development.
- CO3: Comprehend various revolution and reforms in Indian Agriculture.
- CO4: Evaluate problems related to agricultural finance.
- CO5: Validate the importance of cooperatives in agriculture.

Contents

UNIT I: Introduction to Agricultural Economics

Nature and Utility of Agricultural Economics, Role and Importance of Agriculture in National Economy: Share in National Income, Interrelationship between Agriculture and Industry.

UNIT II: Agricultural Development & Growth

Agricultural Growth in India during Pre and Post Independence Period, Factors Responsible for Agricultural Development in India, Farm Management.

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

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BAECO504	DSE	Agricultural Economics	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT III: Reforms and Revolutions

Cropping Pattern, Trading Patterns, Minimum Support Price, Organic Farming, Green Revolution, Operation flood. Yellow Revolution. Challenges in Agri Product Marketings

UNIT IV: Agricultural Finance

Agencies of Agricultural Finance: Cooperative, Nationalized Banks, RRBs, NABARD

UNIT V: Cooperative Movement

Concept & Relevance of Cooperative Society, Cooperative Movement in India, Structure and Development of Different Types of Cooperatives in India.

Suggested Readings:

1. Acharya & Agarwal.(1987). *Agricultural Marketing in India*. New Delhi: Oxford & IBH Publishing Company
2. Bhalla,G.S. (2007). *Indian Agriculture since Independence*. New Delhi: National Book Trust
3. Bhalla,G.S.(2004). *Globalisation and Indian Agriculture,State of the Indian Farmers*. Vol. 19, New Delhi: Academic Foundation

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

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BAECO505	DSE	Rural Economics	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1: To build the fundamental knowledge about rural economy.
- CEO2: To integrate basic elements of development into rural economics.
- CEO3: To compile various concepts of rural planning.
- CEO4: To compare organizations of rural development.
- CEO5: To assess the roles and nature of rural entrepreneurship.

Course Outcomes:

Students will be able to:

- CO1: Project the role and importance of rural economics.
- CO2: Compare basic elements of rural economic development.
- CO3: Outline various concepts of rural planning.
- CO4: Evaluate the structure of various organizations of rural development.
- CO5: Validate the importance of rural entrepreneurship.

Contents

UNIT I: Rural Economy

Rural Dynamics, Characteristics, Problems, Challenges, Opportunities, Responding to Changing Agrarian Economy; Rural Farm and Non-Farm Sector

UNIT II: Rural Development

Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA); Technology for rural growth: ICT, mobile, Successful Programs

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Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Economics
Semester V (2023-2026)

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BAECO505	DSE	Rural Economics	60	20	20	0	0	3	0	0	3

*Teacher Assessment shall be based on the following components: Quiz/Assignment/project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT III: Rural Planning

Planning for Rural Development: Levels, Functions, Decentralization, Methodology of Micro-Level Planning, for Block and District Level Planning

UNIT IV: Organizations of Rural Development

Criteria for Organizations, Government Organizations, PRIs, Cooperatives, Voluntary Agencies/NGOs, Corporations; Community Capacity Building, Common Property Resources

UNIT V: Rural Entrepreneurship

Role of Institutions, Agri-premiership; Micro-Finance Institutions (MFIs), Self Help Groups; Agricultural Industry and Government Policies, National Rural Livelihood Mission, Farmer Producer Group, Farmer Producer Organization, Horticulture.

Suggested Readings:

1. Churchill, Craig (2006). Protecting the poor: A micro insurance compendium, International Labour Office, Geneva.
2. Government of India (n.d.) MSME at a Glance, Ministry of Micro, Small and Medium Enterprises. IDFC Rural Development Network (2013).

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Choice Based Credit System (CBCS) in Light of NEP-2020

B.A. Economics
Semester V (2023-2026)

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BA506	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1: This paper has an objective to provide motivation for the students to choose a topic for field study.
- CEO2: To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
- CEO3: To enable students to develop a project report.


Course Outcomes:


- CO1: The student should be able to acquire analytical skills and capabilities to develop a project report
- CO2: To develop a thought process among students to identify the existing gaps in the society.
- CO3: To write a project report

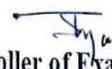
Submission and marking Guidelines.

At the end of V semester, the student will submit a field project report of his study on the following guidelines:

1. The students will submit the report of the field study and a duly constituted Committee will take the decision regarding the relevance and authenticity of field project.


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Choice Based Credit System (CBCS) in Light of NEP-2020

B.A. Economics

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA506	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- The decision about the suitability of the Field Project will be taken after the Mid of Semester V. The student will be required to submit the final report in the spiral bound form in three copies.
- Each student undergoing field study will be assigned a faculty member.
- Faculty member assigned for the student will supervise the student. The student will have to provide the contact details of the field authority to the assigned faculty member.
- Field Project will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be of 60 marks. A panel of external and internal examiners will jointly award both of these components of marks.
- Report submitted by the student after successful completion of the field study will be considered for the internal evaluation.
- For the external evaluation student will have to give a presentation and appear for the viva.
- The Director/Head of the Institution will appoint the internal and the external examiner.

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