REVISED SYLLABUS OF ECONOMICS UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

ECONOMICS

(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities & Model Q.P.)

For Fifteen Courses of 1, 2, 3 & 4 Semesters)

(To be implemented from 2020-21 academic year)
A.P. STATE COUNCIL OF HIGHER EDUCATION  
REVISED UG CBCS SYLLABUS w.e.f. 2020-21

ECONOMICS (UG) SYLLABUS  
For Semesters I to IV

Revised Course Structure

<table>
<thead>
<tr>
<th>Sem</th>
<th>Course</th>
<th>Title of the Course</th>
<th>Hrs/wk</th>
<th>Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
<td>Microeconomic Analysis</td>
<td>5</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>Macroeconomic Analysis</td>
<td>5</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
<td>Development Economics</td>
<td>5</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>4</td>
<td>Economic Development in India and Andhra Pradesh</td>
<td>5</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>5</td>
<td>Statistical Methods for Economics</td>
<td>5</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>
LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
   a. the differences between microeconomic analysis and macroeconomic analysis
   b. various laws and principles of microeconomic theory under consumption,

2. Explains (understanding)
   a. various terms and concepts relating to microeconomic analysis with the help of examples of real life
   b. consumer’s equilibrium and consumer’s surplus using indifference curve analysis.
   c. various laws and principles of consumption, production, and income distribution
   d. determination of price and output discriminating different market conditions in short term and long term

3. Critically examines using data and figures (analysis and evaluation)
   a. various laws and principles of microeconomic analysis and market conditions
   b. application of the concept of demand elasticity and its relation with Average and Marginal Revenue
   c. the relationship between average and marginal cost/revenue both in long term and

4. Draws critical diagrams and graphs to explain and examine the application of various laws and principles of microeconomic analysis

Module–1: Economic Analysis and Methodology

Scarcity and Choice as fundamental problems of economics - Opportunity Cost - Production Possibilities Curve - Micro and Macro Analysis - Micro economic analysis – Scope and Importance -Principles of Microeconomics : Allocation of Resources - Optimization, Equilibrium and Marginal analysis -Rationality Principle the concept of Welfare
Module -2: Theory of Consumption

Concept of Demand - Factors determining demand - Law of Demand - reasons and exceptions - Elasticity of Demand - Cardinal and Ordinal utility - Indifference Curve analysis: Properties of Indifference curves, Indifference Curve Map - Marginal Rate of Substitution - Budget Line - Changes - Consumer Equilibrium under Indifference Curve Analysis – Consumers’ Surplus and Indifference Curve Analysis

Module -3: Theory of Production


Module -4: Theory of Exchange

Concepts of Market: Criteria for Classification of Markets - Perfect Competition - Conditions, Price and Output determination; Monopoly: Conditions, Price and Output Determination - Price Discrimination; Monopolistic Competition - Assumptions - Price and output determination - Selling Costs; Oligopoly - Types - Kinky demand curve and Price rigidity

Module - 5: Theory of Distribution

Reference Books:


Recommended Co-curricular Activities:

1. Assignments and Student Seminars on themes of critical appreciation of microeconomic theory and relevant issues of current importance in Indian and AP economies
2. Quiz testing the understanding and application of various microeconomic concepts and theories
3. Group Study projects on the trends in the demand, supply and prices of goods and services in the local markets
4. Survey and analysis of data published in the Economic Survey of GOI and the Socio-economic survey of the State Government relevant to microeconomic aspects. (Assignments preferably for all students in each semester. In respect of others, as far as possible, all students shall participate in each of the co-curricular activity by the end of fourth semester, @ roughly a fourth of total students in each semester)
LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (knowledge)
   Various concepts, definitions, laws and principles of macroeconomic theory with reference to income, employment, money, banking and finance

2. Explains (understanding)
   a. the difference between various concepts and components of national income with illustrations and methods of measuring national income
   b. various terms, concepts, laws and principles, theories relating to income, employment, consumption, investment, money, price-level and phases of trade cycles
   c. functions of commercial banks and central bank, creation and control of credit

3. Critically examines using data and figures (analysis and evaluation)
   a. in order to understand the interrelationship between various components of national income
   b. the theories of macroeconomics with reference to their assumptions, implications and applicability
   c. Empirical evidences of Consumption and Investment Functions and factors influencing them

4. Draws critical formulae, diagrams and graphs.
   a. consumption and investment functions; concepts of multiplier and accelerator
   b. price indices, inflation and trade cycles
Module - 1: National Income


Module -2: Theory of Employment


Module – 3: Money and Banking


Module – 4: Inflation and Trade Cycles


Module -5: Finance and Insurance

Reference Books:

11. R. R. Paul, Monetary Economics, Kalyani Publishers, Ludhiana, 2018

Recommended Co-curricular Activities:

1. Assignments on trends in national income, money supply and inflation
2. Student Seminars/webinars on macroeconomic themes of contemporary importance for Indian economy( Eg., Covid-19 impact on aggregate demand, supply chain disruption, policy response etc.,)
3. Quiz to test critical understanding of the concepts and theories of macroeconomics and their application in practice
4. Group discussions on monetary policy and its effectiveness with reference to recent developments.
5. Group project work to study the trends in national income, inflation, money supply etc.,
6. Chart/poster presentation on National Income Trends, inflation, aggregate demand etc.,
7. Web-based assignment on Banking/money
LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
   - Various concepts and definitions and indicators relating to economic growth and Development including recent developments

2. Explains (understanding)
   - a. Distinction between growth and development with examples
   - c. Characteristics of developing and developing economies and distinction between the two
   - d. factors contributing to development, Choice of Techniques and a few important models and strategies of growth

3. Critically examines using data and figures (analysis and evaluation)
   - a. the theoretical aspects of a few models and strategies of economic growth
   - b. role and importance of various financial and other institutions in the context of India’s economic development

4. Draws critical diagrams and graphs.
   - a. to explain the models and strategies
   - b. to highlight empirical evidences to support the strategies

Module - 1: Economic Growth and Development

Module -2: Modern Economic Growth


Module-3: Theories of Development and Underdevelopment

Classical Theory: Adam Smith, Ricardo and Malthus -Marxian Theory - Schumpeter Theory -Rostow’s Stages of Economic Growth -Harrod-Domar two sector model -Solow’s Model and Robinson’s Golden Age

Module – 4: Strategies of Economic Development


Module - 5: Institutions and Economic Development

Reference Books:
5. M. L. Koncham, Economic development and planning, Himalaya publications

Recommended Co-curricular Activities:
1. Assignments on the models and the strategies of economic development adopted in Indian economy
2. Student Seminar on development oriented themes relating to Indian economy
3. Quiz to test critical understanding of the fundamental concepts pf growth and development and the growth models and strategies
4. Group discussion on the effectiveness of the roles played by various institutions in India’s economic development
5. Group project work to examine specific aspects of growth like poverty, unemployment, human development, gender development as Indian experience in the context of economic development preferably at the state and local level
6. Poster presentation
SEMESTER – 4 :: COURSE – 4
ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
   a. leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses
   b. Objectives, outlays and achievements of economic plans and growth strategies

2. Explains (understanding)
   a. Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies
   b. Sector specific problems, remedial policies and their effectiveness relating to Agriculture and Industrial Sectors of Indian and AP economy and infrastructure issues of AP economy
   c. Indian Tax system, recent changes, issues of public expenditure and public debt, recent finance commissions and devolution of funds
   d. Major issues of economic development of Andhra Pradesh after bifurcation and Central assistance

3. Critically examines using data and figures (analysis and evaluation)
   a. Leading issues of current importance relating to India and AP economy, major policies and programmes
   b. Covid–19 and its impact on Indian economy

4. Uses official statistical data and reports including tables and graphs
   a. To explain the achievements of Indian economy with reference to the objectives of planning and policy and make critical evaluation
Module – 1 Basic Features

Basic characteristics of Indian Economy as a developing economy – Economic development since independence - Objectives and achievements of planning – Planning Commission/NITI Ayog and their approaches to economic development - India’s Rank in Global Human Development Index .

Module 2 National Income and Demography


Module – 3 Agricultural and Industrial Developments


Module – 4 Indian Public Finance

Indian Tax System and Recent changes – GST and its impact on Commerce and Industry – Centre, States financial relations- Recommendations of Recent Finance Commission – Public Expenditure and Public Debt - Fiscal Policy and Budgetary Trends

Module- 5Andhra Pradesh Economy

The basic characteristics of Andhra Pradesh economy after bifurcation in 2014 – Impact of bifurcation on the endowment of natural resources and state revenue – new challenges to industry and commerce - the new initiatives to develop infrastructure – Power and Transport - Information Technology and e-governance – Urbanization and smart cities – Skill development and employment – Social welfare programmes.
Reference Books:

10. A.P Economy- Telugu Academy, 2018

Recommended Co-curricular Activities:

1. Assignments on specific issues of contemporary importance with reference to problems and remedial policies
2. Student Seminars on leading economic challenges, the effectiveness of relevant policies and programmes
3. Quiz to examine the knowledge and critical understanding of major policies, programmes achievements, failures relating to all sectors
4. Group discussions to promote critical understanding and evaluation capabilities of the students on major areas of Indian and AP economy
5. Group project work to study the implementation and effectiveness of major government schemes of development, poverty eradication and employment promotion etc.,
6. PPT presentation and participation in webinars to help the students acquire and adapt ITC skills in the process of learning
7. Field Visits to Agricultural farm/market/SSIs to understand the ground realities of economic situation of the country and the state
COURSE– 5(Semester - IV)
STATISTICAL METHODS FOR ECONOMICS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

1. Remembers and states in a systematic way (Knowledge)
   a. the definitions, terms and their meaning relating to statistical methods
   b. various formulae used to measure central tendency, correlation regression and Indices

2. Explains (understanding)
   a. Importance of statistics and its applications
   b. The method of classification of primary data
   c. Uses of Correlation and Regression analysis, time series and index numbers in economic analysis

3. Analyses and solves using given data and information (analysis and evaluation)
   a. different kinds of statistical problems using various principles and formulae relating to central tendency, correlation, regression, time series and indices
   b. to interpret data and suggest solutions to economic problems

4. Draws critical diagrams and graphs.
   a. Histogram, Frequency Polygon and Frequency Curve
   b. More than cumulative and less than cumulative frequency curves (Ogive)
   c. Different types of Bar diagrams
   d. Pie Diagram and its uses in economic analysis

Module – 1: Nature and Definition of Statistics
Introduction to Statistics – Definition, scope, importance and limitations of Statistics – Primary and Secondary data- Census and Sampling techniques and their merits and demerits

Module – 2: Diagrammatic Analysis
Collection of data - Schedule and questionnaire – Frequency distribution – Tabulation – diagram and graphic presentation of data – Histogram, Frequency Polygon, Cumulative Frequency Curves - Bar Diagrams and Pie Diagram
Module – 3: Measures of Central Tendency and Dispersion

Measures of Central Tendency and Dispersion - Types of averages- Arithmetic Mean, Geometric Mean, Harmonic Mean – Median – Mode – Dispersion - Range, Quartile Deviation, Mean Deviation, Standard Deviation- Coefficient of Variation.

Module – 4: Correlation and Regression

Correlation and Regression - Meaning, Definition and uses of Correlation- Types of Correlation- Karl Pearson’s Correlation coefficient - Spearman’s Rank Correlation- Regression Equations - utility of regression analysis – Demand forecasting.

Module – 5: Time Series and Index Numbers

Reference Books:

8. Telugu Akademy Book, ParimanathmakaPaddathulu (For B.A.).

Recommended Co-curricular Activities:

1. Assignments of the application of various statistical methods
2. Student Seminar on themes requiring usage of tables, diagrams, statistical analysis and interpretation
3. Group project work for collection of data on locally relevant economic problems
4. Market survey on demand, supply, sales, prices of different kinds of projects like food items, FMCG, other consumable durables etc., etc., and Statistical Analysis- Mini Project and also income elasticity of demand for such products
Model Format for Question Paper

Recommendations to the paper setters
1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus (if no design is prescribed)
2. All units may be fairly covered and even the learning outcomes may be fairly distributed.
3. Action verbs specific to the learning outcome to be tested may be used.
4. There may be no ambiguity in the question. The wording may be carefully framed.
5. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

SECTION - A
Write Short Answer for any FIVE of the following
Each question carries 5 marks (5 x 5 = 25 Marks)

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Total 8 Questions in Section A)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>(a)</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>(a)</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>(a)</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>(a)</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>(a)</td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td></td>
</tr>
</tbody>
</table>

(Total 10 Questions in Section–B. Internal choice for all questions from 9 to 13
(Two questions given under choice shall be from the same unit)
Programme Outcomes and Programme Specific Outcomes

Programme Outcomes (POs)

After the completion of the B. A. (H.E.P.) Programme, the students will be able to achieve the following outcomes:

PO1. **Critical Thinking:**
    Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational and personal) from different perspectives.

PO2. **Effective Communication:**
    Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and by connecting people, ideas, books, media and technology across the World.

PO3. **Social Interaction:**
    Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. **Effective Citizenship:**
    Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. **Ethics:**
    Recognize different value systems including that of own, understand the moral dimensions of our decisions, and accept responsibility for them.

PO6. **Environment and Sustainability:**
    Understand the issues in the contexts of environmental and sustainable development.
PO7. **Self-directed and Life-long Learning:**

Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**Programme (Economics) Specific Outcomes (PSO)**

**After completion of Economics programme, the students will be in a position to take informed decisions with regard to the following:**

**PSO1** - How the consumers and producers will take rational decisions in the context of unlimited needs and availability of scarce resources;

**PSO2** – How the economy at the aggregate level works, what are the determinants of national income, prices, demand for and supply of money, poverty, and unemployment in an economy;

**PSO3** - He/she Gets understanding of the process of economic growth, economic development, sustainable growth in the context of existence of trade-off between rapid economic growth and environmental sustainability in the long-run;

**PSO4** - He/she will be able to apply the determinants of economic growth and development to the economies of India and Andhra Pradesh and appraise the fiscal, monetary and other socio-economic policies being pursued in India and Andhra Pradesh

**PSO5** – He/she will get a basic understanding of Statistical Methods with a view to applying them to economics and real life situations
SUBJECT EXPERTS

Prof. D. Krishna Murthy,
Dept. of Economics,
SV University,
Tirupati

Dr. P. Venugopal,
Lecturer in Economics,
Hindu College,
Guntur

SYLLABUS VETTED BY

Prof. M. Prasada Rao,
Dept. of Economics,
Andhra University,
Visakhapatnam