

UNIVERSITY OF DELHI

Bachelor of Arts (Honours) Economics

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

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Preamble

The endeavour of any university programme is to prepare its students to be upright and productive citizens. Accordingly, the University of Delhi is moulding its undergraduate programmes to a Learning Outcome-based Curriculum Framework (LOCF).

The LOCF approach is envisioned to provide a focussed, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The undergraduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it aims to inculcate at the point of graduation. These attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Hons) Economics offers a rigorous basis for much of the advanced thinking in the Economics discipline. It provides the student with a logical paradigm for conceptualising and interpreting the behaviour and interactions of households, firms, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, law, management, journalism, government, and many other fields. The programme is consistent with global standards in the Economics discipline. It offers training that is comparable to that of an undergraduate student at the world's best universities.

The University of Delhi hopes that the LOCF approach of the B.A. (Hons) Economics programme will help students in making an informed decision regarding the goals that they wish to pursue in further education and life.

1. Course Structure

1.1 Alignment with CBCS

The B.A. (Hons) Economics programme is aligned with Choice Based Credit System (CBCS) adopted by the University of Delhi.

1.2 Types of Courses

The following types of courses are offered under CBCS:

1. **Core Courses (CC).** A core course is a compulsory course. A student of Economics (Hons) has to take fourteen such Economics courses over six semesters.
2. **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types.

Discipline Specific Electives (DSE). These are elective courses that provide advanced undergraduate training in specialised areas of Economics. A set of seven, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the Honours programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of seven courses.

Generic Electives (GE). These courses, in disciplines other than Economics, are intended to broaden the training of a student in the Economics (Hons) programme. A student of Economics will take one such course, offered by another department, in each of Semesters I to IV.

3. **Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Art of Communication, equivalent to MIL) and one in Semester II (Environmental Science).
4. **Skill Enhancement Course (SEC).** A student is to take one such course in Semester III and one in Semester IV.

1.3 Number of Courses and Credits

1. Core Courses (CC): 14 (6 credits each)
2. Discipline Specific Electives (DSE): 4 (6 credits each)
3. Generic Electives (GE): 4 (6 credits each)
4. Skill Enhancement Courses (SEC): 2 (4 credits each)
5. Ability Enhancement Compulsory Courses (AECC): 2 (4 credits each)

Total number of courses (credits) taken by a student: 26 (148)

Table 1. Semester-wise Distribution of Credits

Year	Semester	Courses	Credits
First	I	2 CC (x6) 1 AECC (x4) 1 GE (x6)	22
	II	2 CC (x6) 1 AECC (x4) 1 GE (x6)	22
Second	III	3 CC (x6) 1 SEC (x4)	28

		1 GE (x6)	
	IV	3 CC (x6) 1 SEC (x4) 1 GE (x6)	28
Third	V	2 CC (x6) 2 DSE (x6)	24
	VI	2 CC (x6) 2 DSE (x6)	24
Total		26	148

1.4 Semester-wise Courses

Table 2. Courses for B.A. (Hons) Economics

Semester	Course title	Course code				
I	CC		AECC	SEC	DSE	GE
	Mathematical Methods for Economics I	HC11	Art of Communication			GE 1
	Introductory Micro-economics	HC12				
II	Mathematical Methods for Economics II	HC21	Environmental Science			
	Introductory Macro-economics	HC22				
III	Intermediate Micro-economics I	HC31				GE 3
	Intermediate Macro-economics I	HC32				
	Statistical Methods for Economics	HC33				
		HS31	Data Analysis			
IV	Intermediate Micro-economics II	HC41				

	Intermediate Macro- economics II	HC42				GE 4	
	Introductory Econometrics	HC43					
				<i>Pick one from</i>			
		HS41		Research Method- ology			
		HS42		Contem- porary Economic Issues			
V	Indian Economy I	HC51			<i>Pick two from</i>		
	Development Economics I	HC52					
		HE51					Game Theory
		HE52					International Trade
		HE53					Public Economics
		HE54					Financial Economics
		HE55					Applied Econometrics
		HE56					Economic History of India (1857-1947)
	HE57			Political Economy I			
VI	Indian Economy II	HC61			<i>Pick two from</i>		
	Development Economics II	HC62					
		HE62					Economics of Health and Education
		HE63					Environmental Economics
		HE64					Open Economy Macroeconomics
		HE65					Money and Financial Markets
		HE66					Comparative Economic Development (1850- 1950)

		HE67			Law and Economics	
		HE68			Political Economy II	

Key: CC = Core Course; AECC = Ability Enhancement Compulsory Course; SEC = Skill Enhancement Course; DSE = Discipline Specific Elective; GE = Generic Elective

2. Learning Outcome-based Approach

The B.A. (Hons) Economics programme provides a firm basis for much of the advanced thinking in the Economics discipline. It provides the student with a logical paradigm for modelling and interpreting the behaviour and interactions of households, firms, and government institutions.

The programme is consistent with global standards in the Economics discipline. It offers training that is comparable to that of an undergraduate student at the world's best universities.

The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, law, management, journalism, government, and many other fields.

3. Graduate Attributes

Upon completion of this programme, a student will have the necessary skills to understand and analyse in a logical manner all major economic phenomena.

A student will be able to analyse government policies and regulations, and demonstrate their significance. Knowing how an economy functions, and how decisions are made by consumers, producers, and regulators, the student will have the necessary skills to identify, analyse, and solve problems in a logical and efficient way. The programme provides the basic ingredients of economic theory and the opportunity to learn how to process and analyse economic data based on sound statistical principles, in order to arrive at economically meaningful conclusions.

4. Qualification Description

Upon successfully completing the programme, a student will be awarded the degree of B.A. Honours (Economics).

5. Programme Objectives

The programme aims to:

1. Train students in basic economic theory;

2. Equip students with the mathematical and statistical techniques necessary for a proper understanding of the discipline;
3. Discuss real world economic issues and problems facing the country and the world;
4. Enable students to understand proper policy responses to economic problems;
5. Train students to collect primary data and learn sampling techniques;
6. Train students to use statistical and econometric methods to arrive at conclusions about the validity of economic theories;
7. Train students to learn the art of economic modelling.

6. Programme Learning Outcomes

Students will:

1. Get an understanding of basic economic theory;
2. Learn the mathematical and statistical techniques necessary for a proper understanding of the discipline;
3. Get an introduction to real world economic issues and problems facing the country and the world;
4. Gain an understanding of proper policy responses to economic problems;
5. Get trained to collect primary data and learn sampling techniques;
6. Learn to use scientific empirical methods to arrive at conclusions about the validity of economic theories;
7. Get trained in the art of economic modelling.

7. Teaching Learning Process

Teaching and learning in this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student's progress and address her/his individual difficulties. Written assignments and projects submitted by students as part of the course are also discussed in tutorials. Some courses also have a laboratory component and some require the students to undertake an independent research project and submit a written report at the end of the project. Research projects will encourage independent thinking among students and prepare them to carry out research on their own after completion of the degree. Students will be assigned regular home assignments and will be tested periodically through quizzes and class tests to ensure that they have properly learnt the course material.

8. Assessment Methods / Evaluation Scheme

Assessment methods and evaluation schemes will be as *per* University of Delhi norms. Maximum marks for each theory paper will be 100. The break-up of marks is as follows:

1. 25 marks for internal assessment to be assigned at the college level, which will be determined as follows:
 - a. 5 marks for attendance in lectures and tutorials,

- b. 10 marks for a written class test, and
 - c. 10 marks for a project/seminar/class test.
2. 75 marks for the final examination conducted by the University at the end of the semester.

Practical papers will also follow the evaluation scheme of University of Delhi.

Generic Elective Courses

Introductory Microeconomics (GE11)

Generic Elective (GE) Credit: 6

Course Objective

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

Course Learning Outcomes

The course introduces the students to the first course in Economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand and characteristics of perfect and imperfect markets.

Unit 1

Introduction What is microeconomics? Scope and method of economics; the economic problem: scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; science of economics; Institutions for allocating resources; the basic competitive model; prices, property rights and profits; incentives and information; rationing; positive versus normative analysis. The Scientific method; the role of assumptions; models and mathematics; why economists sometimes disagree. Interdependence and gains from trade; specialisation and trade; absolute advantage; comparative advantage and trade

Unit 2

Supply and demand: Markets and welfare Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. Application to international trade; comparison of equilibria with and without trade, the winners and losers from trade; effects of tariffs and quotas; benefits of international trade; some arguments for restricting trade

Unit 3

The households The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption

Unit 4

The Firm and Perfect Market Structure Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run

Unit 5

Imperfect Market Structure Monopoly and anti-trust policy; government policies towards competition; imperfect competition

Unit 6

Input Markets Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy

References

1. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
2. Mankiw, N. (2007). *Economics: Principles and applications, 4th ed.* Cengage Learning.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Supply, demand, elasticity, consumer behaviour, firm behaviour, perfect and imperfect markets

Introductory Macroeconomics (GE21)

Generic Elective (GE) Credit: 6

Course Objective

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like GDP, savings, investment, money, inflation, and the balance of payments. It also introduces students to simple analytical frameworks (e.g., the IS-LM model) for determination of equilibrium output.

Course Learning Outcomes

This course will allow students to understand the basic functioning of the macroeconomy.

Unit 1

Introduction to macroeconomics and national income accounting Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts

Unit 2

Money Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy

Unit 3

Inflation Inflation and its social costs; hyperinflation

Unit 4

The closed economy in the short run Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics, 9th ed.* Pearson Education.
2. Blanchard, O. (2018). *Macroeconomics, 7th ed.* Pearson Education.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics, 12th ed.* McGraw-Hill.
4. Jones, C. (2016). *Macroeconomics, 4th ed.* W. W. Norton.
5. Mankiw, N. (2016). *Macroeconomics, 9th ed.* Worth Publishers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

GDP, BOP, money, inflation, classical model, Keynesian model

Data Analysis (GE31)

Generic Elective (GE) Credit: 6

Course Objective

This is a skill enhancement course for data analysis. The students will be given hands on training on using statistical and computing software to better visualize and understand data concepts. The course is to be delivered through 2 classroom lectures and 4 computer lab classes per week.

Course Learning Outcomes

The course will use data simulations and publicly available data sources to help students learn about data types, their organization and visual representation. They will learn how to compute summary statistics and do some basic statistical inference.

Unit 1

Introduction to the course: How can the representation and analysis of data help us study real-world problems. Publicly available data sets

Unit 2

Using Data: Available statistical software, steps in data storage, organization and cleaning

Unit 3

Visualization and Representation: Alternative forms of presenting summarizing and presenting data

Unit 4

Simple estimation techniques and tests for statistical inference

References

1. Levine, D., Stephan, D., Szabat, K. (2017). *Statistics for managers using Microsoft Excel, 8th ed.* Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). *A course in statistics with R.* Wiley.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Data representation, statistical software, estimation

Money and Banking (GE32)

Generic Elective (GE) Credit: 6

Course Objective

This course highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Learning Outcomes

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy.

Unit 1

Money Concept, functions, measurement; theories of money supply determination

Unit 2

Financial institutions, markets, instruments and financial innovations

Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises

Money and capital markets: organisation, structure and reforms in India; role of financial derivatives and other innovations

Unit 3

Interest rates Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India

Unit 4

Banking system Balance sheet and portfolio management.

Indian banking system: Changing role and structure; banking sector reforms.

Unit 5

Central banking and monetary policy Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India

References

1. Bhole, L., Mahukud, J. (2017). *Financial institutions and markets, 6th ed.* Tata McGraw-Hill.
2. Fabozzi, F., Modigliani, F., Jones, F., Ferri, M. (2010). *Foundations of financial markets and institutions, 4th ed.* Pearson Education.
3. Khan, M. (2015). *Indian financial system, 9th ed.* Tata McGraw-Hill.
4. Mishkin, F., Eakins, S. (2017). *Financial markets and institutions, 8th ed.* Pearson.
5. Various latest issues of RBI Bulletins, Annual Reports, Reports on Currency and Finance, and Reports of the Working Group, IMF Staff Papers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Money, financial institutions, financial innovations, interest rate, banking, monetary policy

Indian Economy I (GE33)

Generic Elective (GE) Credit: 6

Course Objective

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post-independence period.

Course Learning Outcomes

This course will help students understand the key issues related to the Indian economy. It will broaden their horizons and enable them to analyze current economic policy thus improving their chances of getting employed, and be more effective, in positions of responsibility and decision making.

The course also serves as the base for further study of sector specific policy discussion that is pursued in the course in the next semester.

Unit 1

Issues in Growth, Development and Sustainability

Unit 2

Factors in development: Capital formation (physical and human); technology; institutions

Unit 3

Population and economic development: Demographic trends; urbanisation

Unit 4

Employment: Occupational structure in the organised and unorganised sectors; open-, under- and disguised- unemployment (rural and urban); employment schemes and their impact

Unit 5

Indian development experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre- and post- reform eras

References

Given the current nature of the course, the readings will be updated every year. Selected chapters will be prescribed from:

1. Agrawal, P. (ed.) (2018). *Sustaining high growth in India*, Cambridge University Press.
2. Balakrishnan, P. (2007). The recovery of India: Economic growth in the Nehru era. *Economic and Political Weekly*, 42(45-46), 52-66.
3. Bloom, D. (2012). Population dynamics in India and implications for economic growth. In C. Ghate (ed.): *The Oxford handbook of the Indian economy*. Oxford University Press.
4. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Chapter 31. Pearson.
5. Dreze, J., Sen, A. (2013). *India: An uncertain glory*. Allen Lane.
6. Kapila, U. (2009). *Economic development and policy in India*. Academic Foundation.
7. Kapila, U. (2015). *Indian economy since independence, 26th ed.* Academic Foundation.
8. Mehrotra, S. (2015). *Realising the demographic dividend: Policies to achieve inclusive growth in India*. Cambridge University Press.
9. Ministry of Finance. *Economic survey* (latest)
10. Ministry of Finance. *Finance commission report* (latest)

11. Mohan, R. (2014). Pressing the Indian growth accelerator: Policy imperatives. *IMF papers*.
12. Todaro, M., Smith, S. (2011). *Economic development, 11th ed.* Pearson.
13. United Nations Development Programme. (2010). *Human development report 2010*. Palgrave Macmillan.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, government policy

Economic History of India (GE34)

Generic Elective (GE) Credit: 6

Course Objective

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the mechanisms that linked economic development in India to the compulsions of colonial rule.

Course Learning Outcomes

The course exposes the students to understanding the intricacies of India's economic, political and social developments both in the past and present times. It develops analytical skills, and will be useful in a variety of careers in academics, research, journalism, private sector and government.

Unit 1

Colonial India: Background and introduction

Unit 2

Macro trends in national income, population, labour and occupational structure

Unit 3

Agriculture, agrarian structure and land relations

Unit 4

Railways and industry

Unit 5

Economy and state in the imperial context

References

Some readings may be updated from year to year.

1. Chatterjee, B. (1992). *Trade, tariffs and empire*. Oxford University Press.

2. Chaudhary, L., Gupta, B., Roy, T., Swami, A. (eds.) (2016). *A new economic history of colonial India*. Chapters 4, 7, 9. Routledge.
3. Guha, S. (1991). Mortality decline in early 20th century India. *Indian Economic and Social History Review*, 28(4), 371-87.
4. Habib, I. (2006). *Indian economy 1858-1914: A people's history of India*. Chapter 3. Tulika.
5. Klein, I. (1984). When rains fail: Famine relief and mortality in British India. *Indian Economic and Social History Review*, 21 (2), 185-214.
6. Kumar, D. (ed.) (1982). *Cambridge economic history of India, c.1751-c.1970* 2. Chapters 8, 12. Orient Longman.
7. Morris, M. (1965). *Emergence of an industrial labour force in India*. Chapter 11. Oxford University Press.
8. Parthasarathy, P. (2011). *Why Europe grew rich and Asia did not: Global economic divergence, 1600-1850*. Chapters 2, 8. Cambridge University Press.
9. Parthasarathi, P. (2009). Historical issues of deindustrialization in nineteenth century South India. In T. Roy, G. Riello (eds.): *How India clothed the world: The world of South Asian textiles, 1500-1850*. Brill.
10. Roy, T. (2018). *A business history of India: Enterprise and the emergence of capitalism from 1700*. Chapters 4, 5. Cambridge University Press.
11. Roy, T. (2011). *The economic history of India 1857-1947, 3rd ed.* Chapters 3, 11. Orient Longman.
12. Subramanian, L. (2010). *History of India 1707-1857*. Chapter 4. Orient Blackswan.
13. Tomlinson, B. (1975). India and the British Empire 1880-1935. *The Indian Economic and Social History Review*, 12(14), 337-380.
14. Washbrook, D. (2012). The Indian economy and the British empire. In D. Peers, N. Gooptu (eds.): *India and the British empire*. Oxford University Press.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Colonial India, agriculture, industry, demography

Public Finance (GE41)

Generic Elective (GE) Credit: 6

Course Objective

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Course Learning Outcomes

The module aims to introduce students to the main concepts in public finance, equip students with a thorough analytical grasp of government taxes: direct and indirect taxes, and familiarise students with the main issues in government expenditure. At the end of the module the students should be able to demonstrate their understanding of the economic concepts of public finances, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various government policy options, and demonstrate their understanding of the usefulness and problems related to government revenues and expenditures.

Unit 1

Theory: Overview of Fiscal Functions, Tools of Normative Analysis, Pareto Efficiency, Equity and the Social Welfare; Market Failure, Public Good and Externalities; Elementary Theories of Product and Factor Taxation (Excess Burden and Incidence)

Unit 2

Issues from Indian Public Finance: Working of Monetary and Fiscal Policies; Current Issues of India's Tax System; Analysis of Budget and Deficits; Fiscal Federalism in India; State and Local Finances

References

1. Alam, S. (2016). GST and the states: sharing tax administrations. *Economic and Political Weekly*, 51(31).
2. Cullis, J., Jones, P. (1998). *Public finance and public choice, 2nd ed.* Oxford University Press.
3. Das, S. (2017). Some concepts regarding the goods and services tax. *Economic and Political Weekly*, 52(9).
4. Government of India. (2017). *GST - Concept and status - as on 3rd June, 2017*. Central Board of Excise and Customs, Department of Revenue, Ministry of Finance.
5. Hindriks, J., Myles, G. (2013). *Intermediate public economics, 2nd ed.* MIT Press.
6. Rao, M. (2005). Changing contours of federal fiscal arrangements in India. In A. Bagchi (ed.): *Readings in public finance*. Oxford University Press.
7. Rao, M., Kumar, S. (2017). Envisioning tax policy for accelerated development in India. *Working Paper No. 190, National Institute of Public Finance and Policy*.
8. Reddy, Y. (2015). Fourteenth finance commission: Continuity, change and way forward. *Economic and Political Weekly*, 50(21), 27-36.
9. Stiglitz, J. (2009). *Economics of the public sector, 3rd ed.* W. W. Norton.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Taxation, public expenditure, policy

Indian Economy II (GE42)

Generic Elective (GE) Credit: 6

Course Objective

The course seeks to equip students with sector-specific knowledge and skills to analyse key economic issues and policy documents. It will also enable them to relate theoretical frameworks of macroeconomics and microeconomics to the Indian context.

Course Learning Outcomes

Students will have capability to understand government policies and will enable informed participation in economic decision making, thus improving their employment prospects and career advancement.

Unit 1

Macroeconomic policies and their Impact: Fiscal, financial and monetary policies

Unit 2

Agriculture: Policies and performance; production and productivity; credit; labour; markets and pricing; land reforms; regional variations

Unit 3

Industry: Policies and performance; production trends; small scale industries; public sector; foreign investment, labour regulation

Unit 4

Services and trade: Trends and performance; trade and investment policy

References

Given the nature of the course, readings will be updated every year.

1. Anant, T. (2006). Institutional reforms for agriculture growth. In N. Majumdar, U. Kapila (eds.): *Indian agriculture in the new millennium: Changing perceptions and development policy*, Vol. 2. Academic Foundation.
2. Balakrishnan, P. (2014). The great reversal: A macro story. *Economic and Political Weekly*, 49 (21), 29-34.
3. Bhaduri, A. (2012). Productivity and production relations: The case of Indian agriculture. In A. Bhaduri (ed.): *Employment and development*. Oxford University Press.
4. Bhagwati, J., Panagariya, A. (2012). A multitude of labor laws and their reforms. In *India's tryst with destiny*. Collins Business.
5. Chanda, R. (2012). Services led growth. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
6. De, S. (2012). *Fiscal policy in India: Trends and trajectory*. Ministry of Finance Working Paper.

7. Dev, M. (2012). Agricultural development. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
8. Dev, S., Rao, N. (2010). Agricultural price policy, farm profitability and food security. *Economic and Political Weekly*, 45 (26-27), 174-181.
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Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, government policy

Global Political Economy (GE43)

Generic Elective (GE) Credit: 6

Course Objective

This generic elective course introduces students to the contemporary structures, trends and developments in the Global Economy through a Political Economy lens. It explores the period since the end of Second World War up to recent global economic crisis – from the ‘Golden age of capitalism’ to the ‘neoliberal’ shift. It particularly explores changes in the organization of production and corporate structure along with changes in labour processes and labour regimes and also the increasing dominance of finance in the contemporary world. It also examines the shifts in the nature, scope and ideology of the state under globalisation.

Course Learning Outcomes

This course enables students who have not studied economics at the undergraduate level to develop a critical understanding of the contemporary global economy. It enables them to form a more informed view of the world we inhabit by analyzing some of the economic trends and developments over the last five or six decades. As the economy is a crucial sphere both of social life in general and the world of work in particular, an analytical exposure to the structures, institutions and processes of the global economy will thus enrich their comprehension of the contemporary world. With such a comprehension, students from all backgrounds will thus be better prepared to face the professional world and can use the knowledge base of this course for facing the challenges of group discussions and general interviews for corporate or civil service jobs. Students of other social sciences and humanities, who intend to pursue higher studies and research, will also immensely benefit from this course by being able to develop an interdisciplinary understanding of basic economic structures and processes, which are often crucial to the understanding of their core subjects.

Unit 1

Introduction and overview: Perspectives on political economy of globalisation with a historical overview

Unit 2

Changing dynamics of capitalist production, organisational forms and labour processes: Fordist and post-Fordist production regimes; multinational corporations – evolution, structural form and dynamics; global value chains and production networks; the changing nature of employment, job security and labour rights in a globalised economy

Unit 3

The political economy of global trade: Structure and institutions of the international trade regime

Unit 4

The role of finance in the globalised economy: financialisation of the global economy – trends, instruments, features and consequences

Unit 5

The state in the era of globalisation: Globalisation and the limits of the welfare and developmental states; the neoliberal state.

Unit 6

Global economic instability and crisis: The 2008 global economic crisis – prelude, proximate and long term causes; possibility of recurring crises.

References

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Teaching Learning Process

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Internal assessment and final examination as per CBCS rules

Keywords

Fordism, globalisation, MNCs, global production networks, labour flexibility, informalisation, global trade regime, financialisation, state under globalisation, neoliberalism, economic crisis

Game Theory (GE44)

Generic Elective (GE) Credit: 6

Course Objective

Game theory is used in various fields, such as economics, biology, business, law, politics, sociology, and computer science. The purpose of this course is to introduce the basics of game theory to undergraduate students in various disciplines. Game Theory introduces the students to optimal decision making under an interactive settings. This course introduces the basic concepts of game theory in a way that allows students to use them in solving simple problems in various disciplines. The course will deal with the solution concepts for normal form and extensive form games along with a variety of applications. Ideas related to asymmetric information among the interacting agents would also be analysed in this course. The course ends with the

application of game theory to analyse moral hazard, adverse selection and signalling problems.

Course Learning Outcomes

The students will learn how to model multi-person decision-making in an interactive setting. They will understand how to formulate different real life situations as games and learn to predict the optimal strategies of players and how the players can exploit strategic situations for the benefit of their own.

Unit 1

Normal form games. The normal form; dominant and dominated strategies; dominance solvability; mixed strategies; Nash equilibrium; symmetric single population games; applications

Unit 2

Extensive form games with perfect information. The game tree; strategies; subgame perfection; backward induction in finite games; commitment; bargaining; other applications

Unit 3

Simultaneous move games with incomplete information. Strategies; Bayesian Nash equilibrium; applications

Unit 4

Extensive form games with imperfect information. Strategies; beliefs and sequential equilibrium; applications

Unit 5

Information economics. Adverse selection; moral hazard; signalling games

References

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Teaching Learning Process

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Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Normal form games, extensive form games, complete information, Nash equilibrium, subgame perfect equilibrium, incomplete information, Bayesian Nash equilibrium, sequential equilibrium