



UNIVERSITY OF CALICUT

**Abstract**

General and Academic- Faculty of Humanities - Syllabus of MA Development Economics programme, under CBCSS PG Regulations 2019 with effect from 2020 Admission onwards - Approved, subject to ratification by the Academic Council - Orders Issued

**G & A - IV - B**

U.O.No. 6049/2021/Admn

Dated, Calicut University.P.O, 11.06.2021

- Read:-*1. Minutes of the meeting of the sub committee of the Syndicate and Chairpersons of all PG Board of Studies, held on 17.12.2020 (Item No. 2).  
2. U.O. No. 1935/2021/Admn dated 15.02.2021  
3. Minutes of the meeting of the Board of Studies in Economics-PG held on 03.04.2021 (Item no.4)  
4. Remarks of the Dean, Faculty of Humanities, dated 26.05.2021  
5. Orders of the Vice Chancellor, dated 28.05.2021.  
6. U.O. No. 6028/2021/Admn dated 10.06.2021

ORDER

1. The online meeting of the members of the the subcommittee of the Syndicate and the Chairpersons of all PG Board of Studies held on 17.12.2020, vide paper read (1) above, entrusted the Board of Studies concerned to prepare the syllabus of the newly sanctioned programmes, under their area of study, in affiliated colleges in the academic year 2020-21.
2. The Regulations for Choice Based Credit and Semester System for Post Graduate (PG) Curriculum 2019 (CBCSS PG Regulations 2019), for all PG Programmes under Affiliated Colleges and SDE/Private Registration, with effect from 2019 Admission, has been modified and implemented in the University, vide paper read (2) above.
3. The meeting of the Board of Studies in Economics-PG, held on 03.04.2021, vide paper read (3) above, has approved the scheme and Syllabus of MA Development Economics CBCSS, by including additional elective courses.
4. The Dean, Faculty of Humanities has approved item No.4 of the minutes of the meeting of the Board of Studies in Economics-PG held on 03.04.2021, vide paper read (4) above.
5. Considering the urgency, the Vice Chancellor has accorded sanction to implement the Scheme and Syllabus of MA Development Economics Programme in accordance with the new CBCSS PG Regulations 2019, in the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Sanction is therefore accorded for implementing the Scheme and Syllabus of MA Development Economics Programme in accordance with CBCSS PG Regulations 2019, in the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
7. Orders are issued accordingly. (Syllabus appended )
8. UO read (6) above stands cancelled.

Arsad M

Assistant Registrar

To

The Principals of all Affiliated Colleges

Copy to: PS to VC/PA to R/PA to CE/JCE I/JCE V/JCE VIII/EX and EG Sections/GA I F/  
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Section Officer Page 1 of 109

**UNIVERSITY OF CALICUT**  
**POST GRADUATE PROGRAMME IN DEVELOPMENT ECONOMICS**  
**(MA DEVELOPMENT ECONOMICS)**  
**CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)**



**LEARNING OUTCOME BASED**  
**SCHEME & SYLLABUS FOR POST GRADUATE PROGRAMME IN**  
**DEVELOPMENT ECONOMICS**  
**(2020-21 Academic Year onwards in Affiliated Colleges)**

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*PREAMBLE*

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M A Development Economics is a two-year (with each year comprising of two semesters) PG programme introduced for the first time under the University of Calicut. It aims at providing a rigorous training in economic theory, tools and methods for development economic analysis. The programme also aims to sensitize students on economic, social, environmental, gender, issues of social exclusion in the development process. The programme offers courses with a new orientation on development experiences. The courses such as Economics of Development and growth, Development issues of Indian economy, Economics of Education, Development perspectives of International Trade, Environment and Development and development perspectives of Tribal Economics are examples of this. Thus this PG programme intends to deviate itself from the conventional quantitative orientation of Economics to more of a development thinking, which the students may find interesting. The entire schemes and syllabus of the programme is presented in Outcome Based Education format, spelling out objectives of the programme and programme outcomes so also the course specific objectives and outcomes.

**Shyjan D, PhD**

*Chairperson,*

*Board of Studies in Economics (PG)*

*University of Calicut*

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*Members of the PG Board of Studies (Economics), University of Calicut*

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1. **Dr. Shyjan D.** (Chairperson)
2. **Mr. Kabeer K.T.**, Assistant Professor, Government Arts and Science College, Kozhikode (Chairperson UG BoS)
3. **Dr. Anitha V.**, Professor, Department of Economics, University of Kerala (External Expert)
4. **Dr. Vinoj Abraham**, Professor, Centre for Development Studies, Trivandrum (External Expert)
5. **Mrs. Prasanna P.K.**, Associate Professor, Government College, Pattambi
6. **Mrs. Sreelatha C.**, Assistant Professor, SN College, Nattika
7. **Dr. Maya C. Pillai**, Associate Professor, NSS College, Ottappalam
8. **Dr. Rahul K.**, Assistant Professor, Government Arts & Science College, Kunnamangalam
9. **Mr. Anil Varma R.**, Assistant Professor, Guruvayurappan College, Kozhikode
10. **Dr. Jayasree Paul**, Assistant Professor, Government College, Chalakudy
11. **Dr. Zabeena Hameed P.**, Assistant Professor, Department of Economics, University of Calicut

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*ELIGIBILITY CRITERIA WITHOUT ENTRANCE*

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**UNDER MARK SYSTEM**

BA degree of this university with Economics/Foreign Trade/Development Economics (Main) or equivalent degree with at least 45% marks for Part III (excluding subsidiaries) Or BSc degree of this University with Statistics/Mathematics (Main) or equivalent degree with at least 70% marks for Part III (excluding subsidiaries). OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass.

**UNDER GRADE SYSTEM**

BA degree of this university with Economics/Foreign Trade/Development Economics (Main) or equivalent degree with Overall CGPA, at least equivalent to 50% or BSc degree of this University with Statistics/Mathematics (Main) or equivalent degree with equivalent grade to 70%. OB/OEC candidates are eligible for relaxation up to 5%. SC/ST candidates need only to get a pass.

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*LANGUAGE OF EXAMINATION*

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The language of writing the examination shall be English only.

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*SCHEME OF THE PROGRAMME*

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*MA DEVELOPMENT ECONOMICS (CBCSS) 2020-21  
ADMISSION*

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Semester	Name of the Course	Credit	Hours/ Week	Total Weightage	
				External	Internal
I	<i>DEC1 C01 Microeconomics: Theory and Applications I</i>	5	7	30	5
	<i>DEC1 C02 Macroeconomics: Theories and Policies I</i>	5	6	30	5
	<i>DEC1 C03 Economics of Development and Growth I</i>	5	6	30	5
	<i>DEC1 C04 Quantitative Methods for Economic Analysis I</i>	4	6	30	5
	<i>DEC1 A01 Ability Enhancement Course</i>	4*			
II	<i>DEC2 C05 Microeconomics: Theory and Applications II</i>	5	6	30	5
	<i>DEC2 C06 Macroeconomics: Theories and Policies II</i>	5	6	30	5
	<i>DEC2 C07 Economics of Development and Growth II</i>	5	7	30	5
	<i>DEC2 C08 Quantitative Methods for Economic Analysis II</i>	5	6	30	5
	<i>DEC2 A02 Professional Competency Course</i>	4*			
III	<i>DEC3 C09 International Trade</i>	5	6	30	5
	<i>DEC3 C10 Development Issues of Indian Economy</i>	5	6	30	5
	<i>DEC3 C11 Basic Econometrics</i>	5	7	30	5
	<i>Elective I#</i>	4	6	30	5
IV	<i>DEC4 C12 Political Economy of Development</i>	3	6	30	5
	<i>DEC4 C13 Public Economics: Theory and Practice</i>	3	6	30	5
	<i>Elective II#</i>	4	6	30	5
	<i>Elective III#</i>	4	6	30	5
	<i>DEC4 P14 Dissertation</i>	4	1	4	1
	<i>DEC4 V15 Comprehensive Viva Voce</i>	4			
	<b>Total Credits</b>	<b>80</b>			

# One Elective course in Semester 3 and two elective courses (one each from the two lists) in semester 4 are to be selected from the appended lists of elective courses.

\*The credits will not be counted for evaluating the overall SGPA & CGPA

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*EVALUATION SCHEMES*

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*Course Evaluation (Internal)*

<b>Component</b>	<b>Weightage</b>
<i>Assignment</i>	<b>1</b>
<i>Seminar</i>	<b>1</b>
<i>Attendance</i>	<b>1</b>
<i>Test Papers (2)</i>	<b>2</b>
<b>Total</b>	<b>5</b>

*Course Evaluation (External)*

<b>Part</b>	<b>Component</b>	<b>Weightage</b>
<b>A</b>	<b>15 Questions x 1/5</b>	<b>3</b>
<b>B</b>	<b>5 Questions x 1</b>	<b>5</b>
<b>C</b>	<b>7 Questions x 2</b>	<b>14</b>
<b>D</b>	<b>2 Questions x 4</b>	<b>8</b>

*Part A (Multiple Choice Questions)*

Answer all 15 Questions  
(15 x 1/5 Weightage = 3 Weightage)

*Part B (Very Short Answer Questions)*

Answer any 5 questions out of 8 questions  
(5 questions x 1 = 5 Weightage)

*Part C (Short Answer Questions)*

Answer any 7 questions out of 10 questions  
(7 questions x 2 = 14 Weightage)

*Part D (Essay Questions)*

Answer any 2 questions out of 4 questions.  
(2 questions x 4 = 8 Weightage)

**Total = 30 Weightage**

### *Dissertation Evaluation (Internal and External)*

SI No	Criteria	Weightage	Weightage External	Weightage Internal
1	<i>Relevance of the Topic and Statement of the Problem</i>	60%	8	2
2	<i>Methodology and Analysis</i>		8	2
3	<i>Quality of Report and Presentation</i>		8	2
4	<i>Viva-voce</i>	40%	16	4
5	<b>Total Weightage</b>	<b>100%</b>	<b>40</b>	<b>10</b>

### *Evaluation of Audit Courses*

Evaluation and grading of students in audit courses may be done on the basis of a presentation made by the students about Ability Enhancement Course (AEC) and Professional Competency Course (PCC) undertaken. Minimum pass requirement in each audit course is 1.5credits.



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*LIST OF CORE COURSES*

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1	Course I	<i>DEC1 C01- Microeconomics: Theory and Applications I</i>
2	Course II	<i>DEC1 C02- Macroeconomics: Theories and Policies I</i>
3	Course III	<i>DEC1 C03- Economics of Development and Growth I</i>
4	Course IV	<i>DEC1 C04- Quantitative Methods for Economic Analysis I</i>
5	Course V	<i>DEC2 C05- Microeconomics: Theory and Applications II</i>
6	Course VI	<i>DEC2 C06- Macroeconomics: Theories and Policies II</i>
7	Course VII	<i>DEC2 C07- Economics of Development and Growth II</i>
8	Course VIII	<i>DEC2 C08- Quantitative Methods for Economic Analysis II</i>
9	Course IX	<i>DEC3 C09- International Trade</i>
10	Course X	<i>DEC3 C10- Development Issues of Indian Economy</i>
11	Course XI	<i>DEC3 C11- Basic Econometrics</i>
12	Course XII	<i>DEC4 C12- Political Economy of Development</i>
13	Course XIII	<i>DEC4 C13- Public Economics: Theory and Practice</i>
14	Course XIV	<i>DEC4 P14- Dissertation</i>
15	Course XV	<i>DEC4 VI5 Comprehensive VIVA VOCE</i>

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*LIST OF ELECTIVE COURSES*

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**SEMESTER III**

1	Course I	<i>DEC3 E01- Kerala Society and Economy: Development Experiences</i>
2	Course II	<i>DEC3 E02 - Social Entrepreneurship and Development</i>
3	Course III	<i>DEC3 E03 - International Finance</i>
4	Course IV	<i>DEC3 E04 - Labour Economics</i>

**SEMESTER IV**

*List1*

5	Course V	<i>DEC4 E05 - Advanced Econometrics</i>
6	Course VI	<i>DEC4 E06 - Tribal Development: Approaches and Issues</i>
7	Course VII	<i>DEC4 E07 - Demography</i>
8	Course VIII	<i>DEC4 E08 - Environmental Economics</i>
9	Course IX	<i>DEC4 E09 - Fundamentals of Research Methodology</i>

*List2*

10	Course X	<i>DEC4 E10 - Social Exclusion and Development</i>
11	Course XI	<i>DEC4 E11 - Gender Economics</i>
12	Course XII	<i>DEC4 E12 - Health Economics</i>
13	Course XIII	<i>DEC4 E13 - Decentralization and Development</i>
14	Course XIV	<i>DEC4 E14 - Urbanization and Development</i>

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## *AUDIT COURSES*

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The students will have to undergo two audit courses with 4 credits each. The credits will not be counted for evaluating the overall SGPA & CGPA. Audit courses are not part of the normal workload.

### *GENERAL GUIDELINES*

#### *Semester I: Ability Enhancement Course (AEC) 4 Credits*

The student can attempt any one of the following for securing 4 credits.

1. An internship in an academic/research institution or in any related organization suitable to the topic under study, under a supervisor/teacher official.
2. One seminar presentation of 15 minutes duration, on a relevant topic.
3. One case study analysis approved by the Department Council.
4. Community Linkage Programme in a nearby Local Government.
5. Review of one recently published book related to Economics.

#### *Semester II: Professional Competency Course (PCC) 4 Credits*

The student should acquire skill in at least one of the software such as SPSS/R/Econometrics/Python/Stata or any software relevant to Economics and use the software to do any one of the following with the help of a supervising teacher.

1. Calculation of descriptive measures in statistics.
2. Calculation of correlation and regression.
3. Fitting of normal curve and parabola.
4. Perform ANOVA.
5. Multiple regression models.
6. Calculation of growth rate, elasticity etc.
7. Perform  $t$ , chi square and F test.
8. Perform any non-parametric test.

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*M.A. DEVELOPMENT ECONOMICS DISSERTATION FORMAT*

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**STRUCTURE OF THE PROJECT****Cover Page and Front Page**

- a. Title of the project
- b. Degree for which project is submitted.
- c. Name of the Candidate & Roll Number
- d. Name of the College
- e. Month and year the project is presented

**Contents**

- a. Certificate of the supervising teacher.
- b. Certificate of the head of the department.
- c. Declaration by the student.
- d. Acknowledgement.
- e. Table of Contents
- f. List of Tables
- g. List of Figures
- h. Introductory Chapter
- i. Analyses Chapters
- j. Concluding Chapter
- k. Bibliography/Reference
- l. Appendix

**STYLE OF PRESENTATION**

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3. Font size: 12
4. Line spacing: 1.5

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*General Outcomes (GO) of M.A Development Economics*

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- GO.1.** To prepare the students with advanced cognition in Development Economics and to relate the acquired cognitive base in the Development Issues of World Economy, Indian Economy and Kerala Economy.
- GO.2.** To facilitate students to comprehend the development issues of the economy in general and different sections of the society in particular.
- GO.3.** To develop the skills to enquire the real development issues based on the major theoretical underpinnings.
- GO. 4.** To master on the various tools and techniques of studying the development issues of economy.
- GO.5.** To develop the skill of developing econometric methodology for studying development economics.
- GO.6.** To have comprehension on the qualitative and quantities research methodology of development economics in particular and social science research in particular.

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*SEMESTER I*

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<b>Course</b>	<b>Title of Course</b>	<b>Hours/ Week</b>	<b>Credit</b>
Core	<i>DEC1 C01- Microeconomics: Theory and Applications I</i>	7	5
Core	<i>DEC1 C02- Macroeconomics: Theories and Policies I</i>	6	5
Core	<i>DEC1 C03- Economics of Development and Growth I</i>	6	5
Core	<i>DEC1 C04- Quantitative Methods for Economic Analysis I</i>	6	4
Audit	<i>Ability Enhancement Course</i>	0	4

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*Core Course-I*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**I SEMESTER**  
**DEC1 C01 -MICROECONOMICS: THEORY AND APPLICATIONS-I**  
*(Credit 5)*

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### **COURSE OBJECTIVES**

**CO1:** Identify appropriate economic models (e.g., models of perfectly competitive markets and various market imperfections) and apply them to analyse and predict the behaviour of individuals and firms interacting in markets.

**CO2:** Articulate how individuals and society as a whole benefit or are harmed by economic markets.

**CO3:** Derive the central results about decision-making and optimum choice (under certainty) of the consumers and firms from first principles.

**CO4:** Determine the profit maximizing price and quantity under perfect and imperfect competition by use of marginal analysis.

**CO5:** Course Outcome: Understand the assumptions that underline standard microeconomic models of individual behaviour in a world with scarce resources.

**CO6:** Understand the utility maximization and expenditure minimization problems

### **DETAILED COURSE**

#### **Module I: Consumer Behavior under Uncertainty and Risk**

Choice under uncertainty- Representing uncertainty by Probability distributions- Expected Value and Variability- Maximizing expected utility- Fair gambles and expected utility hypothesis- St. Petersburg paradox-Neumann-Morgenstern utility index- Friedman Savage hypothesis-Markowitz hypothesis- Utility functions and attitudes towards risk- risk neutrality, risk aversion, risk preference, certainty equivalent, demand for risky assets- reducing risks diversification, insurance, flexibility, information- The state preference approach to choice under uncertainty.

#### **Module II: Market Demand for Commodities**

Deriving market demand- Network externalities- Bandwagon effect, Snob effect and Veblen effect- Empirical estimation of demand- Linear demand curve, Constant elasticity demand function- Dynamic versions of demand functions-Nerlove, Houthakker and Taylor-Linear expenditure system- Characteristic approach to demand function.

### **Module III: Theory of Production and Costs**

Short run and long run production function- returns to scale- elasticity of substitution-Homogeneous production function- Linear homogeneous production function- Fixed proportion production function- Cobb Douglas production function and CES production function- Technological progress and production function- Cost function- Cost minimizing input choices- properties of cost functions- Economies of scope- The Learning curve –Estimating and Predicting cost- Short run and long run distinction.

### **Module IV: Theory of Imperfect Markets**

Oligopoly- Characteristics- Collusive versus non-collusive oligopoly- Non-collusive models- Cournot model- Bertrand model- Chamberlin's model-Kinked demand curve model of Sweezy- Stackelberg's model- Welfare properties of duopolistic markets- Collusive models-Cartels and Price leadership

### **Module V: Theory of Games**

Basic concepts-Cooperative versus non-cooperative game- Zero sum versus non- zero sum game- Prisoner's dilemma- Dominant strategies- Nash equilibrium- Prisoner's dilemma- Pure strategies- Mixed strategies- repeated games- Sequential games- Threats, commitments and credibility.

### **References**

1. Walter Nicholson and Christopher Snyder (2017): Microeconomic Theory- Basic Concept and Extensions, 12th edition, Cengage Learning India Private Limited.
2. Andrew Schotter (2009): Microeconomics: A Modern Approach- 1st edition, South Western Cengage Learning.
3. Michael E Wetzstein (2013): Microeconomic Theory- Concepts and Connections, 2nd edition, Routledge.
4. Robert S Pindyck and Daniel L Rubinfeld (2017): Microeconomics- 8th edition, Pearson.
5. Thomas J Nechyba (2010): Microeconomics: An Intuitive Approach with Calculus- 1<sup>st</sup> edition, South Western Cengage Learning.
6. Andreu Mas-Colell, Michael D Whinston and Jerry R Greene (1995): Microeconomic Theory- 1st edition, Oxford University Press.
7. Geoffrey A Jehle (2010): Advanced Microeconomic Theory- 3rd edition, Prentice Hall
8. Hall R Varian (2014): Intermediate Microeconomics- A Modern Approach, WW Norton and Co.
9. Jeffrey M Perloff (2019): Microeconomics -7th edition, Pearson
10. Hugh Gravelle and Ray Rees (2007): Microeconomics- 3rd edition, Pearson Education
11. Edgar K Browning and Mark Zupan (2011): Microeconomics: Theory and Applications- 3<sup>rd</sup> edition.
12. Dominick Salvatore (2009): Microeconomics – 5th edition, Oxford University Press. Page 16 of 109



13. A Koutsoyiannis (1979): Modern Microeconomics- 2nd edition, Macmillan.
14. Robert Y Awh (1976): Microeconomics: Theory and Applications- John Wiley & Sons
15. Watson and Getz (2004): Price Theory and its Uses- 5th edition, AITBS Publishers and Distributors.
16. James H Henderson and Richard E Quandt (1980): Microeconomic Theory: A Mathematical Approach- 8th edition, McGraw-Hill
17. G S Madalla and Ellen Miller (1989): Microeconomics: Theory and Applications- 1st Edition, Tata McGraw-Hill.

#### COURSE OUTCOME

- CO1.** It helps the students to enrich their basic understanding and logical reasoning.
- CO2** It give more insights about risk and return, methods of managing risks, diversifying risks, probabilities of getting more returns on investment made.
- CO3** The course helps to know the psychological and behavioural factors involved in demand, consumption, marketing and trading..
- CO4** The students can familiarize about various production technologies, production functions and markets
- CO5.** This course also enables the students to know about the following aspects that can definitely influence in taking intellectual decision particularly in the situations of dilemma and uncertainty as how to manage problems and take optimal decisions.

#### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√

#### TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.

- c) Relevant, useful and applicable project work in which some of them may be team-based.
- d) Activities be designed to develop generic/transferable and subject-specific skills.

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*Core Course-II*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**I SEMESTER**  
**DEC1 CO2 -MACROECONOMICS: THEORIES AND POLICIES I**  
*(Credit 5)*

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**COURSE OBJECTIVES**

CO1: To promote understanding of alternative perspectives with respect to macroeconomic theories and policies.

CO2: To enhance the analytical skills of the student towards understanding the developments in the economy.

CO3: To introduce the student to the art of abstracting and building small models related to the macroeconomics.

CO4: To introduce the student to the economics of Keynes and further to IS LM analytics. The various theories related to consumption, investment and demand for money are introduced in this section.

CO5: Gives a fair exposure to the importance of regulating the financial system, and draws attention to the limitations to policymaking in an open economy.

***DETAILED COURSE***

**Module I: Aggregate Demand**

**Consumption Function:** Keynes' psychological law- Absolute income hypothesis- Kuznet's consumption puzzle - Relative income hypothesis - Fisher's inter-temporal choice model – Permanent income hypothesis- Life cycle hypothesis.

**Investment Function** - MEC and MEI approaches -user cost and Neo-classical theory of investment- Tobin's q-ratio- Accelerator theory of investment (simple and flexible acceleration models).

**Demand for Money-** Classical approach to demand for money- Quantity theory approaches, Fisher's equation, Cambridge quantity theory, Keynes's liquidity preference approach - Post-Keynesian approaches to demand for money: Friedman's restatement of Quantity theory of money, Approaches of Baumol and Tobin.

**Supply of Money** - Measures of money supply (RBI definition) - The H theory of money supply- Money multiplier process-Behavioural and endogenous money supply models- Fisher effect.

## **Module II: Theories of Inflation and Unemployment**

Keynesian and monetarist approach to inflation- Structuralist theory of inflation- Inflation unemployment trade off-Phillips Curve- Short run and long run Phillips curve -The natural rate of unemployment hypothesis- Modified Phillips curve- Adaptive expectation hypothesis-Augmented Phillips curve- NAIRU- Okun's Law-The new microeconomics of the labour market and search theory-Rational expectations.

## **Module III: Theories of Business Cycles**

Business cycles- Monetary theory of Hawtrey- Over investment theory of Hayek- Innovation theory of Schumpeter-Models of Samuelson, Hicks and Kaldor-Keynesian theory of business cycle-The real business cycle theory- Political business cycle theory

## **Module IV: Neo-Classical and Keynesian Synthesis**

The IS-LM model-equilibrium in goods and money market - ISLM model with government sector; Relative effectiveness of monetary and fiscal policies; Extension of IS-LM models with labour market and flexible prices. The three sector macro model with Keynesian and Neoclassical versions.

## **Module V: Macroeconomic Policy**

Macroeconomic policies- Objectives of macroeconomic policies- Target variable and instrument variable-Monetary policy-Instruments- The issue of central bank autonomy-Rules versus discretion-The Taylor rule-Time inconsistency of policy- Fiscal policy- Instruments-Policy lags - Inside and outside lags- Fiscal policy and budget deficit- Crowding out effect and government budget- The Ricardian Equivalence- Income policy- Stabilization policy.

## **References**

1. Gregory Mankiw (2008): Macroeconomics- Worth Publishers NY, 6th ed.
2. Richard T Froyen (2005): Macroeconomics: Theories and Policies- Pearson (LPE), Seventh ed.
3. Rosalind Levacic and Alexander Rebman (1982): Macroeconomics: An Introduction to Keynesian-Neoclassical Controversies- 2nd ed. Macmillan.
4. Eric Pentacost: Macroeconomics-An Open Economy Approach- Macmillan.
5. Rudiger Dornbusch, Stanley Fisher and Richard Startz (2004): Macroeconomics- Tata McGraw Hill, 9th ed.
6. Errol D'Souza (2008): Macroeconomics- Pearson Education.
7. P.N Junankar (1972): Investment: Theories and Evidence- Macmillan.
8. Fred R Glahe (1985): Macroeconomics: Theory and Policy- Harcourt Publishers, New Delhi.
9. Veneries and Sebold (1977): Macroeconomics: Models and Policies- John Wiley & Sons.
10. Gurley J and Shaw E S (1960): Money in a Theory of Finance- Washington: Brookings

11. Samuelson and Nordhaus (1998): Macroeconomics- 16th ed. Irwin McGraw Hill.
12. Robert J Gordon: Macroeconomics- Eastern Economy Edition.
13. Edward Shapiro: Macroeconomics- Galgotia Publications, New Delhi.
14. Mervyn K.Lewis and Paul D Mizen (2000): Monetary Economics- Oxford University Press.
15. Jagdish Handa (2000): Monetary Economics-Routledge.

### COURSE OUTCOME

- CO1.** The students understand the methods of calculating macro aggregates like national income, Inflation, unemployment and Balance of Payment.
- CO2** The students become familiar with the macro level data sources and gain interest for research in aggregative data and enable the student to understand and analyze the relationship between aggregates.
- CO3** The students will be able to make a critical evaluation of the economic performance of the countries and think of alternative policies and ways for fine tuning the economy.
- CO4.** Help the students to devise mathematical modelling for economic theories.

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN			
		Remembering	Understanding	Analysing	Applying
Course Outcomes	CO1	√			
	CO2		√		
	CO3			√	
	CO4				√

### TEACHING LEARNING METHODOLOGIES (TLM)

1. Lectures supported by group tutorial work.
2. The use of prescribed text-books, e-learning resources and other indispensable study materials.
3. Relevant, useful and applicable project work in which some of them may be team-based.
4. Activities to be designed to develop generic /transferable and subject-specific skills.

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*Core Course III*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*I SEMESTER*  
*DECI C03 -ECONOMICS OF DEVELOPMENT AND GROWTH I*  
*(Credit 5)*

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**COURSE OBJECTIVES**

- CO1: Understand that economic development is a multi-dimensional concept
- CO2: Distinguish between the concepts of growth and development.
- CO3: Analyze the reasons behind persistence of poverty and inequality in developing countries.
- CO4: Identify problems faced by developing countries and suggest suitable policies for tackling them.
- CO5: Apply the micro- and macro-theoretic tools learnt, for analyzing various development issues.
- CO6: Evaluate the role of institutions in economic growth.
- CO7: Analyze the performance of Trade liberalization policies and their effects on human deprivation in developing economies.

***DETAILED COURSE***

**Module I: Concepts and Measurements of Economic Growth and Development**

Concepts of growth and development-Indicators of Economic Development: National Income, Per capita Income, PQLI, Human Development Index, Gender Development Index, Human Poverty Index and Deprivation Index. Measures of Inequality: Kuznets Inverted U hypothesis, Lorenz Curve and Gini-coefficient, Atkinson, Theil, Palma ratio. Alternate approaches to development- Basic needs approach.

**Module II: Pre Keynesian Theories of Economic Growth**

Grand Theories: Adam Smith and the accumulation of capital. David Ricardo, Thomas Malthus and Classical Pessimism, Marxian theory of capitalist development - Schumpeterian theory of economic development. Comparison of Pre Keynesian theories of Economic Growth – Ricardo and Marx – Schumpeter and Marx – Schumpeter and Ricardo – Marx and Schumpeter

**Module III: Theories of Economic Growth or Post Keynesian Models of Economic Growth**

Harrod-Domar Growth Model- Neo-Classical Growth model- Solow-Swan model- Convergence Hypothesis, Meade Model, Cambridge models- Contributions of Kaldor-Mirrlees and Joan Robinson, Hirofumi Uzawa model, Vintage model, Endogenous Growth Theory and the role of Human Capital; Indian Plan Models of Mahalanobis and Wage-goods model.

### **Module IV: Partial Theories of Economic Growth and Development**

Basic Features of Underdeveloped Countries, Population Growth and the Theory of Low-Level Equilibrium Trap, Critical Minimum Effort Thesis, Theory of Big-Push; Balanced Versus Unbalanced Growth Theories- Concepts of linkages-Unlimited supply of labour- Fei- Ranis and Jorgenson models

### **MODULE V: Stage Theories and Structural aspects of development**

Marxian Stage theory, Rostow's Stage Theory. Theory of Growth and Structural Change. Concept of Dualism: Technological, Social, Geographical and Financial. Myrdal and Circular Causation, Backwash and Spread Effect, Dependency Theories: Singer-Prebisch hypothesis-Samir Amin; Gundar Frank - Neo-Marxist approach, Baran - World systems approach-Emmanuel Wallerstein - Basic principles of Neo Liberalism- Arguments against the neoliberal propositions.

### **References**

1. Adelman, Irma (1961): 'Theories of Economic Growth and Development', Stanford University Press
2. Ahluwalia and I.M.D Little: India's Economic Reforms and Development: Essays for Manmohan Singh
3. Hollis, Chenery, and T. N. Srinivasan: "Handbook of Development Economics, Vol. 1." (1988).
4. Fortado (1964): 'Development and Underdevelopment', University of California Press, Berkley
5. Ghatak, Subrata: Introduction to Development Economics. Routledge (4th edn.)
6. Gill, Richard T: Economic Development: Past and Present. No. HD82 G52. 1963.
7. Hagen, Everett (1975): The Economics of Development Richard D. Irwin Illinois
8. Higgins, Benjamin (1976): Principles of Economic Development, Universal Book Stall, New Delhi.
9. Jones, Hywel G: An Introduction to Modern Theories of Economic Growth. London: Nelson, 1975.
10. Kindleberger, C.P (1958): Economic Development, Tata McGraw-Hill, NY
11. Kuznets S (1972): Modern Economic Growth, Oxford and IBH, New Delhi.
12. Little, Ian Malcolm David: Economic Development: Theory, Policy, and International Relations. (1982).
13. Meier, Gerald M., and James E. Rauch: Leading Issues in Economic Development. 5th ed. New York: Oxford University Press, 1989.
14. Ray, Debraj (2003): 'Development Economics', Oxford India Paperbacks, OUP
15. Sen, A. K: Introduction in Growth Economics: Selected Readings." (1970).
16. Skarstein, Rune. Development Theory: A Guide to Some Unfashionable Perspectives. Oxford University Press, USA, 1997.

17. Stiglitz, Joseph E., and Hirofumi Uzawa, eds: Readings in the Modern Theory of Economic Growth. Mit Press, 1969.
18. Thirlwall, A. P: Growth and Development: With Special Reference to Developing Economies: Palgrave Macmillan." (2003).
19. Todaro, Michael P, (1987), Economic Development in the Third World, Orient Longman, New Delhi.

### COURSE OUTCOME

- CO1.** The Course helps the students to understand the basic concepts in economic growth and economic development.
- CO2.** It provides some measurement tools and that will help the students to identify and evaluate the present scenarios.
- CO3.** At the end of this course, the students learn the basic ideologies through various theories and to improve the critical thinking.
- CO4.** It helps them to reconstruct the arguments and evaluate the ideas and issues in different perspectives

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN			
		Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√			
	CO2		√		
	CO3			√	
	CO4				√

### TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Assignments.
- d) Discussions.



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*Core Course-IV*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**I SEMESTER**  
**DECI C04 - QUANTITATIVE METHODS FOR ECONOMIC ANALYSIS I**  
*(Credit 4)*

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### **COURSE OBJECTIVES**

1. To introduce students to the basics of functions, matrices and differential calculus
2. To inculcate the knowledge of applying functions, matrices and differential calculus in economics.
3. To acquaint them with important aspects of financial economics with the help of mathematical tools.
4. To develop quantitative skills for analysing economic situations.

### **DETAILED COURSE**

#### **Module I: Linear Algebra**

Different types of functions and its graphs, Constant Linear, Quadratic, Cubic, Polynomial, Exponential and logarithmic functions. Applications of linear functions in Economics-Vectors and Matrices, determinants, solution of a system of equations - Inverse method and Cramer's rule-Rank of a matrix-characteristic equations and characteristic roots and vectors.

#### **Module II: Differential Calculus**

Functions, limit of a function, continuity of a function, Derivative of a function - Rules of Differentiation, Higher order derivatives, differentiation of logarithmic functions, exponential functions and implicit functions- Application of Derivatives- Meaning of a Derivative- rate of change- slope of a curve- Marginal concepts related to demand, supply, cost, revenue and production functions. Maxima and minima- Economic applications.

#### **Module III: Functions of Several Variables**

Functions of several variables - Partial differentiation- Optimisation of Multivariable functions- constrained optimization with Lagrangian multipliers-Consumers and producers equilibrium using constrained optimization Differentials- Total and Partial derivatives-Total derivatives- Rules of integration- Definite integral, area under a curve-estimation of producers and consumers surplus.

#### **Module IV: Differential and Difference Equations**

First order Differential equations -Definitions and concepts, general formula for Differential equations – Economic applications-Differential equations for limited and unlimited growth -First order Difference equations- Solution of first order difference equations – General formula for First order Linear Difference equations, applications - stability conditions, Cobb Web model.

## Module V: Financial Mathematics

Arithmetic and geometric sequence and series- Simple interest, compound interest and annual percentage rates- Depreciation- Net present value and internal rate of return- Annuities, debt repayments, sinking funds- The relationship between interest rates and the price of bonds.

### References

1. Essential Mathematics for Economics and Business, Teresa Bradley and Paul Patton, Revised by Teresa Bradley, Wiley Student Edition Chapter- 2 and Chapter-4.
2. Introduction to Mathematical Economics Edward T. Dowling Third Edition Chapter-8.
3. Taro Yamane: Statistics - An Introductory Analysis, Harper & Row, Edition 3.
4. Hoel PG: Introduction to Mathematical Statistics, John Wiley & Sons, Edition.
5. RGD Allen Mathematical Analysis for Economics.
6. Tulsian, P.C and Vishal Pandey: Quantitative Techniques, Pearson Education, New Delhi.
7. S.P. Gupta: Statistical Methods, Sultan Chand and Sons, New Delhi.
8. Hooda R.P. Statistics for Business and Economics, Macmillan, New Delhi.
9. Alpha C Chiang: Fundamental Methods of Mathematical Economics, 2nd Ed. Inter National Student Edition, Mc Grawhill.
10. Edward T Dowling: Introduction to Mathematical Economics, Third Edition, Schaum's Outlines, Tata Mc Grawhill Publishing Co. Ltd, New Delhi.
11. Sreenath Baruah: Basic Mathematics and its Applications in Economics, Macmillan India Ltd.
12. Joseph K.X, Quantitative Techniques, CUCCS Ltd, Calicut University.

### COURSE OUTCOME

- CO1.** Students would be able to define and describe different types of functions, matrices, derivatives, and different rates related to finance
- CO2.** Students would be able to interpret the results obtained by using quantitative tools like matrices and derivatives
- CO3.** Students would be able to apply functions, matrices, and derivatives for solving real world problems related to economics
- CO4.** Students would be able to analyse the economic relationships using functions, matrices, and derivatives
- CO5.** Students would be able to critically evaluate use of mathematical concrete tools like functions, matrices and derivatives in abstract science like economics

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√

### TEACHING LEARNING METHODOLOGIES (TLM)

- 1) Lectures supported by group tutorial work, practical and field-based learning.
- 2) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- 3) Relevant, useful and applicable project work in which some of them may be team-based.
- 4) Activities be designed to develop generic/transferable and subject-specific skills.

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*SEMESTER II*

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<b>Course</b>	<b>Title of Course</b>	<b>Hours/ Week</b>	<b>Credit</b>
Core	<i>DEC2 C05- Microeconomics: Theory and Applications II</i>	6	5
Core	<i>DEC2 C06- Macroeconomics: Theories and Policies II</i>	6	5
Core	<i>DEC2 C07- Economics of Development and Growth II</i>	7	5
Core	<i>DEC2 C08- Quantitative Methods for Economic Analysis II</i>	6	5
Audit	<i>Professional Competency Course</i>	0	4

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*Core Course-V*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**II SEMESTER**  
**DEC2 C05 - MICROECONOMICS: THEORY AND APPLICATIONS-II**  
*(Credit 5)*

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**COURSE OBJECTIVES**

- CO1: Understand the efficiency condition of competitive equilibrium and its welfare implications.
- CO2: Critically understand the fundamental theorems of Welfare economics.
- CO3: Understand the social welfare function and Pareto criteria.
- CO4: Compare the various criteria for evaluating social welfare and arriving at a social choice .
- CO5: Analyze decision making of consumer under risk and uncertainty with special emphasis on insurance choice and provide tools for measuring risk and risk aversion.
- CO6: Examine the issues of moral hazard and adverse selection arising from asymmetric information in the real world and how it leads to market failure.
- CO7: Develop a critical understanding of second or third best
- CO7: Develop a critical understanding of second or third best.
- CO8: Understand how externalities lead to market failure and the issue of underprovisioning of public goods
- CO9: Critically evaluate the importance of Behavioural Economics and its influence in constructing the new theories of firms

***DETAILED COURSE***

**Module I: Intertemporal Choice and Capital Decisions**

Capital and the rate of return- Determining the rate of return- Demand for future goods-Utility maximisation- Effects of changes in r- Supply of future goods- Equilibrium price of future goods- Rate of return- Real interest rates and nominal interest rates- Pricing of risky assets- The firm's demand for capital- The net present value criterion for capital investment decisions- Adjustment for risks- Diversification versus non-diversifiable risks- The capital assets pricing model.

**Module II: General Equilibrium and Welfare Economics**

Elements of general equilibrium analysis-General equilibrium of exchange- General equilibrium of production- Efficiency of competitive markets- Welfare economics- Criteria of social welfare- Pareto optimality-Kaldor-Hicks compensation criterion- Scitovsky criterion-Deriving a Social welfare function- Theory of second best- Arrow's impossibility theorem-Rawls theory of justice- First Theorem of welfare economics- Second Theorem of welfare economics.

### **Module III: Externalities and Public Goods**

Externalities-Negative externalities in consumption and production-Positive externalities in consumption and production-Externalities and inefficiency-Ways of correcting market failure- Externalities and property rights-Coase theorem- Common property resources-Tragedy of commons-Public goods-Characteristics- Public goods and market failure-Provision of public goods-Free rider problem- Lindahl pricing.

### **Module IV: Asymmetric information**

Asymmetric information- Implications of asymmetric information- The lemons problem-Adverse selection- Hidden information- Moral hazard (hidden action)- Insurance markets-Market signalling- Principal-agent problem- The efficiency wage theory.

### **Module V: Behavioural Economics**

Behavioural economics- Reference points and consumer preferences- Rules of thumb and biases in decision making.

### **References**

1. Walter Nicholson and Christopher Snyder (2017): *Microeconomic Theory- Basic Concepts and Extensions*, 12th edition, Cengage Learning India Private Limited.
2. Andrew Schotter (2009): *Microeconomics: A Modern Approach*- 1st edition, South Western Cengage Learning.
3. Michael E Wetzstein (2013): *Micro economic Theory- Concepts and Connections*, 2<sup>nd</sup> edition, Routledge.
4. Robert S Pindyck and Daniel L Rubinfeld (2017): *Microeconomics*- 8th edition, Pearson.
5. Thomas J Nechyba (2010): *Microeconomics: An Intuitive Approach with Calculus*- 1<sup>st</sup> edition, South Western Cengage Learning.
6. Andreu Mas-Colell, Michael D Whinston and Jerry R Greene (1995): *Microeconomic Theory*- 1st edition, Oxford University Press.
7. Geoffrey A Jehle (2010): *Advanced Microeconomic Theory*- 3rd edition, Prentice Hall
8. Hall R Varian (2014): *Intermediate Microeconomics- A Modern Approach*, WW Norton and Co.
9. Jeffrey M Perloff (2019): *Microeconomics* -7th edition, Pearson
10. Hugh Gravelle and Ray Rees (2007): *Microeconomics*- 3rd edition, Pearson Education
11. Edgar K Browning and Mark Zupan (2011): *Microeconomics: Theory and Applications*-3rd edition.
12. Dominick Salvatore (2009): *Principles of Microeconomics* – 5th edition, Oxford University Press.
13. A Koutsoyiannis (1979): *Modern Microeconomics*- 2nd edition, Macmillan.
14. Robert Y Awh (1976): *Microeconomics: Theory and Applications*- John Wiley & Sons

15. Watson and Getz (2004): Price Theory and its Uses- 5th edition, AITBS Publishers and Distributors.
16. James H Henderson and Richard E Quandt (1980): Microeconomic Theory: A Mathematical Approach- 8th edition, McGraw-Hill
17. G S Madalla and Ellen Miller (1989): Microeconomics: Theory and Applications- 1<sup>st</sup> edition, Tata McGraw-Hill.

## COURSE OUTCOMES

- CO1.** It helps the students to build up policy oriented decisions which are highly in the pursuit of public welfare and public choice.
- CO2.** It improves the skill and logical reasoning and decision making power of students. It helps the students for broadening their knowledge and understanding about firms and industries problems and their solutions.
- CO3.** The course helps the students to know the inter relationship between different sectors.
- CO4.** The course also helps the students to aware about the need and relevance of social welfare, how social welfare can be improved through the various policy implications and implementations and the alternative ways of ensuring public welfare and various social marginal conditions to achieve public welfare. This aspect of study can assure the students to improve their knowledge about the right public choice and logical thinking .
- CO5.** It also helps to improves the student's capability to look into various dimensions of transaction costs, amongst the bargaining cost and search costs are most important, the need and cost of participating into an exchange or market and the situations of wrong selection of goods due to imperfect information, increased efficiency can assure by increased wage and perks

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√

**TEACHING LEARNING METHODOLOGIES (TLM)**

- a) Lectures supported by group tutorial work and practical.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Relevant, useful and applicable project work in which some of them may be team-based.
- d) Activities be designed to develop generic/transferable and subject-specific skills.



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*Core Course-VI*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**II SEMESTER**  
**DEC2 C06 - MACROECONOMICS: THEORIES AND POLICIES II**  
*(Credit 5)*

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**COURSE OBJECTIVES**

CO1: Introduce the tradeoff between inflation and unemployment through short run and long run Phillips curve.

CO2: Describe the various growth theories and its policy implications

CO3: Differentiate the perspectives of New Classical Economics from Real Business Cycle theories

CO4: Distinguish the assumptions and policy prescriptions of Post- Keynesians from the New Keynesians.

CO5: Identify the role of Central Bank in macroeconomic policy on the basis of three equation models and enhances the ability of the student to comprehend the issues of financial instability and crisis through original articles

***DETAILED COURSE***

**Module I: Classical vs Keynes**

Classical Macroeconomics -Classical revolution, production, employment, equilibrium output and employment, quantity theory of money, classical aggregate demand curve, Classical theory of interest rate, policy implications of the classical equilibrium model. Classical model of output and employment

**Keynes's General Theory:** Keynes' main propositions, Keynes's analysis of the labour market, Keynes's rejection of Say's Law, Keynes and the quantity theory of money, Keynesian aggregate demand and supply schedules, Keynes and international macroeconomics- How to pay for the war, Causes and consequences of the Great Depression, Keynesian policy conclusions.

**Module II: Monetarism**

The quantity theory of money approach, The expectations-augmented Phillips curve analysis, The monetary approach to balance of payments theory and exchange rate determination, The monetarist view of great depression, fiscal and monetary policy effectiveness.

**Module III: New Classical Macroeconomics, Real Business Cycle School and Supply Side Economics**

**The new classical macroeconomics:** Rational expectations hypothesis, Lucas' surprise supply function, The inter-temporal substitution model, Policy ineffectiveness argument, The Lucas critique- **Real business cycle school:** central features of real business cycle models, a simple real business cycle model, macroeconomic policy in a real business cycle model -**Supply-side macroeconomics:** Supply shocks and stagflation, Laffer curve, Policy implications

**Module IV: New Keynesian Economics**

The fall and rise of Keynesian economics- A Keynesian resurgence, New Keynesian economics, Core propositions and features of new Keynesian economics, Nominal rigidities, Real rigidities, Small menu cost model, Implicit wage contract model- Efficiency wage theories-Insider-outsider model, New Keynesian business cycle theory, Hysteresis and the NAIRU, Policy implications

### **Module V: The New Political Macroeconomics**

Political distortions and macroeconomic performance, Political influences on policy choice, The role of government, Politicians and stabilization policy, Alternative approaches to the political business cycle, The Nordhaus opportunistic model, The Hibbs partisan model, The decline and renaissance of opportunistic and partisan models, Rational political business cycles, Policy implications of politico-economic models: an independent central bank?, The political economy of debt and deficits, Political and economic instability.

### **References**

1. Gregory Mankiw (2008): Macroeconomics- Worth Publishers NY, 6th ed.
2. Richard T Froyen (2008): Macroeconomics: Theories and Policies- Pearson (LPE), 7<sup>th</sup> ed.
3. Brian Snowdown and Howard Vane (2005): Modern Macroeconomics: Its Origin, Development and Current State- Edward Elgar Cheltenham, UK. Northampton, USA.
4. Levacic, Rosalind and Rebman, Alexander (1982): Macroeconomics: An Introduction to Keynesian-Neoclassical Controversies- 2nd ed. Macmillan.
5. Eric Pentacost: Macroeconomics-An Open Economy Approach- Macmillan.
6. Rudiger Dornbusch: Stanley Fisher and Richard Startz (2004) Macroeconomics- Tata Mc Graw Hill, 9th ed.
7. Hargreaves Heap S.P (1992): The New Keynesian Macroeconomics: Time, Belief and Social Independence Edward Elgar Publishing.
8. D'Souza, Errol (2008): Macroeconomics- Pearson Education.
9. Fred R Glahe, (1985): Macroeconomics: Theory and Policy- Harcourt Publishers, New Delhi.
10. Veneries and Sebold, (1977): Macroeconomics: Models and Policies- John Wiley & Sons.
11. Samuelson and Nordhaus (1998): Macroeconomics- 16th ed. Irwin McGraw Hill.
12. Robert J Gordon: Macroeconomics- Eastern Economy Edition.
13. Edward Shapiro: Macroeconomics- Golgotha Publications, New Delhi.
14. Brian Showdown, Howard Vane and Peter Wynarczyk (2001): A Modern Guide to
15. Macroeconomics: An Introduction to Competing Schools of Thought- Edward Elgar.
16. Mervyn K.Lewis and Paul D Mizen (2000): Monetary Economics- Oxford University Press.
17. Jagdish Handa (2000): Monetary Economics- Routledge

- CO1.** The students are able to understand of the anatomy of inflation and unemployment in the short run and long run and to gain an understanding of wage – price stickiness in economies.
- CO2** The students get familiarized with the arguments and propositions of the warring schools of thought in Macroeconomics and the application of monetary and fiscal policy to bring stability and growth.
- CO3** Helps the students to understand the linkages between money supply, inflation and BoP for the economy.
- CO4** The students will be able to make a critical evaluation of the economic performance of economies and think of alternative policies and ways for fine tuning the economy

#### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN			
		Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√			
	CO2		√		
	CO3			√	
	CO4				√

#### TEACHING LEARNING METHODOLOGIES (TLM)

- Lectures supported by group tutorial work.
- The use of prescribed text-books, e-learning resources and other indispensable study materials.
- Relevant, useful and applicable project work in which some of them may be team-based

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*Core Course-VII  
(CBCSS)  
II SEMESTER  
DEC2 C07-ECONOMICS OF DEVELOPMENT AND GROWTH II  
(Credit 5)*

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**Module –I: Growth Development and Social Justice**

Poverty, inequality, Unemployment and development- Social welfare program - HPI-Multi Dimensional poverty-levels of poverty in Developing countries- Under Nutrition – Global Hunger Index –Policies for reducing poverty and income inequality- Gender issues in Development- Measures for empowerment of women-Concept of missing women- Measurement indices-GDI, GEM-MDG –SDG- Notions of freedom, rights and duties-Justice and freedom-John Rawls and A.K.Sen`s contribution- Entitlement and capability approach- The Development Gap

**Module–II: Institutions and Economics Development**

Role of Institutions in Development – Formal versus Informal Institutions - Evolution of Institutions and their role in an economy - Political organization and freedom; role of collective action- Role of financial Institutions on economic development: Theory (Acemoglu and Zilibotti model), evidence- Domestic Resource Mobilisation: Prior-Savings Approach, The Keynesian and Quantity Theory Approaches to the Financing of Economic Development. Foreign Resource: Dual Gap Analysis- Decentralization of Institutions: issues involved with special reference to Indian experience

**Module –III: Population and Economic Development**

Effect of population on development –Approaches to population analysis- Malthusian theory- Demographic transition theory –Optimum theory of population – Urbanization –Rural- Urban Migration- Harris –Todaro Model – Trap theories- CME and Low level of equilibrium trap - Brain drain- Significance of Human capital formation –Manpower planning.

**Module –IV: Industry, Agriculture and Development**

Role of Industrialization in Development –factors inhibiting –policies for Industrialization- agriculture and Economic Development – Agriculture and rural development- Agricultural policy in Developing countries –Core requirements of agricultural development- complementary role of industry and agriculture in Development-Globalization and agriculture.

**Module V: Module V: Environment and Development**

Economics and environment- The limits to growth- Beyond the limit- The techno centre approach- Brudtland commission approach to suitable development- Sustainable development- Sustainable development-concept of solow-Hartwick rule-natural resource accounting. International environmental issues (Trade and environment-Global warming- Rio declaration- Kyoto protocol Climate-economy interaction-Martin Weitzman`s Dismal Theorem- Economic models of environmental issues- Urban development and environment.

**References:**

1. Debraj Ray ; Development Economics ; Oxford Indian Paperbacks ,(1998)
2. A.N.Agarwal and S.P.Singh (Ed) ;The Economics of Under Development ,Oxford University Press (1994)
3. Sen, Amartya.(1999),Development as Freedom, Oxford University Press, New Delhi
4. A.K.Sen (Ed).Growth Economics ;Selected Readings; Penguin (1970)
5. Sen, Suvarna. (2006),Gender and Development, ICFAI University Press ,Hyderabad
6. Thirlwall.A.(2009) Growth and Development with special reference to developing Countries, Oxford University Press
7. Meier M.Gerald and Rauch (2000),Leading Issues in Economic Development ,Oxford University Press
8. Todaro ,Michael P and Stephen C. Smith (2005), Economic Development , Pearson Education Pvt. Ltd, New Delhi.
9. Todaro, Michael P. (1987).Economic Development in the Third World, Orient Longman, New Delhi.
10. Misra, S.K and Puri,V.K,Economics of Development and Planning,(2012),Himalaya Publishing House, Mumbai.
11. Hywel G Jones ;An introduction to modern theories of Economic growth, Mc Graw Hill, 1976
12. Thomas Issac,(2000),Local Democracy and Development, Left World, New Delhi
13. Mishra, R.P and Achyutha .R.N(Ed),Micro level planning principles , methods and case studies, Concept Publishers,New Delhi
14. Kaushik Basu; Analytical Development Economics; the less developed economy revisited, Oxford Indian Paperbacks.
15. D.Nayyar (Ed)Industrial Growth and stagnation: The debate in India :Oxford University Press(1994)
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17. J.Bhagawati and Padma Desai : Planning for Industrialisation, Oxford University Press(1970)
18. S.Chakrawarti, Development Planning : The Indian Experience
19. Dreze Jean and Sen ,Amartya,(1993),Hunger and public Action,OUP,Delhi

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*Core Course-VIII*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*II SEMESTER*  
*DEC2 C08 - QUANTITATIVE METHODS FOR ECONOMIC ANALYSIS II*  
*(Credit 5)*

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### **COURSE OBJECTIVES**

1. To develop the knowledge of basic concepts of probability.
2. To inculcate the knowledge of probability distributions.
3. To introduce students to the theories of estimation.
4. To acquaint students with various methods for hypothesis testing.

### *DETAILED COURSE*

#### **Module I: Probability and Probability Distributions**

Concepts- Set theory- Permutations and Combinations, Definitions of Probability- classical, empirical and axiomatic approaches- Addition and multiplication laws, conditional probability- Bay's theorem, Random variables- probability distribution- Mathematical expectation- moments- Two random variables, joint, Marginal and conditional probability functions, expectation of two random variables.

#### **Module II: Discrete and Continuous Probability Distribution**

Probability Distributions - Discrete Probability Distributions, Binomial, Poisson, Uniform -simple applications-Continuous probability distributions- Normal, Lognormal and Exponential Distributions (Derivations are not expected), concept of law of large numbers and Central limit theorem.

#### **Module III: Theory of Estimation**

Statistical Inference, Concept of population, sample- Sampling distributions- Standard error- Distributions of sample mean, Sample variance - chi square Student's t, and F distributions-Small and large sample properties of Z, t, Chi Square and F- Estimations of populations parameters- point and interval estimation- Fisher's properties of estimators-Confidence interval for Mean and Proportion and variance- Methods of estimation-Methods of least squares, Method of maximum likelihood.

#### **Module IV: Testing of Hypothesis**

Parametric and Non-parametric tests of Hypothesis - Testing of hypothesis- simple and composite hypothesis- Null and alternative hypothesis- Type I and Type II error, Critical region- Level of

significance, Power of a test- Test procedure - Test of significance in respect of Mean, Proportion, Variance and Correlation coefficient and their differences -Chi Square test of goodness of fit, and test for independence of attributes. Non parametric tests, sign test, Wilcoxon- Mann Whitney U Test, Signed rank test, Kruskal Wallis test, Wald-Wolfowitz test.

### **Module V: Analysis of Variance**

Analysis of Variance- Meaning, assumptions-One way classification and Two way classifications, simple applications.

### **References**

1. Taro Yamane, Statistics: An Introductory Analysis, Harper & Row, Edition 3, 1973
2. Hoel PG: Introduction to Mathematical Statistics, John Wiley & Sons, Edition 4, 1971
3. YP Agarwal: Statistical Methods: Concepts, Application and Computation, Sterling Publishers 1986
4. Sidney Siegal, N. John Castellan: Non parametric Statistics for Behaviour Sciences, Edition 2, 1988, Mc Graw-Hill
5. Tulsian, P.C and Vishal Pandey: Quantitative Techniques, Pearson Education, New Delhi
6. S.P. Gupta: Statistical Methods, Sulthan Chand and Sons, New Delhi.
7. Hooda R.P: Statistics for Business and Economics, Mac Million, New Delhi
8. Alpha C Chiang: Fundamental Methods of Mathematical Economics, 2nd Ed. -Inter National Student Edition, Mc Grawhill
9. Edward T Dowling: Introduction to Mathematical Economics, Third Edition, Shaum's Outlines, Tata Mc Grawhill Publishing Co. Ltd, New Delhi.
10. Sreenath Baruah: Basic Mathematics and its applications in Economics, Macmillan India Ltd.
11. Joseph K.X, Quantitative Techniques, CUCCS Ltd, Calicut University.

### **COURSE OUTCOME**

- CO6.** Students would be able to define and describe different concepts of probability, probability distribution, estimation and hypothesis testing
- CO7.** Students would be able to report the implications of the results obtained by using statistical techniques like estimation and hypothesis testing
- CO8.** Students would be able to apply the knowledge he/she acquired on probability, probability distributions, estimation and hypothesis testing in situations connected to economic problems in the real world
- CO9.** Students would be able to compare and contrast different interpretations of probability theory and take a stance on which might be preferred
- CO10.** Students would be able to critically evaluate different interpretations of probability

- CO11.** Students would be able articulate some alternatives to the standard (orthodox) probability axioms and describe why such alternatives exist

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√
	CO6					√

### TEACHING LEARNING METHODOLOGIES (TLM)

- 1) Lectures supported by group tutorial work, practical and field-based learning.
- 2) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- 3) Relevant, useful and applicable project work in which some of them may be team-based.
- 4) Activities be designed to develop generic/transferable and subject-specific skills.



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*SEMESTER III*

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<b>Course</b>	<b>Title of Course</b>	<b>Hours/ Week</b>	<b>Credits</b>
Core	<i>DEC3 C09- International Trade</i>	6	5
Core	<i>DEC3 C10- Development Issues of Indian Economy</i>	6	5
Core	<i>DEC3 C11- Basic Econometrics</i>	7	5
Elective	<i>Elective I</i>	6	4

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*Core Course-IX*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*III SEMESTER*  
*DEC3 C09 - INTERNATIONAL TRADE*  
*(Credit 5)*

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### **COURSE OBJECTIVES**

- CO1: Able to understand the need for government in the economy and different explanations for it
- CO2: understand the public choice and voting mechanism provision of public goods in the economy
- CO3:: analyse the problem posed by externalities and how is it managed efficiently
- CO4: understand different tenets of taxation as incidence, equity and efficiency
- CO5: discuss the trade-off between equity and efficiency of taxes
- CO6: understand Ramsey rule (optimal commodity taxation rule),
- CO7: understand tax evasion and discuss factors affecting tax evasion
- CO8: analyse the nature of Indian tax structure and the understanding of the form of GST adopted in India
- CO9: understand theory of fiscal federalism
- CO10: analyse the objectives and recommendations of finance commission of India.
- CO11: critically understand the public policies.

### ***DETAILED COURSE***

#### **Module I: International Trade and Economic Development**

Importance of trade in development-Trade as an engine of growth-Contributions of trade to development- Terms of trade-Types.

#### **Module II: Developments in Trade Theories**

Offer Curves- Reciprocal demand theory- Opportunity cost analysis- Factor intensity-Factor abundance-Heckscher-Ohlin Theory- Leontief Paradox- Factor intensity reversal-Factor Price Equalization Theorem- Stolper Samuelson theorem- Metzler Paradox - Economies of scale and international trade- Imperfect competition and international trade-Product differentiation and international trade- Posner's Imitation gap- Vernon's Product Cycle Theory -Leamer's and Trefler's Theorem - Kravis theory of Availability- Linder's theory of Volume of Trade and Demand pattern- Transportation cost and international trade - Foreign trade multiplier.

### **Module III: Economic Growth and International Trade**

Growth of labour and capital- Rybczynski theorem- The effect of growth on trade-Immiserising growth- Dutch disease- Prebisch - Singer Thesis-Myrdal's views-

### **Module IV: International Trade Policies**

Import substitution versus export orientation - Trade restrictions-Tariffs- Effects of Tariffs -Partial and general equilibrium analysis-Optimum tariff-Effective rate of protection-Non tariff barriers - Import quotas-Effects of an import quota - New Protectionism – Exchange control- Export subsidies- Countervailing tariff- Voluntary export restraints- Technical standards- Administrative and other regulations- Dumping and anti-dumping duties- International Cartels -Trade in Wastes.

### **Module V: Economic Integration**

Economic Integration - Theories of customs union- Trade creating customs union-Trade diverting customs union-Static welfare effects of customs union-Dynamic benefits from customs union - Emerging issues in SAFTA, ASEAN and EU-Problems and prospects of WTO Agreement in present Global trading.

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3. Paul. R. Krugman and Maurice Obstfeld: International Economics- Pearson Education.
4. Kindleberger, C.P: International Economics- R.D. Irwin, Homewood.
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8. Dennis R Appleyard and Alfred J Field: International Economics- McGraw Hill.
9. Appleyard and Field: International Trade: Theory and Policy.
10. Richard .E. Caves and Harry G. Johnson: Readings in International Economics.
11. Corden .W.M: Recent Developments in the Theory of International Trade- Princeton University Press.
12. Thomas A. Pugel: International Economics-McGraw Hill.
13. James C Ingram and Robert M Dunn: International Economics-John Wiley and Sons.
14. Richard Caves, Jeffrey Frankel and Ronald Jones: World Trade and Payments-Pearson Education.
15. Theo Eicher, John Mutti and Michelle Turnovsky (2009): International Economics- Routledge.
16. Jagdish Bhagwati, Arvind Panagariya and T.N. Srinivasan (1998) Lectures on International Trade, MIT Press, 2nd edition.
17. Robert C. Feenstra (2004) Advanced International Trade: Theory and Evidence, Princeton University Press, (Indian edition 2007).

## COURSE OUTCOME

- CO1.** The course helps the students to understand the basis of international trade and how does international trade contribute for the economic growth and development of different nations.
- CO2.** The students become familiar with theories and relevant models on international trade.
- CO3:** The students should be aware of trading policies, its consequences on the economy and they become capable to analyze and identify which policies are needed for the development of the economy through trade according to the nature of the country.
- CO4:** The students should understand the various international organizations which promote for economic, political and financial trading relationship and co-operation between countries.

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN			
		Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√			
	CO2		√		
	CO3			√	
	CO4				√

## TEACHING LEARNING METHODOLOGIES (TLM)

- Lectures supported by group tutorial work
- The use of prescribed text-books, e-learning resources and other indispensable study materials.
- Assignments.
- Discussions.

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*Core Course-X*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**III SEMESTER**  
**DEC3 C10 – DEVELOPMENT ISSUES OF INDIAN ECONOMY**  
*(Credit 5)*

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### **COURSE OBJECTIVES**

CO1: Students understand factual information on Indian economy.

CO1: They analyse sectoral performance of the economy.

CO1: Students use relevant statistics to analyse the implication of various economic policies.

CO1: They compare and evaluate the growth and development trends of the national as well as regional economies

### **DETAILED COURSE**

#### **Module I: Growth, Structural Changes and Challenges of the Indian Economy**

Economic growth in India- CSO and national income related aggregates- Contribution of different sectors to GVA, GDP and Employment- Trends in savings and investment since reforms- Migration, diaspora and remittance Regional disparity in growth and development-Analysis of poverty, unemployment and inequality in India

#### **Module II: Developmental Issues**

Extent of poverty–methodological debates- recent committee reports- Tendulkar, Saxena, Hashim and Rangarajan - Poverty Gap Index- Squared Poverty Gap Index- Evaluation of poverty eradication measures after 1991-Measurement of unemployment in India- Key NSSO concepts- magnitude of unemployment inter-state and inter-gender analysis- Trends in unemployment after 1991- Growth-employment relationship- Informalisation of labour Inequality- status of trickling down after reforms- attempts towards inclusive growth- Right based approaches in employment, education and food.

#### **Module III: Review of Economic Development**

Assessment of Indian agriculture sector and recent initiatives by the government for its growth-Inter regional dimensions of industrial growth in India- Make in India initiative-Service sector: growth rate, share in exports and imports, software exports- Infrastructure at cross roads -Prices: Headline inflation-Inflation based on WPI and CPI combined, food inflation, core inflation- Monetary management in India prior to1990 and position after1990s-New initiatives of the government towards black money-Inclusive policies of the government-A global deal on climate change: possible role for India.

### **Module IV: Economic Reforms Since 1991**

Background of economic reforms- Washington Consensus- Industrial policy reforms- Trade policy reforms- Fiscal policy reforms- Financial sector reforms- Foreign investment policy reforms- Second generation economic reforms-An appraisal of India's economic reforms-Post reform Infrastructure Investment Models-PPP- Cooperative federalism with special reference to GST.

### **Module V: Kerala Economy**

Economic liberalization and economic growth in Kerala- Kerala model of development-Agricultural performance-Industrial backwardness- Health and education - Migration of casual workers to Kerala- Decentralization-Achievements of decentralization-Poverty and unemployment in Kerala - State finances of Kerala- Causes of acute fiscal crisis of Kerala.

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2. Uma Kapila (ed): Indian Economy since Independence- Academic Foundation, New Delhi 2004.
3. Vijay Joshi and I. M.D Little: India's Economic Reforms: 1991- 2001- Oxford University Press, New Delhi, 1996.
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13. Mahendra K Premi. (2009): India's Changing Population Profile- National Book Trust, New Delhi.
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16. Jayaraj D and Subramanian S (2010): *Poverty, Inequality and Population*- Oxford University Press, New Delhi.
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26. K.R Guptha, *Indian Economy in 3 volumes*: Atlantic Publishers.
27. RBI Annual Reports.
28. Ministry of Finance: *Economic Survey*-Various Issues.
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30. Kunhikannan, TP (ed.) "*Kerala 2020*", DC Books, Kottayam
31. Kurien, Mathew V and John, Raju (eds) "*Kerala Economy and its Emerging Issues*", Sahithya Pravarthaka Co-operative Society Ltd., Kottayam, Kerala State, India

## COURSE OUTCOME

- CO1.** Students will be able to identify sectoral contributions and changes of various sectors to the GDP of Indian economy.
- CO2.** Students will be able to critically evaluate emergence, performance of planning in India and able to explain the reasons of emergence of NITI Ayog.
- CO3.** Students will be able to apply their knowledge on various Indian economic issues to suggest policy measures.

- CO4.** Students will be able to analyse Kerala model, migration, Kerala finance, decentralization, poverty and unemployment of Kerala economy.
- CO5.** Students will be able to critically evaluate various problems faced by the Indian economy like poverty, inequality, unemployment and inflation.

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√

### TEACHING LEARNING METHODOLOGIES (TLM)

- Lectures supported by group tutorial work, practical, peer group learning and field-based learning.
- The use of prescribed text-books, e-learning resources and other indispensable study materials.
- Relevant, useful and applicable project work both individual and team-based.
- Activities be designed to develop generic/transferable and subject –specific skills.



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*Core Course-XI*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**III SEMESTER**  
**DEC3 C11 - BASIC ECONOMETRICS**  
*(Credit 5)*

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### **COURSE OBJECTIVES**

1. To develop an understanding of the meaning, nature, scope and methodology of econometrics.
2. To inculcate the knowledge of simple and multiple regression analysis, ordinary least square method, maximum likelihood method, Gauss-Markov theorem, coefficient of determination and hypothesis testing.
3. To introduce students to the matrix approach to estimation and derivation of properties of OLS estimators.
4. To acquaint students with various econometric problems faced with when the assumptions of the classical model were relaxed.
5. To enhance the understanding of different functional forms of regression models.
6. To inculcate the knowledge of dummy variable model, specification error, and qualitative response models.

### **DETAILED COURSE**

#### **Module I: Simple Linear Regression Model**

Nature and scope of Econometrics-Economic theory and mathematical economics-Methodology of econometrics-Uses of econometrics-The concept of PRF -Significance of stochastic error term-The SRF-Problem of estimation- Method of ordinary least squares-Assumptions underlying the method of least squares-Properties of estimators- Gauss Markov theorem-Coefficient of determination,  $r^2$  -Normality assumption-Hypothesis testing- t and F tests-P value- Practical versus statistical significance-Prediction-Method of maximum likelihood-Maximum likelihood estimation of two variables model.

#### **Module II: Multiple Regression Analysis**

The three variable model-OLS estimation of partial regression coefficients-Multiple Coefficient of determination  $R^2$  and adjusted  $R^2$ -Hypothesis testing-Testing the overall Significance of the regression model-F test-Testing the equality of two regression Coefficients-Restricted least squares-Chow test-General k variable regression model- Matrix approach to estimation and derivation of the properties of OLS estimators.

### **Module III: Econometric Problems**

Multicollinearity-Nature, consequences, detection and remedial measures-Autocorrelation-Nature, consequences, detection, and remedial measures- Heteroskedasticity-Nature,consequences, detection and remedial measures.

### **Module IV: Extensions of Two Variables and Dummy Variable Regression Model**

Regression through the origin-Functional forms of regression models, log-log, log-lin, lin-log and reciprocal models- Dummy variable-ANOVA models-ANCOVA models-Dummy variable trap-Dummy variables and seasonal analysis-Structural analysis-Piecewise linear regression.

### **Module V: Model Specification and Diagnostic Testing**

Types of specification errors-Detection and consequences-RESET-Errors of measurement-Consequences, remedies-Qualitative response regression models-Linear probability model, Logit and Probit.

### **References**

1. Damodar N Gujarati and Dawn C Porter (2009): Basic Econometrics, Fifth Edition, Mc Graw Hill International Edition.
2. Damodar N Gujarati (2011): Econometrics by Example, First Edition, Palgrave, MacMillan.
3. James H Stock and Mark W Watson (2017): Introduction to Econometrics, Third Edition, Pearson, Addison Wesley.
4. Carter Hill, William Griffiths and Guay Lim (2011): Principles of Econometrics, 4th Edition, John Wiley & Sons.
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14. Chris Brooks (2012): *Introductory Econometrics for Finance*, 3rd Edition, Cambridge.
15. Hamid R Seddighi (2012): *Introductory Econometrics- A Practical Approach*, Routledge.
16. Chandan Mukherjee, Howard White and Marc Wuyts (1998)-*Econometric and Data Analysis for Developing Countries*, First Edition, Routledge.
17. Peter Kennedy (2013): *A Guide to Econometrics*, 6th Edition, Wiley- Blackwell.
18. AH Studenmund: *Using Econometrics: A Practical Guide*, Fifth Edition, Pearson Education.

### **COURSE OUTCOME**

- CO12.** Students would be able to define and describe the meaning, nature, scope and methodology of econometrics
- CO13.** Students would be able to define the least square residual and the least square fitted value of the dependent variable and show them on a graph
- CO14.** Students would be able to explain the theoretical decomposition of an observable variable into its systematic and random components
- CO15.** Students would be able to use the least square method, maximum likelihood method, dummy variable model and qualitative response model for practical purposes and interpret the results
- CO16.** Students would be able to appreciate the wide range of non-linear functions that can be estimated using a model
- CO17.** Students would be able to explain the meaning of multicollinearity, heteroscedasticity, and autocorrelation, give examples of data set likely to exhibit these problems, and explain different methods to detect and solve these problems
- CO18.** Students would be able articulate some alternatives to the standard econometric models and describe why such alternatives exist

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2	√				
	CO3		√			
	CO4			√		
	CO5				√	
	CO6		√			
	CO7					√

### TEACHING LEARNING METHODOLOGIES (TLM)

- 1) Lectures supported by group tutorial work, practical and field-based learning.
- 2) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- 3) Relevant, useful and applicable project work in which some of them may be team-based.
- 4) Activities be designed to develop generic/transferable and subject-specific skills.

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*SEMESTER IV*

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<b>Course</b>	<b>Title of Course</b>	<b>Hours/ Week</b>	<b>Credits</b>
Core	<i>DEC4 C12- Political Economy of Development</i>	6	3
Core	<i>DEC4 C13- Public Economics: Theory and Practice</i>	6	3
Elective	<i>Elective II</i>	6	4
Elective	<i>Elective III</i>	6	4
Core	<i>Project</i>	1	4
Core	<i>Comprehensive Viva Voce</i>		4

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*Core Course-XII*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**IV SEMESTER**  
**DEC4 C12 - POLITICAL ECONOMY OF DEVELOPMENT**  
*(Credit 3)*

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### **COURSE OBJECTIVES**

1. To introduce students to the basics of the core areas of philosophical thinking, the issues and concerns for the development of economics from political economy.
2. To inculcate the knowledge of developmental stages of economics from political economy.
3. To acquaint them with important aspects political economy with the help of historical analysis.
4. To develop an in-depth understanding of the developmental path of economics.

### **DETAILED COURSE**

#### **Module I: Subject Matter of Political Economy**

Subject matter of Political Economy State, market and institutions-Government, bureaucracy, corruption, mis-governance, rent seeking- Elite capture, Political clientelism- Competitive Populism.

#### **Module II Classical Political Economy**

Genesis of Classical Political Economy-Adam Smith and David Ricardo on theory of value, growth and distribution- Views on trade- Major questions raised by classical economists- Neoclassical critique of classical economics-Contributions of Joan Robinson and Sraffa.

#### **Module III Marxist Political Economy**

Mode of production- Dynamics of social change- Primitive communism, slavery, feudalism, capitalism, socialism and communism- Asiatic mode of production- Theory of value, surplus value and profit- Marxian Scheme of Simple and Expanded Reproduction.

#### **Module IV International Political Economy**

Neoclassical views on international integration- WTO regime- Free Trade and its relative gains, ECLA-school- Latin American experience, Prebisch Singer, Unequal exchange, Dependency theory- Monopoly capital, imperialism and its critique. Cross border investment. European Integration- Intermediate regime.

#### **Module V Political Economy of Development in India**

The Mode of Production debate in India- Political economy of fiscal federalism- Political economy of liberalisation in India- Decentralisation and local government-displacements, Environment related movements - selected cases.

## References

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4. Weingast, Barry R., and Donald Wittman: The Reach of Political Economy- The Oxford handbook of political economy, (2006)..
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25. Khudokormov G.N. (1985), Political Economy of Socialism, Union of Soviet Socialist Republics.
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27. Vaggi, Gianni: Historical Antecedents of Development Economics- International
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29. Bagchi, A. K. 2008: Historical Perspectives on Development, in, Amitava Krishna Dutt and Jamie Ros (eds), International Handbook of Development Economics, Vol. 1, Edward Elgar, Cheltenham, UK and USA, Chapter 2, pp16-31

### COURSE OUTCOME

- CO1.** Students are expected to be understood how history, culture, and customs impact an economic system.
- CO2.** The students should analyse the development of economics as a separate branch from political economy.
- CO3.** The course will also help to shape international economic interactions and its recent developments undertaken.

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN		
		Understanding	Analysing	Evaluating
Course Outcomes	CO1	√		
	CO2		√	
	CO3			√

### TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work and seminars.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Activities be designed to develop generic/transferable and subject-specific knowledge.



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*Core Course-XIII*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**IV SEMESTER**  
**DEC4 C13 - PUBLIC ECONOMICS: THEORY AND PRACTICE**  
*(Credit 3)*

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### **COURSE OBJECTIVES**

- CO1: Able to understand the need for government in the economy and different explanations for it
- CO2: understand the public choice and voting mechanism provision of public goods in the economy
- CO3: analyse the problem posed by externalities and how is it managed efficiently
- CO4: understand different tenets of taxation as incidence, equity and efficiency
- CO5: discuss the trade-off between equity and efficiency of taxes
- CO6: understand Ramsey rule (optimal commodity taxation rule),
- CO7: understand tax evasion and discuss factors affecting tax evasion
- CO8: analyse the nature of Indian tax structure and the understanding of the form of GST adopted in India
- CO9: understand theory of fiscal federalism
- CO10: analyse the objectives and recommendations of finance commission of India.
- CO11: critically understand the public policies.

### **DETAILED COURSE**

#### **Module I: The Case for Public Sector**

The Economic Role of Government – Different perspectives on the role of Government: Mercantilists, Classical, Social Theorists – Market Failures and the role of Government: Failure of competition, public goods, externalities, incomplete markets, information failures, unemployment, inflation and disequilibrium, interrelationships of market failures – Balance between public and private sector: Equity vs Efficiency: Efficiency and distribution tradeoffs, social choices, three approaches of social choices (the compensation principle, tradeoffs across measures, weighted net benefits) – Musgrave's three branches: stabilization branch, allocation branch and distribution branch

#### **Module II: Taxation**

Principles of taxation: Economic efficiency, administrative simplicity, flexibility, political responsibility, fairness – Economic impacts of taxation: Behavioural effects, financial effects, organizational effects, general equilibrium effects, announcement effects – Efficient and Equitable

taxation: Optimal commodity taxation (The Ramsey rule, equity considerations), Optimal income taxation (Edgeworth's model, Modern studies), Politics and the time inconsistency problem, Other criteria for tax design (Horizontal equity, costs of running the tax system, tax evasion) – Tax incidence: tax incidence in competitive markets, tax incidence in monopolies or imperfectly competitive markets, equivalent taxes, tax incidence under partial and general equilibrium

### **Module III: Public Expenditure and Debt**

Pure theory of public expenditure-Pricing of public utilities-Public choice theory-The Median Voter theorem- Concept of subsidy-Macroeconomic impacts of deficits- Debt burden and inter-generational equity- Sustainability of public debt and Domar stability condition.

### **Module IV: Fiscal Federalism**

Theory of fiscal federalism- Theory of inter-governmental transfers- fiscal decentralisation-Problems of centre-state financial relations in India-Vertical and horizontal imbalance in inter-governmental transfers in India.

### **Module V: Indian Public Finance**

Trend and sources of revenue in the union, states and local bodies in India-Trends in public expenditure and public debt in India- VAT and GST in federal set-up- The FRBM Act-Federalism and issues of Centrally Sponsored Schemes- Finance Commissions and the changing centre- state relations during the reform period-Analysis of the latest union budget.

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2. Dalton, Hugh. Principles of Public Finance (2003) - Vol. 1. Psychology Press,
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#### COURSE OUTCOME

- CO1.** Students should develop familiarity with some of the crucial issues in India's fiscal policy.
- CO2.** Students should develop familiarity with some concepts in public expenditure and public revenues system in Governmental activities.
- CO3.** Students should have a thorough understanding of the history of federalism and role of government in decision making.
- CO4.** Enables them to develop their ability of logical reasoning and critical thinking in constructing arguments regarding public policy
- CO5.** Students would be able to critically evaluate use of economic policies.

#### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√

- a) Lectures supported by group tutorial work.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Relevant, useful and applicable project work in which some of them may be team-based.

Activities be designed to develop generic/transferable and subject-specific skills.

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*ELECTIVE COURSES*

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SEMESTER III

<b>Elective Course</b>	<b>Title of Course</b>	<b>Hours/Week</b>	<b>Credit</b>
I	<i>DEC3 E01 - Kerala Society and Economy: Development Experiences</i>	6	4
II	<i>DEC3 E02 - Social Entrepreneurship and Development</i>	6	4
III	<i>DEC3 E03 – International Finance</i>	6	4
IV	<i>DEC3 E04 - Labour Economics</i>	6	4

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*Elective Course I*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**III SEMESTER**  
*DEC3 E01 - Kerala Society and Economy: Development Experiences*  
*(Credit 4)*

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## Course Objectives

1. To make the students aware about the historical process of making of a modern Kerala.
2. To introduce students to the important personalities, events and movements which make the modern Kerala.
3. To understand the students about the growth and structural changes occurred in Kerala economy during the process of the shift from traditional to modern Kerala.
4. To make the students able to critically evaluate the development process of Kerala.

## Detailed Course

### Module I: Towards Modernity

Features of Colonial modernization - Commercialization of agriculture - The rise of plantation sector - Colonial Missionary Activities - Anti-caste Movements: Vaikom Satyagraha - Guruvayoor Satyagraha - Temple Entry Proclamation - Socio- religious Movement: Sree Narayana Guru – Ayyankali - Sahodaran Ayyankali - Pandit Karuppan - K.P. Vallon – Vagbhadananda - Poykayil Yohannan - V.T. Bhattathirippad - Vakkom Abdul Khaddar Moulavi

### Module II: Early Political and Cultural Movements in Kerala

The Political Movements: Gandhi in Kerala - Early leaders of Indian National Congress and Conferences - Khilaphat - Non- Cooperation Movement - Uprisings in Malabar - Malabar Rebellion - Civil Disobedience- Salt Satyagraha - Quit India Movement - Spread of the Communist Ideology and the Formation of Radical Groups - Abstention Movement - Movements for Political Reform and responsible Government- Memorials - Aikya Kerala Movement.

### Module III: Growth and Structural change

Growth and Development of the economy since 1956, Policies and strategies of development between 1956 and 1990, Economic Reforms and development since 1991, Demographic transition of Kerala since 1956 and the factors contributed to the demographic change, development challenges of Kerala, Kerala Model of development and its sustainability, Development paradoxes of Kerala, Lessons from Kerala model development.

### Module IV: Agriculture Sector

Land reforms - Co-operative movement - Institutional and informal credit system - Food crops/cash crops sector - Area, production, productivity and price trends - Cost structure - Rural employment/ unemployment and wages - Food security.

### Module V: Industry and External Sector

Structural characteristics - Strength and weaknesses - Formal/informal sectors - Growth of unorganized sector - Modernization of traditional industries - the case of coir - Industrial productivity and wage rates-Industrial relations - Trade union movement - Infrastructure - Power energy - Transport and communications - Banking-Education, Healthcare - External Sector: Exports and imports - Gulf migration and remittances - Development issues

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Sahithya Pravarthaka Co-operative Society Ltd., Kottayam, Kerala State, India

### Course Outcome

**CO1.** Students would be able to describe the historical process of making of modern Kerala

**CO2.** Students would be able to understand the role of varied personalities, events and movements in making of a modern Kerala.

**CO3.** Students would be able to analyse the growth and structural changes occurred in Kerala economy since 1956.

**CO4.** Students would be able to evaluate the growth and structural changes occurred in Kerala economy since 1956.

**CO5.** Students would be able to critically evaluate the development process of Kerala.

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

Course Outcomes	Levels of cognitive domain				
	Remembering	Understanding	Applying	Analyzing	Evaluating
CO1	√				
CO2		√			
CO3				√	
CO4					√
CO5					√

### TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work, practical and field-based learning.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Relevant, useful and applicable project work in which some of them may be team based.
- d) Activities be designed to develop generic and subject-specific skills.

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*Elective Course II*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*III SEMESTER*  
*DEC3 E02 – Social Entrepreneurship and Development*  
*(Credit-4)*

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### **Course Objectives**

1. To understand the students about the basic concepts and ideas related to entrepreneurship and social entrepreneurship.
2. To make the students aware about the importance of role of innovation and entrepreneurship in development
3. To enhance the entrepreneurial intention among the students
4. To make the students able to understand about the relevant theories and institutions related to social entrepreneurship
5. To make the students able to analyse the need and role of promising entrepreneurial/social entrepreneurial activities in growth and development of the society.

### **Detailed Course**

#### **MODULE I: Entrepreneurship Development**

Entrepreneurship - concept, definition - need and significance of entrepreneurship development in India - entrepreneurship growth process, barriers – Entrepreneur: characteristics, types - gender issues in entrepreneurship - Entrepreneurial Motivation and challenges -Types of enterprises classification based on capital, product, location, ownership pattern and process

#### **MODULE II: Social Entrepreneurship**

Concept, Definition, and approaches- Comparison between business and social entrepreneurship- Importance of social entrepreneurship – social entrepreneurs and social change – qualities and Personality traits of social entrepreneur- Innovations and social entrepreneurship - Financing Social Enterprises – Social Capital promotion through voluntary sectors

#### **MODULE III: Social entrepreneurship theories and Institutions**

Social responsibility in business transaction- types of social enterprises – concept of Triple Bottom Line- Bottom of the Pyramid – Entrepreneurship development and social capital formation-Community Based Organizations (CBOs) - Micro Finance Institutions (MFIs) -non-profit organizations.

#### **MODULE IV: Social entrepreneurship and Sustainable Development**

Social action and social activism - social advocacy-empowerment of marginalized groups-inclusion framework through social entrepreneurship - inclusive growth: issues and dimensions

#### **Reference**

1. Alex Nicholls, (2006), *Social Entrepreneurship: New Models of Sustainable Social Change*, New York: Oxford University Press.
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5. Bedi, G. ; Shiva, V. (2002) Sustainable Agriculture and Food security. New Delhi: Sage Publications.
6. Chakravarty, S. (2000) Development Planning. New Delhi: Oxford Publishers.
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### Course Outcome

**CO1.** Students would be able to understand the basic concepts and ideas related to entrepreneurship and social entrepreneurship.

**CO2.** Students would be able to illustrate the role of innovation and entrepreneurship in development process.

**CO3.** Students would be able to understand the relevant theories and institutions related to social entrepreneurship

**CO4.** Students would be able to analyse the need and role of promising entrepreneurial/social entrepreneurial activities in growth and development of the society.

**CO5.** Students would be able to generate new entrepreneurial ideas and project proposals for the empowerment of marginalized

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

Course Outcomes	Levels of cognitive domain				
	Remembering	Understanding	Applying	Analyzing	Evaluating
CO1		√			
CO2	√				
CO3		√			
CO4				√	
CO5			√		

### TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work, practical and field-based learning.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Relevant, useful and applicable project work in which some of them may be team based.
- d) Activities be designed to develop generic/transferable and subject-specific skills.

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*Elective Course III*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*III SEMESTER*  
*DEC3 E03 – INTERNATIONAL FINANCE*  
*(Credit 4)*

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## **COURSE OBJECTIVES**

1. To introduce students to the working of different Monetary system.
2. To develop the knowledge of applying different types of financial instruments for investment.
3. To understand the important financial crisis and reasons.
4. To develop critical thinking regarding the impact of globalization in International relations.

## ***DETAILED COURSE***

### **Module I: Balance of Payments**

Balance of payments- Components- Equilibrium and disequilibrium in BOP- Methods of correcting BOP deficit-Adjustment Mechanisms-Automatic, price and income adjustments- Elasticity approach- Marshall-Lerner condition- Absorption Approach-Monetary approach- J curve effect- Currency convertibility- Current and capital account convertibility-The Indian experience-FEMA.

### **Module II: Exchange Rate and Theories of Exchange Rate**

Exchange rate-Nominal, Real, Effective, NEER, REER- Exchange rate systems- Relative merits and demerits of fixed and flexible exchange rates- Hybrid exchange rates- Purchasing power parity theory-Monetary approach- Asset market (portfolio balance) model- Exchange rate overshooting - Exchange rate in India- Indian Rupee and its fluctuations in international currency market.

### **Module III: Foreign Exchange Market**

Foreign exchange market-Functions-Participants- Stability of foreign exchange markets-Spot and forward market- Currency futures and options- Swap market- Foreign exchange risk-Hedging-Speculation- Stabilizing and de-stabilizing- Currency arbitrage- Internal and external balance- Policy adjustments- Expenditure changing and expenditure switching policies-Assignment problem- Swan diagram- Mundell-Fleming model.

### **Module IV International Capital Flows**

Portfolio investment and direct investments- Motives for capital flows- Effects of international capital flows- Multinational corporations- Advantages and disadvantages of MNCs- Foreign investment in India since 1991.

### **Module V International Monetary System**

International monetary system-The gold standard and its breakdown-Bretton Woods system and its breakdown- Present international monetary system- European monetary union-Euro-Optimum currency areas- Currency boards- Dollarization- Brexit.

### **References**

1. Dominick Salvatore: International Economics- JohnWiley and Sons.
2. Keith Pilbeam: International Finance-Macmillan.
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10. Robert J Carbaugh (2011): Global Economics- Cengage Learning.
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16. Sumati Varma: Currency Convertibility: Indian and Global Experiences-New Century.
17. Theo Eicher, John Mutti and Michelle Turnovsky (2009): International Economics- Routledge.

## COURSE OUTCOME

- CO1.** Students would be able to define and describe the working of different monetary system.
- CO2.** Students would be able to analyse various investment ventures.
- CO3.** Students would be able to apply different financial instruments like shares, bonds, derivatives etc for attaining .
- CO4.** Students would be able to critically evaluate the financial globalization and its impact on international relations.

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2				√	
	CO3			√		
	CO4					√

### TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work, practical and field-based learning.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Activitiesbedesignedtodevelopgeneric/transferableandsubject-specificskills.

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*Elective Course IV*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
**III SEMESTER**  
**DEC3 E04 - LABOUR ECONOMICS**  
*(Credit 4)*

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**COURSE OBJECTIVES**

1. To provide a Micro economic and Macroeconomic overview of the working of Labour market
2. To enhance in-depth understanding of the factors determining employment and wage levels
3. To increase understanding of the institutional interaction between trade unions and the government
4. To inculcate the ability to evaluate the relevance of labour market policies of governments
5. To give an intuitive understanding of the real world labour economics
6. To enable the students to apply economic principles and reasoning to solve related social issues
7. To encourage critical thinking and research in Labour economics

***DETAILED COURSE***

**Module I: Labour Market**

Nature and characteristics of labour markets in developing countries like India- Paradigms of labour market-Classical, neo-classical and dualistic- Analysis of demand and supply forces- Demand for labour relating to size and pattern of investment, choice of technology and government labour policies and their orientation- Supply of labour in relation to growth of labour force- Labour market process.

**Module II: Employment**

Employment and development relationship-Importance of employment in the context of poverty in the developing countries- Concept and measurement of unemployment- Causes-Issues relating to employment, rationalization, technological, change and modernization-Rural unemployment and educated unemployment-Employment policy under the five year plans-Evaluation of employment policy in India.

**Module III: Wage Determination: Theory and Practice**

Classical, neo-classical and bargaining theories of wage determination- Concepts of wages-Fair living- Minimum wages- Problems of implementation of minimum wages –Wage determination by sectors- Urban and rural organized and unorganized sectors- Wage and nonwage components of labour remuneration-Wage and productivity and wage and inflation relationship-Productivity

and profit sharing schemes- Wage differentials in terms of firm, industry, occupation, region, sex and skills-Wage standardization - Wage policy in India.

#### **Module IV: Industrial Relations and Trade Unions**

Growth of industrialization and emergence of unionism- Theories of labour movement- Growth, structure and pattern of trade unions in India- Achievements and failures of trade union movements- Determinants of industrial disputes- Steps to achieve peace- Methods of present and settle industrial disputes-Collective bargaining, conciliation, arbitration adjudication- Grievance settlement- Labour participation in management.

#### **Module V: State and Labour**

Increasing role of state in the determination of labour matters- Labour policy of the government in the past-Social security and labour welfare measures adopted by governments-Important labour legislation in India and their implications- Impact of ILO- Government policy towards labour and trade unions- Agricultural labour-Child labour- Labour in the unorganized sector-VRS policy.

#### **References**

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2. A Freeman: Labour Economics- 1982.
3. R A Lester: Economics of Labour- Macmillan, 1964.
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25. E.A Ramaswamy and U Ramaswamy: Industrial and Labour- Oxford University Press, 1981.
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31. K N Vaid: Labour Welfare in India- Centre for Industrial Relations, Delhi, 1970.
32. E Boserup: Women's Role in Economic Development- 1971.
33. Ray Marshall and Richards (Ed): An Anthology of Labour Economics: Readings and Commentaries- Wiley, 1972.

## COURSE OUTCOME

- CO1.** Students would be able to define and analyse labour market forces and identify factors determining investment in human capital
- CO2.** Students accumulates theoretical knowledge to explain the role of employment and development
- CO3.** Students would be able to critically analyse various issues in the context of developing countries
- CO4.** Students gains ability to identify economic actors in the labour market and point out the incentive factors that drive them
- CO5.** Students would be able to synthesise the information regarding institutional behavioural outcomes
- CO6.** Students gathers insights to model and analyse labour market frictions
- CO7.** Students are equipped to understand class and gender discrimination which provides a rational approach in dealing with socioeconomic problems
- CO8.** Students develops debating capacity related government policies in labour market
- CO9.** Students develops analytical skills for developing theoretical frame works in Applied Economics

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1		√			
	CO2				√	
	CO3			√		
	CO4				√	
	CO5					√

### TEACHING LEARNING METHODOLOGIES (TLM)

- 5) Lectures to provide overview of theoretical background
- 6) Tutorials will comprise discussions analysis of academic contributions on a number of topics related to the labour market
- 7) Industrial visits and real world interactions to promote practical and field-based learning.
- 8) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- 9) Analysis of secondary macroeconomic data sets to develop skills for evaluating policies

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*LIST OF ELECTIVE COURSES*

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**SEMESTER IV**

**List1**

<b>Elective Course</b>	<b>Title of Course</b>	<b>Hours/Week</b>	<b>Credit</b>
V	<i>Advanced Econometrics</i>	6	4
VI	<i>Tribal Development: Approaches and Issues</i>	6	4
VII	<i>Demography</i>	6	4
VIII	<i>Environmental Economics</i>	6	4
IX	<i>Fundamentals of Research Methodology</i>	6	4

**List2**

<b>Elective Course</b>	<b>Title of Course</b>	<b>Hours/Week</b>	<b>Credit</b>
X	<i>Social Exclusion and Development</i>	6	4
XI	<i>Gender Economics</i>	6	4
XII	<i>Health Economics</i>	6	4
XIII	<i>Decentralization and Development</i>	6	4
XIV	<i>Urbanization and Development</i>	6	4

*Elective Course V*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DEC4 E05 - ADVANCED ECONOMETRICS*  
*(Credit 4)*

### **COURSE OBJECTIVES**

1. To inculcate the knowledge of linear probability model, logit model, probit model, tobit model, dynamic econometric models, and panel data regression models.
2. To introduce students to identification problem and different methods related to simultaneous equations.
3. To acquaint students with instrumental variable regression.
4. To enhance the understanding of time series econometrics.
5. To inculcate the knowledge of modelling stochastic processes.

### *DETAILED COURSE*

#### **Module I: Qualitative Response Regression Models**

The linear probability model (LPM)- The logit model- The probit model- The tobit model.

#### **Module II: Dynamic Econometric Models and Panel Data Regression Models**

Autoregressive and distributed-lag models-Role of lag in economics-The Koyck approach-The adaptive expectations model- Stock adjustment model-Estimation of autoregressive models- The method of instrumental variable (IV)- Durbin h test- Almon approach to distributed lag models.

#### **Panel Data Regression Models**

Fixed effects regression model-The random effects model.

#### **Module III: Simultaneous Equation Methods**

Simultaneous equation bias-The identification problem-Rules of identification- Rank and order condition- Simultaneous equation methods-Limited information versus full information methods-Recursive models and ordinary least squares-The method of indirect least squares(ILS)-The method of two stage least squares (2SLS)-Instrumental variable estimation- Properties of various estimators.

#### **Module IV: Instrumental Variables Regression and Time Series Econometrics**

Instrumental variables estimator with a single regressor and a single instrument- The general IV model-Checking instrument validity, instrument relevance and instrument exogeneity.

#### **Time Series Econometrics**

Stochastic processes, stationary versus nonstationary stochastic processes-Unit roots- Trend stationary versus difference stationary stochastic processes- Spurious regression-Testing for unit

roots- Dickey Fuller and Augmented Dickey Fuller tests-Cointegration and error correction models

### **Module V: Modelling Stochastic Processes**

The Box Jenkins methodology -AR, MA, ARMA and ARIMA models-Estimation and forecasting- Vector autoregression (VAR)-Measuring volatility- The ARCH and GARCH models.

### **References**

1. Damodar N Gujarati and Dawn C Porter (2009): Basic Econometrics- Fifth Edition, McGraw Hill International Edition.
2. James H Stock and Mark W Watson (2008): Introduction to Econometrics- Pearson, Addison Wesley.
3. Christopher Dougherty (2007): Introduction to Econometrics, Third Edition, Oxford University Press.
4. Robert S Pindyck and Daniel L Rubinfeld (1998): Econometric Models and Economic Forecasts- Fourth Edition, McGraw Hill International Edition.
5. Jeffrey M Wooldridge (2006) -Introductory Econometrics: A Modern Approach- Third Edition, Thomson South Western
6. Chandan Mukherjee, Howard White and Marc Wuyts (1998): Econometric and Data
7. Analysis for Developing Countries- First Edition, Routledge
8. Gary Koop (2005): Analysis of Economic Data- Second Edition, John Wiley and Sons.
9. Kerry Patterson (2000): An Introduction to Applied Econometrics: A Time Series
10. Approach- First Edition, Palgrave.
11. Jack Johnston and John Dinardo (1998): Econometric Methods- Fourth Edition, The
12. McGraw Hill Companies.
13. William H Greene (2003): Econometric Analysis- Fifth Edition, Pearson Education.
14. Walter Enders (2004): Applied Econometric Time Series- Second Edition, Wiley India Edition.
15. Richard Harris and Robert Sollis (2006): Applied Time Series Modelling and
16. Forecasting- First Edition, Wiley Student Edition.

### **COURSE OUTCOME**

**CO19.** Students would be able to explain why probit, or logit, is usually preferred to least squares when estimating a model in which the dependent variable is binary

**CO20.** Students would be able to compare and contrast the fixed effects model and the random effects model

- CO21.** Students would be able to test for the existence of fixed effects and random effects
- CO22.** Students would be able to define the identification problem in simultaneous equation models
- CO23.** Students would be able to appreciate different methods of estimation of simultaneous equation model
- CO24.** Students would be able to justify the use of lags in models that use time series data
- CO25.** Students would be able to specify, estimate and interpret the estimates from distributive lag models, instrumental variable regression, error correction models, AR model, MA model, ARMA model, ARIMA model, VAR model, ARCH model and GARCH model.

#### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1		√			
	CO2				√	
	CO3				√	
	CO4	√				
	CO5		√			
	CO6					√
	CO7			√		

#### TEACHING LEARNING METHODOLOGIES (TLM)

- 1) Lectures supported by group tutorial work, practical and field-based learning.
- 2) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- 3) Relevant, useful and applicable project work in which some of them may be team-based. Activities be designed to develop generic/transferable and subject-specific skills.

*Elective Course VI*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DEC4 E06- Tribal Development: Approaches and Issues*  
*(Credit 4)*

### **Course Objectives**

1. To make the students able to critically understand the Colonial and Post Colonial approaches of tribal development.
2. To make the students able to understand the Post Colonial protective policies and institutional mechanism for the welfare of the tribal community.
3. To make the students able to critically analyse the Post Colonial protective policies and institutional mechanism for the welfare of the tribal community.
4. To make the students able to critically evaluate the present status of tribal right provisions and its role in their development.
5. To make the students able to critically analyse the tribal developmental issues and the arising resistance among them.

### **Detailed Course**

#### **MODULE I: Genesis of Tribal Welfare regime**

Colonialism and welfare of the tribe - Approaches to tribal development (Colonial and Post Colonial) - Protective Policies: Constitutional Safeguards

#### **MODULE II: Tribal Development in Post Colonial India**

Administrative and Institutional mechanism - Tribal Policies and Welfare programmes - Impact of Welfare measures

#### **MODULE III: Tribal rights**

Tribe and forest (State Policies, Forest Right Act and thereafter) - Land and Resources - Tribal cultures and development

#### **MODULE IV: Tribal issues and Resistances**

Marginality of Tribes (Language, Education, Health, Employment) - Land alienation - Indebtedness- Globalization and Tribes - Displacement, Rehabilitation and Resettlement - Tribal resistances in India (Autonomy, Statehood, Development Projects and Land rights)

### **Reference**

1. Aggarwal, P. K. 2007. Tribal Development Planning in India. New Delhi: Mahaveer and Sons.
2. Alexander, K. C, R.R Prasad and M.P. Jahagirdar. 1991. Tribals, Rehabilitation and Development. Jaipur: Rawat Publications.
3. Baviskar, A. 1995. In the belly of the river. Tribal conflicts over Development in the Narmada Valley. Delhi: Oxford University Press.
4. Chaughary, Sukant K and SM Patnaik. Eds. 2008. Indian Tribes and the Mainstream. Jaipur: Rawat Publication
5. Dube, S. C ed. 1998. Antiquity to Modernity in Tribal India (Vol.1) *Continuity and change among Indian Tribes*. New Delhi: Inter India Publications.
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- The Tribal Story. New Delhi: Konark
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  9. Gupta, Ramnika. 2007. Tribal Contemporary Issues- Appraisal and Interventions. New Delhi: Concept Publishing Company.
  10. Gupta, S. K, V. P. Sharma and N. K. Sharda. ed. 1998. Tribal Development- Appraisal and Alternatives. New Delhi: Indus Publishing Company.
  11. Kalla, A.K. and K.S. Singh. 1987. Anthropology, Development and Nation Building. New Delhi: Concept Publishing Company.
  12. Mathur, N. N. G. 1994. Problems of Tribal Education- Past, Present, Future. Udaipur: Shiva Publishers..
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  14. Prasad, Archana 2004 Environmentalism and the left : Contemporary Debates and Future Agnda in Tribal Areas. New Delhi Left Word Books
  15. Report of the High Level Committee on Socio-economic, Health and Educational Status of Tribal Communities of India. Ministry of Tribal Affairs. Government of India. 2014.
  16. Singh, K.S. 1985. Tribal society in India. New Delhi: Manohar Publication.
  17. Sunder, Nandini. The Scheduled Tribe and Their India: Politics, Identities, Policies and Work. New Delhi: Oxford University Press.
  18. Vidyarthi, L.P 1998 Applied Anthropology in India (Principles Problem and Case Studies) Allahabad: Kitab Mahal.
  19. Xaxa, Virginious.2005. The Politics of Language, Religion and Identity: Tribes in India, EPW-26 March.

## Course Outcome

**CO1.** Students would be able to critically understand the Colonial and Post Colonial approaches of tribal development.

**CO2.** Students would be able to understand the Post Colonial protective policies and institutional mechanism for the welfare of the tribal community.

**CO3.** Students would be able to critically analyse the Post Colonial protective policies and institutional mechanism for the welfare of the tribal community.

**CO4.** Students would be able to critically evaluate the present status of tribal right provisions and its role in their development.

**CO5.** Students would be able to critically analyse the tribal developmental issues and the arising resistance among them.

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

Course Outcomes	Levels of cognitive domain				
	Remembering	Understanding	Applying	Analyzing	Evaluating
CO1		√			
CO2		√			
CO3				√	
CO4					√
CO5				√	



**TEACHING LEARNING METHODOLOGIES (TLM)**

- a) Lectures supported by group tutorial work, practical and field-based learning.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Relevant, useful and applicable project work in which some of them may be team based.
- d) Activities be designed to develop generic/transferable and subject-specific skills.

*Elective Course VII*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DECA E07 - DEMOGRAPHY*  
*(Credit 4)*

**COURSE OBJECTIVES**

1. The course intended to provide knowledge around the connection between Population growth and economic development.
2. The course is helpful to understand the population growth across the world and its socio-economic implications.
3. The course also stands distribution of population and its pattern according to their age and gender and addressing the major determinants of population growth such as fertility rate, birth rate, death rate, marriage, contraception, family size, education, mortality, migration etc.
4. The course offers a strong background on the theory of population and historical change in population growth and helps the students to analyze and projecting the population growth and its impact in future.

***DETAILED COURSE***

**Module I: Concepts and Measures of Population Changes**

Meaning and scope of demography- Components of population growth and their interdependence- Measures of population change- Growth, structure and distribution and sources of population data- Demographic data in India- Censuses, Civil Registration System and Sample Surveys- Sample registration- Methods and drawbacks- Measures of fertility and mortality- Standardized birth rates and death rates- Concepts of life table- Meaning of its column and uses- Population distribution- Population projections-Stable, stationary and quasi stable population.

**Module II: Sex and Age Structure**

Patterns of sex and age structure in developed and less developed countries- Determinants of sex and age structure- Demographic effects of sex and age structure- Ageing and younging of population.

**Module III: Fertility**

Fertility: Levels and trends-Factors affecting fertility in developed and LDCs- Differential fertility- Ecological factors- Regional differences- Urban-rural-Socio-economic factors- Educational attainment, economic status, occupation of husband, employment status of wife, religion, caste, race, etc.

**Module IV: Nuptiality and Mortality**

**Nuptiality:** Concepts-Analysis of marital status from census-Mean age at marriage- Synthetic and decadal synthetic cohort methods- Mean age at widowhood and divorce- Trends in age at marriage-Change in age pattern of marriage.

**Mortality:** Levels and trends of mortality in developed and LDCs-Sex and age patterns of mortality- Fetal and infant mortality-Still birth, abortion and prenatal mortality-Levels and trends of infant mortality-Factors affecting-Mortality differentials-Rural, urban, geographical, occupational, ethnic, etc.- Factors in mortality declines in developed and LDCs.

### **Module V: Migration**

Basic concepts and definitions- Importance of migration in the study of population- Types of migration- Internal, international, temporary migration- Effects of immigration and emigration- Socio-economic aspects of migration- Theories concerning internal migration-Costs and benefits of internal migration and outmigration.

### **References**

1. U.N: The Determinants and Consequents of Population Trends.
2. A.A. Bhende and T. Kanikar: Principles of Population Studies- Himalaya, 1982.
3. D.J.Bogue: Principles of Demography- Wiley, 1971.
4. B.D.Misra: An Introduction to the Study of Population- South Asian Publishers, 1980.
5. S.Nagarwal: India's Population Problem- Tata McGraw Hill, 1985.
6. Government of India: Census of India and Related Monographs and Reports.
7. U.N: Methods of Measuring Internal Migration- 1979.

### **COURSE OUTCOME**

- C01.** The students become aware of population growth, its distribution and pattern across the world.
- C02.** It helps the students to create a strong back ground on the theory of
- C03.** The course supports the students to analyze and projecting the population growth and its impact on economic developments in future
- C04.** It makes awareness among the student to take population control measures.
- C05.** The course make able the students to find out and manage the resource requirements for improving the welfare of the population, improve their efficiencies and encourage them to contribute for economic development

## MAPPING OF COURSE OUTCOME SAND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√

## TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Assignments.
- d) Discussions.

*Elective Course VIII*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DEC4 E08 - ENVIRONMENTAL ECONOMICS*  
*(Credit 4)*

**COURSE OBJECTIVES**

1. To familiarize with issues related to the environment and they try to find innovative ideas to overcome the problems.
2. To identify different economic theories and apply those in to environmental issues.
3. To develop an environmental protection initiatives among students
4. To create and implement various policies regarding nature protection.

***DETAILED COURSE***

**Module I: Basic Concepts**

Basic concepts of environmental economics- Property rights in environment- Pollution rights- Habitats, resources, amenities- Collectively consumed goods and services- Spill over costs- Social efficiency- Economic efficiency- Sustainability- Bio-diversity-Ozone layer- Environmental quality- Environmental accounts- Externalities.

**Module II: Normative Theory of Environmental Regulation**

The theory of externalities-Measurement of externalities- The basic theory of environmental policy- The choice among policy instruments- Environmental policy under uncertainty-Market imperfections- Properties of the Pigovian solution to the problem of extremities-Pigouvian levy as a tax equal to marginal damages at the optimal outcome.

**Module III: Design and Implementation of Environmental Policy**

Problems of measurement-Obstacles to determination of environmental policy- Second best approaches- Standards of targets for environmental quality- Design of regulatory system-Choice of policy instruments- Experience with economic incentives for environmental management- Legal liability as an economic instrument for environmental protection-Environmental federation- Enforcement policy on patterns of international trade- Command and control vs. economic incentives.

Defining the value of change in environmental quality- Indirect methods of measuring the benefits of environmental quality- The advertising behaviour approach- Weak complementarily approach- Hedonic market methods- Contingent valuation method- Application of valuation techniques.

### **Benefits and Costs of Environmental Programs**

Use of benefits- Cost analysis in environmental standards- Need for B-C analysis of environmental standards- Welfare loss from setting incorrect standards- Distribution of costs and benefits- Who pays for pollution abatement and who benefits from it- Environmental economics and environmental policy-Use of economic analysis and economic incentives in environmental management.

### **Module V: Development and Sustainability**

Notion of development- Notion of sustainability-Variables of the ecological system- Rules that govern the interactions of these variables-Operational meaning of sustainability-Defining the target state- Measure of sustainability-Case of agricultural system- Soil technology- Crop production and environmental changes-Environmentally (Eco) friendly technology and development-Value of sustainable path- Use and constraints of natural resources accounting and auditing- Methodologies for pricing natural resources- an overview-Case studies of sustainable development (based on man and the biosphere series- Studies sponsored by the UNESCO).

### **References:**

1. Joseph J Seneca and M K Taussig: Environmental Economics.
2. P.Abelson: Cost Benefit Analysis and Environmental Problems.
3. P. Nikamp: Theory and Application of Environmental Economics, Vol. I
4. P. Nikamp: Environmental Economics, Vol. I
5. H. Siebert: Economics of Environment: Theory and Policy.
6. D.N Thompson: The Economics of Environmental Protection.
7. A.M Freeman (etc) Economics of Environmental Policy.
8. C.C Park: Environmental Policies: An International Review.
9. R Costanza: Ecological Economics.
10. Charles D Kolstad (2003): Environmental Economics- OUP.

### **COURSE OUTCOME**

- CO1.** Students should be familiar with issues related to the environment and they try to find innovative ideas to overcome the problems
- CO2** The course helps to identify different economic theories and apply those to environmental issues.

- CO3** It helps to develop environmental protection initiatives among students.
- CO4** It helps to create and implement various policies regarding nature protection..

#### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN			
		Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√			
	CO2		√		
	CO3			√	
	CO4				√

#### TEACHING LEARNING METHODOLOGIES (TLM)

1. Lectures supported by group tutorial work.
2. The use of prescribed text-books, e-learning resources and other indispensable study materials.
3. Relevant, useful and applicable project work in which some of them may be team-based.
4. Activities are designed to develop generic/transferable and subject-specific skills. And also conduct field visit which enables the students to create an awareness and experience.

*Elective Course IX*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DEC4 E09 - Fundamentals of Research Methodology*  
*(Credit-4)*

**COURSE OBJECTIVES**

- CO1: Understand some basic concepts of research and its methodologies
- CO2: Identify appropriate research topics
- CO3: Select and define appropriate research problem and parameters
- CO4: Prepare a project proposal (to undertake a project)
- CO5: Organize and conduct research (advanced project) in a more appropriate manner
- CO6: Write a research report and thesis
- CO7: Write a research proposal (grants)

***DETAILED COURSE***

**Module I: Introduction to research**

Meaning and objectives of research; basic steps of research; Concepts of falsification, hypothesis and thesis. Review of literature: Meaning, necessity and sources – Deriving hypotheses from literature review. The relation between theory and research- Types of research: Scientific and social research- Pure and applied research- Special features of social research- Introduction to qualitative research- Approaches: Grounded theory, Ethnography, Action research, phenomenological research, narrative research.

**Module II: Research problem and research design**

Research problem meaning, Formulation of Research Problem Formulation of Hypothesis- Meaning, function and types of hypothesis: null and alternative hypothesis- Research design and methods- Exploratory, diagnostic and experimental studies- Deductive and inductive method- Static and dynamic method- Historical and dialectical method

**Module III: Data Collection tools of data collection**

Sources of data- Primary and secondary- Time series, cross section data and panel data - Sample survey Methods - Interview methods-Questionnaire methods- Research tools: Questionnaire, Rating scale, check list, inventory. Qualitative methods – FGD, case study, village study



#### **Module IV: Data analysis and interpretation**

Sampling Methods, Random stratified multistage, systematic, cluster, quota and judgment samples- Data analysis techniques- Drawing inferences from analysis- Scaling-Problems and Techniques- Report writing procedures. Module

#### **Module V: Data analysis using computer**

Data entry, cleaning and coding. Estimation of mean, median and mode-Standard deviation and coefficient of variation- Presentation of graphs- Line, sub divided, multiple, pie graphs- Estimation of growth rates- Estimation of trend equations- Estimation of regression equations- Introduction to EXCEL, SPSS.

#### **References**

1. Black, James A & Dean J. (1976). *Methods and Issues in Social Research*, John Wiley and Sons, New York
2. Bridget Somekth & Cathy Liwin. (2005). (Ed) *Research Methods in Social Sciences*, Vistar.
3. Cozby C Paul. (1985). *Methods in Behavioral Research*, Mayfield Publication, London
4. Dixon Beverlyard Gary Bouma, 1984, *The Research Process*, Oxford University Press, Melbourne
5. Ellen.R.Griden, (2001). *Evaluating Research Articles*, SAGE,
6. Hessler Richard M, (1992). *Social Research Methods*, West Publishing Co, New York
7. John Adams, (2007). *Research Methods for Graduate Business & Social Science Students*, Response.
8. Kerlinger, Fred N, (1986). *Foundations of Behavioral Research*, Rinehart and Winston, New York
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11. Sarma KVS (2001): *Statistics Made Simple: Do it yourself on PC*- PrenticeHall.
12. Selltitz, Jahoda, Morton, Deutsch and Stuart Cook, (1962). *Research Methods in Social Relations*, Holt, Rinehart and Windston, New York
13. W Lawrence Neuman, (2006). *Social Research Methods: Quantitative and Qualitative Approaches* Pearson.
14. Wilkinson and Bhandarkar, (2002). *Methodology and Techniques of Social Research* Himalaya Publishing House.
15. William J Goode and Paul K Hatt, (1981). *Methods in Social Research*- McGraw-Hill.  
William M. K. Traochim, (2003). *Research Methods*, 2nd Edn., Biztantra, 2003.

## COURSE OUTCOME

- CO1.** The course provides the students with a thorough understanding of the analytical tools and data processing
- CO2.** Students should analyze an event or process or phenomenon to identify the cause and effect relationship.
- CO3.** Students should enable to formulate scientific research.
- CO4.** Students should be discovering new facts and verify and test important facts.
- CO5.** The course provides an opportunity to develop new scientific tools, concepts and theories to solve and understand scientific and nonscientific problems.

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√			
	CO3			√		
	CO4				√	
	CO5					√

## TEACHING LEARNING METHODOLOGIES (TLM)

- a) Lectures supported by group tutorial work and practical.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Relevant, useful and applicable project work in which some of them may be team-based.
- d) Activities be designed to develop generic/transferable and subject-specific skills.

*Elective Course X*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DEC4 E10- Social Exclusion and Development*  
*(Credit 4)*

### **Course Objectives**

1. To understand the students about the basic concepts and idea related to social exclusion.
2. To make the students aware about the caste system prevailing in the country and its salient features.
3. To familiarize the students about the important personalities and their movements against caste system.
4. To make the students able to analyse the various means of social discrimination prevailing in our society, related issues and protective measures.
5. To make the students able to understand the idea of inclusive development and varied approaches of inclusive development.

### **Detailed Course**

#### **Unit I: Understanding Social Exclusion**

Origin and development - Definition and concept - Types and Dimensions - Social Exclusion of Social Groups

#### **Unit II: Caste and Exclusion**

Caste-meaning and characteristics - Endogamy - Occupation - Education - Land ownership - Caste in contemporary India - Reforming the caste system – views of Mahatma Gandhi, Narayana Guru, Ayyan Kali, E.V.R. Periyar, Jyothirao Phule and Dr. B.R. Ambedkar .

#### **Unit III: Scheduled Castes, Scheduled Tribes, Minorities and Gender**

Scheduled caste: Definition - Social Status - Occupational Status - Scheduled Tribes: Definition - Distribution of Tribes - Geographical separation- Socio-economic status – The Tribal ‘Panchasheela’ - Constitutional measures and provisions to safe guard SCs and STs in India - Measures for the upliftment of SC/STs - Minorities: meaning and concept - forms: religious, ethnic and linguistic - National commission for minorities - Gender and Social Exclusion: Gender - Patriarchy - Gender role - Violence against women – National commission for women - Transgender

#### **Unit IV: Inclusive Development and Approaches**

Origin, meaning and definition - Inclusive growth vs Inclusive development - problems of marginalized and excluded communities in India – need for Inclusive Development - Rights based Approach, Institutional Approach, Corporate approach, Constitutional provisions

#### **Reference**

1. Caste Discrimination: A Global Concern, A Report by Human Rights Watch for the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, New York: Human Rights Watch, September 2001.
2. Chandoke, Neera, *Beyond Secularism-The Rights of Religious Minorities*, Oxford University Press, New Delhi, 1999
3. Furer-Haimendorf C.V. ‘Tribes of India – the struggle for survival’, OUP, N.Delhi, 1991.

4. Fernadese, Walter, *The Emerging Dalit Identity*, Delhi: Indian Social Institute, 1996.
5. Hills, John, *Inequality and the State*, New York: Oxford University Press, 2004.
6. Hills, John, J. Le Grand and D. Piachaud, eds., *Understanding Social Exclusion*, Oxford: Oxford University Press, 2002.
7. Jackson, C., 'Social Exclusion and Gender: Does One Size Fit All?', *The European Journal of Development Research*, 11(1), 1999.
8. Sen, Amartya, *Social Exclusion: Concept, Application and Scrutiny*, New Delhi: Critical Quest, 2007.
9. Sheth, D. L., 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies', *Occasional Paper*, New York: UNDP, Human Development Report Office, 2004.
  
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11. Hickey, Sam, KunalSen, and BadruBukanya (2014): *The Politics of Inclusive Development: Interrogating the Evidence*, Oxford University Press, Oxford.
12. Tsujita, Yuko (2014): *Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass*, Palgrave Macmillan, Hampshire.
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15. *India Exclusion Report 2013-14 (2014):A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India*, Books for Change, New Delhi
16. Thorat, Sukhadeo and Dubey, Amaresh: *Has Growth Been Socially Inclusive during 1993-94 – 2009-10*. *Economic and Political Weekly*, March 10, 2012, Vol. XLVII, No. 10 43
17. Justice RanganathMisra *Report of the National Commission for Religious and Linguistic Minorities (2007)*, Ministry of Minority Affairs, Government of India.
18. Justice RajindraSachar *Committee Report: A Review (2006)*: *Mainstream Weekly*, Vol. XLV, NO. 01.
19. Borooah, Vani, K (2010): *Social Exclusion and Jobs Reservation in India*, MPRA Munich Personal Archive

### Course Outcome

**CO1.** Students would be able to understand the basic concepts and ideas related to social exclusion.

**CO2.** Students would be able to illustrate the caste system prevailing in the country and its salient features.

**CO3.** Students would be able to understand the role of social reformers and their movements against caste system.

**CO4.** Students would be able to analyse the various means of social discrimination prevailing in our society, related issues and protective measures.

**CO5.** Students would be able to critically evaluate the provisions of protective measures against social discrimination and consequent social exclusion.

**CO6.** Students would be able to understand the idea of inclusive development and varied approaches of inclusive development

### MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

Course Outcomes	Levels of cognitive domain				
	Remembering	Understanding	Applying	Analyzing	Evaluating
CO1		√			
CO2	√				
CO3		√			
CO4				√	
CO5					√
CO6		√			

### TEACHING LEARNING METHODOLOGIES (TLM)

- Lectures supported by group tutorial work, practical and field-based learning.
- The use of prescribed text-books, e-learning resources and other indispensable study materials.
- Relevant, useful and applicable project work in which some of them may be team based.
- Activities be designed to develop generic/transferable and subject-specific skills.

*Elective Course XI*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DEC4 E11 - GENDER ECONOMICS*  
*(Credit 4)*

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**COURSE OBJECTIVES**

- 1) To introduce the students, the nature and importance of Gender Economics.
- 2) To make aware the students about the concepts and laws related to gender equality.
- 3) To develop the students the attitude and ability to preserve the concept of gender equality in the society.
- 4) To make capable of the students to suggest and practice certain measures for protecting gender equality.

***DETAILED COURSE***

**Module I: Introduction to Gender Studies**

Concepts of gender and sex-Feminity and masculinity-importance of women studies-Patrilineal and matrilineal systems and its relevance to present Indian society-Demography of female population in India-Age structure, mortality rates-Inter-state variations in sex ratio-Causes of declining sex ratio- Measurement of fertility and its control-UNDP's gender related measures.

**Module II: Women and Labour Markets**

Factors affecting female entry in labour markets-supply and demand for female labour in developed and developing countries, particularly in India- Female work participation in agriculture, non-agriculture rural activities, informal sector, cottage and small industries, organized industry and service sector- Wage differentials and its determinants- Gender, Education, Skill, Productivity, Efficiency -Impact of technology and modernization on women's work participation- Effects of globalization and liberalization on women.

**Module III: Tools of Women Empowerment**

Women and education- GER ratio in India -Addressing gender inequalities in education-Gender equity in health-Access to nutrition-Women's participation in decision making -Role of civil society -Role of NGO's in empowering women- Gender and Community Economic Development(CED)-SEWA-Shramshakti-Kudumbashree in Kerala.

Measures for gender well being- Entitlements, ensuring economic independence and risk coverage, access to credit and insurance market- Review of legislation for women's entitlements in India -Importance of 73rd Amendment of constitution in gender empowerment.

### **Module V: Social Protection for Women**

Protection of property rights- schemes for safety net for women- Effectiveness of collective bargaining-Public and private programmes to improve women's health-National Commission for Women(NCW)- The National Credit Fund for Women-Mahila Samridhi Yojana (MSY)- National policy for empowering women- International measures to protect women's' rights-U.N Decade for women -UN convention on CEDAW and DEVAW.

### **References**

1. Sen, Sujatha (2012): Gender Studies- Dorling Kindersley (India) Pvt.Ltd, New Delhi.
2. Sen, Suvarna (2006): Gender and Development- ICFAI University Press, Hyderabad.
3. Dutta, Nandita and, Sumitra Jha (2014): Women and Rural Development- Pacific Books International Delhi.
4. Dutta, Nandita and, Sumitra Jha (2014): Women and Agricultural Development- Pacific Book, New Delhi.
5. Dutta, Nandita and Sumitra Jha (2014): Women Social Work and Social Welfare- Pacific Books International, New Delhi.
6. Jitendra Ahirrao (2013): Entrepreneurship and Rural Women in India- New Century Publications, New Delhi.
7. A.Venkateswarlu, et al. (2013): Dimensions of Female Sex Ratio::Interstate Variations in India- Serials Publications, New Delhi.
8. Desai, N and M.K Raj (1974): Women and Society in India- SNDT University, Mumbai.
9. Krishna Raj .M, Sudarshan.R.M, and Shariff.A (1999): Gender, Population and Development- Oxford University Press, New Delhi.
10. Seth .M (2000): Women and Development: The Indian Experience- Sage Publications, New Delhi.
11. Srinivasa.K, and A.Shroff (1998): India towards Population and Development Goals-OUP, New Delhi.
12. Wazir, R, (2000): The Gender gap in Basic Education: NGO's as Change Agents- Sage Publications, Delhi.
13. Sen, Amartya. (1990): More than 100 Million Women are Missing- New York Review of Books, vol.37, No.20, 1990.
14. UNRISD, (2004): Gender Equality: Striving for Justice in an Unequal World- UNRISD, France, 2004.

16. Govt. of India (1974): Towards Equality-Report of the Committee on the Status of Women in India- Dept of Social Welfare, Ministry of Education and Social Welfare, New Delhi.
17. Govt.of India (2009): Gender Equality and Women Empowerment in India- National Family Health Survey 2005-06 (NFHS-3), IIPS, Mumbai.
18. John Mary .E (1996): Gender and Development in India- EPW, 31(47), PP 307177).
19. Pal, Manoranjan et.al (Ed) (2011): Health, Nutritional Status and Role of Women in India- Oxford University Press, New Delhi.
20. E Boserup (1970): Women's Role in Economic Development- George Allen and Unwin, London.

### COURSE OUTCOME

CO1: students would understand the different concepts, demography of female population in the nation and the relevance of different family systems

CO2: Students would be able to know about the peculiarities of female labour market

CO3: Students become aware about the tools used in empowerment of women and also know about the role of different agencies regarding Women empowerment

CO4: Enable students to know about the social security measures taken by the govt through constitution in order to enhance the entitlements and to enhance the capabilities of women

CO5: to equip the students with the knowledge of national and international laws for women's rights

### MAPPING OF COURSE OUTCOME AND DIFFERENT LEVELS OF COGNITIVE DOMAIN

Course Outcome	LEVELS OF COGNITIVE DOMAIN				
	Understanding	Critical Thinking	Applying	Analysing	Evaluating
CO1	yes	yes			yes
CO2	yes			yes	
CO3	yes		yes		yes
CO4		yes			yes



CO5	yes	yes		yes	yes
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### Teaching Learning Methodologies (TLM)

- 1) Lectures supported by discussions E-Learning resources like videos, cinemas etc.
- 2) Debates, quiz and group discussions
- 3) Reference books and relevant group-based project
- 4) Programs for developing inherent capabilities and develop an attitude of gender equality

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*Elective Course XII*  
*MA DEVELOPMENT ECONOMICS (CBCSS)*  
*IV SEMESTER*  
*DEC4 E12 - HEALTH ECONOMICS*  
*(Credit 4)*

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**COURSE OBJECTIVES**

1. To introduce students about health indicators and scope of health economics
2. To empower them to apply economic theories in health economics
3. To equip with the skill to apply the costs and benefits of health care programme
4. To develop the skill to analyse the various sources of financing of health care and emerging issues
5. To make them evaluate socio-economic factors affecting health and nutrition

***DETAILED COURSE***

**Module I: The National and International Health Scene**

Health output and input indicators and their correlation with the level of economic development and with the public expenditure on health-Sources of health statistics and a critical appraisal of their usefulness and limitations.

**Module II: Resource Allocation in the Health Sector**

Resource allocation problems in private and government hospitals- Resource allocation problems facing a private practitioner-The problem of multiple services of a hospital- Pricing of these services and the choice of the mix of services- The trade-offs between quantity and quality- Production function- Productivity-Efficiency and equity considerations applied to the hospital sector- Spatial distribution of health care facilities and services-The demand for health services and the role of the physician- The impact of pharmaceutical companies and health insurance on this demand.

**Module III: Evaluation of Benefits and Costs of Health Services**

Private benefits and private costs of providing health services- The failure of the market to provide essential health services- The provision of health services by the government-The application of benefit cost analysis to public health and family planning projects- The role of health in economic development- Value of output lost due to number of sick days- Benefits and costs (both private and social) of training professional manpower such as physicians, dentists, pharmacists and nurses.

### **Module IV: Financing of Health Service and Issues in Health Economics**

Theory and practice- Review of per capita and public expenditure on health services over time and in different parts of the country- An analysis of the sources of public funds for health- The need for a general health insurance- Need for a social health insurance for the savings and the aged- A comparative analysis of alternative payment systems such as health insurance, prepayments scheme, savings-linked insurance system etc.-Financing health services through specific (health cess) and general (direct and indirect taxes) local government revenues- The role of government financing institutions in financing health.

#### **Issues in Health Economics**

Growth in expenditure of personal health services- Characteristics of health services- Healthcare problems, public's and economist's views- Analysis of demand for health services and supply of it- Tastes and preferences- Relative prices- Full-cost pricing- Rising healthcare costs- Supply, demand and reform approaches-Productivity and efficiency of private and public health services- Laissez-faire approach to healthcare industry-Issues in the Indian healthcare system.

### **Module V: Health and Nutrition: Indian Experience**

Socio-economic and political setting-Improvement in health status, a historical analysis-Factors affecting health-Nutritional status- Changes in morbidity pattern and trends immortality rates- Development policies, health strategy and role of non-health system-Socio-economic determinants of health status- Health goals, strategies and intersectoral action-Implementation of intersectoral programme for health-Institutional framework- Community participation and informal organization- Health and nutrition in Kerala-Issues for the 21st Century.

#### **References**

1. Baneerjee D: Social and Cultural Foundation of Health Service Systems in India- Enquiry, Supplement to Vol XII, June 1975.
2. Banerjee D: Poverty, Class and Health Culture in India. Vol. I, Practical Prakashan, New Delhi 1982.
3. Gandhian Institute for Rural Health and Family Planning: Studies on Morality in India- Monograph Series, No. 5, 1972.
4. Government of India: National Health Policy- New Delhi, 1983.
5. Indian Council of Social Science Research and Indian Council of Medical Research: Health for All- 2000 A.D- ICSSR, 1981.
6. Madan T.N: Who Chooses Modern Medicine and Why- Economic and Political Weekly, pp.

- 1475-84, 1969.
7. Madan T.N: Doctors and Society: Three Asian Case Studies- Vikas Publishing House, Delhi 1980.
  8. Naik J.P: An Alternative System of Healthcare Services in India: Some Proposals- ICSSR, Delhi.
  9. Feldstein M.S: Economic Analysis of Health Service Efficiency- North Holland, Amsterdam, 1967.
  10. Jimenz E: Pricing Policy in the Social Sectors- Johns Hopkins University Press, New York, 1987.
  11. Mote V.L. and H.N. Pathak: Drug Price Control: An Evaluation- Economic and Political Weekly, 15 July, 1972.
  12. Newhouse J.P: Towards a Theory of Non-profit Institutions: An Economic Model of a Hospital- American Economic Review, March 1970.
  13. Panchamukhi P.E. Economics of Health: A Trend Report- in ICSSR, A Survey of Research in Economics- Vol. VI, Infrastructure, Allied Publishers, Delhi.
  14. Galenson W and W Pyatt: Quality of Labour and Economic Development in Certain Countries- International Labour Organisation, Geneva, 1964.
  15. Pearce D and P Dasgupta: Social Benefit Cost Analysis- Macmilan, London, 1982.
  16. Weisbroad B. A: Economics of Public Health- University of Pennsylvania Press, Pennsylvania, 1961.
  17. Weisman J: Cost Benefit Analysis and Health Service Policy- Scottish Journal of Political Economy, Vol. 20, No. 1, February 1962.
  18. Krishnakumar T and Rao K.N: Financing of Health Services in India: Perspectives and Issues- Department of Economics, University of Hyderabad (Mimeographed), September 1987.
  19. Rothenberg J: Welfare Implications of Alternate Methods of Financing Medical Care- American Economic Review, Proceedings, May 1951.
  20. World Bank: The Financing Health Services in Developing Countries: An Agenda for Reform- World Bank Policy Study, Washington, 1987.
  21. David Daren: National Health Insurance: Benefits, Costs and Consequences- Brookings Institutions, 1975.
  22. Lindsay Cotton M (Ed.): New Directions in Public Health Care: A Prescription for the 1980s- Institute for Contemporary Studies, San Francisco, 1980.
  23. Russel L.B: Technology in Hospitals: Medical Advance and their Diffusion- Brookings Institution.

24. Panikar P.G. and C.R. Soman: Health Status of Kerala- Centre for Development Studies, Thiruvananthapuram.
25. CDS: Poverty, Unemployment and Development Policy- 1975, UN, NY.
26. Panikar P.G.K: Resources not the Constraint on Health Improvement-A Case Study of Kerala- EPW, No.44, 1979.
27. Panikar P.G: Inter-regional Variations in Calorie Intake- EPW, Special No 1980.
28. Government of Kerala: Report of the High Power Committee on Health Service- Thiruvananthapuram, 1979.
29. V Ramankutty *Health Systems Economics*

### COURSE OUTCOME

- Co1 Students would be able to define health, health care, health economics and health indicators and understand their significance in relation to economic development.
- Co2 Students would be able to apply supply, demand and production functions in health economics and acquaint with efficient allocation of resources in health care.
- Co3 Students would be able to apply cost benefit analysis in evaluating health programmes in public health and family planning programmes.
- Co4 Students would be able to analyse various types of health care services, systems of financing private and public health care system, alternative payment system.
- Co5 Students would be able to evaluate health goals and strategies in India and Kerala.

		LEVELS OF COGNITIVE DOMAIN				
		Remembering	Understanding	Applying	Analysing	Evaluating
Course Outcomes	CO1	√				
	CO2		√	√		
	CO3			√		
	CO4				√	
	CO5				√	√

**TEACHING LEARNING METHODOLOGIES (TLM)**

- 1) Lectures supported by group tutorial work, practical and field-based learning.
- 2) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- 3) Relevant, useful and applicable project work in which some of them may be team-based.
- 4) Activities be designed to develop generic/transferable and subject-specific skills.

*Elective Course XIII*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
*IV SEMESTER*  
**DEC4 E13 - Decentralization and Development**  
*(Credit 4)*

### **Course Objectives**

1. To understand the students about the basic concepts and ideas related to decentralization.
2. To make the students aware about the history of Decentralization in India
3. To understand the students about the decentralized planning and its various dimensions..
4. To make the students able to critically analyse the need and role of decentralization in development.
5. To make the students able to critically analyse and evaluate the development experience of Kerala in the context of decentralization and development.

### **Detailed Course**

#### **Module I: Basic Concepts**

Decentralization – Meaning Concepts and Importance - Types of Decentralization: Deregulation- Deconcentration- Delegation- Devolution. Principles of Decentralization - Decentralization Strategies- Political, Administrative and Fiscal Decentralization- Theory of democratic decentralization

#### **Module II: Decentralization in India**

History of Decentralization in India: Maharashtra (1960s), West Bengal (1970s), Karnataka (1980s), Kerala (1990s) - 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment - Key features - Challenges of Decentralization in India

#### **Module III: Decentralized Planning**

Decentralized Planning: Multi- level planning- District planning and Decentralized planning- Methodologies of Decentralized planning- Spatial Planning - Decentralization in Practice

#### **Module IV: Decentralization and Development: Kerala Experience**

Historical Background- Malabar District Board- Sen Committee- Kerala Panchayat Raj Act, Kerala Municipal Act - SFC – 4<sup>th</sup> SFC Report – Decentralization and Development: TSP, SCSP, WCP; Education, Health, Asset Creation, Marginalized Communities – Project preparation – Grama Sabha – Political Participation

#### **Reading List:**

1. Boadway Robin and Anwar Shah (2009), Fiscal Federalism: Principles and Practice of Multi-Order Governance, Cambridge University Press.
2. Geeta Seti, (ed) (2004); Fiscal Decentralization to Rural Government in India, World Bank

- and Oxford University Press
3. Geoge Mathew, 2013 (ed.) : Status of Panchayat Raj in the States and Union Territories of India 2013 by Concept Publishing Company, New Delhi.
  4. Government of Kerala (2009) Report of the Committee for Evaluation of Decentralized Planning, Thiruvananthapuram
  5. Isaac Thomas T M and Richard Franke (2000), 'Local Democracy and Development: Peoples Campaign for Decentralized planning in kerala', Left Word, New Delhi
  6. Kerala Panchayat Raj Act and Kerala Municipality Act
  7. L C Jain (ed) (2005); Decentralization and local Governance, Orient Longman Pvt Ltd.
  8. Maheshwari S R 2008: Local Government in India; Lakshmi Narain Agarwal
  9. Nigam S.R: Local Governments; S. Chand & Co. Ltd
  10. Niraja Gopal Jayal and others 2006: Local Governance in India- Decentralization and Beyond; Oxford
  11. Oommen (2007), ed. A Decade of Decentralization in Kerala. Delhi: Har- Anand Publications
  12. Oommen M. A (2014); Deepening Democracy and the Local Governance: Challenges before Kerala, Economic and Political Weekly, Vol- XLIX No. 25, June 21
  13. Oommen M.A 2008: Fiscal Decentralization to Local Governments in India, Cambridge Scholars Publishing.
  14. State Finance Commission Reports
  15. Subrata K Mitra 2001: Making Local Government Work: Local Elites, Panchayat Raj and Governance in India; Cambridge
  16. Sudhakar V 2002: New Panchayat Raj System: Local Self Government Community Development; Mangal Deep Publications
  17. T. R. Raghunandan (ed) (2012). Decentralization and Local Governments The Indian Experience Essays from Economic and Political Weekly, Orient Black Swan, Hyderabad
  18. Venkata Rao & Niru Hazaria: Local Self Government in India; S. Chand & Co. Ltd
  19. Venkatarangaiya and Pattabhiram 1969: local Government in India; Allied Publishers
  20. Vijayanand SM: Classical Model of Decentralization: A Case Study of Kerala
  21. 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments

## Course Outcome

- CO1.** Students would be able to understand the basic concepts and ideas related to decentralization.
- CO2.** Students would be able to illustrate the history of Decentralization in India
- CO3.** Students would be able to understand the decentralized planning and its various dimensions.
- CO4.** Students would be able to critically analyse the need and role of decentralization in development process.
- CO5.** Students would be able to critically analyse and evaluate the development experience of Kerala in the context of decentralization and development.

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

Course Outcomes	Levels of cognitive domain				
	Remembering	Understanding	Applying	Analyzing	Evaluating
CO1		√			
CO2	√				



<b>CO3</b>		√			
<b>CO4</b>				√	
<b>CO5</b>				√	√

### **TEACHING LEARNING METHODOLOGIES (TLM)**

- a) Lectures supported by group tutorial work, practical and field-based learning.
- b) The use of prescribed text-books, e-learning resources and other indispensable study materials.
- c) Relevant, useful and applicable project work in which some of them may be team based.
- d) Activities be designed to develop generic/transferable and subject-specific skills.

*Elective Course XIV*  
**MA DEVELOPMENT ECONOMICS (CBCSS)**  
*IV SEMESTER*  
**DEC4 E14- Urbanization and Development**  
*(Credit 4)*

### **Course Objectives**

1. To make the students able to understand the process urbanization, related concepts and theories.
2. To make the students aware about the related issues of urbanization.
3. To make the students able to analyse the urbanization process in Indian context.
- 4.. To make the students able to critically evaluate the urban development policy of India.

### **Detailed Course**

#### **Module I : The Process of Urbanization**

Definition of Urban Area-causes of urbanization - Theories of urban structure and urban growth: Concentric Zone Theory, Central Place Theory, Urban base theory - Features of Urbanization in Developing Countries.

#### **Module II : Problems of Urbanization**

Urban Transportation - Slums, Housing and Urban Renewal - Urban Water Supply and Public Health - Urban Financial Problems.

#### **Module III : Urbanization in India**

21<sup>st</sup> Century Urbanization in India – Growth of Urban Population - Urbanization without labour absorption in India.

#### **Module IV : Urban Development Policy in India**

Policies and Programmes under the Plans-Integrated Development of small and medium towns - Urban development and Housing Policy - Measure to control urban growth - Decentralization of industry, Growth Centres, Satellite towns.

#### **Reference:**

1. Briance A and Ravinder Singh, (edited) (1995) Housing the Urban Poor, Policy and Practice in Developing Countries, (Sage Publications, New Delhi).
2. Fred Durr, The Urban Economy (London, Index Educational Publishers) 1971.
3. Harris Tondon (1973), Introduction to Urban Economic Analysis and Policy (New York)
4. Lolyd Rdownin and Associates (1969). Planning Urban growth and Regional Development (London :M.T. Press)
5. Mark Garrett, (1996) Transportation Planning (Sage Publications, New Delhi)

## Course Outcome

- CO1.** Students would be able to understand the process urbanization, related concepts and theories.  
**CO2.** Students would be able to illustrate about the related issues of urbanization.  
**CO3.** Students would be able to analyse the urbanization process in Indian context.  
**CO4.** Students would be able to critically evaluate the urban development policy of India.

## MAPPING OF COURSE OUTCOMES AND LEVELS OF COGNITIVE DOMAIN

Course Outcomes	Levels of cognitive domain				
	Remembering	Understanding	Applying	Analyzing	Evaluating
CO1		√			
CO2	√				
CO3				√	
CO4					√

## TEACHING LEARNING METHODOLOGIES (TLM)

- Lectures supported by group tutorial work, practical and field-based learning.
- The use of prescribed text-books, e-learning resources and other indispensable study materials.
- Relevant, useful and applicable project work in which some of them may be team based.
- Activities be designed to develop generic/transferable and subject-specific skills.

**FORMAT OF THE MODEL QUESTION PAPER****M A DEVELOPMENT ECONOMICS (CBCSS)  
2020 ADMISSION ONWARDS****Time: 3 Hours****Maximum: 30 Weightage****Part A  
Answer all  
Questions****Each bunch of five questions carries a weightage of 1Multiple****Choice Questions**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**(15x1/5 = 3 weightage)****Part B (Very Short Answer Questions) Answer any 5 Questions****Each question carries a weightage of 1**

- 16.
- 17.
- 18.
- 19.
- 20

- 21.
- 22.
- 23.

**(5x1 = 5 weightage)**

**Part C (Short Answer  
Questions) Answer any 7  
Questions**

**Each question carries a weightage of 2**

- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.

**(7x2 = 14 weightage)**

**Part D (Essay  
Questions) Answer  
any 2 Questions**

**Each question carries a weightage of 4**

- 34.
- 35.
- 36.
- 37.

**(2x4 = 8 weightage)**