



List of Courses which focuses on Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework

Department : Economics

Programme Name : B.A. M.A. & Ph.D. Economics

Academic Year : 2022-23

Courses which focuses on Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework:

Sr. No.	Course Code	Name of the Course
		B.A. (Economics)
01.	ENUCTA3	NSS and Social Justice
02.	ENUDTA4	NSS and Entrepreneurship Development
		M.A. (Economics)
03.	ENPATO1	Labour Economics
04.	ENPCTD2B	Gandhian Economics-I
05.	ENPDTD3B	Demography
06.	ENPDTD5B	Gandhian Economics-II
		Ph.D. (Economics)
7.	ECO:Ph D 101	Research Methodology and Ethics



Scheme and Syllabus

Proposed Syllabus for
B.A. (Hons.) Economics based on LOCF System
(Three years/Six semesters)



(To be implemented from the academic session 2022-23)

Department of Economics
School of Social Sciences
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.) 495009

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TYPES OF COURSES

Core Course:

A course, which is to be studied compulsorily by a candidate as a core requirement is termed as a Core Course. The credits for the core courses will be 5. The distribution of credits is as per Table 1.

Elective Course:

Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course. The distribution of credits is as per Table 1.

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. These courses will be offered to the students of the same department in which they have admitted. These courses may be of interdisciplinary nature. The credit for each core course will be 5.

Generic Elective (GE) Course: An elective course chosen generally from other discipline/subject offered by sister departments, with an intention to seek additional exposure of the subject, is called a Generic Elective. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective. The credit for each Generic course will be 5.

Ability Enhancement Courses (AEC): The Ability Enhancement Courses are the courses based upon the content that leads to Knowledge enhancement. The credit for the each AEC course will be 2. There will be five AEC courses in each Honours Program out of which one course on Environmental Science, one on English Language/Hindi Communication. Other three courses will be selected by the students from the pool of AEC courses, as notified by the University.

Skill Enhancement Courses (SEC): SEC courses are skill-based courses, which are aimed to provide hands-on-training, competencies, skills etc. These courses may be chosen from a pool of SEC courses, as notified by the University. There will be two SEC courses in each Honours Program. The credit for each SEC course will be 2.

Project work / Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. These courses are designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a faculty member. Project work / Dissertation submission will be followed by a presentation and Viva-voce.

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Seminar: Seminar will be conducted by the faculty members of the department in which a student has to defend/present a topic allotted to him/her by the course coordinator. Every student has to present minimum 2 presentations. The seminar classes will preferably be conducted for 2 hours during a working day in a week.

Internship: An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills. It offers the employer the opportunity to bring new ideas and energy into the workplace, develop talent and potentially build a pipeline for future full-time employees.

An internship consist of Consists of

- a part-time work schedule that includes a part of written documentation as report.
- Provides a clear project description for the work experience related to specific field.
- Orients the student to the organization, its culture and proposed work assignment(s) etc for professional courses.
- Helps the student develop and achieve learning goals.

Internship may include Project Work, Subject-specific skill course, Internship, summer internship, Visits to field sites, Excursions, Industrial Visits, Industrial training, Research activities, and any other as may be required for specific degree programs on practical grounds.

The credits for internship will be 4-6 for BA/BSc/BCom/other basic degree programs.

The technical and professional degree programs may opt internship or apprenticeship in full semester with 24 credits.

Additional Credit courses: University Additional Credit Electives (UACE), Value Added Courses(VAC), Certificate courses(CC), Online Certificate Courses (OCC), and others as notified by the University from time to time. The credits for such courses will be 2 - 4 as notified by the university. A separate regulation for these courses is designed by the university.

The Board of Studies of each department will decide the course structure and syllabus for a specific program and update in the information in Table 3.

The minimum credits for the award of Undergraduate degree program in BA/BSc/B.Com will be 133. The maximum credits for such programs should not exceed 150.

An undergraduate degree with Honours in a discipline will be awarded with the following course structure as per the UGC guidelines

- 14 Core Courses
- 04 Generic Elective Courses (GE)
- 03 Discipline Specific Elective (DSE) Courses
- 05 Ability Enhancement Courses (AEC)
- 02 Skill Enhancement Courses (SEC)

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- 01 Dissertation / Project
- 01 Seminar
- 01 Internship
- Additional Credit Courses (as notified by the University)
- Online MOOC's Courses (As per UGC/University guidelines)

The credits of the courses are given in the following tables:

Table 1: Credit Distribution

Courses	Credits		
	Theory + Practical	Theory + Tutorial	Theory + Tutorial + Practical
Core Courses (14 courses)	$(3 + 2) \times 14 = 70$	$(4 + 1) \times 14 = 70$	$(3 + 1 + 1) \times 14 = 70$
Generic Elective (4 courses)	$(3 + 2) \times 4 = 20$	$(4 + 1) \times 4 = 20$	$(3 + 1 + 1) \times 4 = 20$
Discipline Specific Elective (3 courses)	$(3 + 2) \times 3 = 15$	$(4 + 1) \times 3 = 15$	$(3 + 1 + 1) \times 3 = 15$
Ability Enhancement Course (5 Courses)	$(1 + 1) \times 5 = 10$	$(2 + 0) \times 5 = 10$	$(0 + 0 + 2) \times 5 = 10$
Skill Enhancement Course (2 Courses)	$(1 + 1) \times 2 = 4$	$(2 + 0) \times 2 = 4$	$(0 + 0 + 2) \times 2 = 4$
Dissertation (1 Course)	6	6	6
Seminar (1 Course)	2	2	2
Internship (1 Course)	6	6	6
Additional Credit Courses (Optional)	Actual as per university notification	Actual as per university notification	Actual as per university notification
MOOC's Courses***	2-5	2-5	2-5
Total	133	133	133

Table 2: Structure of Courses

Semester	Core Courses (14)	GE (4)	DSE (4*)	AEC (5)	SEC (2)	Seminar (1)	Dissertation (1)	Internship (1)	Additional Credit Courses (Optional)
I	C1 C2	GE1		AEC1	SEC1				
II	C3 C4	GE2		AEC2	SEC2				
III	C5	GE3		AEC3					

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	C6 C7								
IV	C8 C9 C10	GE4		AEC4					
V	C11 C12		DSE1 DSE2	AEC5					
VI	C13 C14		DSE3			Seminar	Dissertation		
Summer								Internship	
MOOC's***									

* Technical and Professional Programs may opt for internship or apprenticeship in full semester as a 24 credits course in lieu of course C13, C14, DSE3, DSE4 and Dissertation.

*** MOOC's courses should be offered at least one time during entire UG programme in lieu of Core Course. If the core is not available any course similar to Generic elective, Discipline specific elective, AEC course, Skill enhancement course may be offered on MOOC's platform. If any such course related to your subject is not available on MOOC's platform, department may continue with regular courses.

Table 3: Template for Semester wise courses (suggestive)

Semester	Course	Course Code	Course Name	Credits	L/T/P
I	C1	ENUATT1	Introductory Microeconomics/ MOOC COURSE	5	L-4, T-1
	C2	ENUATT2	Mathematical Methods for Economics-I	5	L-4, T-1
	GE1	ENUATG1	Introductory Microeconomics	5	L-4, T-1
	AEC1	ENUATA1	From pool of Ability Enhancement Course (AEC-I)	2	L-2
	SEC1	ENUATL1	From pool of Skill Enhancement Course (SEC-I)	2	L-2
	Additional Credit Course				
	Total			19	
II	C3	ENUBTT3	Introductory Macroeconomics	5	L-4, T-1
	C4	ENUBTT4	Mathematical Methods for Economics-II	5	L-4, T-1
	GE2	ENUBTG2	Introductory Macroeconomics	5	L-4, T-1

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	AEC2	ENUBTA2	From pool of Ability Enhancement Course (AEC-II)	2	L-2
	SEC2	ENUBTL2	From pool of Skill Enhancement Course (SEC-II)	2	L-2
	Additional Credit Course				
	Total			19	
III	C5	ENUCTT5	Intermediate Microeconomics-I	5	L-4, T-1
	C6	ENUCTT6	Intermediate Macroeconomics-I	5	L-4, T-1
	C7	ENUCTT7	Indian Economy-I	5	L-4, T-1
	GE3	ENUCTG3	Money & Banking	5	L-4, T-1
	AEC3	ENUCTA3	From pool of Ability Enhancement Course (AEC-III)	2	L-2
	Additional Credit Course				
	Total			22	
IV	C8	ENUDTT8	Intermediate Microeconomics-II	5	L-4, T-1
	C9	ENUDTT9	Intermediate Macroeconomics-II	5	L-4, T-1
	C10	ENUDTT10	Indian Economy-II	5	L-4, T-1
	GE4	ENUDTG4	Public Finance	5	L-4, T-1
	AEC4	ENUDTA4	From pool of Ability Enhancement Course (AEC-IV)	2	L-2
	Internship*	ENUDEFI		6**	
	Additional Credit Course				
	Total			22 + 6	
V	C11	ENUETT11	Statistical Methods for Economics	5	L-4, T-1
	C12	ENUETT12	Development Economics-I	5	L-4, T-1
	DSE1	ENUETD01	Economic	5	L-4, T-1

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			History of India (1857-1947)		
	DSE2	ENUETD02	International Economics-I	5	L-4, T-1
	AEC5	ENUETA05	From pool of Ability Enhancement Course (AEC-V)	2	L-2
	Additional Credit Course				
	Total			22	
VI	C13	ENUFTT13	Introductory Econometrics	5	L-4, T-1
	C14	ENUFTT14	Development Economics-II	5	L-4, T-1
	DSE3	ENUFTD03	International Economics-II	5	L-4, T-1
	Seminar	ENVFSS01		2	
	Dissertation/Project	ENVFDF01		6	
	Additional Credit Course				
	Total			23	
MOOC's				2-5	

* May be offer during summer

** Technical and Professional Programs may opt for internship or apprenticeship in full semester as a 24 credits course in lieu of course C13, C14, DSE3, DSE4/ Dissertation.

*** MOOC's courses should be offered at least one time during entire UG programme in lieu of Core Course. If the core is not available any course similar to Generic elective, Discipline specific elective, AEC course, Skill enhancement course may be offered on MOOC's platform. If any such course related to your subject is not available on MOOC's platform, department may continue with regular courses.

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M.A. Economics based on CBCS System
(Two years/Four semesters)

Semester	Course Opted	Course Code	Name of the Course	Credit	Hour / week
I	Core-1	ENPATT1	Micro Economic Analysis - I	4	4
	Core-1 Tutorial		Tutorial-1 based on Core-1	1	1
	Core-2	ENPATT2	Macro Economic Analysis-I	4	4
	Core-2 Tutorial		Tutorial-2 based on Core-2	1	1
	Core-3	ENPATT3	Economics of Growth and Development-I	4	4
	Core-3 Tutorial		Tutorial-3 based on Core-3	1	1
	Open Elective	ENPAT01	Labour Economics	4	4
	Open E. Tutorial		Tutorial-Open Elective based on Open Elective	1	1
			Total	20	20
II	Core-4	ENPBTT4	Micro Economic Analysis - II	4	4
	Core-4 Tutorial		Tutorial-4 based on Core-4	1	1
	Core-5	ENPBTT5	Macro Economic Analysis-II	4	4
	Core-5 Tutorial		Tutorial-5 based on Core-5	1	1
	Core-6	ENPBTT6	Economics of Growth and Development-II	4	4
	Core-6 Tutorial		Tutorial-6 based on Core-6	1	1
	Core-7	ENPBTT7	Indian Economic Policy-I	4	4
	Core-7 Tutorial		Tutorial-7 based on Core-7	4	4
			TOTAL	20	20
III	Core-8	ENPCTT8	Indian Economic Policy-II	4	4
	Core-8 Tutorial		Tutorial-8 based on Core-8	1	1
	R.M.	ENPCTT9	Research Methodology	3	3
	R.M. Tutorial		Tutorial-R.M. based on R.M.	1	1
	DSE-1	ENPCTD1A	International Economics-I/ Quantitative Methods	4	4
	DSE-1 Tutorial		Tutorial-DSE-1 based on DSE-1	1	1
	DSE-2	ENPCTD2A	Econometrics-I/Gandhian Economics-I	4	4
	DSE-2 Tutorial		Tutorial-DSE-2 based on DSE-2	1	1
			TOTAL	19	19
IV	DSE-3	ENPDTD3A	Data Analysis / Demography	4	4
	DSE-3 Tutorial	ENPDTD3B	Tutorial-DSE-3 based on DSE-3	1	1
	DSE-4	ENPDTD4B	International Economics-II/ Public Finance	4	4
	DSE-4 Tutorial	ENPDTD4B	Tutorial-DSE-4 based on DSE-4	1	1
	DSE-5	ENPDTD5A	Econometrics-II/Gandhian Economics-II	4	4
	DSE-5 Tutorial	ENPDTD5B	Tutorial-DSE-5 based on DSE-5	1	1
	Dissertation	ENPDTE	Dissertation	2	2
			Presentation	21	
			Total	80	
			Total Credits (Semester I+II+III+IV)	80	

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Department of Economics
School of Social Sciences
Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh

Proposed Syllabus for Pre Ph.D. Coursework: 2022-23

Paper Code	Types of Papers	Credit	Classes	Max. Marks	Min. Passing Marks
ECO: Ph D 101	Research Methodology	4	60	100	~ 50
ECO: Ph D 102	Research Ethics and Practices	4	60	100	50
ECO: Ph D 103	Current Economic Issues	4	60	100	50
	Seminar (Only Qualifying)			100	Only Qualifying

Note: The Seminar presentation is compulsory to be passed but the marks will not be added to the overall evolution marking.

Programme Outcomes: The learners will

PO-1	Knowledge	Gain knowledge of research methodology, ethics and practices, applied econometrics, and some basic economic issues for research.
PO-2	Problem analysis	Identify, structure frameworks, generate data and analyze them to understand economic problems and develop approaches to solve real time economic problems.
PO-3	Design	Design sampling framework and devise methodology to analyze for different economic issues.
PO-4	Investigation	Investigate complex economic problems by knowing do's and don'ts of research and analysis.
PO-5	Tools	Use mathematical and statistical tools and develop econometric models to investigate economic problems.
PO-6	Society	Apply the knowledge to assess various issues viz. policy matters, socio-economic, environmental, macro, financial issues of the government and suggest remedial measures for the welfare of the society and humanity.
PO-7	Environment	Understand the importance of the environment for sustainable economic development.
PO-8	Ethics	Apply ethical principles and commit to professional ethics, and responsibilities and norms of the applied research in economics.
PO-9	Teamwork	Function effectively as an individual and as a member or leader in diverse teams and multidisciplinary settings.
PO-10	Communication	Communicate effectively by presentations and writing reports.
PO-11	Management	Manage projects in multidisciplinary environments as member or a team leader.
PO-12	Life-long learning	Engage in independent lifelong learning in the broadest context of social change.

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h4. 3rd. Khan, Indian Financial System, Tata b4cGraw Hill, 7th edition, 2011.
Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers

SEMESTER III
B.A. (Hons.) Economics, Semester-III, AEC-3
Course: NSS and Social Justice
Course Code:
Course Credit: (2)

NSS and Social Justice

Course Objectives : The main objectives of this course are:

1. To help learners know about Indian Constitution.
2. To understand the concept of Social Justice.
3. To know the Concept of Volunteerism and Strategic Planning.

Learning Outcomes : Learners will have the knowledge about Indian Constitution and to get the concept of Social Justice so as to build a strong Community. They will be able to use strategic planning for better result.

Unit 1: Indian Constitution

- Preamble
- Structure
- Features
- Fundamental Rights & Duties

Unit 2: Social Justice

- Social Justice – the Concept and its features
- Contribution for Social Justice – Mahatma Jyotiba Phule, Dr. Babasaheb Ambedkar, Baba Guru Ghasidas.

Unit 3: Concept of Volunteerism Meaning & Features

- Need of Training for volunteerism
- Role Models of Volunteerism in India
- Leadership – Meaning & Attributes
- Communication Skills – Meaning, Types & Importance

Unit 4: Strategic Planning

- Meaning, Characteristics, Requirement of Successful implication of Programmes.
- Importance of Planning and Limitations of Planning

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3. Kaushik Basu, and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University Press, 2007.
4. M.M Sury, Government Budgeting in India, Commonwealth Publishers, 1990.

SEMESTER IV

B.A. (Hons.) Economics, Semester-IV, AEC-4

Course: NSS and Entrepreneurship Development

Course Code:

Course Credit: (2)

NSS and Entrepreneurship Development

Course Objectives: The main objectives of this course are:

1. To help learners know about Value System in order to understand Social Responsibilities.
2. To appreciate the importance of Entrepreneurship Development for a better society.
3. To get in to the concept of Gender Sensitivity and Women Empowerment in order to promote gender equality.

Learning Outcomes

- : Learners will have the knowledge about value system and its role in the Indian Value System. They will be able to understand the concept of Women Empowerment and various scheme of Self – Employment Schemes for Entrepreneurship Development.

Unit 1 : Value System

- Meaning of Values, Types of Values
- Human Values & Social Responsibilities
- Indian Value System – the Concepts and its Features
- Eleven Vows

Unit 2 : Entrepreneurship Development

- Entrepreneurship Development – its meaning
- Attributes of Entrepreneur
- Women Entrepreneur

Unit 3: Gender Sensitivity and Women Empowerment

- Concept of Gender
- Causes behind Gender related problems and remedial measures.
- Meaning of Woman Empowerment

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- Various Schemes for Woman Empowerment in India

Unit 4 : Government and Self – Employment Schemes for Entrepreneurship Development

- Skill India
- Startup India
- Digital India
- Make in India
- NITI Aayog

Suggested Readings:

1. National Service Scheme Manual (Revised), 2006 Government of India, Ministry of Youth Affairs and Sports, New Delhi.
2. Rashtriya Seva Yojana Sankalpana - Prof. Dr. Sankey Chakane, Dr. Pramod / Pabrekar, Diamond Publication, Pune.
3. Case material as a Training Aid for Field Workers, Gurmeet Hans.
4. Social Service opportunities in Hospitals, Kapil K. Krishnan, TISS
5. New Trends in NSS, Research papers published by University of Pune.
6. ANOOGUNJ Research Journal, published by NSS Unit C. K. Thakur College
7. Joint Programme of National Service Scheme, University of Mumbai and DISHA -DEPSHIKHA Projects, Nair Hospital, 2011 -12.
8. National Service Scheme in India : A Case Study of Karnataka, M. B. Dishad, Trust Publications, 2001
9. <http://www.thebetterindia.com/140/national-service-scheme-nss/>
10. <http://en.wikipedia.org/wiki/national-service-scheme>
11. <http://nss.nic.in/adminstruct>
12. <http://socialworkness.org/about.html>
13. Dande V. C. - Rashtriya Seva Yojana Drushtikshep - February, 2016.

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- Higgins, □□ B. (1959), Economic Development, W.W. Norton, New York.
- Hogendorn, □□ J. (1996), Economic Development, Addison, Wesley, New York.
- Kahkonen, □□ S. and M. Olson (2000), A New Institutional Approach to Economic Development, Vistaar.
- Kindleberger, □□ C.P. (1977), Economic Development, (3rd Edition), McGraw Hill, New York.
- Meier, □□ G.M. (1995), Leading Issues in Economic Development, (6th Edition), Oxford University Press, New Delhi.
- Myint, □□ Hla (1965), The Economics of Underdeveloped Countries. Preager, New York.
- Myint, □□ H. (1971), Economic Theory and Underdeveloped Countries, Oxford University Press, New York.

Open Elective (OE)
Labour Economics

Learning Outcomes

The course teaches core topics in the field of labour economics. The aim of this course is to encourage development of interests in labour economics and related fields. Topics include wage and employment determination, formation of human capital, labour market discrimination, immigration, unemployment, wage differentials, wage structure, and institutions in the labour market. There will be particular emphasis on the interaction between theoretical and empirical aspects.

1. Labour— Its Characteristics; Role of Labour in Economic Development — W.A. Lewis ; Mobility and productivity of labour; Rationalization; Methods of Recruitment (10 Classes)

2. Employment and Development Relationship — Unemployment: Concept, Types, and Measurement, (10 Classes)

3. Employment in Agricultural Sector; Analysis of Educated Unemployment (15 Classes)

4. Classical, Neo-classical and Bargaining Theories of Wage Determination; Concepts of Minimum Wage, Living Wage and Fair Wage .

(15 Classes)

5. National Wage Policy; Wages and Wage Boards in India, Profit Sharing.

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BOS External Member
Prof. Niti Jain



READING LIST :

(10 Classes)

1. Bhagolival, T.N.: Economics of Labour and Social Welfare.
2. Datt, G.: Bargaining Power, Wages and Employment: An Analysis of Agricultural Labour Markets in India.
3. Dunlop, J.T. (Ed.): The Theory of Wage Determination.
4. Government of India: Report of the National Commission on Labour.
5. Hallen, G.C.: Dynamics of Social Security.
6. Hicks J.R.: The Theory of Wages.
7. Jhabvala, R. and R.K. Subrahmanya (Eds.): The Unorganised Sector: Work Security and Social Protection.
8. Lester, R.A.: Economics of Labour, (2nd Edition).
9. McCormick, B. and Smith (Eds.): The Labour Market.
10. Memoria, C.B.: Labour Problems and Social Welfare in India.

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BOS External member
prof. Niti Jain



DSE-2

Gandhian Economics –I

Learning Objectives: To make the students understand the life and work of Gandhi in depth.

Learning Outcome: Upon the completion of the Course, students would have:

1. Understood the life and work of Gandhi in depth.
2. Studied the various initiatives undertaken and carried out by Gandhi.
3. Knew and understood the experiments undertaken by Mahatma Gandhi.
4. Examined Gandhi's Contribution to the Global Nonviolent Awakening and in the context of various initiatives along Gandhian lines in the world.

Unit - I:

Life, Work and Experiments of Mahatma Gandhi ; Birth, Early Life, Childhood experiments in Truth and Nonviolence – Trials and Errors –London Experiments ,Religions Exposures ,South African Experiments: Pietermaritzburg Incident – Phoenix Settlement & Tolstoy Farm – Birth of Satyagraha.

Unit - II:

Gandhi Takes over Freedom Movement in India, Ashrams in India: Characteristics, objectives & features, Beginning of Satyagraha in India, Non-cooperation movement – Civil Disobedience movement – Quit India Movement.

Unit III:

Gandhi and Indian economics-Rural development, Khadi and Village Industries, Agriculture, Economic equality, Bread labour-concept of Decentralisation, the concept of Co-Operation.

Unit - IV:

Hind Swaraj: Indian System Vs Western System; Role of Doctors Vs Vaidya, Role of Advocates Vs Panch Sarpanch,

Unit - V:

Gandhian Constructive Work for a New India: 18 Constructive Programmes of Gandhi.

References

Books:

1. M.K.Gandhi(1908): Hind Swaraj or Indian Home Rule, Navajivan Publishing House, Ahmadabad.
2. Gandhi, M.K., (1940). An Autobiography or The Story of My Experiments With Truth (2 ed.). Navajivan Publishing House, Ahmadabad.
3. M.K., Gandhi (1928): Satyagraha in South Africa. Navajivan Publishing House, Ahmadabad.

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9) C.R Kothari, Research Methodology.

10) D.R & Inferences, "Diagrammatic Representation", Springer

DSE-3

Demography

Course Objectives

This course introduces students to the demography of institutions and development. We explore the interrelation and interaction between population and socio-economic outcomes. Lectures will mainly focus on theoretical framework. Empirical papers will be covered through class discussions and student presentations. As a supplement we may also read original texts on Liberalism and Marxism.

Course Learning Outcomes

Students will develop an understanding of the interrelationships between human resources, institutions and demographic composition of developed and developing countries.

Unit 1

Meaning and scope of demography; Theories of population – Malthus, Optimum theory of population; theory of demographic transition

(10 Classes)

Unit 2

Population trends in the twentieth century; Population explosion; Pattern of age and sex structure in more developed and less developed countries; Determinants of age and sex structure.

(15 Classes)

Unit 3

Importance of study of fertility – Total fertility rate; Gross reproduction rate and net-reproduction rate; Levels and trends of fertility in more and less developed countries; Factors affecting fertility – Socio-economic factors.

(10 Classes)

Unit 4

Trends in age at marriage; Mortality – Death rates, crude and age-specific; Mortality at birth and infant mortality rate; levels and trends in more and less developed countries; Methods of population projection.

(10 Classes)

Unit 5

Concept and types – Temporary, internal and international; International migration – Its effect on population growth and pattern; Factors affecting migration Urbanization – Growth and distribution of rural-urban population in developed and developing countries.

(15 Classes)

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DSE-5

GANDHIAN ECONOMICS - II

Learning Objective: To make the students understand the life and vision of Gandhi in depth.

Learning Outcome: Upon the completion of the Course, students would have:

1. Understood the Gandhiji's Thoughts on Education in depth.
2. Understood the Gandhiji's Economic thoughts in depth.
3. Studied the various initiatives undertaken and carried out by Gandhi.

Unit I:

Gandhiji's Thoughts on Education: The Purpose and Meaning of Education, Functions of a Teacher, Basic Education and Knowledge (Nayi Talim)

Unit II:

Economic Thought of Gandhiji, Critique of Modern Civilization and consumerism, Swadeshi and Khadi, Self-sufficient Village System

Unit - III :

The Sarvodaya Ideal: Trusteeship Doctrine – Law of Bread Labour – Decentralization.

Unit IV:

Gandhian Understanding of Peace among Communities: Hindu Muslim Unity, Non-Conflict Relations.

Unit - V: Contribution of Gandhi in Holistic Development, Empowerment of Women, Living in Harmony with Nature, Enhancing the quality of Village life – Participation of Faculties and Students in Health and Sanitation.

REFERENCES:

1. Brown, Judith Margaret (1991). Gandhi: Prisoner of Hope. Yale University Press.
2. Raghavan Narasimhan Iyer (1987): The Moral and Political Writings of Mahatma Gandhi: Oxford University Press, New Delhi.
3. Anup Swarup (Ed 2016) : Give Nonviolence a Chance : The Journey of Neelakanta Radhakrishnan, Konark publishers, New Delhi
4. Kumarappa, J.C. (1967), Economy of Permanence; Sarva Seva Sangh Prakashan, Rajghat, Varanasi.
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6. Kumarappa, J.C., (1948.) Economy of Permanence Part II; Maganwadi, Wardha;

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9. Gene Sharp (1960) Gandhi Wields the Weapon of Moral Power, Navajivan Publishing House, Ahmadabad
10. Richard B Gregg (2013): The Power of Nonviolence, Pierides Press, India
11. Shridarani.K (1939): War without Violence, The Fellowship of Reconciliation, New York.
12. K.S., Narayanaswamy (2000). Acharya Vinoba Bhave – A biography (Immortal Lights series). Bangalore: Sapna Book House.
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14. Hallam Tennyson (1995): India's Walking Saint: The Story of Vinoba Bhave, Published by Doubleday.
15. Michael J. Nojeim (2004): Gandhi and King: The Power of Nonviolent Resistance, Praeger Publications, London.
16. Khan Abdul Ghaffar Khan (1969). My life and struggle: Autobiography of Badshah Khan (as narrated to K.B. Narang). Translated by Helen Bouman. Hind Pocket Books, New Delhi.
17. Eknath Easwaran (1999). Nonviolent Soldier of Islam: Ghaffar Khan, a man to match his mountains. Nilgiri Press, Tomales, CA.
18. Green, Martin Burgess (1986): The origins of nonviolence: Tolstoy and Gandhi in their historical settings. Pennsylvania State University Press.
19. Iswar C. Harris (1998): Gandhians in Contemporary India: The Vision and the Visionaries, Edwin Mellen Press.
20. Ramachandra Guha (2008): India after Gandhi: The History of the World's Largest Democracy Picador, Indian Edition.
21. Girija Kumar (2006): Brahmacharya Gandhi and his women associates, Vitasta Pub., New Delhi.
22. Ramjee Singh (1999) : Peace Making and Conflict Prevention Strategies (Article Source : Ahimsa, Peace Making, Conflict prevention and Management -proceedings and presentations, Fourth International Conference on Peace and Nonviolent Action



Research Methodology (ECO: Ph. D.-101)

Course Objectives:

The Course covers basics of research processes starting from formulating a research problem to report writing. It will also orient and review some useful econometric skills required for economic research and analyses.

Course Outcomes:

CO1. Knowledge

- By studying this paper students are expected to learn the concepts and fundamentals of research like identifying a research problem, reviewing literature, developing hypotheses, selecting variables, developing econometric models, collecting, analyzing and interpreting data, and writing a research report.
- Students will gain applied knowledge of statistical tools, econometric models, problem diagnoses and remedies.
- They will also gain the theoretical aspects of handling software packages for data analysis essential for research in economics.
- They will understand various possible issues at different stages of research.
- They will also be knowing different tools for testing hypotheses and the decision rules about the statistical significance of individual explanatory variables and also the overall model.

CO2. Skill

- Meta-analysis in reviewing literature.
- Learn how to cite an article, book, manuscript, etc.
- Framing hypotheses and structuring a sampling design.
- Framing questionnaire and doing pilot study.
- Preparing research proposal.
- Skill for data processing and analysis by using different software.
- Comparing the theoretical validity with empirical findings.
- Decision about the reliability and robustness of estimation

CO3. Application

- Students to apply their learning and competencies to think and act like a researcher and carry out independent research in future.
- They can apply all the theoretical knowledge and practical skills in shaping their research and analysis.

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Basic Reading List

1. Kothari R.C. Research Methodology, Methods and techniques, New Age International Publishers.
2. Don E. Ehridge Research Methodology in Applied Economics: Organizing, Planning and Conducting Economics Research, John Wiley and sons, April 2004
3. C.T. Kurion - A Guide to Research in Economics
4. An Introduction to Applied Econometrics- a time series approach: Kerry Patterson, Palgrave Houndmills, Basingstoke, Hampshire and New York.
5. Gujarati D. N. (1995), Basic Econometrics (2nd Edition) McGraw Hill, New Delhi.
6. Jack Johnston and John Dinardo, Econometric Methods, McGraw-Hill International Editions, Singapore, 1997
7. Jeffrey M. Wooldridge, Econometrics, CENGAGE learning, India Edition, 2009
8. Dimitrios Asteriou and Stephen Hall, Applied Econometrics: A Modern Approach, Palgrave Macmillan, 2007.
9. Damodar Gujarati, Econometrics by Example, Palgrave Macmillan, 2011.

Cos	Programme Outcomes (POs)												PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO
CO1	3	3	3	3	3	2	1	1	2	3	3	2	3	3	2
CO2	3	3	3	3	3	2	1	1	2	2	2	2	3	3	3
CO3	3	3	3	3	3	3	1	1	2	3	3	3	3	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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Research Ethics & Practices (ECO: Ph.D.- 102)

Course Objectives:

The Course covers concepts and fundamental ethical requirements in different stages of research and possible consequences of their violation. In addition, it empowers the researcher to understand different tools and techniques to identify journals and publications where to publish.

Course Outcomes:

CO1. Knowledge

- Gain knowledge regarding the philosophical background of research.
- Know the level of honesty and integrity required for a researcher at different stages of research, especially gain knowledge regarding issues related to copyrights violation, plagiarism, repetitive research.
- Learn the consequences of violation of research ethics.
- Know the Do's and don'ts at every step of research and publication.

CO2. Skill

- Use of plagiarism software.
- Identify Open access journals for publications.
- Skill for measuring research metrics.

CO3. Application

The learners will apply publication ethics in every step of research.

Module I: Philosophy and Ethics

Introduction to Philosophy- definition, nature and scope, concept, branches, Ethics- definition, moral philosophy, nature of moral judgment and reactions. (12 Classes)

Module II: Research Ethics

Ethics in relation to science and research, intellectual honesty and research integrity, scientific misconduct-falsification, fabrication and plagiarism (FFP); redundant publications-duplicate and overlapping publications, and salami slicing; selective reporting and misrepresentation of data. (12 Classes)

Module III: Publication Ethics

Publication ethics- definition, introduction and importance; Best practices/standard setting initiatives and guidelines-COPE, WAME, etc.; conflicts of interest; Publication misconduct-definition, concept, problems and types; Violation of publication ethics, authorship and contributorship. (12 classes)

ChE *R* *PK* *Ala* *Amr*

Module IV: Research Practice

Open access publishing- open access publications and initiatives, online resources to check publisher copyright & self-archiving policies, software tool to identify predatory publications, journal finder/journal suggestion tools, use of plagiarism software. (12 classes)

Module V: Databases and Research Metrics

Databases- Indexing databases, citation databases-Web of science, Scopus, etc.; Research metrics-impact factor of journal, metrics- h index, g index, i10 index, altimetric. (12 classes)

Basic Reading List

1. Bird, A. (2006), Philosophy of Science, Routledge.
2. MacIntyre, A Lasdair (1967) A Short History of Ethics, London.
3. P. Chaddah, (2018) Ethics in competitive Research: Do not get scooped; do not get plagiarized, ISBN: 978-9387480865.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a scientist: A Guide to Responsible conduct in Research: Third edition, National Academies Press.
5. Resnik, D. B. (2011) What is ethics in research & why is it important, National Institute of Environmental health Sciences.
6. Beall, J. (2012) Predatory publishers are corrupting open access.

Cos	Programme Outcomes (POs)												PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	2	2	3	1	2	3	3	3	2	2	2	2
CO2	2	2	2	2	2	2	1	3	2	2	2	2	3	2	2
CO3	2	2	3	3	3	3	1	3	3	3	3	3	2	2	2

Weightage: 1-Slightly; 2-Moderately; 3-Strongly

Chm *Pg* *AKS* *Ha* *Maif*