## **Programme outcome of BA in Economics**

- ➤ Comprehensive study of Economic, Thoughts, Economic Policies in India, and the Concept of Welfare State.
- > To explain various Micro Economic Policies in India.
- ➤ Analyse Indian Economy in relation with Indian Agriculture.
- ➤ Determine different Economic circumstances like inflation, unemployment and poverty etc. to find out proper solutions for these issues.
- > Improve Renewable and Non-renewable Natural Resources.
- ➤ Understand the behaviour of financial and money market and perform GST benefit analysis to take investment decisions.
- To distinguish the different sources of public finance and direct indirect tax.
- ➤ Define the concept of National Income and the co-operation movement in India.
- ➤ Effect of 'Globalization' and 'Free Marketing' on International Economic Policies.
- ➤ To discuss the issues of 'International Economic Relations', 'Functioning of Monetary Funds', 'Distribution of National Income' and 'Liberty of Business' etc. thoroughly to create an Economical awareness.

**Course Specific Outcome** 

|            | Paper   | Name of the    |  |
|------------|---------|----------------|--|
| Semester   | /Course | Paper/Corse    | Course Outcome   |
| Semester-1 |         |                | The course outcome of this paper on Microeconomics is as follows- Microeconomics studies the economic actions and behaviours of individual units and small groups of individual units. In this paper study is made about how the various cells of economic organism, that is, the various units of the economy such as thousands of consumers, thousands of producer or firms, thousands of workers and resource suppliers in the economy do their economic activities and reach |
|            |         | Introductory   | their equilibrium states. Microeconomics is a  |
| Semester 1 | CC-1    | Microeconomics | Microscopic study of the economy.  |
|            |         |                | The outcome of this paper is to transit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on Microeconomic theory, Macroeconomic theory, Statistics and Econometrics set out in the   |
|            |         |                | syllabus. In this course particular economic models  |
|            |         | Mathematical   | are not the ends, but the means for illustrating the   |
|            |         | Methods for    | method of applying mathematical techniques to  |
|            | CC-2    | Economics I    | economic theory in general.  |

|            | GE              | Indian Economy                              | This course examines sector-specific polices and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Topics include economic development since independence, population and human development, growth and distribution, and international comparisons.  This paper is designed to expose students to the basic principles of microeconomic theory, introducing them to topics such as basic demand, supply tools, and the implications of taxation and subsidies on the market   |
|------------|-----------------|---|--|
|            | Commerce-<br>GE | Micro Economics                             | outcome, consumer and producer behaviour, production and cost analysis, market structure, and labour market theory. By the end of the paper, students are well acquainted with the principles of microeconomic theory, and ways in which the theory can be used in its applications of the real world.   |
| Semester-2 | CC-3            | Introductory Macroeconomics                 | Macroeconomics analyses the behaviour of the whole economic system in totality or entirety. Macroeconomic course examines the determination of the level, fluctuations and trends (growth) in the overall economic activity i.e., national income, outcome and employment. The overall consumption and investment pattern of the economy, together with inflation level, various theories to assess inflationary trends, and business Cycles are studied.  |
|            | CC-4            | Mathematical<br>Methods for<br>Economics II | The outcome of this paper is to transit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on Microeconomic theory, Macroeconomic theory, Statistics and Econometrics set out in the syllabus. In this course particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. Topics coursed include application of Linear algebra to National income made and Market Model, Multivariable optimization, application of differential equation to market model.   |
|            | GE              | Indian Economy II                           | Using appropriate analytical frameworks, this paper reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the paper gives an insight into economic development which has taken place since independence, in terms of structural changes, savings and investments among other things. It also talks about demographic trends and issues, education, health and malnutrition, policies towards poverty, inequality, and unemployment. It provides information on these issues not only in terms of India, but also provides an international comparison to give a wider outlook to |
|            | Commerce-<br>GE | Macro & Indian Economy                      | students.  This paper introduces students to macroeconomic fundamentals and concepts, theories and applications with regard to variables such as GDP, consumption,   |

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|------------|------|---------------------|---|
|            |      |                     | savings, investment, money and banking, and balance         |
|            |      |                     | of payments. Students can apply the basic principles        |
|            |      |                     | learnt from this paper in understanding the functioning     |
|            |      |                     | of the aggregate economy, and in contributing to            |
|            |      |                     | policy debates.   |
|            |      |                     | This paper broadly includes consumer theory,                |
|            |      |                     | production theory, cost theory and perfect                  |
|            |      |                     | competition. Thus, this paper covers the essential          |
|            |      |                     | concepts required for understanding other broad areas       |
|            |      |                     | of economics. Therefore, the scope of the paper             |
|            |      |                     | includes high education in economics or management,         |
|            |      |                     | teaching and research work in the government as well        |
|            | CC-5 | Microeconomics I    | as the corporate organizations.                             |
|            |      |                     | This paper is one of the most important core papers in      |
|            |      |                     | undergraduate honours courses in Economics in the           |
|            |      |                     | second year. Macroeconomics basically deals with            |
|            |      |                     | aggregated indicators of an economy such as GDP,            |
|            |      |                     | national income, unemployment rate, price indices           |
|            |      |                     | and also the interrelations among different sectors of      |
|            |      |                     | the economy to better understand how an entire              |
|            |      |                     | economy performs. This paper basically includes the         |
|            |      |                     | classical and neoclassical theories of macroeconomics       |
|            |      |                     | which study the causes of short run fluctuation             |
|            |      |                     | (business cycle) in national income, inflation analysis,    |
|            |      |                     | and open economy macroeconomics. The paper                  |
| Semester-3 |      |                     | provides an in-depth study of fiscal and monetary           |
|            |      |                     | policies along with commodity, assets and labour            |
|            |      |                     | markets. This paper provides students a strong              |
|            |      |                     | foundation in macroeconomics so that they can easily        |
|            |      |                     | grasp the more advanced course in macroeconomics at         |
|            | CC-6 | Macroeconomics I    | their post-graduate level.                                  |
|            |      |                     | This paper is an introductory, though challenging           |
|            |      |                     | course in basic statistical methods. It prepares students   |
|            |      |                     | in utilizing statistical techniques for quantitative, data- |
|            |      |                     | based problems, analysis and inference. It also             |
|            |      |                     | develops the ability to understand econometrics             |
|            |      |                     | courses at the Honours and Masters levels. Topics           |
|            |      |                     | include elementary probability theory, random               |
|            |      |                     | variables and probability distributions, random             |
|            |      |                     | sampling and jointly distributed random variables,          |
|            |      |                     | sampling, point and interval estimation. Learning           |
|            |      |                     | outcomes include developing proficiency for                 |
|            |      | Statistical Methods | statistical research in academics, research institutions    |
|            | CC-7 | for Economics       | and industry.   |
|            |      |                     |   |
|            |      |                     |   |
|            |      |                     | To deal with the marketing functions                        |
|            |      |                     | To understand the cost analysis.                            |
|            |      |                     | To know about different                                     |
|            | CC 9 | Migrogonomica       |   |
| G 4 4      | CC-8 | Microeconomics II   | market equilibrium and respective market                    |
| Semester-4 |      |                     | The process of calculating national income,                 |
|            |      |                     | identify its components, demonstrate circular               |
|            |      |                     | flow of income, analyse the various income                  |
|            |      |                     | identities with Government and international                |
|            | CC-9 | Macroeconomics II   | trade, the concept of green accounting.                     |
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|            |       |                      | Understand Say's law of market, classical theory  |
|            |       |                      | of employment and Keynes objection to the   |
|            |       |                      | classical theory, demonstrate the principle of  |
|            |       |                      | effective demand and income determination.  |
|            |       |                      | Consumption function, relationship between APC  |
|            |       |                      | and MPC, consumption and income, concept of   |
|            |       |                      | multiplier and analyse the theories of absolute and   |
|            |       |                      | ± ,   |
|            |       |                      | relative income hypotheses. Understand the  |
|            |       |                      | relationship between investment and savings,  |
|            |       |                      | demonstrate investment multiplier, and  |
|            |       |                      | understand the meaning of MEC and MEI.  |
|            |       |                      | Illustrate the meaning of interest, analyse the   |
|            |       |                      | various theories  |
|            |       |                      | This paper helps students learn the introductory  |
|            |       |                      | research skills in writing data-based term papers, and  |
|            |       |                      | project reports, Introduction to the nature of research,  |
|            |       |                      | formulation of the research topic, research approaches  |
|            |       |                      | and ethics, and types of data help increase the   |
|            |       | Research             | suitability of students for research based work in the  |
|            | CC-10 | Methodology          | corporate sector, government institutions and media.  |
|            |       |                      | This paper is the first step to learn how to make sense   |
|            |       |                      | of piles of data using graphical and numerical  |
|            |       |                      | measures. It introduces students to the collection and  |
|            |       |                      | presentation of data, also discussing how data can be   |
|            |       |                      | summarized and analysed for drawing statistical   |
|            |       |                      | inferences. Students are trained how to use important   |
|            |       | Data Analysis and    | data sources using statistical tools which are useful for   |
|            | SEC-2 | Computer Application | further research in economics.  |
|            |       |                      | The objectives of the course are to equip the   |
|            |       |                      | students with the theoretical, empirical and policy   |
|            |       |                      | issues relating to the society, policy and economy  |
|            |       |                      | of India. The course, in particular, has been   |
|            |       |                      | prepared in the background of the globalization   |
|            |       |                      | process and its diverse ramifications on the  |
|            | CC-11 | Indian Economy I     | knowledge economy   |
|            | CC-11 | mulan Economy 1      |   |
|            |       |                      | Development Economics is a vibrant paper concerned  |
|            |       |                      | with processes of change such as social and economic, political and cultural and many major policy            |
|            |       |                      |   |
|            |       |                      | challenges that present the efforts to overcome poverty   |
| Semester-5 |       |                      | and insecurity, especially in the developing countries. It helps students understand the reasons for why some |
|            |       |                      | countries are rich and others so poor; enables them to  |
|            |       |                      | factor out and remedy significant obstacles impeding  |
|            |       |                      | growth in poor nations and equip them to create   |
|            |       |                      | flourishing ground for the same. Hence, the paper   |
|            |       |                      | provides a stable interdisciplinary social science  |
|            |       |                      | formation and develops students' capacities for   |
|            |       |                      | independent and critical inquiry. Set in the global   |
|            |       |                      | backdrop in which the under-developed and   |
|            |       |                      | developing countries coexist with the relatively more   |
|            |       |                      | developed world, this paper in particular, begins with  |
|            |       | Development          | basic demographic concepts and their evolution  |
|            | CC-12 | Economics I          | during the process of development.  |
|            |       |                      |   |

|            | DSE-1 | Odisha Economics                    | The course is to equip the students with the theoretical, empirical and policy issues relating to the society, policy and economy of Odisha.   |
|------------|-------|-------------------------------------|--|
|            | DSE-2 | Money Banking and Financial Markets | This is a paper on the economics of money, banking and financial markets. It provides coverage of economic principles that underlie the operation of banks and other financial institutions. The paper aims to provide the student with an introduction to the role of money, financial markets, financial institutions and the monetary policy in the economy, thus providing a solid foundation for further study or employment in the financial services industry. The paper establishes how monetary policy and the financial markets work in theory and practice. The main components of the course are cover the role of financial markets in the economy with a particular emphasis on bond markets and interest rate determination, the main aspects of banks and other financial institutions and the role of money, central banking and monetary policy. |
| Semester-6 | CC-13 | Indian Economy II                   | Develop ideas of the basic characteristics of Indian economy, its potential on natural resources. Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development. Grasp the importance of planning undertaken by the government of India, have knowledge on the various objectives, failures and achievements as the foundation of the on-going planning and economic reforms taken by the government. Understand agriculture as the foundation of economic growth and development, analyse the progress and changing nature of agricultural sector and its contribution to the economy as a whole.   |
| Semester-6 | CC-14 | Development<br>Economics II         | The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.  Identify the basic difference between inter-  |
|            | DSE-3 | International Economics             | regional and international trade, understand how international trade has helped countries to acquire   |

|       |                      | goods at cheaper cost and explain it through the various international trade theories. Show the benefits of international trade in a way how nations with strong international trade have become prosperous and have the power to control world economy and how global trade can be one of the major contributors of reducing poverty.   |
|-------|----------------------|--|
| DSE-4 | Project/Dissertation | Think critically and innovatively. Identify important economic actors, organizations, and institutions in an economy and explain their role and impact. Apply their knowledge and learning to engage in informed debate and to analyse and solve problems. Demonstrate ability to use the economic tools of analysis as well requisite computer applications. Enter post-graduate life prepared to respond to a wide variety of economic situations efficiently in order to achieve positive outcomes. |