



**KANNUR UNIVERSITY**  
**(Abstract)**

B.A. Economics/ Development Economics Programme- Scheme, Syllabus and Pattern of Question Papers of Core, Complementary Elective and Generic Elective Course under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated colleges with effect from 2019 Admission-Implemented-Orders issued.

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ACADEMIC BRANCH

No.Acad.C1/12530/2019

Dated, Civil Station P.O., 20 .06. 2019

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- Read:-
1. U.O.No.Acad.C2/429/2017 dated,10-10-2017
  2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
  3. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.
  4. The Minutes of the Meeting of the Board of Studies in Economics (UG) held on 07.06.2019
  5. Letter and Syllabus of B.A. Economics/ Development Economics Programme , Submitted by the Chairperson, Board of Studies in, Economics (UG) dated , 15.06.2019

**ORDER**

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG programmes in Affiliated colleges of the University.
2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision processes such as conducting the meeting of various Boards of Studies , Workshops, discussions etc.
3. The Revised Regulation for UG programmes in Affiliated colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.

4. Subsequently, as per paper read (4) above, the Board of Studies in Economics (UG) finalized the Scheme, Syllabus & Pattern of Question Paper for Core, Complementary Elective & Generic Elective Course of B.A.Economics/ Development Economics Programmes to be implemented with effect from 2019 Admission.

5. As per paper read (5) above, the Chairperson, Board of Studies in Economics (UG) submitted the finalized copy of the Scheme, Syllabus & Pattern of Question Papers of B.A. Economics/ Development Economics Programmes for implementation with effect from 2019 Admission.

6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with accorded sanction to implement the Scheme, Syllabus & Pattern of Question Paper (Core/Complementary Elective/Generic Elective Course) of B.A Economics/ Development Economics programmes under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated colleges under the University with effect from 2019 Admission, subject to reporting to the Academic Council.

7. The Scheme, Syllabus & Pattern of Question Paper of B.A Economics/ Development Economics Programmes are uploaded in the University website.  
( [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly.

Sd/-

DEPUTY REGISTRAR(ACADEMIC)  
For REGISTRAR

To

The Principals of Colleges offering B.AEconomics/ Development Economics Programme

Copy to:-

1. The Examination Branch (through PA to CE)
2. The Chairperson, Board of Studies in Economics (UG)
3. PS to VC/PA to PVC/PA to Registrar
4. DR/AR-I, Academic
5. The Computer Programmer(for uploading in the website)
6. SF/DF/FC



Forwarded/By Order

  
SECTION OFFICER



# **KANNUR UNIVERSITY**

## **BOARD OF STUDIES, ECONOMICS (UG)**

### **SYLLABUS FOR B A PROGRAMME IN ECONOMICS/DEVELOPMENT ECONOMICS CORE, COMPLEMENTARY ELECTIVE COURSE AND GENERIC ELECTIVE COURSES**

#### **CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2019 ADMISSION ONWARDS)**

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## KANNUR UNIVERSITY



### VISION AND MISSION STATEMENTS

**Vision:** To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

**Mission:**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## **KANNUR UNIVERSITY PROGRAMME OUTCOMES (PO)**

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### **PO1. Critical Thinking**

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3. Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

### **PO2. Effective Citizenship**

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
- 2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.
- 2.3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

### **PO3. Effective Communication**

- 3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
- 3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.
- 3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

### **PO4. Inter disciplinarity**

- 4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
- 4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
- 4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

## **PREFACE**

Economic science has become one of the most dynamic and complex disciplines across natural, physical and social sciences. Its scientific as well as dynamic character has strengthened not only the scope of economics but positively contributed to other streams of knowledge as well. The new BA syllabi of Kannur University have greater scope for using mathematical and statistical techniques, apart from theory and policy. Further it has become more interdisciplinary or/ and multidisciplinary in terms of methods of enquiry and modes of analysis. In the revised syllabi we have incorporated new frontiers of economics such as gender economics, economic geography, economic history, heterodox economics, econometrics and mathematical economics. These interdisciplinary /multidisciplinary areas will strengthen the integrated knowledge profile of the students. Restructuring was done under the initiative of Kannur University and the active involvement of the Members of the Board of Studies in Economics (UG) through a series of deliberations and discussions. In order to make it more participatory and democratic, we have organized a two day workshop to finalize the restructured curriculum and the outcome based syllabi for the BA Economics Programme. Undergraduate economics teachers of all colleges affiliated to Kannur University have actively participated in the workshop and made significant contributions towards the Outcome Based Under Graduate Education. Apart from teachers of affiliated colleges, faculty members of national repute have been invited as resource persons to streamline the syllabi in terms of method, content, and integrity of its epistemology. The basic objective of the revised syllabi is to equip our undergraduates to face the academic and real life challenges in the fast changing world tuned by knowledge revolution, science, technology, research and development. We believe that the revised curriculum and syllabi may open new horizons of knowledge and meet the vision and mission of higher education in the country. It is our privilege to introduce the revised curriculum and syllabi before the fresh undergraduates who are getting enrolled in June 2019 onwards and other stake holders of Economics Undergraduate Education.

Dr. A. Ashokan  
Chairperson  
Board of Studies, Economics (UG)  
Kannur University

**Kannur University**  
**Programme Specific Outcome of B.A Economics /**  
**Development Economics Programme**

The revised curriculum and syllabi of BA Economics Programme of Kannur University provide a structure of core courses, complementary elective courses and generic elective courses. Diversified course structure will contribute towards all round development of the student. The undergraduate programme in economics borrows ideas and techniques from a variety of other disciplines including history, geography, mathematics, statistics, management and environmental science. An undergraduate programme with sound footing in economic theory and empirics would equip the students to a range of career options in the field of economics, finance, commerce, entrepreneurship and management. The specific outcomes of the programme are summarized below:

1. The programme with structured curricula will support the academic development of the undergraduates.
2. The programme will provide the students with the opportunity to pursue courses that emphasize quantitative, qualitative and theoretical aspects of economics.
3. The programme will provide a well resourced teaching learning environment for the students of economics, which will definitely lead to the ultimate educational goal of “learning to be”.
4. The programme will promote academic writing, critical thinking and research aptitude among the students.
5. Needless to point out, the students will gain a source of livelihood by expanding their skill set and widening their knowledge horizon.

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**CORE COURSE VII:**  
**BASIC TOOLS FOR ECONOMIC ANALYSIS I**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>V</b>	<b>5 B0 7ECO/ DEV ECO</b>	<b>6</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOME**

1. To enable the students to understand economic concepts with the aid of mathematical and Statistical tools.
2. To equip the students to quantify economic variables and to enable them to apply statistical techniques in Economics.
3. To analyze and interpret empirical data with the help of statistical tools

**Module I: Elementary Mathematics**

Number system, laws of indices, logarithm, arithmetic and geometric progressions, compound growth rate. Equations: linear and quadratic equations and their solution. Applications in economics – market equilibrium (28 hours).

**Module 2: Elementary Set theory and economic functions:** Set theory: Concept, types, operations, Cartesian product-Functional relations and functions-graphs- application in economics. Cost, revenue, total product, average cost, demand and supply curves, PPC Curve –indifference curve –isoquant. (24 hours).

**Module 3: Introduction to Statistics:** Meaning, definition of statistics- role of statistics in economics-Collection of data: types of Data – Census and Sampling-Types of sampling. Classification of data-tabulation. Presentation of data: Histograms, polygon, frequency curves, bar and pie diagrams. Analysis and interpretation of data: Measures of central value: Mean, Median, Mode, Geometric Mean and Harmonic Mean-partition values-Measures of Dispersion: Range, Quartile deviation, Mean deviation and Standard Deviation-Lorenz Curve and Gini Coefficient and its economic application- Skewness and Kurtosis (40 hours).

**Module 4: Basic Probability:** Meaning and approaches, definition of probability, addition theorem, conditional probability, independence of events and multiplication theorem (Simple examples) (16 hours)

**Books for Study**

1. Allen, R.G.D. (1980) Mathematical Analysis for Economists, Palgrave MacMillan.
2. Monga G.S. (2007), Mathematics and Statistics for Economists, Vikas Publishing House, New Delhi.
3. Mehta and Madnani(2000), Mathematics for Economists, Sultan Chand & Sons, New Delhi
4. Gupta S.P(1996): Statistical Methods, Sultan Chand& Sons, New Delhi

5. S. C. Gupta (1999) Fundamentals of Statistics, Himalaya Publishing House, Delhi.

**Books for Reference**

1. Veerachamy R. (2005), Quantitative Methods for Economics, New Age International (P) Limited Publishers, New Delhi.
2. Dowling, E.T (2006): Introduction to Mathematical Economics, Schaum's Online Series, McGraw Hill, New Delhi.
3. Chiang, A.C (2005): Fundamental Methods of Mathematical Economics, McGraw Hill.
4. Taro Yamane (1996): Mathematics for Economists: An Elementary Survey, Prentice Hall.
5. Agarwal, D.R (1995): Mathematics for Economics, Vrinda Publications, Delhi.
6. Yule and Kendall (1984): An Introduction to the Theory of Statistics, Charles Gtiffin & Co, London.
7. Spiegel, M.R (2000): Theory and Problem of Statistics, McGraw Hill, London.

**CORE COURSE XII**  
**BASIC TOOLS FOR ECONOMIC ANALYSIS II**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>VI</b>	<b>6B 12 ECO/ DEV ECO</b>	<b>6</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOME**

1. To enable the students to understand and interpret economic concepts with the aid of mathematical and statistical tools.
2. To enable students to apply statistical techniques in Economics.
3. To analyze and interpret empirical data with the help of statistical tools

**Module I: Matrices**

Concepts, Types, Operation, addition, subtraction, multiplication, determinants, inverse (for 2x2 matrices only). Solution of simultaneous equations in 3 unknowns using Cramer's rule, solution of simultaneous equations in 2 unknowns using matrix inversion method, solving market equilibrium.

(18 hours)

**Module II: Differential calculus**

Limit and continuity (definition only), differentiation of single variable function: rules, higher order derivatives, sign and magnitude of derivatives and its interpretation – concept of slope, maxima and minima of unbounded functions. Applications of simple derivatives in economics: Elasticity of demand, Marginal Cost and Marginal Revenue. Differentiation of two variable functions: partial derivatives of first and second order- Application of Partial derivatives in economics: Demand analysis and Production analysis-Cobb-Douglas production function.

(32 hours)

**Module III: Bivariate Data Analysis**

Simple correlation – meaning and types and measurement – scatter diagram, Pearson's coefficient and rank correlation coefficient, interpretation. Simple linear regression – meaning, OLS method of estimation. Relationship between correlation and regression coefficients. Examples from economics: Estimation of consumption function, saving function and production function and interpretation of results.

(28 hours)

**Module IV: Time series analysis and Index numbers**

Components of time series, measurement of trend – semi average, moving average, method of least squares. Types of index numbers – weighted and unweighted, price and quantity indices, Laspyer's, Paasche's and Fisher's index numbers. Time reversal and factor reversal tests,

construction of consumer price and wholesale price indices, base shifting and splicing, deflating, uses of index numbers. (30hours)

**Books for Study**

1. Allen, R.G.D. (1980) *Mathematical Analysis for Economists*, Palgrave MacMillan.
2. Monga G.S. (2007) *Mathematics and Statistics for Economists*, Vikas Publishing House, New Delhi.
3. Mehta and Madnani (2000) *Mathematics for Economists*, Sultan Chand & Sons.
4. Gupta S.P (1996): *Statistical Methods*, Sultan Chand& Sons, New Delhi
5. S. C. Gupta (1999) *Fundamentals of Statistics*, Himalaya Publishing House, Delhi.

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1. Chiang, A.C (2009): *Fundamental Methods of Mathematical Economics*, McGraw Hill.
2. Yamane, T. (1968). *Mathematics for economists: An Elementary Survey*.
3. Aggarwal, D.M: *Business Mathematics and Statistics*, Ane Books, New Delhi.
4. Yule, G. U., & Kendall, M. G. (1968). *An Introduction to the Theory of Statistics*, Charles Griffin and Co. *Ltd, London*.
5. Spiegel, M. R. (2016). *Schaum's Outlines Probability and Statistics*.