



સૌરાષ્ટ્ર યુનિવર્સિટી

એકેડેમિક વિભાગ

યુનિવર્સિટી કેમ્પસ, યુનિવર્સિટી રોડ, રાજકોટ-૩૬૦૦૦૫

ફોન નં.(૦૨૮૧)૨૫૭૮૫૦૧ એક્સટે. નં.૨૦૨, ૩૦૪ ફેક્સ નં.(૦૨૮૧)૨૫૭૬૩૪૭ ઈ-મેઈલ : academic@sauuni.ac.in

નં.એકે/હ્યુમેનીટીઝ એન્ડ સોશિયલ સાયન્સીસ/૨૫૦૨૪૫/૨૦૨૫

તા.૧૨/૦૫/૨૦૨૫

બી.એ.(અર્થશાસ્ત્ર)

પરિપત્ર:-

આથી સૌરાષ્ટ્ર યુનિવર્સિટીની હ્યુમેનીટીઝ એન્ડ સોશિયલ સાયન્સીસ વિદ્યાશાખા હેઠળની સ્નાતક કક્ષાનાં બી.એ.(અર્થશાસ્ત્ર)ના અભ્યાસક્રમ ચલાવતી સર્વે સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓને સવિનય જણાવવાનું કે, ચેરપર્સનશ્રી, અર્થશાસ્ત્ર વિષયની અભ્યાસ સમિતિ દ્વારા બી.એ.(અર્થશાસ્ત્ર) સેમેસ્ટર- ૦૫ અને ૦૬ SOP મુજબનો અભ્યાસક્રમ અધિકાર મંડળોની બહાલીની અપેક્ષાએ મંજૂરી આપવા માન.કુલપતિ સાહેબને ભલામણ કરેલ જે માન.કુલપતિશ્રીએ મંજૂર કરેલ છે. જેથી સર્વે સંબંધિતોએ તેનો તે મુજબ અમલ કરવાનો રહેશે.

(મુસદ્દો કુલસચિવશ્રીએ મંજૂર કરેલ છે.)

સહી/-

(ડૉ.આર.જી.પરમાર)

કુલસચિવ

રવાના કર્યું

બિડાણ:- ઉક્ત અભ્યાસક્રમ (સોફ્ટ કોપી)

પ્રતિ,

- (૧) હ્યુમેનીટીઝ એન્ડ સોશિયલ સાયન્સીસ વિદ્યાશાખા હેઠળની અર્થશાસ્ત્ર વિષય ચલાવતી સ્નાતક કક્ષાની સર્વે સંલગ્ન કોલેજોના આચાર્યશ્રીઓ તરફ.
- (૨) અર્થશાસ્ત્ર વિષયની અભ્યાસ સમિતિના સર્વે સભ્યશ્રીઓ
- (૩) ડીનશ્રી, હ્યુમેનીટીઝ એન્ડ સોશિયલ સાયન્સીસ વિદ્યાશાખા

નકલ જાણ અર્થે રવાના:-

૧. માન.કુલપતિશ્રી/કુલસચિવશ્રીના અંગત સચિવ

નકલ રવાના (યોગ્ય કાર્યવાહી અર્થે):-

૧. પરીક્ષા વિભાગ
૨. પી.જી.ટી.આર.વિભાગ
૩. જોડાણ વિભાગ



Apply JUNE 2025-26

Sr. No.	Course Category	Course Title	Course Credit			Exam Marks		
1	Major-11	IKS Indian Economic Thinkers	4	0	4	50	50	100
2	Major-12	Economics of Investment and Practice	4	0	4	50	50	100
3	Major-13	PUBLIC FINANCE (With Reference to Indirect Tax {GST})	4	0	4	50	50	100
4	Minor-4	Demography	4	0	4	50	50	100
	Minor-4	PUBLIC FINANCE (With Reference to Direct Tax {Income Tax})	4	0	4	50	50	100
	Minor 4	Planning and NITI AYOOG	4	0	4	50	50	100
5	Minor 5	Economics of Health and Education	4	0	4	50	50	100
	Minor-5	Comparative Study of Economic Systems	4	0	4	50	50	100
	Minor-5	Public Finance (Government Intervention)	4	0	4	50	50	100
8	SEC 5	Economy of Gujarat	2	0	2	25	25	50

The weightage of internal assessment is 50% and external (University) assessment is 50%.

Format of Question paper for Theory courses having 4 credits will be as follows:

No.	Particulars	Marks
1	Continuous and Comprehensive Evaluation (CCE)	50
EXTERNAL(UNIVERSITY)ASSESSMENT [50 Marks]		
Sr. No.	Particulars	Marks
1	QUESTION -1 (From Unit 1)(OR) QUESTION -1 (From Unit 1)	10
2	QUESTION -2 (From Unit 2)(OR) QUESTION -2 (From Unit 2)	10
3	QUESTION -3 (From Unit 3)(OR) QUESTION -3 (From Unit 3)	10
4	QUESTION -4 (From Unit 4)(OR) QUESTION -4 (From Unit 4)	10
5	QUESTION -5(From Unit 5)(OR) QUESTION -5 (From Unit 5)	10
		50
	Total Marks	100

Format of Question paper for Theory courses having 2 credits will be as follows:

No.	Particulars	Marks
1	Continuous and Comprehensive Evaluation (CCE)	25
EXTERNAL(UNIVERSITY)ASSESSMENT [25 Marks]		
Sr. No.	Particulars	Marks
1	QUESTION -1 (From Unit 1)(OR) QUESTION -1 (From Unit 1)	10
2	QUESTION -2 (From Unit 2)(OR) QUESTION -2 (From Unit 2)	10
3	QUESTION -3 (From Unit 3)(OR) QUESTION -3 (From Unit 3)	05
		25
	Total Marks	50



B.A. SEMESTER -5

Major : Paper No. 11	Indian Economic Thinkers
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Name Of The Course : **Indian Economic Thinkers**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Objectives :

By the end of this course, students will:

- Understand the evolution of economic thought in India from ancient times to the modern era. Analyse the contributions of key Indian economic thinkers and their impact on economic policies. Evaluate Kautilya's Arthashastra and its relevance to contemporary governance and economic practices. Examine Gandhian economic principles and their applicability to sustainable development and rural empowerment. Assess the economic ideas of pre- and post-independence thinkers in shaping India's economic trajectory. Develop critical thinking skills to compare traditional economic thought with modern economic theories.

Course Learning Outcomes :

After completing this course, students will be able to:

- Explain the importance of studying the history of economic thought and its methods.
- Interpret ancient economic ideas through the lens of Kautilya's Arthashastra, focusing on governance and statecraft.
- Analyse Gandhian economic principles like trusteeship, decentralization, and self-reliance.
- Discuss the economic contributions of thinkers like Dadabhai Naoroji, M.G. Ranade, R.C. Dutt, Amartya Sen, P.C. Mahala Nobis, Jagdish Bhagwati, and B.R. Shenoy.
- Apply the insights of Indian economic thought to understand contemporary economic challenges.
- Synthesize knowledge from various economic perspectives to propose innovative solutions for societal development.

Would you like me to refine these further or add any specific focus? Let me know!

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા /ના
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા/ના
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા /ના
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐ Value Added Courses ☐ Exit /Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુષંગિક જોગવાઈ કરાયેલ છે? હા /ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા /ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારીત આ વિષય છે? હા/ના
9. ઇન્ડિયન નોલેજ સિસ્ટમ (IKS) પર આધારીત વિષય છે? હા/ના

Particular	No. of Lectures
Unit-1: Introduction to the History of Economic Thought	12
<ul style="list-style-type: none"> • Concept of the Economic History and History of Economic Thought • Methods of Studying Economic Thought • Subject Matter of Economic Thought • Importance of Studying Economic Thought • Origin and Development of Indian Economic Thought 	



Unit-2: Ancient Economic Thought (Kautilya's Arthashastra)	
<ul style="list-style-type: none"> • Overview of Ancient Indian Economic Thought • Concept and Subject Matter of Kautilya's Arthashastra • Theory of Saptanga (Seven Elements of State Power) • Functions and Duties of the State • State Governance System • Key Principles of Political Economy 	12
Unit-3: Pre-Independence Economic Thinkers	12
<ul style="list-style-type: none"> • Dadabhai Naoroji (Introduction – Key Economic Ideas – Evaluation) • Mahadev Govind Ranade (Introduction – Key Economic Ideas – Evaluation) • R.C. Dutt (Introduction – Key Economic Ideas – Evaluation) • B.R. Shenoy (Introduction – Key Economic Ideas – Evaluation) 	
Unit-4: Economic Thinkers of Independence	
<ul style="list-style-type: none"> • Key Aspects of Gandhian Economic Thought • Sources of Gandhian Economic Thought • Development of Gandhi's Ideas • Major Gandhian Economic Concepts: <ul style="list-style-type: none"> ○ Sarvodaya (Welfare of All) ○ Principle of Trusteeship ○ Decentralization ○ Limitation of Machinery ○ Village Industries and Self-Reliance ○ Economics of Khadi ○ Relevance of Gandhian Economic Thought in Contemporary Times • Major Economic Concepts of Dr. B.R. Ambedkar: <ul style="list-style-type: none"> ○ Focus on Social Justice ○ Land Reform and Agriculture ○ Public Finance and Fiscal policy ○ Currency Management 	12
Unit-5: Post-Independence Economic Thinkers	
<ul style="list-style-type: none"> • Amartya Kumar Sen • P.C. Mahala Nobis • Jagdish Bhagwati • Dr. Manmohan Singh and Economics Reforms of 1991 • C. Rangarajan • I.G. Patel 	12

Reference Books :

- (i) Dasgupta, A. K. (1993). A history of Indian economic thought. Routledge.
- (ii) Sharma, R. N., & Mishra, S. K. (2017). Indian economic thought: Themes and thinkers. Sage Publications India.
- (iii) Naoroji, D. (1901). Poverty and un-British rule in India. Swan Sonnenschein & Co.
- (iv) Ranade, M. G. (1900). Essays on Indian economics. Bombay: Bombay Guardian Press.
- (v) Dutt, R. C. (1902). The economic history of India under early British rule. Kegan Paul.
- (vi) Sen, A. (1999). Development as freedom. Oxford University Press.
- (vii) Mahala Nobis, P. C. (1950). The problem of national income in India. Sankhya: The Indian Journal of Statistics.
- (viii) Bhagwati, J. (2004). In defence of globalization. Oxford University Press.
- (ix) Shenoy, B. R. (1971). Indian economic policy: A critique. Institute of Public Affairs.
- (x) Kautilya. (1915). Arthashastra (R. Shama Sastry, Trans.). Government Press.
- (xi) Iyer, R. (1973). The moral and political thought of Mahatma Gandhi. Oxford University Press.



(xii) Singh, M. (2005). *India's economic reforms and development: Essays for Manmohan Singh*. Oxford University Press.

(xiii) C. Rangarajan, C. (2010). *India: Monetary policy, financial stability and other essays*. Academic Foundation.

(xiv) Patel, I. G. (2002). *Essays in Indian economics: In honour of Professor IG Patel*. Oxford University Press.

(xv) Gandhi, M. K. (1959). *Sarvodaya (The welfare of all)* (R. K. Prabhu, Trans.). Navajivan Publishing House.

(xvi) Ambedkar, B. R. (1923). *The problem of the rupee: Its origin and its solution*. P. S. King and Son.

(xvii) Ambedkar, B. R. (1915). *Administration and finance of the East India Company*. University of Columbia.

(xviii) Ambedkar, B. R. (1925). *The evolution of provincial finance in British India: A study in the provincial decentralization of imperial finance*. Humphrey Milford, Oxford University Press.



B.A. SEMESTER -5

Major : Paper No. 12	Economics of Investment and Practice
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Name Of The Course : **Economics of Investment and Practice**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course objective:

To provide students an overview of the share market, its functioning, and its importance in the economy. To make students familiar with types of insurance and public, private, and foreign insurance companies and the role of IRDA in insurance regulation. To impart knowledge about mutual funds, their structure, types, and significance in investment. To learn about different investment options and their related strategies like risk management and diversification.

Course outcome:

Students will gain a strong understanding of the functioning of financial markets, stock exchanges, and their role in the economy. Students will understand the importance of life and general insurance and the regulatory framework. Graduate students will have the ability to identify suitable mutual funds based on investment goals and strategies and evaluate it on the bases of NAV Students will develop the ability to select appropriate investment options and manage risk through diversification and asset allocation.

1. Course Outcomes દરેકવિષયનીશરૂઆતમાંદર્શાવેલછે? હા /ના
2. Employability/Entrepreneurship/Skill Development પરકેન્દ્રિતથયેલછેકેનહિ? હા/ના
3. Value added Courses Imparting Transferable and Life Skills નાગુણોધરાવેછે? હા /ના
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐ Value Added Courses ☐ Exit /Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒
6. દિવ્યાંગમાટેવિષયઅંતર્ગતઆનુષંગિકજોગવાઈકરાયેલછે? હા /ના
7. New India Literacy Programme (NILP) મુજબનોવિષયછે? હા /ના
8. Swayam પ્લેટફોર્મપરનાMOOCવિષયપરઆધારીતઆવિષયછે? હા/ના
9. ઇન્ડિયનનોલેજસિસ્ટમ(IKS) પરઆધારીતવિષયછે? હા/ના

Particular	No. of Lectures
Unit 1: Introduction to Share Market	
<ul style="list-style-type: none"> Meaning and importance Types of Stocks: Equity shares, preference shares, and debt instruments Stock Exchanges: National Stock Exchange (NSE), Bombay Stock Exchange (BSE) Share Market Indices: Sensex, Nifty, Small cap, Midcap Securities and Exchange Board of India (SEBI) 	12
UNIT 2 Insurance Sector	
<ul style="list-style-type: none"> Meaning and importance of insurance Life Insurance: <ol style="list-style-type: none"> Term life insurance whole life insurance endowment plans General Insurance <ol style="list-style-type: none"> Health insurance motor insurance, other types of general insurance Insurance Companies: Public sector insurance companies, private sector insurance companies, and foreign insurance companies 	12



<ul style="list-style-type: none"> Insurance Regulatory and Development Authority (IRDA) 	
Unit 3: Mutual Funds and components	
<ul style="list-style-type: none"> Introduction to Mutual Funds: Meaning and importance Types of Mutual Funds Equity funds 2. Debt funds 3. Hybrid funds Mutual Fund Structure: Sponsor, trustee, and asset management company Strategies of investment : Asset allocation, diversification and other investment strategies Mutual Fund Performance: Net asset value (NAV) and its return of mutual fund 	12
Unit 4: Investment Options	
<ul style="list-style-type: none"> Introduction to Investment Options: Importance of savings and investment Investment options: Bank deposit – Savings and fixed deposit Fixed Income Securities: Bonds, debentures, Liquide Fund Alternative Investments: Stocks, mutual funds, gold, commodity and real estate option Investment Strategies: Risk management, allocation and diversification 	12
UNIT 5 :Financial Inclusion and Technology in Banking	
<ul style="list-style-type: none"> Government Initiatives in India: <ol style="list-style-type: none"> Pradhan Mantri Jan Dhan Yojana (PMJDY), Microfinance and its need and Rural banking. Digitalization in banking : Fintech innovations (Paytm, Google pay, Amazon pay), Advantages of digitalization Challenges of digital payment and use of technology in banking in India 	12

References

- Bogle, J. C. (2010). *Common Sense on Mutual Funds: New Imperatives for the Intelligent Investor*. Wiley.
- Sankaran, S. (2018). *Indian Mutual Funds Handbook: A Guide for Industry Professionals and Intelligent Investors* (5th ed.). Vision Books.
- Graham, B. (2003). *The Intelligent Investor: The Definitive Book on Value Investing*. Harper Business.
- Pathak, B. (2018). *The Indian Financial System: Markets, Institutions, and Services* (6th ed.). Pearson Education India.
- Kaushik, M. C. (2019). *How to Make Profit in Share Market*. CreateSpace Independent Publishing Platform.
- Tripathi, V., & Panwar, N. (2023). *Investing in Stock Markets: Comprehensive Understanding of Investment Environment, Decision Process & Trading Mechanisms*. Taxmann Publications.
- Negi, V. K. (2020). *Mutual Funds: Ladder to Wealth Creation*. Notion Press.
- Joshi, D. P. (2018). *Banking on change: The digital transformation of India's financial sector*. Academic Foundation.
- Phadke, S. (2020). *Fintech future: The digital DNA of finance*. SAGE Publications India
- Mani, N. (2016). *Financial inclusion in India: Policies and programmes*. New Century Publications



B.A. SEMESTER -5	
Major-13	PUBLIC FINANCE (With Reference to Indirect Tax {GST})

Name Of The Course : **PUBLIC FINANCE (With Reference to Indirect Tax {GST})**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Objective:

The aim of this course is to provide detail information about the indirect tax structure of our country and how it works and what are the formalities to be fulfilled from the registration of GST to filling of return of GST.

Course Learning Outcomes:

By knowing about the important indirect tax regime, it can be made useful in their own businesses and or otherwise assisting others for fulfilling the formalities of filling of returns of GST and other important concerns of GST tax regime.

1. Course Outcomes દરેકવિષયનીશરૂઆતમાંદર્શાવેલછે? હા/ના
2. Employability/Entrepreneurship/Skill Developmentપરકેન્દ્રિતથયેલછેકેનહિ?હા/ના
3. Value added Courses Imparting Transferable and Life Skills નાગુણીધરાવેલછે? હા/ના
4. Major ☐ Minor ☐ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐
Value Added Courses ☐ Exit /Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary☐ Interdisciplinary☐
6. દિવ્યાંગમાટેવિષયઅંતર્ગતઆનુસંગિકજોગવાઈકરાયેલછે? હા /ના
7. New India Literacy Programme (NILP) મુજબનોવિષયછે? હા/ના
8. Swayamપ્લેટફોર્મપરનાMOOC વિષયપરઆધારિતઆવિષયછે? હા/ના
9. ઇન્ડીયનનોલેજસીસ્ટમ (IKS) પરઆધારિતવિષયછે? હા/ના

Particulars	No.of Lectures
Unit No. 1 Introduction to GST	
<ul style="list-style-type: none"> - Overview of GST - Historical Background of GST - Objectives of GST - Components of GST (CGST, SGST, IGST) - Advantages and disadvantages of GST 	12
Unit No. 2 GST Framework and Structure	
<ul style="list-style-type: none"> - GST Council and its Role - GST Rates and Slabs - Taxes subsumed under GST - Exemptions and Zero Rated Goods 	06
- Unit No. 3 Concept of Output and Input Tax	
<ul style="list-style-type: none"> - Meaning of Supply - Composite and Mix Supply - Composition Levy - Time and Value of Supply - Input Tax Credit Mechanism 	23
Unit No 4 GST Administration and Compliance	
<ul style="list-style-type: none"> - GST Registration Process - GST Returns and Filling - Audit and Assessment under GST - Anti- Profiteering Measures 	12



Unit No. 5 Advanced Topics in GST	
<ul style="list-style-type: none">- Reverse Charge Mechanism- E-way bill and GSTN- GST on E – Commerce and Digital Services	07
Total Lectures/ Hours	60

References:

1. GST Ready Reckoner, 2025 by FCASatyadev Purohit Tax publishers
2. GST Acts and Rules, 2024
3. GST Manual with GST Law Guide & Digest of Landmark Rulings 2025 edition By Taxmann's

Editorial Board

4. GST Ready Reckoner By V.S. Datey Taxmann publication 2025 edition
5. GST How to Meet Your Obligations (Set of 2 Vols.) By S.S. Gupta taxman publication 2025 edition

Note: - 1 Current Academic Year will be considered as Assessment Year

For example: Academic year 2025-26 then Assessment year is 2025-26

Note :- 2 For tax paper you may adopt each budget changes for next year examination

For example

Budget of Feb 2025 changes will ask in Sem / 2025-2026 examination

For Feb 2026 changes you will take in Sem / 2026- 2027 exams... conti.....



B.A. SEMESTER -5	
MINOR-4	DEMOGRAPHY
Name of the Course	: DEMOGRAPHY
Course Credit	: 04
Teaching Hours	: 60 (Hours)
Total Marks	: 100

Course Objectives :

The primary objectives of studying demography for students are to: understand the dynamics of population size, composition, and distribution, analyze factors influencing population change like fertility, mortality, and migration, and apply this knowledge to interpret social, economic, and policy issues related to population trends across different regions and societies; essentially, to gain insights into how populations change over time and what factors drive those changes.

Course Learning Outcomes :

* To orient the students with the positive aspects of population and how it can help in the Economic Development of the nation, To orient the students with various Quantitative and qualitative aspects of population and various demographic Techniques, To expose the students to recent concepts and developments in Demography.

1. Course Outcomes દરેકવિષયનીશરૂઆતમાંદર્શાવેલછે? હા/ના
2. Employability/Entrepreneurship/Skill Development પરકેન્દ્રિતથયેલછેકેનહિ? હા/ના
3. Value added Courses Imparting Transferable and Life Skills નાગુણોધરાવેછે? હા/ના
4. Major ☐ Minor ☒ Skill Enhancement Courses ☐ Employability Enhancement Courses ☐ Value Added Courses Exit ☐ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒
6. દિવ્યાંગમાટેવિષયઅંતર્ગતઆનુસંગિકજોગવાઈકરાયેલછે? હા/ના
7. New India Literacy Programme (NILP) મુજબનોવિષયછે? હા/ના
8. Swayam પ્લેટફોર્મપરના MOOC વિષયપરઆધારિતઆવિષયછે? હા/ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પરઆધારિતવિષયછે? હા/ના

PARTICULAR	NO.OF LECTURES
UNIT NO. 1 : Introduction of Demography	
<ul style="list-style-type: none"> • Meaning and scope of demography • Importance of study demography • Nature of demography • Scope of demography • The Need for Population Studies in India • The Relationship of Demography with other disciplines 	12
UNIT NO. 2 : India's Demography	
<ul style="list-style-type: none"> • Basic concepts of demography / Concept of Birth Rate and Death Rate • Population Trends in India • Trend of Birth Rate • Trends of Death Rate • Trends of Urban and Rural Population • Literacy Trends in India • Population Density 	12
UNIT NO. 3 : Fertility and Mortality	



<ul style="list-style-type: none"> • Concept and measurement of fertility Factors affecting fertility • Concept and measurement of mortality Factors affecting mortality • Life Table • Population Projection 	12
UNIT NO. 4 : Theories of Population	
<ul style="list-style-type: none"> • Malthusian theory of Population • Boserupian Population Theory • Optimum theory of population • Theory of Demographic transition 	12
UNIT NO. 5 : Population explosion and Population policy	
<ul style="list-style-type: none"> • Population explosion in India: Concept-causes and effects of population explosion • Recent population policy of government of India • Family Planning Programme in India: Evolution, objectives, strategies, and impact of India's family planning 	12
Total Lectures/ Hours	60

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2. Mishra J.P. :Janankiki, Sahitya Bhawan Publication
3. Majumdar, P.K.: India's Demography Changing Demographic scenario in India.
4. Datt & Sundram : Indian Economy, S.Chand Publication
5. V.C. Sinha & Easo Zacharia : Elements of Demography , Allied Publishers, (1984)
6. Palmore J.A. & Gardner R.W.: Measuring Mortality, Fertility and Naturl Increase. East-West population Insitute, East-West Center, 1989
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યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ, ગુજરાતરાજ્ય, અમદાવાદ.
11. ભારતનીવસ્તીએકવિશ્લેષણાત્મકઅભ્યાસડૉ. ભાસ્કરહ. જોષી, યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ,
ગુજરાતરાજ્ય, અમદાવાદ
12. વસ્તીશાસ્ત્રકપિલપી. ધોસીયા - યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ, ગુજરાતરાજ્ય, અમદાવાદ



B.A. SEMESTER -5	
Minor-4	PUBLIC FINANCE (With Reference to Direct Tax {Income Tax})

Name of the Course	:PUBLIC FINANCE (With Reference to Direct Tax {Income Tax})
Course Credit	: 04
Teaching Hours	: 60 (Hours)
Total Marks	: 100

Course Objective:

The purpose of providing this course is to enhance the knowledge related to direct tax, an important contribution in public finance, in depth so that the student can find it useful in the practical life. Here the course is to through the light on almost every aspect of direct tax starting with residential status followed by important five heads of income and other related requirement for the computation of income tax and ending with the filling of income tax return and related requisites.

Course Learning Outcomes:

Tax is an important source of revenue under Public Finance. In this paper direct tax has been focused. The knowledge related to every aspect of direct tax like computation of income, key sections of important five heads of income, clubbing of income and carry forward and set off and the provision and rules and regulation of filling of returns of income has been focused and practical aspects are also covered under this paper.

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા/ના
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા/ના
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા/ના
4. Major ☐ Minor ☐ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐
Value Added Courses ☐ Exit /Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે? હા /ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા/ના
8. Swayamપ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? હા/ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે? હા/ના

Particulars	No.of Lectures
Unit No. 1 Basic Concepts of Income Tax and Residential Status	
- Introduction - Scheme of Taxation - Important Concept - Rate of Income Tax - Residential Status of Individual	07
Unit No. 2 Heads of Income - 1	
- Salary - Meaning of Salary - Components of Salary - Deduction under section -16 - Tax Computation for Salaried Individual	15
- Income from House Property	



<ul style="list-style-type: none"> - Concept of "Owner" and "Property" - Treatment of self-occupied property vs let-out property - Calculation of Income from House Property - Deduction Under Section 24 	
- Unit No. 3 Heads of Income -2	
<ul style="list-style-type: none"> - Profit and Gain from Business or Profession <ul style="list-style-type: none"> - Definition of business and profession - Calculation of Business Income - Treatment of Capital and Revenue Expenses - Special Provision like depreciation, Audit, Presumptive Taxation - Capital Gains <ul style="list-style-type: none"> -Types of Capital Gains (Short term vs Long term) - Calculation of Capital Gains (Sale of Property, Stock and Mutual Funds) - Exceptions under section 54 - Income from Other Sources <ul style="list-style-type: none"> - Income covered under this head(interest, dividends, winning from lotteries) - Deduction available under section 57 - Taxation of Income from Other Sources 	25
Unit No 4 Clubbing of Income and Carry Forward and Set Off	
<ul style="list-style-type: none"> - Transfer of Income where there is no transfer of assets - Revocable Transfer of Assets - Set off of loss from one source against income from another source under the head of income. - Carry forward and Set Off of Business losses. 	07
Unit No. 5 Filling of Income Tax Return	
<ul style="list-style-type: none"> - Resident person to file return of income in certain cases even though not required otherwise - Due date of furnishing returns of income - Mandatory to file return before due date if certain losses are to be carried forward - Belated return 	06
Total Lectures/ Hours	60

Note: - 1 Current Academic Year will be considered as Assessment Year

For example: Academic year 2025-26 then Assessment year is 2025-26

Note :- 2 For tax paper you may adopt each budget changes for next year examination

For example

Budget of Feb 2025 changes will ask in Sem / 2025-2026 examination

For Feb 2026 changes you will take in Sem / 2026- 2027 exams... conti.....

References:

- 1. Taxmann's direct taxes law & practice (professional edition) as amended by finance (no.2) act 2024 by dr. Vinod singhania & kapilsinghania asst. Years 2024-25 & 2025-26
- 2. Taxmann's income tax act as amended by finance act 2024 & finance (no.2) act 2024 by 69th edition 2024 (special edition)
- 3. Taxmann Income Tax Rules Return Forms for assessment year 2025-26 Other Rules/Schemes 62nd Edition 2025
- 4. Direct Taxes Ready Reckoner, 2024 FCA Satyadev Purohit, CA. (Dr.) Nisha Bhandari by tax publisher
- 5. handboo on income tax by T. Manoharan and G.R. Hari Snowwhite publication Jan 2025 Edition



B.A. SEMESTER -5	
MINOR- 5	Economics of Health and Education

Name Of The Course : **Economics of Health and Education**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Objectives :

This course aims to provide an in-depth understanding of the economic principles underlying health and education sectors and their impact on human development. Analyze the role of health and education in overall human development. Understand the demand and supply of health services, including theories and influencing factors. Study various health programs/schemes in India, their evaluation, and investment in health. Examine the demand and supply of education services, theories, and influencing factors.

Course Learning Outcomes : The importance of education and health in improving well-being is reflected in the inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

1. Course Outcomes દરેકવિષયનીશરૂઆતમાંદર્શાવેલછે? હાના/
2. Employability/Entrepreneurship/Skill Development પરકેન્દ્રિતથયેલછેકેનહિ? હાના/
3. Value added Courses Imparting Transferable and Life Skills નાગુણોધરાવેછે? હાના/
4. Major ☐ Minor ☒ Skill Enhancement Courses At ☐ City Enhancement Courses ☐ Que Added Courses Exit/☐ Educational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒
6. દિવ્યાંગમાટેવિષયઅંતર્ગતઆનુસંગિકજોગવાઈકરાયેલછે? હાના/
7. New India Literacy Programme (NILP) મુજબનોવિષયછે? હાના/
8. Swayam પ્લેટફોર્મપરના MOOC વિષયપરઆધારિતઆવિષયછે? હાના/
9. ઇન્ડિયનનોલેજસીસ્ટમ(IKS) પરઆધારિતવિષયછે? હાના/

PARTICULAR	NO.OF LECTURES
UNIT NO. 1 : Role of Health and Education in Human Development	
<ul style="list-style-type: none"> Human Development: Meaning, Definition, Beginning, Need, Importance Role of Health in Human Development Role of Education in Human Development Interrelationship between Health and Education 	12
UNIT NO. 2 : Microeconomic Foundations of Health Economics	
<ul style="list-style-type: none"> Demand for health services, theory, affecting factors Supply of health services, theory and affecting factors Causes of market failures in health services, public intervention and externalities Equity and inequality in demand for health services: Policy measures to address inequality in health services 	12



UNIT NO. 3 : Evaluation of Health Programs and Health Programs in India	
<ul style="list-style-type: none">• Various Health Programs/Schemes in India, their Evaluation and Investment in Health• Cost of Health Programs: Meaning, Types, Influencing Factors, Benefits• Methodology of Cost-Benefit Analysis• Burden of Disease, Its Elements, Assessment of Burden of Disease	12
UNIT NO. 4 : Microeconomic Foundations of Education Economics	
<ul style="list-style-type: none">• Demand for education, , theory and affecting factors• Supply of education, theory and affecting factors• Causes of market failures in education services, public intervention and externalities• Important aspects of investment in education and human capital	12
UNIT NO. 5 : Education Sector in India: An Overview	
<ul style="list-style-type: none">• Education Sector in India: Investment (Public and Private),• Programs/Schemes for Education in India• Gender Discrimination in Education in India, Its Causes and Remedies• Various Problems Arise in Education Sector in India and Remedies	12
Total Lectures/ Hours	60

REFERENCES:

1. William, Jack, Principles of Health Economics for Developing Countries, World 24, Bank Institute Development Studies, 1999.
2. World Development Report, Investing in Health, The World Bank, 1993.
3. Ronald G., Ehrenberg and Robert S., Smith, Modern Labor Economics: Theory and Public Policy, Addison Wesley, 2005.
4. Dr. Rajni Pathania Fundamentals of Health Economics, I I P Iterative International Publishers
5. [James W. Henderson, Health Economics and Policy, 8th Edition, Cengage Learning India Private Limited](#)



B.A. SEMESTER -5

Minor Paper no-5

Comparative Study of Economic Systems

Name Of The Course : **Comparative Study of Economic Systems**

Course Credit : **04**

Teaching Hours : **60 (Hours)**

Total Marks : **100**

Course Objectives:

This course aims to provide students with an in-depth understanding of different economic systems and the comparative framework used to analyze them. The course will cover the key features, advantages, and disadvantages of capitalism, socialism, mixed economies, and central planning. Through the study of these systems, students will explore how various countries organize their economies to address critical issues like resource allocation, wealth distribution, and social welfare. The course will also introduce students to the methods of comparative study of economic systems, offering them tools to evaluate the effectiveness and sustainability of different economic structures. Additionally, students will learn about the indicators used to measure the success or failure of an economic system, such as GDP growth, employment rates, and quality of life. A significant portion of the course will focus on India's experience with mixed economies and central planning, particularly the lessons learned and the role of NITI Aayog in contemporary planning.

Course Learning Outcomes:

Upon completion of this course, students will be able to analyze and compare the fundamental principles and characteristics of various economic systems, including capitalism, socialism, and mixed economies. Students will be equipped with the skills to critically evaluate the advantages and disadvantages of each economic system and understand the economic institutions that operate under each. They will gain insight into the Indian experience with a mixed economy and central planning, and be able to assess the successes and shortcomings of India's economic strategies. Moreover, students will develop an understanding of the methods and indicators used in the comparative study of economic systems, which will help them assess the effectiveness of different economic models in meeting societal goals. By the end of the course, students will be able to critically assess contemporary planning processes, with a special focus on NITI Aayog and its role in shaping India's future economic trajectory.

Particulars	No.of Lectures
Unit 1: Introduction	12
<ul style="list-style-type: none"> Meaning and functions of an economic system Importance of study comparative study of economic systems Methods of comparative study of economic systems Indicators to measure the success of an economic system 	
Unit 2: Capitalism	12
<ul style="list-style-type: none"> Meaning and definition of capitalism Key characteristic of capitalism Economic institutions under capitalism Critically Evaluation of capitalism (Advantages and Disadvantages of Capitalism) 	
Unit 3: Socialism	12
<ul style="list-style-type: none"> Meaning and definition of socialism Key features of socialism Problems of socialism Critically Evaluation of socialism (Advantages and Disadvantages of socialism) 	



Unit 4: Mixed Economy	
<ul style="list-style-type: none">- Meaning and definition of mixed economy- Key features of a mixed economy- Critically Evaluation of mixed economy (Advantages and Disadvantages of mixed economy)- India's experience with the mixed economy	
Unit 5: Experience of Central Planning in India	
<ul style="list-style-type: none">- Concept of planning- Objectives of planning in India- Lessons from planning- Introduction to NITI AYOOG	
Total Lectures/ Hours	60

References :

1. Blaug, M. (2007). *Economic theory in retrospect* (5th ed.). Cambridge University Press.
2. Drucker, P. F. (2007). *The essential Drucker: The best sixty years of Peter Drucker's essential writings on management*. Harper Business.
3. Hayek, F. A. (1944). *The road to serfdom*. University of Chicago Press.
4. Hicks, J. R. (1969). *A theory of economic history*. Oxford University Press.
5. Kaldor, N. (1972). *The case for regional planning*. Harper and Row.
6. Kregel, J. A. (2003). *The role of economic theory in the study of economic systems*. Journal of Economic Issues, 37(1), 31-58.
7. Mises, L. von. (1996). *Human action: A treatise on economics*. The Ludwig von Mises Institute.
8. Sen, A. (1999). *Development as freedom*. Alfred A. Knopf.
9. Sharma, R. (2013). *Capitalism vs socialism: An analysis*. Economic Affairs, 58(4), 267-276.
10. Stiglitz, J. E. (2000). *The role of government in the new economy*. Journal of Economic Perspectives, 14(4), 29-44.



B.A. SEMESTER -5

Minor : Paper No. 05	PUBLIC FINANCE (Government Intervention)
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Name Of The Course : **PUBLIC FINANCE (Government Intervention)**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Objective: The purpose of providing this course is to enhance the knowledge related to Public Finance which an important aspect of any economy. Every economic system has the key function to perform their fiscal policy effectively so that the betterment of the economy can be possible. Here the course is to through the light on almost every aspect public finance in which starting with the fiscal function, market failure, government intervention the most important budget aspect and the fiscal policy has been discussed in depth so that the students can know in detail about the government role and how it is useful for the economic development and growth.

Course Learning Outcomes: Fiscal policy is one of the most important policies of the government. The success and failure of the economic system is considerable based on the same. How the fiscal functions are performed, to find out the sources of market failure and what does the government do to solve the market failure is one of the important concern for the economy as a whole. In this course the most important aspect of any economy is explained that is the process of making budget and in the end types of fiscal policy is explained which through light of the working of the economy as a whole.

1. Course Outcomes દરેકવિષયનીશરૂઆતમાંદર્શાવેલછે? હા/ના
2. Employability/Entrepreneurship/Skill Developmentપરકેન્દ્રિતથયેલછેકેનહિ?હા/ના
3. Value added Courses Imparting Transferable and Life Skills નાગુણોધરાવેછે? હા/ના
4. Major Minor ☒Skill Enhancement Courses Ability Enhancement Courses Value Added Courses Exit /Vocational Courses
5. Holistic Education ☒Multidisciplinary ☒Interdisciplinary ☒
6. દિવ્યાંગમાટેવિષયઅંતર્ગતઆનુસાંગિકજોગવાઈકરાયેલછે? હા /ના
7. New India Literacy Programme (NILP) મુજબનોવિષયછે? હા/ના
8. Swayam પ્લેટફોર્મપરનાMOOC વિષયપરઆધારિતઆવિષયછે? હા/ના
9. ઇન્ડિયનનોલેજસીસ્ટમ (IKS) પરઆધારિતવિષયછે? હા/ના

Particulars	No.of Lectures
Unit No. 1 Fiscal Function: An Overview	
Introduction - The role of Government in an Economic System - The Allocation Function - The Redistribution Function - The Stabilization Function •	
Unit No. 2 Market Failure	
- Introduction - The Concept of Market Failure - Why do Market Fail?	



<ul style="list-style-type: none"> - Market Power - Externalities - Public Goods - Incomplete Information 	
Unit No. 3 Government Intervention to Correct Market Failures	
<ul style="list-style-type: none"> - Introduction - Government Intervention to Correct Market Power - Government Intervention to Correct Externalities - Government Intervention to Correct Public Goods - Government Intervention to Correct Incomplete Information 	
Unit No 4 The Process of Budget Making	
<ul style="list-style-type: none"> - Introduction - The Process of Budget Making - The Sources of Revenue - Public Expenditure Management - Public Debt Management - Types of Budget 	
Unit No 5 Fiscal Policy	
<ul style="list-style-type: none"> - Introduction - Objectives of Fiscal Policy - Types of Fiscal Policy <ul style="list-style-type: none"> Expansionary Fiscal Policy Contractionary Fiscal Policy - The instruments of fiscal policy - Limitation of Fiscal Policy 	
Total Lectures/ Hours	60

References:

1. Lekhi, R. K., & Singh, J. (2016). *Public finance*. Kalyani Publishers.
2. Tyagi, B. P. (2014). *Public finance*. Jai Prakash Nath & Co.
3. Sundaram, K. P. M., & Andley, K. K. (2020). *Public finance: Theory and practice*. S. Chand Publishing.
4. H.L. Bhatia. (2021). *Public finance* (29th ed.). Vikas Publishing House.
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6. Musgrave, R. A., & Musgrave, P. B. (1989). *Public finance in theory and practice* (5th ed.). McGraw-Hill.
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9. Mankiw, N. G. (2020). *Principles of economics* (9th ed.). Cengage Learning.
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11. OECD. (2020). *Budgeting and public expenditures in OECD countries 2020*. Organisation for Economic Co-operation and Development. <https://doi.org/10.1787/budget-2020-en>
12. Buchanan, J. M. (1968). *The demand and supply of public goods*. Rand McNally.
13. Tiebout, C. M. (1956). A pure theory of local expenditures. *Journal of Political Economy*, 64(5), 416–424. <https://doi.org/10.1086/257839>



B.A. SEMESTER -5

SEC : Paper No. 05	Economy of Gujarat
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Name Of The Course : **Economy of Gujarat**

Course Credit : **02**

Teaching Hours : **30 (Hours)**

Total Marks : **50**

Course Objective

- Studying this will help students to...
- -Get an explanation of the structure of Gujarat's economy.
- -Get an understanding of education and health sector in Gujarat.
- -Get an understanding of the agricultural sector and industrial sector of Gujarat's economy.
- Course

Outcome

- Understanding Gujarat's Economy – Students will learn about Gujarat's economic structure and its contribution to India.
- Knowledge of Key Sectors – They will understand the role of agriculture, industry, education, and health in Gujarat's development.
- Awareness of Government Policies – Students will gain insights into important schemes, industrial policies, and challenges in economic growth.
- 1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા/ના/
- 2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા/ના/
- 3. Value added Courses Imparting Transferable and Life Skills ના ગુણોધરાવે છે? હા/ના/
- 4. ☐ Major ☐ Minor ☒ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐ Value Added Courses Exit ☐ Vocational Courses
- 5. Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒
- 6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે? હા/ના/
- 7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા/ના/
- 8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આવિષય છે? હા/ના/
- 9. ઇન્ડિયન નોલેજ સિસ્ટમ (IKS) પર આધારિત વિષય છે? હા/ના/
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Particulars	No. of Lectures
UNIT 1: Introduction to the Economy of Gujarat	
<ul style="list-style-type: none"> • Overview of Gujarat's economy: Key features and its contribution to the Indian economy • Educational infrastructure: Literacy rates, major institutions, and initiatives for educational development • Health sector in Gujarat: Status of healthcare facilities, major public health programs and indicators (e.g., maternal and child health, vaccination) 	10



UNIT 2: Agricultural Sector of Gujarat	10
<ul style="list-style-type: none">• Significance of agriculture in Gujarat's economy• Key government schemes:• Pradhan Mantri Fasal Bima Yojana (Crop Insurance Scheme)• Soil Health Card Scheme• Irrigation infrastructure with emphasis on the Sardar Sarovar Project• Principles of sustainable agriculture• Organic farming in Gujarat: Certification, practices, and promotion efforts	
UNIT 3: Industrial Sector of Gujarat	
<ul style="list-style-type: none">• Role and evolution of the industrial sector in Gujarat's economy• Industrial investment and infrastructure:• Special Economic Zones (SEZs)• Special Investment Regions (SIRs)• Overview of Gujarat Industrial Policy 2020: Objectives, incentives, and strategic focus areas• Key challenges to industrial development: Environmental concerns, land acquisition, and skill gaps	
Total Lectures/ Hours	30

Reference

(1) રામી ગૌરાંગ (૨૦૨૨), ગુજરાતનું અર્થતંત્ર,

(2) Government of Gujarat, Socio-Economic Review (Annual), Directorate of Economics and Statistics, Gandhinagar.

(3) Indira Hirway, D.M. (2004), Gujarat Human Development Report-2004, Ahmedabad, Mahatma Gandhi Labour Institute.

(4) Government of Gujarat (2009), Pocket Book of Agricultural Statistics, Directorate of Economics and Statistics, Gandhinagar.

(5) Joshi R. C. & Vansiya Y. N. (2015), problems of Indian Agriculture and policy (1ed.), Surat, Gujarat, India: New Popular Prakashan.



Apply 2025-2026

Sr. No.	Course Category	Course Title	Course Credit			Exam Marks		
1	Major-14	History of Economic Thought	4	0	4	50	50	100
2	Major 15	Economics of Growth and Development	4	0	4	50	50	100
3	Major 16	International Economics	4	0	4	50	50	100
4	Minor 6	Co-Operation	4	0	4	50	50	100
5	Minor 6	Exim Economics	4	0	4	50	50	100
	Minor 6	Economics of Environment						

The weightage of internal **assessment is 50%** and external (University) assessment is **50%**.

Format of Question paper for Theory courses having 4 credits will be as follows:

No.	Particulars	Marks
1	Continuous and Comprehensive Evaluation (CCE)	50
EXTERNAL(UNIVERSITY)ASSESSMENT [50 Marks]		
Sr. No.	Particulars	Marks
1	QUESTION -1 (From Unit 1)(OR) QUESTION -1 (From Unit 1)	10
2	QUESTION -2 (From Unit 2)(OR) QUESTION -2 (From Unit 2)	10
3	QUESTION -3 (From Unit 3)(OR) QUESTION -3 (From Unit 3)	10
4	QUESTION -4 (From Unit 4)(OR) QUESTION -4 (From Unit 4)	10
5	QUESTION -5(From Unit 5)(OR) QUESTION -5 (From Unit 5)	10
		50
	Total Marks	100



B.A. SEMESTER - 6	
Major : Paper No-14	History of Economic Thought

Name Of The Course : **History of Economic Thought**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Objective :

This course aims to introduce students to the evolution of economic thought, from classical to modern economists. It highlights key contributions of major thinkers and schools of thought in shaping economic theory. By examining the historical context and development of economic ideas, students will develop a comprehensive understanding of how economic theories emerged, evolved, and influenced policy and practice across time.

Course Learning Outcomes :

By the end of this course, students will be able to distinguish between economic history, the history of economics, and the history of economic thought. They will gain insights into the ideas of classical economists such as Adam Smith, Ricardo, Malthus, and J.B. Say, and understand how their theories influenced trade, labour, and value. Students will analyse the rise of marginalist and neoclassical thought, including contributions from Marshall, and Pigou. Furthermore, learners will explore socialist theories, particularly those of Karl Marx, and evaluate modern economic thought through the works of Hicks, and monetarists like Friedman.

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા/ના
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા/ના
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા/ના
4. Major ☐ Minor ☐ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐
Value Added Courses ☐ Exit /Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે? હા /ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા/ના
8. Swayamપ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? હા/ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે? હા/ના

Particulars	No. of Lectures
Unit 1: History of Economic Thought :	
<ul style="list-style-type: none"> • Meaning, Economic History, • History of Economics, • History of Economic Thought • Importance of Study 	12
Unit-2 Classical Thought	



<ul style="list-style-type: none"> - Adam Smith : Division of Labour, Views on trade, Laissez Faire Economy, Economic Development. - David Ricardo : Theory of Rent, Thought on International Trade. - Thomas Malthus : The Population Theory - J. B. Say: Law of Market 	12
Unit 3: Marginalists and Neo-classical Thoughts :	
<ul style="list-style-type: none"> • J. B. Clark : Marginalist theory • Marshall : Concept of cost, Value, Consumption and Demand Analysis • Pigou : Welfare Economics • Pareto : Optimality Theory 	12
Unit 4: Thought on Socialism	
<ul style="list-style-type: none"> • Karl Marx- Scientific Socialism, -Labour Theory of Value, -Theory of Surplus value – Theory of Economic Development 	12
Unit-5 Modern Economic Thought	
<ul style="list-style-type: none"> • Hicks • Fisher • Milton Friedman • Paul Samuelson • Mrs. John Robinson 	12
Total Lectures/ Hours	60

References:

1. Ahuja, H. L. (2021). *History of economic thought*. S. Chand Publishing.
2. Jhingan, M. L. (2020). *History of economic thought*. Vrinda Publications.
3. Dhingra, I. C. (2019). *History of economic thought*. Sultan Chand & Sons.
4. Srivastava, S. K. (2017). *Economic thought: A historical perspective*. New Royal Book Company.
5. Kaushik, S. K. (2016). *History of economic ideas*. Ritu Publications.
6. Roll, E. (2013). *A history of economic thought*. Faber & Faber.
7. Blaug, M. (1997). *Economic theory in retrospect* (5th ed.). Cambridge University Press.
8. Backhouse, R. E. (2002). *The ordinary business of life: A history of economics from the ancient world to the twenty-first century*. Princeton University Press.
9. Hunt, E. K., & Lautzenheiser, M. (2011). *History of economic thought: A critical perspective* (3rd ed.). Routledge.
10. Screpanti, E., & Zamagni, S. (2005). *An outline of the history of economic thought* (2nd ed.). Oxford University Press.



B.A. SEMESTER -6	
Major : Paper No-15	Economics of Growth and Development

Name Of The Course : **Economics of Growth and Development**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Objective :

The course aims to provide students with a comprehensive understanding of the concepts, indicators, and theories related to economic growth and development. It examines classical and modern growth models, the role of human capital, and the impact of entrepreneurship and policy in shaping development trajectories. Through analytical and theoretical insights, students will understand the dynamics and challenges of economic development, particularly in underdeveloped and developing countries.

Course Learning Outcomes :

Upon successful completion of this course, students will be able to differentiate between economic growth and development and critically assess various indicators of development. They will understand and evaluate classical and contemporary growth theories, including those by Smith, Ricardo, Marx, Keynes, Schumpeter, and Rostow. Students will also be able to analyze balanced and unbalanced growth models and assess their relevance to underdeveloped economies. Furthermore, they will gain insight into human capital formation, investment criteria, and the role of entrepreneurship in driving economic development. The course fosters analytical skills for evaluating development policies and strategies.

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા/ના
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા/ના
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા/ના
4. Major ☐ Minor ☐ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐
Value Added Courses ☐ Exit /Vocational Courses ☐
5. Holistic Education ☐ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે? હા /ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે? હા/ના
8. Swayamપ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? હા/ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે? હા/ના

Particulars	No.of Lectures
Unit 1: Economic Development	
<ul style="list-style-type: none"> - Concept of Economic Growth and Economic Development - Difference between Economic Growth and Economic Development - Indicators of Economic Development - Characteristics of Economic Development - Factors Affecting Economic Growth 	12
Unit 2: Balanced and Unbalanced Growth Models	



<ul style="list-style-type: none"> - Balanced Growth Model - Unbalanced Growth Model - Growth Models for Underdeveloped Countries - Lewis's Model of Economic Growth - Leibenstein's Critical Minimum Effort Theory 	
Unit-2 Theories of Growth-I	
<ul style="list-style-type: none"> - J.S. Mill - Fredrik List - William Stanley Jevons - Joseph Schumpeter 	12
Unit 3: Theories of Economic Growth – II	
<ul style="list-style-type: none"> • Prof. Paul Rosenstein-Rodan's Big Push Theory • Ragnar Nurkse's Balanced Growth Model • Walt Rostow's Stages of Economic Development • Harrod-Domar Model 	12
Unit-5 Human Capital Formation	
<ul style="list-style-type: none"> - Meaning, importance and problems of Human Capital Formation - Criteria for Investment in Human Capital – - Role of entrepreneurship in Economic Development - Human Development Index 	12
Total Lectures/ Hours	60

References:

1. Dhingra, I. C. (2020). *Indian economy*. Sultan Chand & Sons.
2. Mishra, S. K., & Puri, V. K. (2021). *Economic development and policy in India*. Himalaya Publishing House.
3. Ahuja, H. L. (2022). *Development economics*. S. Chand Publishing.
4. Jhingan, M. L. (2020). *The economics of development and planning*. Vrinda Publications.
5. Sundaram, K. P. M., & Datt, R. (2021). *Indian economy*. S. Chand Publishing.
6. Agarwal, A. N. (2019). *Indian economy: Problems of development and planning*. New Age International.
7. Kapila, U. (2020). *Indian economy since independence*. Academic Foundation.
8. Thirlwall, A. P., & Joshi, V. (2021). *Growth and development: With special reference to developing economies*. Oxford University Press (Indian Edition).
9. Bhattacharya, D. (2018). *Development economics: Theory and practice*. Sage Publications India.
10. Lakshmi, K. R. (2019). *Economic growth and human development*. Himalaya Publishing House.



B.A. SEMESTR-6	
Major: Paper No-16	International Economics

Name Of The Course : **International Economics**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Outcomes:

This course explores the fundamental concepts and theories of international economics, focusing on trade, exchange rates, free trade vs. protection, and balance of payments. It equips students with the ability to analyse global trade dynamics and assess economic policies in an interconnected world.

Learning Outcomes:

By the end of this course, students will:

1. Understand the concepts and significance of international trade.
2. Analyse classical and modern theories of international economics.
3. Examine exchange rate determination and its economic impacts.
4. Evaluate the pros and cons of free trade and protectionist policies.
5. Assess balance of payments issues and policy measures.

1 Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવવામાં આવ્યા છે? હા/ના

2 Employability/Entrepreneurship/Skill Development પર ધ્યાન આપવામાં આવ્યું છે કે નહીં? હા/ના

3 Value Added Courses માં Transferable અને Life Skills ના ગુણો ધરાવે આવ્યા છે? હા/ના

4 Major/Minor ☒ Skill Enhancement Courses ☐ Ability Enhancement Courses ☒ Value Added Courses ☒ Exit/Vocational Courses ☒

5 Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒

6 દિવ્યાંગ માટે વિષયમાં જરૂરી સુવિધાઓનો સમાવેશ કરાયો છે? હા/ના

7 New India Literacy Programme (NILP) મુજબનો વિષય છે? હા/ના

8 Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આવિષય છે? હા/ના

9 Indian Knowledge System (IKS) પર આધારિત આ વિષય છે? હા/ના

PARTICULAR	NO.OF LECTURES
UNIT NO. 1 :Theories of International Economics	
<ul style="list-style-type: none"> • <u>Concept of international trade and need for different theories of international trade.</u> • Absolute Cost Difference Theory • Comparative Cost Difference Theory • Modern Theory of International Trade : Heckscher-Ohlin's Factor Proportion Theory • Leontief Paradox 	12
UNIT NO. 2 :Theories of Exchange Rate	
<ul style="list-style-type: none"> • Concept of Exchange Rate Determination • Fixed and Floating Exchange Rate (merits and demerits) • Theories of Exchange Rate Determination • Mint Parity Theory • Purchasing Power Parity Theory 	12



<ul style="list-style-type: none"> • Demand and Supply Theory of Exchange Rate Determination 	
UNIT NO. 3 :Free Trade and Protection	
<ul style="list-style-type: none"> • Concept of Free Trade • Advantages of Free Trade • Disadvantages of Free Trade • Concept of Protection • Arguments in Favor of Protection (Protection of Infant Industries, Employment Generation, Development of Basic and Key Industries, Protection of the country, Development of the Domestic Market) • Arguments Against Protection 	12
UNIT NO. 4 :Balance of Payment	
<ul style="list-style-type: none"> • Concept of Trade Balance and Balance of Payments • Concept of Apperception-Depreciation and Over Valuation-Devaluation • Types of Balance of Payments • Causes of Deficit in Balance of Payments • Measures to Correct Balance of Payments Deficit • <u>Import Substitution</u> 	12
UNIT NO. 5 :Terms of Trade	
<ul style="list-style-type: none"> • Concept of Terms of Trade & Calculation of Terms of Trade • Types of Terms of Trade: • Merits of Favorable& Demerits of Unfavorable: • Factors Affecting Terms of Trade: • Importance in International Economics: 	12

References :

1. Sundaram, K. P. M. (2005). *Money, banking, and international trade*. Sultan Chand & Sons.
2. Cherunilam, F. (2018). *International economics* (6th ed.). McGraw-Hill Education India.
3. Jhingan, M. L. (2016). *International economics*. Vrinda Publications.
4. Misra, S. K., & Puri, V. K. (2021). *International economics*. Himalaya Publishing House.
5. Mannur, H. G. (2013). *International economics*. Vikas Publishing House.
6. Seth, M. L. (2012). *International economics*. Laxmi Publications.
7. Salvi, P. G. (2010). *International trade and finance*. Prashant Publications.
8. Raja, P. (2015). *International economics: Theory and practice*. Kalyani Publishers.
9. Aggarwal, M. R. (2008). *International economics*. Commonwealth Publishers.
10. Bhatia, R. C. (2011). *International trade: Theory and policy*. Deep & Deep Publications.
11. Salvatore, D. (2016). *International economics: Trade and finance* (11th ed.). Wiley India.
12. Krugman, P. R., Obstfeld, M., & Melitz, M. J. (2018). *International economics: Theory and policy* (11th ed.). Pearson India.
13. Carbaugh, R. J. (2019). *International economics* (16th ed.). Cengage Learning India.
14. Appleyard, D. R., & Field, A. J. (2017). *International economics* (9th ed.). McGraw-Hill Education.
15. Mannur, H. G. (2013). *International economics*. Vikas Publishing House.
16. Cherunilam, F. (2018). *International economics* (6th ed.). McGraw-Hill Education India.
17. Sodersten, B., & Reed, G. (1994). *International economics* (3rd ed.). Macmillan India.



B. A. SEMESTER- 6	
Minor : Paper No. 06	Co-operation

Name Of The Course : **Co-operation**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100.**

Course Objectives:

The primary goal of this course is to provide students with a deep understanding of the co-operative movement, its evolution, and its relevance in both national and global contexts. The course covers the core principles and characteristics of co-operation, compares co-operative models with various economic systems, and explores the practical applications of co-operatives in different markets. The course also aims to highlight the role of the state in supporting co-operatives, focusing on co-operative education, training, and propaganda, with a particular emphasis on successful models like Amul in Gujarat.

Course Learning Outcomes:

Upon completing this course, students will have a thorough understanding of the core concepts, principles, and characteristics of co-operation. They will be able to define co-operation and trace its evolution and development, particularly in the context of global and Indian movements. Students will gain the ability to compare co-operation with various economic systems such as capitalism, socialism, communism, and mixed economies, identifying both similarities and differences. They will also analyze the role of co-operatives in different market structures, including sole proprietorships, partnership firms, joint stock companies, and public sector undertakings. The course will empower students to critically evaluate the co-operative movement in various countries, with special focus on successful models such as Amul in Gujarat, and understand the state's role in fostering these initiatives. Moreover, students will explore the importance of co-operative education, training, and propaganda in strengthening the movement, and will be able to apply these insights to real-world co-operative models.

- 1 Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવવામાં આવ્યા છે? હા/ના
- 2 Employability/Entrepreneurship/Skill Development પર ધ્યાન આપવામાં આવ્યું છે કે નહીં? હા/ના
- 3 Value Added Courses માં Transferable અને Life Skills ના ગુણો ધરાવે આવ્યા છે? હા/ના
- 4 Major/Minor ☒ Skill Enhancement Courses ☐ Ability Enhancement Courses ☒ Value Added Courses ☒ Exit/Vocational Courses ☒
- 5 Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒
- 6 દિવ્યાંગ માટે વિષયમાં જરૂરી સુવિધાઓનો સમાવેશ કરાયો છે? હા/ના
- 7 New India Literacy Programme (NILP) મુજબનો વિષય છે? હા/ના
- 8 Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત અવિષય છે? હા/ના
- 9 Indian Knowledge System (IKS) પર આધારિત આ વિષય છે? હા/ના



Particulars	No.of Lectures
Unit 1: Co-Operation	
<ul style="list-style-type: none"> - Meaning & Definition of Co-Operation - Evolution and Development of Co-operative Movements - Characteristics of co-operation - Principles of Co-operation (Karve's Panchsheel and Other Principles) 	12
Unit 2: Co-Operation and other economic systems	
<ul style="list-style-type: none"> - Co-Operation and Capitalism (Similarity and Differences) - Co-Operation and Socialism (Similarity and Differences) - Co-Operation and Communism (Similarity and Differences) - Co-Operation and Mixed economy (Similarity and Differences) 	
Unit-3Co-Operation and other formofmarket	
<ul style="list-style-type: none"> - Co-operation and Sole Proprietorship - Co-operation and Partnership Firm - Co-operation and Joint Stock Company - Co-operation and Public Sector Undertaking 	12
Unit 4 :Co-operative Movement	
<ul style="list-style-type: none"> • Overview of the Co-operative Movement in Various Countries • Consumer Co-operation in Denmark • Co-operative Movement in Sweden • Co-operative Development in Israel • Amul and the Co-operative Movement in Gujarat, India 	12
Unit 5 State & Co-Operative Movement, Co-Operative Education, Training & Propaganda	
<ul style="list-style-type: none"> - Importance of Co-operative Activities in the State - The State and Co-operative Activities - Importance of Co-operative Education, Training, and Propaganda - Methods of Co-operative Education, Training, and Propaganda - Co-operative Education and Training in India 	12
Total Lectures/ Hours	60

References:

1. Bedi, R. D. (2018). *Co-operative movement in India: A historical perspective*. New Delhi: Rajat Publications.
2. Bhole, L. M. (2000). *Financial institutions and markets: Structure, growth, and innovations*. Tata McGraw-Hill Education.
3. Chaudhary, P. R. (2016). *Co-operatives and rural development in India*. New Delhi: Prentice-Hall.
4. Dantwala, M. L. (1986). *Co-operation in rural development: Theory and practice*. Oxford University Press.
5. Gupta, A. K., & Suman, D. (2007). *Role of co-operatives in the Indian economy*. Economic Affairs, 52(3), 245-250.
6. Iyer, L. (2015). *The rise of co-operatives in rural India*. Journal of Rural Development, 34(2), 128-139.
7. Jha, A. (2003). *Co-operative enterprises and the state*. Sage Publications.



8. Khatri, D. K., & Gupta, R. (2019). *Co-operative education and training in India: Challenges and opportunities*. Indian Journal of Economics and Development, 14(4), 19-25.
9. Mishra, S. (2011). *Co-operatives and development: An Indian perspective*. Journal of Co-operative Studies, 29(1), 55-70.
10. Patil, V. M. (2017). *Co-operative movements in Gujarat: A case study of Amul*. Journal of Economic Policy, 21(3), 45-53.



B.A. SEMESTR-6	
Minor: Paper No-06	EXIM ECONOMICS & PRACTICE

Name Of The Course : **Exim Economics & Practice**
 Course Credit : **04**
 Teaching Hours : **60 (Hours)**
 Total Marks : **100**

Course Objectives:

The course on **Export-Import Business** aims to provide students with a comprehensive understanding of the fundamental concepts, procedures, and documentation involved in international trade. It covers the essential aspects of establishing an export firm, obtaining key certifications like the Import-Export Code (IEC), and understanding the role of international organizations such as the WTO. The course also delves into export-import procedures, payment terms, logistics, customs compliance, and risk management strategies. Students will gain knowledge of export pricing, regulations, international trade policies, and digital platforms, preparing them for real-world challenges in global trade and equipping them with the skills needed for effective management of export-import operations.

Course Learning Outcomes:

Upon completion of the **Export-Import Business** course, students will have acquired a thorough understanding of the key concepts and practices in international trade, including the procedures for establishing an export firm, obtaining necessary certifications, and complying with global trade regulations. They will be proficient in managing export documentation, understanding Incoterms, and navigating payment and logistics processes in cross-border trade. Students will also be equipped with knowledge of customs procedures, risk management techniques, and the financial aspects of international trade, including export credit and foreign exchange. Additionally, they will develop the ability to apply these principles in real-world scenarios, effectively managing and optimizing export-import operations while leveraging digital trade platforms and international trade agreements.

1. Course Outcomes દરેકવિષયનીશરૂઆતમાંદર્શાવેલછે?હાના/
2. Employability/Entrepreneurship/Skill Developmentપરકેન્દ્રિતથયેલછેકેનહિ?હાના/
3. Value added Courses Imparting Transferable and Life Skills નાગુણોધરાવેછે? હાના/
4. Major ☐ Minor ☒ Skill Enhancement Courses ☐ Ability Enhancement Courses ☐ Value Added Courses Exit ☐ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☒ Interdisciplinary ☒
6. દિવ્યાંગમાટેવિષયઅંતર્ગતઆનુસંગિકજોગવાઈકરાયેલછે? હાના/
7. New India Literacy Programme (NILP) મુજબનોવિષયછે? હાના/
8. Swayam પ્લેટફોર્મપરનાMOOC વિષયપરઆધારિતઆવિષયછે? હાના/
9. ઇન્ડિયનનોલેજસીસ્ટમ(IKS) પરઆધારિતવિષયછે? હાના/

PARTICULAR	NO.OF LECTURES
Unit 1: Fundamentals of Export-Import Business	
<ul style="list-style-type: none"> • Meaning of export, import, exporter and importer , Advantages to Exporters • Establishing an Export Firm, Obtaining Import-Exporter Code (IEC) Number, H.S. Code (Harmonized System), Export-Import Data Bank • India's Export of Merchandise Goods and Services 	12



<ul style="list-style-type: none"> • Role of World Trade Organisation (WTO) • Free Trade Agreement (FTA) 	
Unit 2: Export-Import Procedures and Documentation	
<ul style="list-style-type: none"> • Foreign Trade Policy & Handbook of Procedures • General Provisions Regarding Imports & Exports • Import Policy (Schedule-1) & Export Policy (Schedule-2) • Export Promotion Councils (EPC) & Commodity Boards • Trade Fairs & Exhibitions Abroad under Market Access Initiative (MAI) Scheme 	12
Unit 3: Export Pricing, Payment & Logistics	
<ul style="list-style-type: none"> • Delivery Terms in International Trade - Incoterms 2020, Group E, Group F, Group C & Group D of Incoterms 2020 • Advance Payment, Documents Against Payment (D.P.), Documents Against Acceptance (D.A.) • Uniform Rules for Collection of Export Bills (URC 522) • Principal Export Documents (Invoice, Packing List, Transport Documents, Bill of Exchange, Insurance, Inspection Certificates, etc.) • Regulatory Documents (Shipping Bill, Exchange Control Declaration, Tax Invoice under GST) 	12
Unit 4: Customs, Logistics, and Regulatory Compliance	
<ul style="list-style-type: none"> • ICEGATE Registration, IFSC & AD Code Registration • Calculation of Import Duty (Basic Duty, IGST, Anti-Dumping Duty, etc.) • Customs Valuation Rules, 2007 • Containerized Cargo (FCL, LCL, Weight & Volume Capacity) • Marine Insurance Policies (Institute Cargo Clauses, War Clauses, Strike Clauses) 	12
Unit 5: Risk Management, Finance & Digital Trade	
<ul style="list-style-type: none"> • Pre-Shipment & Post-Shipment Export Credit • FEDAI Rules, Interest Rates on Export Credit • Foreign Exchange Rates & Quotation Methods, Political & Commercial Risks in Exports • ECGC Credit Insurance & Risk Coverage • B2B Portals & Digital Trade Platforms 	12
Total Lectures/ Hours	60

References:

- Belay Seyoum, *Export-Import Theory, Practices, and Procedures (4th Edition)*, Routledge publishing, 2021
- Ram Singh, *Export and Import Management: Text and Cases*, SAGE Publication, 2021
- S. Soundian, *EXIM Management*, MJP Publishers, 2021
- ITC (HS) Classifications of Export & Import Items, <https://www.dgft.gov.in>
- Foreign Trade Policy & Handbook of Procedures, by [Abhishek Jain S.C. Jain, Shweta Jain](#)
- BDP's Foreign Trade Policy with Handbook of Procedures 25th Edition (October 2022), [AnandGarg](#)



B.A. SEMESTR-6	
Minor: Paper No-6	Economics of Environment

Name of the Course : Environmental Economics
 Course Credit : 04
 Teaching Hours : 60 (Hours)
 Total Marks : 100

Course Objective:

This course aims to provide students with an understanding of the dynamic relationship between economic development and environmental sustainability. It explores environmental challenges, particularly in the Indian context, and emphasizes the role of policy, sustainable development strategies, and eco-friendly practices. The course encourages critical analysis of how economic growth can align with environmental protection to foster a more sustainable future.

Course Learning Outcomes :

- By the end of the course, students will be able to:
- Define and explain key environmental and developmental concepts, including sustainability and biodiversity.
- Analyze the environmental consequences of industrialization, agriculture, and climate change, especially within India.
- Evaluate the impact of pollution on human health and ecosystems, and examine control methods and policies.
- Distinguish between economic growth and sustainable development, and interpret related indicators.
- Assess global and national environmental policies and their effectiveness in fostering sustainable development.
- Apply knowledge of eco-friendly production and consumption practices in development planning.
- Critically examine the integration of environmental considerations in policy-making and the challenges of balancing development with ecological conservation.

PARTICULER	NO.OF LECTURES
Unit 1: Economic Development and Environment	
<ul style="list-style-type: none"> • Meaning and Definition of Environment • Importance of a sustainable Environment • Key Dimensions of the Environment • Reasons of present environmental crisis • Role of environmental policy in economic development. 	12
Unit 2: Environmental Issues in India	
<ul style="list-style-type: none"> • Industrialization and Pollution • Environmental challenges in terms of water resource and deforestation. • Agricultural Development and Environmental Issues • Causes and impact of global climate change, with special reference to India 	12
Unit 3: Environment Pollution	
<ul style="list-style-type: none"> • Definition and Causes of Pollution • Methods of Pollution Control • Pollution Policies • Impact of Pollution on Health and Environment 	12



Unit 4: Sustainable Development and Environment	
<ul style="list-style-type: none">• Concept and Approach and evolution of Sustainable Development• Indicators of Sustainable Development• Economic Growth vs. Sustainable Development• Environmental Issues Related to Economic Development• Challenges of Environmental Protection in the Context of Development	12
Unit 5: Biodiversity, Eco-friendly Practices, and Global Environmental Policies	
<ul style="list-style-type: none">• Biodiversity and Its Importance• Threats to Biodiversity• Eco-friendly Production and Consumption• Global Environmental measures• Integration of Sustainable Practices in Development	12

References:

1. Dasgupta, P. (2007). *Economics: A very short introduction*. Oxford University Press.
2. Pearce, D., & Turner, R. K. (1990). *Economics of natural resources and the environment*. Johns Hopkins University Press.
3. Perman, R., Ma, Y., McGilvray, J., & Common, M. (2011). *Natural resource and environmental economics* (4th ed.). Pearson Education.
4. World Bank. (2012). *Inclusive green growth: The pathway to sustainable development*. World Bank Publications.
5. Stern, N. (2007). *The economics of climate change: The Stern review*. Cambridge University Press.
6. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.
7. Chopra, K., Kadekodi, G. K., & Murty, M. N. (1990). *Participatory development: People and common property resources*. SAGE Publications.
8. Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. Routledge.
9. Ministry of Environment, Forest and Climate Change (India). (2020). *India: State of Forest Report 2019*. Forest Survey of India.
10. Intergovernmental Panel on Climate Change (IPCC). (2021). *Climate change 2021: The physical science basis*. Cambridge University Press.