



HSNC University, Mumbai

Ordinances and Regulations

With Respect to

Choice Based Credit System
(CBCS)

For the Programmes under

The Faculty of Commerce and Management

With effect from the Academic year 2021-2022

INDEX

Sr. No.	Subject
1.	Business Economics III & IV

R. ** : The Definitions Of The Key Terms Used In The Choice Based Credit System And Grading System Introduced From The Academic Year 2020-2021 Are As Under:**

Outline of Choice Based Credit System as outlined by University Grants Commission:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

The University/Institute may also offer discipline related Elective courses of **inter disciplinary** nature (to be offered by main discipline/subject of study).
 - 2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
 - 2.3 **Generic Elective (GE) Course:** An elective course chosen generally from a none related discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement;
SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Choice Base Credit System

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.

Honours Program

To enhance employability and entrepreneurship abilities among the learners, through aligning Inter Disciplinary / Intra Disciplinary courses with Degree Program. Honours Program will have 40 additional credits to be undertaken by the learner across three years essentially in Inter / Intra Disciplinary course.

A learner who joins Regular Undergraduate Program will have to opt for Honours Program in the first year of the Program. However, the credits for honours, though divided across three years can be completed within three years to become eligible for award of honours Degree.

Program:

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of study, Bcom. Programs.

Course:

A ‘course’ is essentially a constituent of a ‘program’ and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a ‘program’.

Bridge Course:

Bridge course is visualized as Pre semester preparation by the learner before commencement of regular lectures. For each semester the topics, whose knowledge is considered as essential for effective and seamless learning of topics of the Semester, will be specified. The Bridge Course can be conducted in online mode. The Online content can be created for the Bridge Course Topics.

Module and Unit:

A course which is generally an independent entity having its own separate identity, is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Unit. Each course should have exactly 3 Units.

Self-Learning:

20% of the topics will be marked for Self-Learning. Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, field work, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated real time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion. The marking scheme for Self Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and

communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

Credit Point:

Credit Point refers to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures / counseling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully. [A single course should have, by and large a course may be assigned anywhere between 2 to 8 credit points wherein 1 credit is construed as corresponding to approximately 30 to 40 learning hours.](#)

Credit Completion and Credit Accumulation:

Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course. Thus, a learner who successfully completes a 4 CP (Credit Point) course may be considered to have collected or acquired 4 credits. learner level of performance above the minimum prescribed level (viz. grades / marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus, the learner 'accumulates' course wise credits.

Credit Bank:

A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different programs or credit exemptions given may also be stored with the individual's history.

Credit Transfer:

(performance transfer) When a learner successfully completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

Course Exemption:

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these 'equivalent' courses while registering for the new program. The Learner is 'exempted' from 'relearning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

Note: The Ordinances and Regulations given below are applicable to Program of BUSINESS ECONOMICS under faculty of COMMERCE, unless and otherwise specified.

O*****

Minimum duration of the BUSINESS ECONOMICS programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who successfully completes 120 credits of the programme in period of 3 to 6 years from the year of enrollment to semester VI.

If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her performance in the existing/new program after establishing equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

O*** The fees for transfer of credits or performance will be based on number of credits that a learner has to complete for award of the degree.**

R **** Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same

institution or another institution either through Direct Performance Transfer or Course exemption.

R** The Scheme of Teaching and Examination:**

The Scheme of Teaching and Examination shall be divided into THREE components, SELF LEARNING, Internal assessment and External assessment (semester end examination) for each course of the program.

1) **SELF LEARNING** Assessment. Some methodology has been described in Definition of Self Learning. However Subject Teacher is authorized to devise newer methods of evaluation, which must essentially be documented and circulated through mail or written circular to the learners at least 7 days prior to its implementation. 10% of the marks shall be allocated for Self Learning assessment.

2) **Internal Assessment** includes Assignments, Seminars, Core Practical, Practical, Commutative Test, Practical Record, Unit Tests etc. Subject Teacher is authorized to devise newer methods of evaluation, which must essentially be documented and circulated through mail or written circular to the learners at least 7 days prior to its implementation. For each course, there is a passing minimum for internal Assessment as 40% (16 out of 40 marks).

3) **Semester End Examination** 40% (24 out of 60 marks) overall 40% (40 out of 100 marks).



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Preamble

The primary aim of any University program is to enable its core stakeholders i.e. the learners to occupy their rightful place in the society and the world as productive contributors.

The HSNC University is molding its undergraduate programs to an Objective Based Curriculum Learning (OBCL).

The OBCL design approach is envisioned to provide a focussed, holistic, outcome-based syllabus at the undergraduate level with an agenda to re-structure the entire teaching-learning experiences in a more learner-centric manner. The LOCF approach has been adopted to enhance the learner's problem solving, critical thinking, analytical and decision-making skills with a view to strengthen students' experiences as they engage themselves in the programmes of their choices. The undergraduate Programmes at the HSNC University aims to prepare the students for both academia and employability.

With the implementation of the NEP 2020, there is a paradigm shift in the relevance of Higher Education as a catalyst in moulding the nascent learner into an upright and productive human capital. The ever-growing awareness (hallmark of a digital enabled world), the criteria of 'quality and relevance' of higher education has attracted attention like never before from all the quarters of the modern human society. In tune with the changing global scenario, disciplines need to be re-structured to provide a wholesome learning experience which is at its core student-centric. In this context, the discipline of 'Economics' has emerged as one of the most 'sought-after' subjects with an interdisciplinary approach as it immediately communicates with the changing societal priorities and needs.

In the past two and half decade, many new insights have taken root and have become significant in the study of economic theory relating to the interactions between households which supply labour and purchase goods and services, firms, which employ labour and manufacture goods and services, and government agencies which provide the legal and institutional framework for working of the economic model with ever growing awareness, the criteria of 'quality and relevance' of higher education has also attracted attention from all the quarters in the country. It has, therefore, become inevitable that a close scrutiny be undertaken to take stock of the adaptability of the various disciplines in the changing global scenario. In this context, 'Economics' has emerged as one of the most 'sought-after' subjects of study in Social Sciences as it immediately communicates with the changing societal priorities and needs.

The new syllabus of Business Economics offered as a subject under the Bachelors Degree of Commerce program, offers a rigorous basis for much of the advance and critical thinking behind the basic concept of economic theory. It provides the student with a logical paradigm for conceptualising and interpreting the behaviour and interactions of households, firms, and governmental agencies and institutions.

To comply with the New Education Policy, 2020 of Government of India, we have included Online Courses (OLC) which is available on NPTEL or SWAYAM portals under MOOCS programme being developed by MHRD. The online courses would inculcate the habit of self-study at their own pace by the students and also acclimatize them to future technologies of learning processes.

Semester III

Course Objectives:

Semester III

- to provide learners with a basic understanding of the principles of macroeconomics and to apply this knowledge to understanding of the decision-making process
- analyses relevant economic concepts and economic models which inform the study of macroeconomics

Learning Outcomes:

- The knowledge gained in the course will make students better informed citizens and allow them to follow the debates over various economic events and policies reported in the news media.
- This course will prepare students to be successful in advanced level studies in economics
- Students will be able to understand introductory macroeconomic theory, solve basic macroeconomic problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy.
- It provides a solid foundation for economic analysis and thinking that can last throughout their education and subsequent professional careers

SEMESTER-IV

Course Objectives:

- to provide learners with a basic understanding of the fiscal policy and to apply this knowledge to understanding of the decision-making process
- analyses relevant economic concepts and economic models which inform the study of public finance.

Learning Outcomes:

- The knowledge gained in the course will make students better informed citizens and allow them to follow the debates over various economic events and policies reported in the news media.
- This course will prepare students to be successful in advanced level studies in economics
- Students will be able to understand fiscal theory, solve basic fiscal problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy.
- It provides a solid foundation for economic analysis and thinking that can last throughout their education and subsequent professional careers

The Scheme of Teaching and Examination is as under:

**Second Year Semester – III
Summary**

Sr. No	Choice Based Credit System	Subject Code	Remarks
1	Core Course (Business Economics)	<u>US-SBCom-----</u> , <u>US-SBCom-----</u> , <u>US-SCom-----, US-SCom-----</u> , <u>US-SCom-----, US-SBCom-</u>	
2	Elective Course	Discipline Specific Elective (DSE) Course	
		2.1 Interdisciplinary Specific Elective (IDSE) Course	US-SBCom----, US-SBCom---
		2.2 Dissertation/Project	
		2.3 Generic Elective (GE) Course	US-SBCom----,US-SBCom----
3	Ability Enhancement Courses (AEC)	US-SBCom----	
4	Skill Enhancement Courses (SEC)		

Detail Scheme

Sr. No	Subject Code	Subject Title	Periods Per Week					Credit	Internals				SEE	Total Marks
			Units	S.L.	L	T	P		S.L.E.	CT	CP	PR		
1	US-SBCom	Business Economics	4	10%*	3	0	0	3	10	15	05	10	60	100
3														
4														
5														
6														
7														
8														
9														
10														
Total Hours / Credit									Total Marks				100	

***One to two lectures to be taken for CONTINUOUS self-learning Evaluation.**

Second Year Semester – III Units – Topics – Teaching Hours

S. N	Subject Code	Subject Unit Title		Hours/ Lectures	Total No. of hours/ lectures	Credit	Total Marks
1	US-SBCom	I	Overview of Macroeconomics	10	45 L	3	100 (60+30+10)
		II	Basic concepts of Keynesian Economics	10			
		III	Post Keynesian developments in Macro economics	10			
		IV	Money, prices and Inflation	15			
		TOTAL					

L: Lecture T:Tutorials P: Practical Ct-Core Theory, Cp-Core Practical, SLE-Self learning evaluation CT-Class Test, PR-Project, CP-Class Participation ,SEE- Semester End Examination

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT

**Course Code: US-SYBCom
Semester I-**

Unit	Content	No. of Lectures
I	<p>MODULE 1: INTRODUCTION:</p> <p>1.1 Macroeconomics: Meaning, Scope and Importance.</p> <p>1.2 Circular flow of aggregate income and expenditure and its Importance- closed and open economy models</p> <p>1.3 The Measurement of National Product: Meaning and Importance of National Income Accounting- conventional and Green GNP and NNP concepts -National Income and Economic Welfare. (Numerical examples of GNP, GDP, NDP, NNP at current prices, constant prices and factor cost).</p> <p>1.4 Trade Cycles: Features and Phases</p> <p>1.5 Classical Macro-economics: Say's law of Markets - Features, Implications and Criticism (Give background of Great Depression of 1929-33 and failure of J. B. Say's Law of Market, brief comparison with depression due to COVID19).</p>	10
II	<p>MODULE 2: BASIC CONCEPTS OF KEYNESIAN ECONOMICS</p> <p>2.1 The Principle of Effective Demand: Aggregate Demand and Aggregate Supply</p> <p>2.2 Consumption Function: Properties, Assumptions and Implications</p> <p>2.3 Investment function and Marginal Efficiency of capital</p> <p>2.4 Investment Multiplier effect on Income and Output: Assumptions, Working, Leakages, Criticism and Importance - paradox of thrift. Acceleration Principle, Super Multiplier with examples</p> <p>2.5 Relevance of Keynesian theory tools to the developing countries</p>	10
III	<p>MODULE 3: POST KEYNESIAN DEVELOPMENTS IN MACROECONOMICS</p> <p>3.1 The IS-LM model of integration of commodity and money markets</p> <p>3.2 Inflation and unemployment: Philips curve</p> <p>3.3 Stagflation : meaning, causes, and consequences</p>	10

	3.4 Supply side economics: Basic propositions and critical appraisal (brief discussion about sustainable economic growth).	
IV	<p>MODULE 4: MONEY, PRICES AND INFLATION</p> <p>4.1 Money Supply: Determinants of Money Supply - Factors influencing Velocity of Circulation of Money. (Give numerical example of Money supply in India, latest figure from RBI).</p> <p>4.2 Demand for Money: Classical and Keynesian approaches and Keynes' liquidity preference theory of interest - Friedman's restatement of Demand for money</p> <p>4.3 Money and prices: Quantity theory of money - Fisher's equation of exchange - Cambridge cash balance approach</p> <p>4.4 Inflation: Price Indices: CPI, WPI & GDP Deflator, Demand Pull Inflation and Cost Push Inflation - Effects of Inflation- Nature of inflation in a developing economy - policy measures to curb inflation- monetary policy and inflation targeting. (Give latest examples of inflation from India, Core Inflation, Headline Inflation, inflation trend in India).</p>	15

Self-Learning topics (Unit wise):

Sr. No	TOPIC	SWAYAM / NPTEL SOURCE OF THE TOPICS
1	National income	<p>https://onlinecourses.swayam2.ac.in/cec19_cm02/preview https://onlinecourses.swayam2.ac.in/cec20_hs26/preview by Principles of Macroeconomics - I By Prof. Kamlesh Gakhar Maharshi Dayanand University, Rohtak</p> <p>https://onlinecourses.nptel.ac.in/noc19_ge23/preview by Ecology and Environment By Prof. Abhijit Deshpande and Prof. R. Ravi Krishna IIT Madras</p>
2	TRADE CYCLES	<p>https://onlinecourses.swayam2.ac.in/cec19_mg37/preview w BY Course in Business Economics Macro By Dr. Manasi Kurtkoti Savitribai Phule Pune University</p>
3	AGGREGATE DEMAND & SUPPLY INVESTMENT FUNCTION	<p>https://onlinecourses.swayam2.ac.in/cec20_hs26/preview https://onlinecourses.swayam2.ac.in/cec20_hs26/preview</p>

		BY Principles of Macroeconomics - I By Prof. Kamlesh Gakhar Maharshi Dayanand University, Rohtak
4	IS-LM MODEL (also refer for Module 1, 2, 3)	https://nptel.ac.in/courses/109/104/109104073/ BY Prof Surjit Sinha IIT KANPUR

Online Resources

https://nptel.ac.in/courses/109/104/109104073/			
<u>NOC: An Introduction to</u>	Humanities and Social	Prof. Surjit	IIT
<u>Macroeconomics</u>	Sciences	Sinha	Kanpur

References:

Ackley.G (1976), Macro Economic Theory and Policy, Macmillan Publishing Co. New York

Ahuja. H.L., Modern Economics — S.Chand Company Ltd. New Delhi.

Blanchard Olivier (2000), Macro Economics, Englewood Elitt, Prentice Hall

Bouman John, Principles of Macro Economics

Dornbush , Rudiger, Fisher Stanley and Startz, Richards Macroeconomics, Nineth edition

2004 Tata-Mac Graw Hill, New Delhi.

Dwivedi, D.N. (2001), Macro Economics: Theory and Policy, Tata-Mac Graw Hill, New Delhi.

Friedman Hilton (1953) Essays in Positive Economics, University of Chicago Press, London.

Gregory .N. Mankiw, Macroeconomics, Fifth Edition (2002) New York: Worth Publishers

Jhingan, M.L., Principles of Economics — Vrinda Publications (P) Ltd.

Shapiro, E (1996), Macro-Economic Analysis , Galgotia Publication, New Delhi.

Vaish .M.C. (2010) Macro Economic Theory 14th edition, Vikas Publishing House(P)Ltd

<https://www.rbi.org.in> for latest data on inflation, national income, money supply.

Course Code: US-SBCom
Semester IV
II Year Semester – IV Units – Topics – Teaching Hours

S. N	Subject Code	Subject Unit Title		Hours/ Lectures	Total No. of hours/ lectures	Credit	Total Marks
1	US-SBCom	I	Introduction to Public Finance	10	45 L	3	100 (60+30+10)
		II	Public revenue	10			
		III	Public Expenditure and Debt	10			
		IV	Fiscal Management and Financial Administration	15			
		TOTAL					

L: Lecture T: Tutorials P: Practical Ct-Core Theory, Cp-Core Practical, SLE- Self learning evaluation CT-Class Test, PR-project, CP-class participation ,SEE- Semester End Examination , TA-Teacher Assessment

Business Economics IV Foundation of Public Finance

Preamble: Public Finance Issues are central to economic and Political discourse worldwide, as one of the primary functions of government is to generate resources from its people to spend money for improving the lives of its people. The primary objective of this

course is to provide students with the tools to understand the underlying concepts and practical tradeoffs entailed in Public finance policy alternatives. It is strongly recommended to analyze Union budget of ongoing financial year in the class room.

Unit	Content	No. of Lectures
I	<p>MODULE 1: THE ROLE OF GOVERNMENT IN AN ECONOMY</p> <p>1.1 Meaning and Scope of Public finance.</p> <p>1.2 Major fiscal functions: allocation function, distribution function & stabilization function</p> <p>1.3 Principle of Maximum Social Advantage: Dalton and Musgrave Views - the Principle in Practice, Limitations.</p> <p>1.4 Relation between Efficiency, Markets, Market Failure and Governments</p> <p>1.5 The concept of Public Goods and the role of Government.</p>	10
II	<p>MODULE 2: PUBLIC REVENUE</p> <p>2.1 Sources of Public Revenue: tax and non-tax revenues, RECENT TAX AND NON-TAX REVENUE SOURCES in India with data.</p> <p>2.2 Objectives of taxation - Canons of taxation - Types of taxes: direct and indirect - Tax Base and Rates of taxation: proportional, progressive and regressive taxation</p> <p>2.3 Shifting of tax burden: Impact and incidence of taxation - Processes- factors influencing incidence of taxation</p> <p>2.4 Economic Effects of taxation: on Income and Wealth, Consumption, Savings, Investments and Production.</p> <p>2.5 Redistributive and Anti – Inflationary nature of taxation and their implications.</p>	10
III	<p>MODULE 3: PUBLIC EXPENDITURE AND PUBLIC DEBT</p> <p>3.1 Public Expenditure: Canons - classification - economic effects of public spending - on production, consumption, distribution, employment and stabilization</p> <p>3.2 Theories of Public Expenditure: Wagner’s Hypothesis and Wiseman Peacock Hypothesis - Causes for Public Expenditure Growth – Recent public expenditure data of central government of India.</p> <p>3.3 Significance of Public Expenditure: Low Income Support and Social Insurance Programmes.</p> <p>3.4 Public Debt: Classification - Burden of Debt Finance: Internal and External- Public Debt and Fiscal Solvency, recent internal and external public debt data of India.</p>	10
IV	<p>MODULE 4: Fiscal policy and Management</p> <p>4.1 Fiscal Policy: Meaning, Objectives, constituents and Limitations.</p> <p>4.2 Contra cyclical Fiscal Policy and Discretionary Fiscal Policy: Principles of Sound and Functional Finance</p> <p>4.3 Budget- Meaning objectives and types - Structure of Union budget, latest Union Budget of India - Deficit concepts, fiscal deficit trends in India.</p> <p>4.4 Intergovernmental Fiscal Relations: fiscal federalism and fiscal decentralization – central & state financial relations, latest Finance Commission of India.</p>	15

Self-Learning topics (Unit wise):

Sr. No	TOPICS	SWAYAM / NPTEL source of the Topics
1	<p>MODULE 1: Lecture 3 : Market Failure Analysis: Public Goods & Externalities (Part-I) Lecture -4: Market Failure Analysis: Public Goods & Externalities (Part-II) By Prof. A. A. Shaikh B.K. School of Business Management, Gujarat University</p>	<p>https://onlinecourses.swayam2.ac.in/cec20_hs13/preview</p>
2	<p>Impact, incidence and shifting of taxation ON ECONOMIC PATHSHALA</p>	<p>https://www.youtube.com/watch?v=XX-GAjtzM</p>
3	<p>Public Debt: how much is too much? The Economist</p>	<p>https://www.youtube.com/watch?v=AaS3ywwuuTQ</p>
4	<p>MODULE 4: 1. In Depth - Finance Commission 2. N.K. Singh on key themes and recommendations of 15th Finance Commission report 3. Check out Live videos of Budget 2021</p>	<p>https://www.youtube.com/watch?v=xQm7UgL_Trg https://www.youtube.com/watch?v=xTOXsfXDUL4 https://cleartax.in/s/budget-2021</p>

Reference Books:

- Ahuja H.L. : Modern Economics, 19th edition, 2015, S.Chand &co Pvt Ltd, New Delhi Bhatia H.L.: Public Finance. Vikas Publishing House Pvt. Ltd.
- David N. Hyman : Public Finance A Contemporary Application of theory of policy, Krishna Offset, Delhi
- Hoiughton E.W.(1998) : Public Finance, Penguin, Baltimore
- Hajela T.N: Public Finance – Ane Books Pvt.Ltd
- Hugh Dalton(1997), Principles of Public Finance, Allied Publishers
- Jha, R (1998) : Modern Public Economics, Route Ledge, London
- Musgrave, R.A and P.B. Musgrave (1976) : Public Finance in Theory and Practice, Tata McGraw Hill, Kogakusha, Tokyo
- Mithani, D.M (1998) : Modern Public Finance, Himalaya Publishing House, Mumbai Singh.S.K. (2014): Public finance in Theory and Practice, S.Chand &co Pvt Ltd, New Delhi.
- Latest UNION BUDGET OF India & ECONOMIC SURVEY OF India.

L: Lecture: T: Tutorials P: Practical Ct-Core Theory, Cp-Core Practical, CT-Commutative Test, TA-Teacher-----

Evaluation Scheme (60:40)

- Semester End Theory Assessment - 60 Marks
- i. Duration - These examinations shall be of 2 1/2 Hours duration.
- ii. Theory question paper pattern:-
 - A. There shall be five questions. On each unit there will be one question with 12 Marks each & fifth one will be based on all the four units with 12 Marks.
 - B. All questions shall be compulsory with internal choice within the questions. Question 1 (Unit-I), Question 2 (Unit-II) & Question 3

(Unit-III) Question 4 (Unit 4) & Question 5 (combined units) will be of 60 Marks with internal options.

- C. Questions I, II, III and IV may be sub divided into sub questions of short or long questions of 6 marks each. Please note that the allocation of marks depends on the weightage of the topic.
- D. Question V will be objective questions.

- Continuous evaluation 40 Marks
 - 15 Marks Test
 - 10 Marks Projects/Presentations (On Current topics/Syllabus)
 - 10 Marks Self learning
 - 05 Marks Overall Conduct and Active Participation