



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Honors Economics Semester VIII (2022-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNECO801	CC	Advanced Econometrics	60	20	20	0	0	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1: To extend students' understanding in econometrics using applied and intuitive methods.
- CEO2: To introduce selected advanced econometric models in a simple and non-mathematical manner.
- CEO3: To develop the ability to interpret results from qualitative, time series, and panel data models.
- CEO4: To build confidence in reading and understanding basic empirical research in economics.
- CEO5: To prepare students for higher studies in economics and applied research.

Course Outcomes: Students will be able to:

- CO1: Explain the need for advanced econometric techniques in economic analysis.
- CO2: Use qualitative and dummy variable models in applied contexts.
- CO3: Understand dynamic behavior in economic data using simple time series tools.
- CO4: Distinguish between cross-section, time series, and panel data models.
- CO5: Interpret empirical results from basic applied econometric studies.

Contents:

UNIT I: Econometrics in Practice – A Refresher

Nature and Scope of Econometrics; Role of Econometrics in Economic Policy and Business Decisions; Types of Data: Cross-Section, Time Series, and Panel Data; Review of Multiple Regression Results: Coefficients, R^2 , Adjusted R^2 ; Interpretation of t-test and F-test (no derivations).

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UNIT II: Regression with Qualitative Information

Concept of Qualitative Variables; Dummy Variables and their use in Regression Analysis; Interpretation of Dummy Coefficients; Introduction to Qualitative Dependent Variables; Linear Probability Model: Meaning and Limitations; Overview of Logit and Probit models (Concept and Applications only).

UNIT III: Introduction to Dynamic Models

Meaning of dynamic relationships in economics; Use of lagged variables; Simple autoregressive models (AR(1)) – intuition and interpretation; Distributed lag models (basic idea); Examples from inflation, income, and consumption analysis.

UNIT IV: Basics of Time Series Analysis

Components of Time Series Data: Trend, Seasonal, Cyclical, and Irregular Components; Concept of Stationarity (intuitive); Trend Estimation Methods; Simple Forecasting Techniques: Moving Averages and Exponential Smoothing; Applications in Economic Forecasting.

UNIT V: Introduction to Panel Data Econometrics

Meaning and Advantages of Panel Data; Difference between Cross-Section and Panel Data; One-Way Fixed Effects and Random Effects Models (conceptual); Basic Idea of Model Comparison; Applications of Panel Data in Development, Labour, and Policy Studies.

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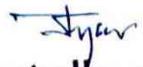
***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

1. **Gujarati, D.N., & Porter, D.C.** (2017). *Basic Econometrics* (5th Edition). McGraw-Hill.
2. **Wooldridge, J.M.** (2019). *Introductory Econometrics: A Modern Approach* (7th Edition). Cengage Learning.
3. **Stock, J.H., & Watson, M.W.** (2015). *Introduction to Econometrics* (3rd Edition). Pearson.


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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1:** To make the students understand the role and importance of industrial sector in the Indian economy.
- CEO2:** To discuss the service sector of Indian economy.
- CEO3:** To make the students understand the unorganized sector.
- CEO4:** To recognize the functions and goals of International Organizations
- CEO5:** To observe the state of poverty and unemployment in the Indian economy

Course Outcomes: Students shall be able to:

- CO1:** Classify the service industries on the basis of size and type.
- CO2:** Explain the growth and contribution of service sector in India.
- CO3:** Generalize the concepts of unorganized sector in India.
- CO4:** Recognize the functions and goals of International Organizations.
- CO5:** Paraphrase the state of poverty and unemployment in the Indian economy.

Contents

UNIT I: Industrial Sector

General Classification of Industries: Large Scale and Medium Scale Industries, Types Private and Public; Industrial Policies after 1991. Industrial Sickness in India

UNIT II: Service Sector in India

Growth and Contribution of Services Sector in India, Share of Services in Employment and GDP, Information and Communication Technology, India's IT industry, Foreign Trade in Services.

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UNIT III: Unorganized sector

Meaning and Definition of Unorganized Sector, Size and Employment in Unorganized Sector, Importance and Problems of Unorganized sector, Policies and Laws for Unorganized Sector in India.

UNIT IV: WTO, MDG and SDG

Functions and Organizations of WTO, India's commitments to WTO, A Critical Appraisal of the Working of WTO with Respect to India; Overview of Sustainable Development Goals

UNIT V: Poverty and Unemployment in India

Concept of Poverty Line, Multidimensional Poverty; Employment Trends, Poverty Alleviation and Unemployment Removal Programs in India- Make in India, Skill Development Scheme. Mudra Yojna.

Suggested Readings:

1. Puri, V K & Misra, S.K (2018) *Indian Economy (35th Revised Edition)*, Himalaya Publishing House, New Delhi
2. D, Gaurav & M, Ashwini (2016) *Indian Economy (72nd Edition)*, S Chand and Company Limited, New Delhi

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3. Kapila, Uma (2017) *Indian Economy: Performance and Policy*, Academic Foundation, New Delhi.
4. Kapila, Uma (2017) *Indian Economic Development Since 1947*, Academic Foundation, New Delhi.
5. Jalan, Bimal (2004). *The Indian Economy: Problems and Prospects*, Penguin Books, India
6. Agrawal, A N (2003) *Indian Economy: Problems of Development and Planning*, New Age International Publishers, New Delhi

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BAHN803	Minor	Data Analysis with R	60	20	20	30	20	2	1	2	4

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***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1:** To introduce R and RStudio IDE to the students.
- CEO2:** To transmit knowledge of basic operations in R.
- CEO3:** To make the students use R graphics.
- CEO4:** To understand graphical representation using R.
- CEO5:** To classify and illustrate various descriptive statistics using R.

Course Outcomes: Students shall be able to:

- CO1:** Infer a sound understanding basics of R and RStudio.
- CO2:** Exemplify the fundamental concepts of R.
- CO3:** Use R graphics for programming.
- CO4:** Predict general data analysis using R.
- CO5:** Compare and calculate various methods of descriptive statistics.

Contents

UNIT I: Introduction to R and R Studio

Introduction to R: Features, Variables, Constants, Operators, Functions, Datatypes and Objects; Installation of R and RStudio; User Interface of RStudio IDE, Packages in R.


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UNIT II: Basics of R Programming

Data Structures; Lists; Arrays; Classes; Viewing and Manipulating Data; Plotting Data; Reading Data; Reshaping Data

UNIT III: The Basics of Graphing

The Basics of R Syntax; Matrices and Lists; Sub-setting; System-Defined Functions; The Help Function; Errors and Warnings, Parentheses and Brackets; =, and <-

UNIT IV: Exploring Data Analysis

Range, Summary, Mean, Variance, Median, Mode, Standard Deviation, Histogram, Scatterplot

UNIT V: Basic Statistical Analysis

Summaries of Numerical Data, Correlation and Covariance, Student's T-Test, One Way ANOVA

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Suggested Readings:

1. Maltoff, N. (2011). *The Art of R Programming*. San Francisco: No Starch Press
2. Lander, J. P. (2017). *R For Everyone*. Pearson Education Inc.
3. Long, J. D., Teator, Paul (2019). *R Cookbook*. O'Reilly Media, Inc.
4. Dalgaard, P. (2002). *Introductory Statistics with R*. Springer

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BAHN804	Project	Dissertation II	-	-	-	60	40	0	4	12	10	

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Teacher Assessment shall be based on following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1:** Organize with the ability to apply systematic research using qualitative and quantitative methodologies.
- CEO2:** Equip students with the ability to collect and manage data.
- CEO3:** Encourage integration of knowledge for primary and/or secondary data using suitable statistical, qualitative, or mixed-method approaches
- CEO4:** Capacity building to critically evaluate findings, interpret results meaningfully
- CEO5:** Integrating descriptive statistics with inferential statistics.

Course Outcome:

- CO1:** The students will be able to finalize research projects with qualitative and quantitative data analysis.
- CO2:** The students will be able to comprehend and conclude with data towards societal development.
- CO3:** Instill a sense of research ethics, plagiarism awareness, and responsibility toward societal development using primary and secondary data.
- CO4:** Hypothesize with a strong foundation for pursuing higher education in research study, industry roles, or entrepreneurial ventures.
- CO5:** Students will be able to translate research findings into practical implications, policy recommendations, or further research directions.
- CO6:** Students will be able to present and defend research findings effectively through oral, visual, and written presentations.

At the end of VIII Semester the student will submit Project Report of his/her project on the following guidelines:

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The students will submit the Research Dissertation; a duly constituted committee will take the decision regarding the relevance and authenticity of research dissertation.

The decision about the suitability of the Research Dissertation will be taken after the submission of synopsis. The student will be required to submit the final report in the hard-bound form in three copies.

1. Each student undergoing research dissertation will be assigned a faculty member.
2. The student will have to provide contact details (if any) of the field authority to the assigned faculty members.
3. Research Dissertation will carry a maximum of 100 marks - out of which 40 marks will be for the Internal evaluation and External will be 60 marks.
4. A panel of external and internal examiners will jointly award External and Internal marks.
5. Report submitted by the student after successful completion of the research study will be considered for the internal evaluation.
6. The students will have to include plagiarism reports in their research dissertation.

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