

B.A. Economics

Programme Outcomes

- To equip the learner of Economics with a sound knowledge of the subject of Economics.
- To instil a clear understanding of and the ability to reflect on the current status, problems and prospects of the Indian economy, in the 21st Century.
- To provide a sound theoretical foundation of economic theory focussing on microeconomic aspects like demand and supply, production and costs, consumer and firm behaviour, market behaviour, policy implications;
- To develop an ability to analyse macroeconomic issues in the monetary arena (national income, inflation, etc.
- To create an ability to understand issues w.r.t. international trade, economic growth and development processes.
- To inculcate a spirit of enquiry into the relevance and efficacy of policy-making and to appreciate its implications on macroeconomic issues.
- To sharpen the numerical abilities of the students and hone their quantitative aptitude skills.
- To develop an ability to recall facts and data relevant to the particular area of study.
- To foster an understanding of economic issues and problems pertaining to demography, labour, public finance in the Indian context.
- To instil an ability to interpret economic theoretical concepts and draw linkages with issues relating to public finance, international trade, social justice, gender gap, etc.
- To develop an ability to express themselves through graphical presentations to offer explanations of economic concepts, theories and issues.

Programme Specific Outcomes

- **Academic Competence**
 - a) Disciplinary knowledge: Enhancement of the Disciplinary knowledge of Economics through identification, engagement and analysis of situations and events by equipping the student with an understanding of various theoretical tools and models.
 - b) Basic Professional Skills: Improvement in the ability of rational, critical and analytical thinking, structured and meaningful writing, development of logical reasoning, and an ability to make meaningful presentations, developing a quantitative aptitude.
 - c) Ability to use skills in specific areas: developing numerical skills for application in the field of banking, analytical and critical ability skills of significance in Competitive Examinations.
 - d) Ability to relate and connect concepts with personal experiences, using critical thinking for a multi-dimensional analysis of theories offering different explanations for various situations, exploring different expositions from different schools of Economics.
 - e) Curiosity and ability to formulate problems: exploring various economic problems and formulating different research questions.
 - f) Ability to use various e-resources, verify their authenticity, using social media with responsibility and negotiating with technological challenges.
 - g) Articulation of ideas, academic writing and authentic reporting, effective presentation skills e.g: learning to write the outline of an academic paper, exploratory research, case studies, etc.
 - h) Dealing with diverse theories and approaches, e. g. conflicting/warring schools of Macroeconomics; learning to appreciate differences in economic ideologies and understanding the limitations of various schools of thought.
 - i) Ability to recognize and articulate the diversity of economic experiences of diverse economies and sectors: including gender, socio-political structures and institutions.

- **Personal, Behavioural and Skill based Competence**

- a) Self-development and self-regulation skills: honing time-management skills like learning to study within a time-frame, learning to attempt exams in the requisite time-frame, focussing on thought and not rote learning, studying the subject not only from examination point of view.
- b) Developing positive attributes such as empathy, compassion, social participation, and accountability by exploring the need for social inclusion, economic welfare, environment sustainability etc.
- c) Developing political, cultural and historical sensibility.
- d) Honing communication (both oral and written) and reading skills of the student.
- e) Appreciating and tolerating different perspectives: The Programme addresses issues related to gender, income inequality,
- f) Raises questions about the economic development versus environment protection debate, dwells on nationalisation versus privatisation approaches, outward (free trade) versus inward (protection) policies of government.
- g) Ability to work both independently and in groups and dealing effectively with peers and teachers.

- **Ethical, Moral and Social Competence and Sensibilities**

- a) Collaboration, cooperation and realizing the power of groups and community through outreach programmes.
- b) Analysing social problems (illiteracy, ill- health, poverty, unemployment) and understanding the socio-economic dynamics
- c) Gender sensitization including gender justice, women's emancipation, exercise of choice in decision-making, parity in wage structures and access to resources, freedom to participate in the work force, understanding of gender budgeting, study of gender related development indices
- d) Ethical, social and ecological responsibility including respect the dignity of labour so as to combat exploitation of and discrimination.
- e) Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviour such as data fabrication and plagiarism, non-propagation of fake news, observing code of conduct, respect intellectual property rights along with the spirit of involvement in ethical research studies.
