

**DEPARTMENT OF ECONOMICS
DELHI SCHOOL OF ECONOMICS
UNIVERSITY OF DELHI**

Minutes of Meeting

Subject : B. A. (Hons) Economics (Courses 03 and 06) First Semester (2012)
Course : 03 & 06 – Mathematical Methods for Economics I
Date of Meeting : Monday, 14th May, 2012, 2.00 P.M.
Venue : Department of Economics, Delhi School of Economics
University of Delhi, Delhi – 110 007
Chair : Prof. Abhijit Banerji and Prof. Sudhir A. Shah

Attended by:

1. Sonam, Hansraj College
2. Bhumika, Daulat Ram College
3. N.J. Malhotra, L.S.R. College
4. Loveleen Gupta, Miranda House
5. Niti Khandelwal Garg, Kirori Mal College
6. Archi Bhatia, Ramjas College
7. Aniruddha Prasad, Satyawati College
8. Anu Satyal, College of Vocational Studies
9. Niti Bhutani, Hindu College
10. Harpreet Kaur, Shri Guru Gobind Singh College of Commerce
11. Gita Golani, Shyama Prasad Mukherjee College
12. Shalini, Kalindi College
13. Anjali Gupta, Kalindi College
14. Anita Mathur, Shri Ram College of Commerce

Textbook

K. Sydsaeter and P. Hammond: Mathematics for Economic Analysis, Pearson Educational Asia: Delhi (2002))

This semester covers Chapters 1-10 and Chapter 20 of the textbook, leaving out Sections 6.7, 10.4 and 20.2-20.5. Note the addition of material on integration (Sections 10.1-10.3) and difference equations (Section 20.1).

The rough weights attached to the five sections mentioned in the new syllabus are: I (Preliminaries) have 10% weight, II (Functions of one real variable) has 55% weight, III (Single variable optimization) has 25% weight, IV (Integration of functions) has 5% weight and V (Deference equations) has 5% weight.¹

I. Preliminaries

Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems.

¹ These weights are only indicative and not ironclad guarantees of the weights attached to these sections in examinations. The examinations should broadly reflect these weights, but may vary from them by as much as 10% points.

II. Functions of one real variable

Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterizations, properties with respect to various operations and applications; differentiable functions: characterizations, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

III. Single-variable optimization

Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric characterizations, characterizations using calculus and applications.

IV. Integration of functions

Areas under curves; indefinite integrals; the definite integral.

V. Difference equations

First order difference equations

Course 06: Mathematical Methods in Economics II

Textbook

K. Sydsaeter and P. Hammond: *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi (2002)

This semester covers Chapters 12-18 and Chapter 21 of the textbook, leaving out Sections 13.3, 14.4-14.6, 15.9, 18.3 (see exception below), 18.8, 18.10, 21.3-21.4, 21.6, and 21.8-21.9. Note the addition of material on differential equations; Section 21.5 is to be taught, in addition to Sections 21.1, 21.2 and 21.7.

Further notes: (a) While the proof of Theorem 13.1 is not to be done, its statement and uses are to be done. (b) While the proof of Leibniz's formula on page 547 is not to be done, its statement and uses are to be done. (c) The determinant criterion for quasi-concavity on pages 647-648 is not to be done. (d) In Section 18.3, only the statement of Lagrange's theorem (Theorem 18.1) is to be done. (e) The multiple equality constraints case (pages 672-673) is not to be done. (f) In Section 18.6, discussion may be restricted to the one constraint case.

The rough weights attached to the four sections mentioned in the new syllabus are: I (Differential equations) has 15% weight, II (Linear algebra) has 30% weight, III (Functions of several real variables) has 25% weight and IV (Multi-variable optimization) has 30% weight.²

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I. Differential equations

First-order differential equations; integral curve, direction diagram and slope field; qualitative theory and stability.

II. Linear algebra

Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations: properties, matrix representations and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications.

III. Functions of several real variables

Geometric representations: graphs and level curves; differentiable functions: characterizations, properties with respect to various operations and applications; second order derivatives: properties and applications; the implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions: characterizations and applications.

IV. Multi-variable optimization

Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions: quasiconvex functions, their characterizations, properties and applications; unconstrained optimization: geometric characterizations, characterizations using calculus and applications; constrained optimization with equality constraints: geometric characterizations, Lagrange characterization using calculus and applications; properties of value function: envelope theorem and applications.

Philosophy of the Course

(a) This is not a “Mathematical Economics” course, but a “Mathematical Methods for Economics” course. The intention is not to transmit any particular body of economic theory, but to transmit the body of basic mathematics that enables the creation of economic theory in general. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. A pedagogical corollary of this attitude is that economic applications should be chosen as illustrations, not on the basis of their “importance” or “relevance” in economic doctrine, but on the basis of their appropriateness for illustrating particular aspects of mathematical techniques being taught in this course. (Of course, if pedagogical relevance and substantive doctrinal importance coincide in some application, then covering such a Pareto superior application is recommended.) Classroom instruction should stress the understanding and skill in the application of mathematical theorems and techniques, rather than the mastering of any particular set of economic applications.

(b) Stress should be placed on learning mathematical theorems and techniques

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and recognizing classes of applications where particular theorems and techniques, or their combinations, are applicable and useful.

(c) The prescribed textbook defines the level of sophistication of material to be transmitted to students and the problems contained therein indicate the level of difficulty of questions that may be asked in examinations.

(d) There is no presumption that examination questions will/can be chosen only from the prescribed textbook. However, the examiner should ensure that the level of difficulty is at par with the difficulty of problems in the textbook; the evaluation of "difficulty" is best left to the prudence and academic judgement of the examiner within the institutional context of examination-setting.

(e) Instructors should feel free to draw upon any appropriate supplementary sources for problems and material that they feel is handled inadequately or poorly in the prescribed textbook.

(f) Proofs of propositions that are relatively straightforward may be asked in the examinations. However, questions should not be such as to allow mere regurgitation of theorems proved in the textbook and memorized by the students. Ideal questions should test the student's ability to understand and correctly apply theorems proved in the textbooks rather than merely reproduce their proofs.

(g) Examiners should avoid questions whose solution involve mere memorization of formulae and computation.

(h) Questions may require students to apply techniques learned in this course to applications drawn from economic theory. However, such questions should be framed with great care. Such questions should explicitly state the mathematical structure required to derive the answer, not leave it implicit, assuming that students will be aware of the economic model in question and the assumptions underlying it. The examiner may assume that students are mathematically sophisticated at a level indicated by this course, but there should be no presumption of economic sophistication or knowledge of economic doctrine beyond what is taught in the Principles course.

(i) Economic applications available in the textbooks and covered in class should not be assumed to be an exhaustive list of potential applications that may be used for framing examination questions.

(j) There should be no presumption that a particular pattern or style of the examination will be replicated from year to year. The examiner shall have latitude to make academically prudent changes subject to the above-mentioned weightage guidelines.

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