

Holy Cross College (Autonomous), Nagercoil

Kanyakumari District, Tamil Nadu.
Accredited with A⁺⁺ by NAAC-V Cycle (CGPA3.53)

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF ECONOMICS



TEACHING PLAN (UG)

EVEN SEMESTER

2025-2026

Vision

We aim at nurturing the knowledge of dynamics of Economics in our students with Research thrust and career orientation, enabling them to analyse economic issues from time to time.

Mission

- To frame suitable study methods and to make teaching student centric
- To train our students to become career oriented
- To tap the talents and analytical skills of our students
- To promote entrepreneurship skill and nurture social responsibility

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A/B.Sc. degree programme, the graduates will be able to	Mapping with Mission
PEO1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1&M2
PEO2	inculcate practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2,M3,M4&M5
PEO3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3,M4,M5&M6

Programme Outcomes(POs)

POs	Upon completion of B.A. degree programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	PEO1
PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self- reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2&PEO3
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2&PEO3
PO7	participate in learning activities throughout life, through self-paced and self-directed learning to develop knowledge and skills.	PEO1&PEO3

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of B.A. Economics programme, the graduates will be able to:	Mapping with POs
PSO1	enable students to apply basic microeconomic, macro economic and monetary concepts and theories in real life and decision making.	PO1, PO2
PSO2	sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.	PO1, PO6
PSO3	familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.	PO2, PO3
PSO4	evaluate various social and economic problems in the society and develop answer to the problems as global citizens	PO4, PO7
PSO5	enhance skills of analytical and critical thinking to analyze	PO3, PO5

Department : **Economics**
Class : **I B.A Economics**
Title of the Course : **Core Course III: Micro Economics II**
Semester : **II**
Course Code : **FU232CC1**

SEMESTER II
CORE COURSE III: MICRO ECONOMICS–II

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hour s	Marks		
								CIA	External	Total
FU232CC1	5	-	-	-	5	5	75	25	75	100

Pre-requisite

Basic Knowledge about Micro Economics

Learning Objectives

1. To equip the students to gain knowledge on the market structures
2. To understand the monopoly and price discrimination in the market

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the equilibrium conditions in Perfect Competition.	K1 &K2
2.	describe the equilibrium conditions under Monopoly Market Structure.	K1 &K2
3.	discuss the Market Equilibrium under Monopolistic and Oligopoly Market.	K2 &K3
4.	know the importance of theories of Distribution.	K2 &K3
5.	explain the aspects of Welfare Economics and General Equilibrium.	K2 &K3

K1-Remember;K2 -Understand;K3 -Apply

Teaching plan

Total Contact hours*: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
Perfect Competition									

I	1	Features of Perfect Competition	3	1 1	K1, K2	Lecture, Comparative discussion	Think–Pair–Share	Interactive PPT	Quiz, MCQ
I	2	Short-Run Equilibrium of Firm and Industry	3		K2, K3	Diagram-based explanation	Model Making	YouTube	Class Test
I	3	Long-Run Equilibrium – Normal Profit	3	– 1	K2	Blended Learning	Graph-drawing Activity	E-Notes	Short Notes
I	4	Time Element Analysis	3		K2, K3	Case-Based Explanation	Simulation (Market Period vs Long Period)	PPT	Assignment
I	5	Review & CIA	1	1	–	Revision	Group Quiz	SWAYAM Clips	CIA Test
Monopoly and Price Discrimination									
II	1	Monopoly – Definition, Demand, MR	3	1 –	K1, K2	Lecture + Graphical Explanation	Think–Pair–Share	Interactive PPT	Quiz
II	2	Equilibrium Under Monopoly – Deadweight Loss	3		K2, K3	Diagrammatic Teaching	Group Problem Solving	YouTube: Econ Basics	Class Test
II	3	Policies to Control Monopoly	2	1	K2	Case Study	Group Debate	Government Policy PDFs	Short Notes
II	4	Price Discrimination (1st, 2nd, 3rd Degree)	3	1 –	K2, K3	Real Market Examples	Role Play (Railway Tickets / Airlines)	E-Content	Diagram Test
II	5	Dumping – Export Pricing	2		K2	Real-World Case Analysis	Debate	WTO Videos	MCQ
Monopolistic and Oligopoly Competition									
III	1	Monopolistic Competition – Features	3	1 1	K1, K2	Lecture	Group Discussion	PPT	Quiz
III	2	Product Differentiation & SR/ LR Equilibrium	3		K2, K3	Diagram-Based Teaching	Think–Pair–Share	YouTube	Class Test

III	3	Barriers to Entry – Group & Industry Equilibrium	2	–	K2	Problem Solving	Brainstorming	E-Content	MCQ
III	4	Excess Capacity	2	1	K2, K3	Flowchart Method	Model Making	Interactive Video	Short Notes
III	5	Oligopoly – Kinked Demand Curve	3	1	K2, K3	Case Study & Simulation	Group Experiment	Swayam Videos	Assignment Presentation
Distribution Theory									
IV	1	Functional & Personal Distribution	3	1	K1, K2	Lecture + Illustration	Group Discussion	PPT	Quiz
IV	2	Marginal Productivity Theory	3	–	K2, K3	Graph Explanation	Peer Teaching	YouTube	MCQ Test
IV	3	Product Exhaustion Theorem	3	1	K2, K3	Blended Learning	Numerical Activity	E-Notes Videos SWAYAM	Class Test
IV	4	VMP & MRP Concepts	3	1 1	K2, K3	Inquiry-Based	Simulation (Farm/Labour Market)		Diagram Test
IV	5	Revision – CIA II	1	–	–	Revision	Oral Quiz		CIA Test
Welfare Economics and General Equilibrium									
V	1	Welfare Criteria – Adam Smith	3	1	K1, K2	Lecture	Reflection Method	PPT	Short Test
V	2	Edgeworth Box & Pareto Optimality	3	1	K2, K3	Diagram-Based Learning	Group Diagram Drawing	YouTube	Viva on Diagrams
V	3	Market Failure – Externalities	3	–	K2	Case Studies	Role Play	World Bank Notes	MCQ
V	4	Walrasian General Equilibrium	3	1 1	K2, K3	Concept + Mathematical Illustration	Group Work	Interactive PPT	Assignment
V	5	Overall Revision & Model Exam	1	–	–	Revision	Group Quiz	Swayam	Model Test

Employability Skills: Market analysis, Diagram interpretation, Case evaluation
Entrepreneurship Skills: Pricing, monopoly control, cost analysis
Skill Development: Graphing, model making, concept mapping

ASSIGNMENTS

1. Chart: Perfect Competition vs Monopoly vs Monopolistic Competition
2. Numerical Worksheet: MR–MC Profit Maximization
3. Case Study: Monopoly in Indian Markets (Railways/Telecom)
4. Diagram Assignment: Edgeworth Box & Pareto Efficiency

Sample questions

Part A

1. In perfect competition, what is the shape of the demand curve faced by an individual firm? a) Downward-sloping b) Upward-sloping c) Horizontal d) Vertical
2. What is a characteristic of a firm in a perfectly competitive market?
3. Which type of price discrimination occurs when a firm charges different prices based on the quantity consumed?
a) First-degree price discrimination b) Second-degree price discrimination
c) Third-degree price discrimination d) Perfect price discrimination
4. Product differentiation is a key feature of monopolistic competition. -State True / False
5. What is the primary goal of welfare economics?
a) Maximizing government revenue b) Maximizing individual income
c) Maximizing social welfare or utility d) Minimizing production costs

Part B

- 1.Explain the price discrimination
- 3.2.List out the types of monopoly.
- 3..State the features of perfect competition.
- 4.Examine the characteristics of monopolistic competition.
- 5.What are the features of monopolistic competition?

Part C

- 3.Illustrate the equilibrium price under oligopoly.
- 4.How will you determine the price under monopolistic competition?
- 5.Explain the Product Exhaustion Theorem

Head of the Department: Dr. S. Jeni Sanjana

Course Instructor: Dr. Jeni Sanjana

Department : **Economics**
Class : **I B.A Economics**
Title of the Course : **Statistics for Economics-II**
Semester : **II**
CourseCode : **FU232CC2**

CourseCode	L	T	P	S	Credits	Inst.Hours	Total Hours	Marks		
								CIA	External	Total
FU232CC2	5	-	-	-	5	5	75	25	75	100

Learning Objectives

1. To understand the various methods of index numbers and its applications
2. To know the theories of probability and its applications

Course Outcomes

On the successful completion of the course, students will be able to:		
CO -1	Determine the various Sampling Methods	K2&K3
CO -2	Explain the importance of Time Series Data and its measurement	K1&K2
CO -3	Recognize knowledge on the Index Numbers	K1&K2
CO -4	Understand the concept of Probability	K2&K3
CO -5	Illustrate the steps on Hypothesis Testing	K2&K3

K1-Remember; K2-Understand; K3-Apply

Teaching plan

Total Contact hours: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E - Resources	Assessment / Evaluation Methods
I	SAMPLING TECHNIQUES								
	1	Census & Sample Method	4	1	K2 (U)	Lecture	Concept Clarification	PPT	Short Test
	2	Random & Non - Random Sampling	4	-	K2 (U)	PPT & Discussion	Think-Pair-Share	YouTube	QB Preparation
	3	Sample Size – Merits & Limits	3	-	K2 (U)	Problem Solving	Worksheet	E-notes	Open Book
	4	Sampling & Non-Sampling Errors	2	1	K3(Ap)	Brainstorming	Group Work	PPT	Class Test
II	TIME SERIES ANALYSIS								
	1	Time Series – Definition & Components	5	-	K1(R)	Intro Session	Group Discussion	PPT	Oral Test
	2	Graphic, Semi - Average, Moving Average., Least Squares	7	1	K2(U)	Illustration	Plot Activity	Excel/Video	Formative Test
	3	Uses of Time Series	2	-	K1(R)	Lecture	Quick Recap	PPT	Class Test
III	INDEX NUMBERS								
	1	Unweighted & Weighted Index Numbers	5	-	K1(R)	Intro	Mind Map	PPT	MCQ
	2	Aggregate & Relative Index Numbers	2	1	K1(R)	Lecture	Table Interpretation	Video	MCQ
	3	Chain & Fixed Base Index	2	-	K2 (U)	Problem Solving	Worksheet	E-notes	JAM
	4	WPI, CPI, Cost of	5	-	K2 (U)	Problems	Worksheet	YouTube	Homework

		Living							
IV	PROBABILITY & THEORETICAL DISTRIBUTIONS								
	1	Probability – Key Concepts	2	-	K2(U)	Intro	Quick Recap	PPT	Surprise Test
	2	Addition, Multiplication, Bayes’ Theorem.	4	1	K3(Ap)	Discussion	Numerical Practice	PPT	Homework
	3	Discrete & Continuous Variables	3	-	K2(U)	Lecture	Group Activity	Video	Short Test
	4	Binomial, Poisson, Normal	4	1	K3(Ap)	Problem Solving	Case Problems	E- notes	Homework
	5	Properties & Applications	2	-	K3(Ap)	PPT	Group Discussion	PPT	Assignment
V	HYPOTHESIS TESTING								
	1	Hypothesis – Meaning & Types	3	-	K2 (U)	Lecture	Recap & Quiz	PPT	MCQ
	2	Sources & Functions	3	-	K2 (U)	Lecture	Debate	E- notes	True/False
	3	Null & Alternative Hypothesis	4	1	K3(Ap)	Discussion	Case Solving	PPT	Presentation
	4	Type - I & Type - II Errors	3	-	K3(Ap)	Lecture	Group Activity	Videos	Seminar

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Tutorial**

Activities related to Cross Cutting Issues:- Team Work

Assignment : Methods of sampling

Sample questions

Part A (1 mark)

1. Multi stage sampling is otherwise known as

- a.Chunk method b.Cluster sampling c. Optimum sampling d.Systematic sampling

2. A time series is set of observations taken at a specified time usually at equal interval. State True/False

3. Index Numbers are averages indicating changes in variables. True/False
4. In addition theorem of probability $P(A \text{ or } B) = ?$
5. The contradictory to the null hypothesis is _____ hypothesis

Part B (6 marks)

6. Write a note on 'census method' of data collection.
7. List out the uses of time series analysis.
8. What do you mean by index number? Define it.
9. A bag contains 10 white, 10 black and 10 red balls. A ball is drawn at random. What is the probability that the ball is either white or red?
10. What are the functions of hypothesis?

Part C (12 marks)

11. Discuss random and non-random sampling methods.
12. Explain the components of time series analysis
13. Calculate Fisher's ideal index number

Commodities	Prices		Quantities	
	2012	2016	2012	2016
A	20	40	10	11
B	7	15	3	3
C	50	70	13	15
D	100	140	1	1
E	55	75	30	35

14. The bag contains 10 white, 5 red and 20 black balls 2 balls are drawn at random find the probability that the balls are both black.
15. Describe the types of errors in testing of hypothesis.

Department : **Economics**
Class : **I B.A Economics**
Title of the Course : **Introduction to E-Commerce**
Semester : **II**
Course Code : **FU232EC1**

Course Code	L	T	P	S	Credits	Inst.Hours	Total Hours	Marks		
								CIA	External	Total
FU232EC1	4	-	-	-	3	4	60	25	75	100

Learning objectives

1. To learn the nature and concepts of E-commerce in India
2. To understand the various business models for E-Commerce and its uses

Course Outcomes

On completion of this course, students will be able to:		
1	understand the pros & cons of E-commerce.	K1& K2
2	explain the various models of E-commerce	K1& K2
3	understand the online business transaction and their impact on related service providers	K2 & K3
4	understand the e-marketing mix and be familiar with consumer protection	K2 & K3
5	know the mechanism of E- payment and its operations.	K2 & K3

K1–Remember; K2– Understand;K3 –Apply;K4-Analyse

Teaching plan

Total Contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation
I	1.	Meaning	1	1	K1(R)	Integrative Teaching	Group Work	Interactive PPT	Recall the Steps, I CIA
	2.	Nature	1		K1(R)	Context based, Lecture	Group Discussion	Interactive PPT	True/False through Wayground I CIA
	3.	Concepts	1		K1(R)	Context based, Lecture, KLW	Interaction in the Classroom		I CIA
	4.	Advantages	1		K1(R)	Lecture, Cooperative learning	Group discussion		MCQ Through Slido I CIA
	5.	Disadvantages	1	1	K2(U)	Lecture, Group Discussion	Interaction in the Classroom	Video	I CIA
	6.	Online Transaction	1		K2(U)	KLW, Lecture	Describing visual images		I CIA
	7.	Types of E-Commerce	1	1	K2(U)	Context based, Lecture, Group Discussion	Self-directed active learning		MCQ through Wayground I CIA
	8.	Growth of E-Commerce in India.	1		K2(U)	KLW, Cooperative learning	Group work	Interactive PPT	Short test I CIA
II	1.	E-commerce Models	2	1	K2(U)	Context based, Lecture, Blended	Assignment, Mind Map	Interactive PPT	I CIA

					Learning			
	2.	Business-to-Business (B2B)	2		K2(U)	Cooperative learning, Lecture	Self-directed active learning	Recall the Steps, shottest I CIA
	3.	Business– to-Consumer (B2C)	2		K2(U)	KLW, Cooperative learning, Lecture, Reflective Thinking	Group Discussion, Mind Map	MCQ through waycround, I CIA
	4.	Consumer-to-Consumer (C2C)	2	1	K1(R)	Context based, Lecture Reflective Thinking	Assignment, Describing visual images	I CIA
	5.	Consumer-to-Business (C2B)	1		K1(R)	Context based, KLW, Reflective Thinking Lecture	Team Teaching	True/False through slido I CIA
	6.	Direct to Customer (D2C)	2		K1(R)	Context based, Lecture Reflective Thinking	Assignment, Describing visual images	I CIA
	7.	Peer-to-Peer (P2P)			K2(U)	Context based, Lecture, Blended Learning	Assignment, Mind Map	I CIA
	8.	Brokerage Model - Aggregator Model.			K2(U)	Context based, Lecture, Blended Learning	Assignment, Mind Map	I CIA
III	1.	E-Commerce Applications in Various Industries-	2	1	K2(U)	Cooperative learning, Lecture, Integrative	Self-directed active learning	Recall the Steps, I CIA

					Teaching			
	2.	Banking, Insurance, Payment Of Utility Bills	2		K2(U)	Context based, Integrative Teaching Lecture,	Interaction in the Classroom	True/False through Wayground I CIA
	3.	Online Marketing /E-Tailing (Popularity, Benefits, Problems and Features)	2		K3(A)	Integrative Teaching, Cooperative learning	Group Discussion, Mind Map	Interactive PPT I CIA
	4.	Online Services (Financial, Travel and Career)	1	1	K2(U)	Lecture,Blended Learning, KWL	Self-directed active learning	II CIA
	5.	Auctions, Online Portal, Online Learning	2		K3(A)	Integrative Teaching, Cooperative learning	Group Discussion	II CIA
	6.	Publishing and Entertainment - Online Shopping	2		K2(U)	Cooperative learning, Lecture, Integrative Teaching	Self-directed active learning	Recall the Steps, I CIA
IV	1.	E-Advertising techniques: Banners	1	1	K2(U)	Reflective Thinking Lecture,	Interaction in the Classroom	Interactive PPT MCQ through Slido II CIA
	2.	Sponsorships, Portals, online coupons	2		K2(U)	Lecture,Group Discussion	Group Discussion	II CIA
	3.	Role of Influencers in Social Media	2		K3(A)	Cooperative learning Cooperative learning	Interaction in the Classroom	Slip Test II CIA
	4	Marketing-Porters Value Chain Model	2	1	K3(A)	Integrative Teaching, KWL	Team Teaching	Worksheet II CIA

	5	E- Commerce and consumers.	2		K3(A)	Context based, Lecture, Blended Learning	Group Work,	Interactive PPT	II CIA
V	1.	Models and Methods of e-Payments (Debit Card, Credit Card, Smart Cards, e-money) - -	2		K2(U)	KWL, Lecture, Reflective Thinking	Self-directed learning, Mind Map		True/False through Wayground II CIA
	2.	Digital Signatures (procedure, working and legal position)	2	1	K2(U)	KLW, Lecture, Group Discussion	Interaction in the Classroom	Interactive PPT	II CIA
	3.	Payment Gateways - Online Banking: Meaning,	2		K3(A)	Reflective Thinking, Cooperative learning	Group Discussion	Interactive PPT	II CIA
	4.	Concepts, Importance,	2		K3(A)	Integrative Teaching, Cooperative learning	Interaction in the Classroom		MCQ through Slido II CIA
	5.	Electronic Fund Transfer.	2	1	K3(A)	Integrative Teaching, Cooperative learning	Group Discussion		II CIA

Course Focusing on Employability

Activities(Em/En/SD)	:	Debate –Types of E-Commerce
Course Focusing on Cross Cutting Issues	:	Professional Ethics
Activities related to Cross Cutting Issues	:	Group Discussion on Digital Signature
Assignment	:	E-Commerce and Customers

Sample Questions

Part A

1. Which of the following is not a type of E-Commerce model?
2. Online transactions do not include:
 - a) Online shopping
 - b) Payment of utility bills
 - c) Offline retail billing
 - d) Net banking
3. A brokerage model in E-commerce refers to:
 - a) Direct selling to customers
 - b) A platform connecting buyers and sellers
 - c) Consumer-to-business transactions
 - d) Peer-to-peer selling only
4. An example of digital payment method is _____
5. C2C model focuses on selling directly to customers without intermediaries State True/False

Part B

1. Explain the advantages and disadvantages of E-Commerce.
2. Write a short note on Business-to-Business (B2B) and Business-to-Consumer (B2C) models.
3. Describe the growth of E-Commerce in India.
4. What are the features and problems of online marketing (E-tailing)?
5. Explain the different models of e-payments.

Part C

1. Discuss the meaning, nature, concepts, types, advantages, and disadvantages of E-Commerce.
2. Explain the various E-Commerce business models—B2B, B2C, C2C, C2B, D2C, P2P, Brokerage Model and Aggregator Model—with examples.
3. Describe E-Commerce applications in industries such as banking, insurance, utility payments, online marketing, online services, online learning, publishing, entertainment, and shopping.
4. Explain E-advertising techniques. Discuss the role of influencers in social media marketing and Porter's Value Chain Model in the context of E-commerce.
5. Discuss E-payment systems, digital signatures (procedure, working, legal aspects), payment gateways, and online banking (meaning, concepts, EFT, and importance).

Head of the Department: Dr.S. Jeni Sanjana

CourseInstructor: Dr.S.Vimal Dolli

Department : **Economics**
Class : **I Year**
Title of the Course : **NME – Economics for Investors**
Semester : **II**
Course Code : **FU232NM1**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
FU231NM2	2	-	-	2	2	30	25	75	100

Objectives

1. To understand concepts of saving and investments
2. To probe the various investment avenue and its practice applications

Course outcomes

On the successful completion of the course, student will be able to:		
1.	Identify the types and importance of savings and investments.	K1 & K2
2.	Explain the available for investment avenues	K1 & K2
3.	Understand the operations of different types of investment markets.	K2 & K3
4.	List the economic fundamentals and information.	K2 & K3
5.	Determine the objective enabling investment plans, strategy, evaluate and restructure if required.	K2 & K3

Teaching plan
Total Contact hours: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
1	1.	Saving and Investments – Meaning – Types - Importance	2		K2(U)	Lecture using Chalk and talk	Group Discussion	PPT	Evaluation through short test, MCQ,
	2.	Role of Savings and Investment on the development of Individuals- Distributional Role of Investment	2	1	K1(R)	Group Discussion	Mind Map	PPT	Concept definitions
	3.	Income and Wealth – Equitable Distributional Role	1		K1(R)	PPT	Memory Game	Short Video	Slip Test
	4.	Saving and Investments – Meaning – Types - Importance	1		K2(U)	Lecture using Chalk and talk	Brainstorming	-	Evaluation through short test, MCQ,
2	1	Traditional Investment – Cash, Deposits, Gold, Silver, Commodities Real Estates. Modern Investment	2	1	K2(U)	Flipped Classroom	Team Teaching	PPT	Quiz
	2	Direct Investment – Portfolio Investment -	2		K1(R)	KWL	Assignments	PPT	Shot Answer
	3	Insurance -Mutual Funds - Traded Funds.			K2(U)	Lecture Method	Interaction in the Classroom	-	
3	1	Capital Market – Share Market	3	1	K2(U)	Lecture	Panel Discussion	-	CIA
	2	Primary and Secondary, Hedging - Futures and	1		K2(U)	Reflective	Group Discussion	-	

		Options				Thinking			
	3	Commodities Markets – Foreign Exchange Market	1	1	K2(U)	Context based	YouTube Video	-	
	4	Bond Markets- Money Market – Metal Market -	2		K3(A)	Lecture	YouTube Video	Youtube link	Evaluation through short test
4	1	Domestic Economic Environment: Economic Growth and Development –	2	1	K2(U)	Blended Learning	Interactive E- Notes	Short Video	
	2	National Income – Per Capita Income,	1		K2(U)	Reflective Thinking	Observation	-	
	3	Unemployment – Taxes, Trade Cycle – Infrastructure	1		K3(A)	Brainstorming	Discussion Forum	-	II CIA
	4	Physical and Economic. Political and Social Environment	1	1	K2(U)	Integrative Teaching	Group Discussion	Youtube link	
	5	International Economic Environment: International Economic Growth and Development	2		K3(A)	Cooperative Learning	Mindmap	PPT	Quiz
	6	Trade, Foreign Exchange - Global Recession- Oil Market – War Between Countries	2	1	K3(A)	Lecture Method	Debate	-	
5	1	Cash Flow – Capital Gain – Risk Rewarding –	2		K3(A)	KWL	Group Work		
	2	Asset Accumulation - Risk Distribution – Asset Management.	2	1	K3(A)	Blended Learning	Article Review	-	Slip Test

Course Focussing on	:	Employability
Activities (Em/ En/SD)	:	Group Discussion
Course Focussing on Cross Cutting Issues	:	Human Values
Activities related to Cross Cutting Issues	:	Group Discussion
Assignment	:	Share Market

Part – A

1. What does “saving” refers to in the context of personal finance?
 - a) Spending money on immediate needs
2. Which of the following is considered traditional investments?
 - a) Mutual Funds
 - b) Portfolio investment
 - c) Real estate
 - d) Traded funds
3. Which of the following is an example of modern investment?
 - a) Cash
 - b) Gold
 - c) Mutual funds
 - d) Traded funds
4. What does “per capita income” represent?
 - a) Total income of a nation
 - b) Average income per person in a nation
 - c) Income earned by the government
 - d) Total export income
5. What is primary goal of “Asset Management”?
 - a) Maximising capital gains
 - b) Minimizing cash flow
 - c) Achieving risk free investment
 - d) Efficiency managing and growing a portfolio of assets

Part – B

6. How can investments contribute to the Economic Development of a country? Provide at least two ways.
7. What role does liquidity play in modern investments?

8. Discuss the risk factors associated with investing in real estate compared to cash deposits.
9. Define the concept of the trade cycle.
10. Define cash flow.

Part – C

11. Explain the importance of savings for individuals.
12. Compare and contrast traditional investments with modern investments.
13. Discuss the different types of insurance products and their potential benefits for individuals and Business.
14. Analyse the relationship between economic growth development and national income.
15. Examine the relationship between cash flow and capital gain in investment strategies.

Course Instructor: Ms. J. Josephine Shiny

HOD: Dr. S. Jeni Sanjana

Department : **Economics**
Class : **II B.A Economics**
Title of the Course : **Core VII: Macro Economics – II**
Semester : **IV**
Course Code : **FU234CC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU234CC1	5	-	-	-	5	5	75	25	75	100

Learning Objectives

1. To analyze the IS-LM model and its shifts
2. To probe the macroeconomic variables and business cycle

Course Outcomes

CO	On completion of this course, students will be able to:	
CO - 1	understand the IS-LM Model.	K1
CO - 2	understand Supply Side Economics.	K2
CO - 3	learn the operation of theories of Business Cycles.	K3
CO - 4	analyze the components of Money Supply and Demand	K4
CO - 5	evaluate the effectiveness of Fiscal Policy.	K5

K1–Remember; K2–Understand; K3– Apply; K4-Analyse; K5–Evaluate

Teaching plan

Total Contact hours:75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I	BUSINESS CYCLES								
	1	Meaning & Types of Business Cycles	4	1	K1(R)	Introductory session	Recall steps	PPT	Short Test
	2	Macroeconomic Variables & Business Cycles	3	-	K1 (R)	Demonstration	Mind Map	E-notes	Short Test
	3	Classical Theory of Business Cycles	2	-	K1 (R)	Lecture	Comparative Table	PPT	Explanation
	4	Hawtrey, Hayek, Schumpeter, Hicks, Samuelson Models	4	1	K1 (R)	PPT	Group Comparison	Videos	MCQ
	5	Keynesian Theory of Business Cycles	2	-	K1 (R)	Lecture	Flowchart	PPT	MCQ
II	IS-LM FRAMEWORK								
	1	IS-LM Model – Intro, Money Market Equilibrium	3	1	K2 (U)	Lecture	Concept Mapping	PPT	Definitions
	2	Money Demand & Supply; Interest Rate	3	-	K2 (U)	Peer Tutoring	Pair Activity	E-notes	Comparison
	3	Derivation of IS & LM Curves	3	-	K2 (U)	Discussion	Diagram Drawing	Videos	Discussion
	4	Shifts in IS & LM Curves	2	1	K2 (U)	Lecture	Board Work	Videos	Recall Test
III	MONETARY POLICY								
	1	Meaning, Objectives & Instruments, Restrictive and Expansionary Monetary Policy	5	1	K3 (Ap)	PPT	MCQ Activity	RBI Videos	MCQ
	2	Money Demand & Supply	2	-	K3 (Ap)	Lecture	Diagram Task	PPT	Explanation

	3	Classical Dichotomy & Keynesian Theory	4	-	K3 (Ap)	Lecture	Debate	Videos	Comparison
	4	IS–LM & Monetary Policy in India	4	-	K3 (Ap)	Review	Case Study	E-content	Mapping
IV	FISCAL POLICY								
	1	Objectives & Instruments	5	1	K4(An)	Mind Mapping	Diagram Analysis	PPT	Mapping
	2	Crowding Out – Classical & Keynesian	3	-	K4(An)	Group Discussion	Debate	Videos	Short Test
	3	Fiscal Expansion – IS–LM Approach	3	-	K4(An)	Video Teaching	Chart Work	Videos	Case Test
	4	Role of Fiscal Policy in India	4	-	K4(An)	Review	Real Data Use	RBI Reports	Critical Test
V	SUPPLY-SIDE ECONOMICS								
	1	Features & Tech Shocks	5	1	K5 (E)	Lecture	Case Study	E-notes	Problem Solving
	2	Rational Expectations, New Classical, New Keynesian, Difference between New Classical and New Keynesian Macro Economics	6	1	K5 (E)	Mind Map	Group Work	Videos	Explanation
	3	Menu Cost, Sticky Wage, coordination failure	2	-	K5 (E)	Lecture	Discussion	PPT	Short Test
	4	policy implications of New Keynesian Economics – criticism	2	-	K5 (E)	Group Discussion	Seminar	E-content	Suggest idea

Course Focusing on Employability / Entrepreneurship / Skill Development:

Employability

Activities (Em/ En/SD):

Tutorial

Course Focusing on Cross Cutting Issues : **Professional Ethics**

Activities related to Cross Cutting Issues : **Group Discussion**

Assignment : **Policy implications of New Keynesian Economics**

Sample questions

Part A (1 mark)

1. What typically happens during the "recession" phase of a business cycle?

- A. Increased employment and consumer spending
- B. Decreased production, employment, and income
- C. Stable growth with minimal fluctuations
- D. High inflation and rising interest rates

2. **Assertion(A):** The IS curve is downward sloping.

Reason(R): A higher interest rate reduces investment spending, leading to a decrease in aggregate demand.

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is NOT the correct explanation of A.
- C. A is true, but R is false.
- D. A is false, but R is true.

3. Match the Following

- | | |
|---------------------------------|---|
| 1. Open Market Operations (OMO) | A. Portion of deposits banks are required to hold in reserve. |
| 2. Inflation Targeting | B. Aim to maintain inflation at a specific level. |
| 3. Repo Rate | C. Interest rate at which central bank lends to commercial banks. |
| 4. Reserve Ratio | D. Buying or selling government securities in the |

market.

- A) 1-C, 2-A, 3-B, 4-D
- B) 1-A, 2-C, 3-B, 4-D
- C) 1-D, 2-B, 3-C, 4-A
- D) 1 -A, 2-C, 3- D, 4-B

- 4. An increase in government spending to boost aggregate demand is an example of _____ fiscal policy.
- 5. Lowering income tax rates is a common tool used in supply- side economics to encourage productivity and investment

Part B (6 marks)

- 1. What are the types of business cycles?
- 2. Explain money market equilibrium.
- 3. List out the objectives of monetary policy.
- 4. Explain the instruments of fiscal policy.
- 5. Differentiate New Classical Macro Economics from New Keynesian Macro Economics.

Part C (12 marks)

- 1. Discuss Keynesian theory of Business Cycles.
- 2. Explain the shifts in IS Curve and shifts in LM Curve
- 3. Describe the role of Monetary Policy in India.
- 4. Examine the crowding-out effect in the IS-LM model
- 5. Explain the policy implications of New Keynesian Economics

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Dr.S.Panimaya Mercy

Department : **Economics**
Class : **II B.A Economics**
Title of the Course : **Indian Economy**
Semester : **IV**
Course Code : **FU234CC2**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU234CC2	5	-	-	-	5	5	75	25	75	100

Learning objectives

1. To understand the features and issues of Indian economy and new economic policy.
2. To analyse the national income, poverty and human development and its method.

Course Outcomes

On completion of this course, students will be able to:		
1	outline the nature of the Indian Economy and highlight the changes	K1
2	discussthemajorissuesofPoverty,Inequality,Unemployment,andHuman Development in India in comparison to other countries	K2
3	describethecomponentsofForeignTradeandanalyzeIndia'sBalanceofPayments	K2
4	provideaqualitativeandquantitativeoverviewofdifferentsectorsoftheIndian Economy	K3
5	identify various components of fiscal federalism in India	K4

K1–Remember; K2– Understand;K3 –Apply;K4-Analyse

Teaching plan

Total Contact hours: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation
I	1.	Features of Indian Economy	2	1	K1(R)	Integrative Teaching	Group Work	Interactive PPT	Recall the Steps, I CIA
	2.	Issues of Indian Economy	2		K1(R)	Context based, Lecture	Group Discussion	Interactive PPT	True/False through Wayground I CIA
	3.	Planned Economic Development in India	3		K1(R)	Context based, Lecture, KLW	Interaction in the Classroom		I CIA
	4.	Achievements Planning	1		K1(R)	Lecture, Cooperative learning	Group discussion		MCQ Through Slido I CIA
	5.	Failures of Planning	1	1	K1(R)	Lecture, Group Discussion	Interaction in the Classroom	Video	I CIA
	6.	Economic Crisis	1		K1(R)	KLW, Lecture	Describing visual images		I CIA
	7.	Economic Reforms	1	1	K1(R)	Context based, Lecture, Group Discussion	Self-directed active learning		MCQ through Wayground I CIA
	8.	New Economic Policy (LPG) 1991	2		K1(R)	KLW, Cooperative learning	Group work	Interactive PPT	Short test I CIA
	9.	NITI Aayog: Structure & Functions	2			Context based, KLW, Lecture,	Group Discussion		Recall the Steps, I CIA

II	1.	National Income - Sectoral Contributions	2	1	K2(U)	Context based, Lecture, Blended Learning	Assignment, Mind Map	Interactive PPT	I CIA
	2.	Economic Transition in India	2		K2(U)	Cooperative learning, Lecture	Self-directed active learning		Recall the Steps, shortest I CIA
	3.	Poverty and Inequality - Measures & Indices	2		K2(U)	KLW, Cooperative learning, Lecture, Reflective Thinking	Group Discussion, Mind Map		MCQ through waycround, I CIA
	4.	Unemployment: Nature, Extent, Measures	2	1	K2(U)	Context based, Lecture Reflective Thinking	Assignment, Describing visual images	Interactive PPT	I CIA
	5.	Human Development Index: Global Comparison	1		K2(U)	Context based, KLW, Reflective Thinking Lecture	Team Teaching		True/False through slido I CIA
III	1.	Agriculture: Trends & Green Revolution	2	1	K2(U)	Cooperative learning, Lecture, Integrative Teaching	Self-directed active learning		Recall the Steps, I CIA
	2.	Land Reforms and Agricultural Pricing	2		K2(U)	Context based, Integrative Teaching Lecture,	Interaction in the Classroom		True/False through Waygorund I CIA
	3.	Food Security Issues	2		K2(U)	Integrative Teaching, Cooperative learning	Group Discussion, Mind Map	Interactive PPT	I CIA
	4.	Industrial Development &	1	1	K2(U)	Lecture, Blended	Self-directed active learning		II CIA

		MSMEs				Learning, KLW			
	5.	Service Sector Expansion & Private Banks	2		K2(U)	Integrative Teaching, Cooperative learning	Group Discussion		II CIA
IV	1.	Importance of Foreign Trade	1	1	K3(A)	Reflective Thinking Lecture,	Interaction in the Classroom	Interactive PPT	MCQ through Slido II CIA
	2.	Composition & Direction of India's Trade	2		K3(A)	Lecture, Group Discussion	Group Discussion		II CIA
	3.	FDI and Foreign Institutional Investors	2		K3(A)	Cooperative learning Cooperative learning	Interaction in the Classroom		Slip Test II CIA
	4	Balance of Payments Crisis	2	1	K3(A)	Integrative Teaching, KLW	Team Teaching		Worksheet II CIA
	5	India's Trade Policy: Overview	2		K3(A)	Context based, Lecture, Blended Learning	Group Work,	Interactive PPT	II CIA
V	1.	Principles of Federal Finance	2		K4(An)	KWL, Lecture, Reflective Thinking	Self-directed learning, Mind Map		True/False through Wayground II CIA
	2.	Fiscal Federalism in India	2	1	K4(An)	KLW, Lecture, Group Discussion	Interaction in the Classroom	Interactive PPT	II CIA
	3.	Vertical and Horizontal Imbalances	2		K4(An)	Reflective Thinking, Cooperative learning	Group Discussion	Interactive PPT	II CIA
	4.	Recent Finance Commissions	2		K4(An)	Integrative Teaching, Cooperative learning	Interaction in the Classroom		MCQ through Slido II CIA

Course Focusing on Employability

Activities(Em/En/SD)	:	Debate - Agriculture: Trends & Green Revolution
Course Focusing on Cross Cutting Issues	:	Professional Ethics
Activities related to Cross Cutting Issues	:	Group Discussion on FDI and Foreign Institutional Investors
Assignment	:	Recent Finance Commission

Sample Questions

Part A

6. Which of the following was a key feature of the New Economic Policy of 1991?
7. Which of the following is used to measure income inequality?
 - a) Consumer Price Index
 - b) Human Development Index
 - c) Gini Coefficient
 - d) Wholesale Price Index
8. Name the institution that replaced the Planning Commission in India.
9. What is the full form of MSME?
10. The Human Development Index (HDI) only considers income levels when ranking countries. State True/False

Part B

11. Explain the main features of the New Economic Policy (LPG) of 1991.
12. Discuss the concept of Gini Coefficient and its relevance to poverty and inequality measurement.
13. Write a short note on Green Revolution and its impact on Indian agriculture.
14. Describe the importance of the Human Development Index (HDI) in comparing countries.
15. Outline the components of India's Balance of Payments (BoP) and explain its significance.

Part C

16. Analyze the achievements and failures of India's Five-Year Plans in promoting economic development.
17. Discuss the impact of land reforms on agricultural productivity and rural development in India.
18. Compare poverty and unemployment in India with international trends, and suggest possible measures to address these issues.
19. Evaluate the role of Foreign Direct Investment (FDI) and Foreign Institutional Investors (FIIs) in India's economic growth.
20. Examine the principles of Fiscal Federalism in India and the role of the Finance Commission in addressing imbalances.

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Dr.S.Vimal Dolli

Department : **Economics**
Class : **II B.A Economics**
Title of the Course : **Research Methods in Economics**
Course Code : **FU234EC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU234EC1	4	-	-	-	3	4	60	25	75	100

Pre - requisite:

Basic knowledge about research

Learning objectives

1. To understand the meaning and significance characteristics of scientific research.
2. To know the formulation, selection of research problem and collection of reviews.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	develop the Statistical Analysis to test Economic Theory and address Policy Issues	K1
2	1. A research report must follow ethical guidelines. — True	K1
3	understand the overview of Social Science Research.	K2
4	explain the hypothesis testing and Principles of Report Writing.	K3
5	analyze the Research Process	K4

K1–Remember; K2–Understand; K3–Apply; K4-Analyse

Teaching plan

Total Contact Hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I	1	Research: meaning and significance Characteristics of Scientific Research	2		K1 (R)	KWL	Group Discussion		
	2	Type of Research: Pure, Applied, Analytical, Exploratory, Descriptive, Surveys	3	1	K1 (R)	Integrative Teaching	Article Review	PPT	Oral Test
	3	Case-Study, Limitations of Social Science Research	2		K1 (R)	Brainstorming	Brainstorming		
	4	Role of Technology in Research.	2	1	K1 (R)	Context Based	Panel Discussion		Online quiz
II	1	Research Problem: Identify and formulating the problem	2		K1 (R)	Lecture Method	Group Work	You Tube Link	
	2	Review of literature: Primary and Secondary Sources	2	1	K1 (R)	Blended Learning	Assignment		Dictation
	3	importance of literature review in defining a problem research gap	2		K1 (R)	Flipped Classroom	Interactive Classroom Games		
III	1	Research Design: Concept and Importance in Research	2	1	K2 (U)	Cooperative Learning	Group Work		Assignment
	2	Features of a Good Research Design – Exploratory Research Design	3		K2 (U)	Reflective Thinking	Panel Discussion	Short Videos	
	3	Descriptive Research Design	2		K2 (U)	Context based	Creating You tube Video		
	4	Experimental Design: Concept of Independent & Dependent variables.	3		K2 (U)	Blended Learning	Peer Teaching		

IV	1	Test of hypothesis - Meaning, Types, Sources and Functions of Hypothesis	3	1	K3 (Ap)	Lecture Method	Creating You tube Video		Class Test
	2	Test: Null and Alternative Hypothesis	2		K3 (Ap)	Blended Learning	Group Discussion	You tube link	
	3	Type – I and Type – II Errors– ‘t’ Test – Paired ‘t’-test–Chi–Square test, ‘F’ test	3		K3 (Ap)	Integrative Teaching	Group Work		
	4	Analysis of Variance – One way and Two- way ANOVA.	3	1	K3 (Ap)	Lecture Method	Assignment		PPT Preparation
V	1	Level of Significance and Critical Region	3		K4 (An)	Integrative Teaching	Peer Teaching	Short Videos	
	2	Report Writing	2		K4 (An)	Integrative Teaching	Debate		
	3	Types and Principles of writing the Research Report - Plagarism	3	1	K4 (An)	Lecture Method	Group Work		PPT Preparation

Course Focusing on Employability

Activities (Em/En/SD)	:	Sample Data Collection
Course Focusing on Cross Cutting Issues	:	Professional Ethics
Activities related to Cross Cutting Issues	:	Preparing Report Writing
Assignment	:	Analysis of Variance

Model Questions

Part – A

1. Scientific research is characterised by
 - a) Objectivity
 - b) Bias
 - c) Guesswork
 - d) Personal judgement
2. Identifying the research gap is essential for defining a research problem. State True/False.
3. In experimental research, the variable being manipulated is the _____.
4. A: Type II error occurs when a false null hypothesis is not rejected.
R: The test fails to detect an actual effect.
5. A research report must follow ethical guidelines. State True/False.

Part – B

1. Explain the characteristics of scientific research.
2. Describe primary and secondary sources of literature.
3. Distinguish between exploratory and descriptive research design.
4. Briefly describe the t-test and its applications.
5. Define level of significance and explain its role in hypothesis testing.

Part – C

1. Discuss the meaning, significance, and characteristics of scientific research in detail.
2. Explain the process of identifying, selecting, and formulating a research problem with examples.
3. Describe features of a good research design and its role in improving research quality.
4. Enumerate hypothesis testing procedures with special reference to t-test, paired t-test, chi-square test, F-test, and ANOVA.
5. Explain the level of significance, critical region, and their importance in hypothesis testing.

Department : **Economics**
Class : **III B.A Economics**
Title of the Course : **International Economics**
Semester : **VI**
Course Code : **FU236CC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU234CC2	6	-	-	-	5	6	90	25	75	100

Learning objectives

1. To enable the students to understand the concepts and theories of International Economics.
2. To know the trend of exports, the direction of trade, organizations that promote trade and offer financial assistance so that the learners can find employment and become a trader.

Course Outcomes

On completion of this course, students will be able to:		
1	understand the basics of international economics, including the differences between internal and international trade, terms of trade, and factors affecting them.	K1& K2
2	understand the foreign exchange market, exchange rates, and different theories of exchange rates like Mint Parity and Purchasing Power Parity.	K2
3	understand trade policies, including tariff and non-tariff barriers, their effects, and the impact of free trade versus protectionism.	K3
4	analyze various theories of international trade, such as Absolute Advantage, Comparative Advantage, and Factor Endowments, and understand their significance.	K4
5	evaluate the balance of payments, including equilibrium, disequilibrium, and adjustment mechanisms like export promotion and import substitution.	K4

K1–Remember; K2– Understand;K3 –Apply;K4-Analyse

Teaching plan

Total Contact hours:90 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation
I	9.	Meaning	2	1	K1(R)	Integrative Teaching	Group Work	Interactive PPT	Recall the Steps, I CIA
	10.	Nature and Scope	2		K1(R)	Context based, Lecture	Group Discussion	Interactive PPT	True/False through Wayground I CIA
	11.	Importance of International Economics	3		K1(R)	Context based, Lecture, KLW	Interaction in the Classroom		I CIA
	12.	Differences between internal trade and international trade –	1		K2(U)	Lecture, Cooperative learning	Group discussion		MCQ Through Slido I CIA
	13.	Benefits and Defects of international trade	1	1	K2(U)	Lecture, Group Discussion	Interaction in the Classroom	Video	I CIA
	14.	Terms of trade	1		K2(U)	KLW, Lecture	Describing visual images		I CIA
	15.	Factors affecting terms of trade	1		K2(U)	Context based, Lecture, Group Discussion	Self-directed active learning		MCQ through Wayground I CIA
	16.	Gains –Nature and Sources	2	1	K2(U)	KLW, Cooperative learning	Group work	Interactive PPT	Short test I CIA
	17.	Factors determining size of gain	2		K2(U)	Context based, KLW, Lecture,	Group Discussion		Recall the Steps, I CIA

II	1.	Absolute Advantage: Adam Smith	2	1	K2(U)	Context based, Lecture, Blended Learning	Assignment, Mind Map	Interactive PPT	I CIA
	2.	Comparative Advantage: David Ricardo	2		K2(U)	Cooperative learning, Lecture	Self-directed active learning		Recall the Steps, shottest I CIA
	3.	Opportunity Cost: Haberler	2		K2(U)	KLW, Cooperative learning, Lecture, Reflective Thinking	Group Discussion, Mind Map		MCQ through waycround, I CIA
	4.	Reciprocal Demand: Mill	2	1	K2(U)	Context based, Lecture Reflective Thinking	Assignment, Describing visual images	Interactive PPT	I CIA
	5.	Offer Curves: Marshall	1		K2(U)	Context based, KLW, Reflective Thinking Lecture	Team Teaching		True/False through slido I CIA
	6.	Factor Endowments: Heckscher-Ohlin	2		K2(U)	Context based, Lecture Reflective Thinking	Assignment, Describing visual images	Interactive PPT	I CIA
III	1.	Function and structures	2	1	K3(A)	Cooperative learning, Lecture, Integrative Teaching	Self-directed active learning		Recall the Steps, I CIA
	2.	Exchange Rates: Fixed, Flexible, Floating, Pegged	2		K3(A)	Context based, Integrative Teaching	Interaction in the Classroom		True/False through

						Lecture,			Wayground I CIA
	3.	Nominal and Real Exchange Rates	2		K3(A)	Integrative Teaching, Cooperative learning	Group Discussion, Mind Map	Interactive PPT	I CIA
	4.	Mint Parity Theory	1	1	K3(A)	Lecture, Blended Learning, KLW	Self-directed active learning		II CIA
	5.	Purchasing Power Parity Theory	2		K3(A)	Integrative Teaching, Cooperative learning	Group Discussion		II CIA
	6.	Balance of Payments Theory.	2		K3(A)	Cooperative learning, Lecture, Integrative Teaching	Self-directed active learning		Recall the Steps, I CIA
IV	1.	The Balance of Payments Account	1	1	K4(An)	Reflective Thinking Lecture,	Interaction in the Classroom	Interactive PPT	MCQ through Slido II CIA
	2.	Equilibrium and Disequilibrium in BOP	2		K4(An)	Lecture, Group Discussion	Group Discussion		II CIA
	3.	Surplus and Deficit in BOP-Adjustment	2		K4(An)	Cooperative learning Cooperative learning	Interaction in the Classroom		Slip Test II CIA
	4	Mechanism: Direct and Indirect Mechanisms	2	1	K4(An)	Integrative Teaching, KLW	Team Teaching		Worksheet II CIA
	5	Export Promotion and Import Substitution.	2		K4(An)	Context based, Lecture, Blended Learning	Group Work,	Interactive PPT	II CIA
V	1.	Tariff and Non-Tariff Barriers	2		K4(An)	KWL, Lecture, Reflective	Self-directed learning, Mind Map		True/False through Wayground

						Thinking			II CIA
2.	Effects – Quotas	2	1	K4(An)	KLW, Lecture, Group Discussion	Interaction in the Classroom	Interactive PPT		II CIA
3.	Import Quotas Vs Tariffs	2		K4(An)	Reflective Thinking, Cooperative learning	Group Discussion	Interactive PPT		II CIA
4.	Free Trade and Economic Development	2		K4(An)	Integrative Teaching, Cooperative learning	Interaction in the Classroom			MCQ through Slido II CIA
5.	Free Trade Vs Protection	2	1	K4(An)	Integrative Teaching, Cooperative learning	Group Discussion			II CIA
6.	Export Import Policy	2		K3(A)	Cooperative learning, Lecture, Integrative Teaching	Self-directed active learning			Recall the Steps, I CIA

Course Focusing on Employability

Activities(Em/En/SD)	:	Debate –Free Trade & Protection
Course Focusing on Cross Cutting Issues	:	Professional Ethics
Activities related to Cross Cutting Issues	:	Group Discussion on Balance of Payment
Assignment	:	Factor Endowments

Sample Questions

Part A

1. The theory of *Comparative Advantage* was developed by _____
2. Which of the following is not a type of exchange rate?
 - a) Fixed
 - b) Floating
 - c) Pegged
 - d) Absolute
3. The Heckscher-Ohlin theory is based on:
 - a) Differences in technology
 - b) Differences in factor endowments
 - c) Differences in demand
 - d) Differences in terms of trade
4. A surplus in Balance of Payments indicates _____
5. A tariff is a Quantity restriction State True/False

Part B

21. Explain the differences between internal trade and international trade.
22. Write a short note on the terms of trade and the factors affecting terms of trade.
23. Discuss the Absolute Advantage Theory of Adam Smith.
24. Describe the functions and structure of the foreign exchange market.
25. Explain the concept of tariff and non-tariff barriers with suitable examples.

Part C

6. Examine the nature, scope and importance of international economics in the modern global economy.
7. Discuss the Comparative Cost Theory of Ricardo and evaluate its relevance in today's world.
8. Explain the Balance of Payments account. What are the causes of disequilibrium and methods of correcting it?
9. Critically analyze the Heckscher-Ohlin Theory. How does it differ from the classical theories of trade?
10. Compare and contrast Free Trade and Protection. Explain their role in the economic development of developing countries.

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Dr.S. Vimal Dolli

Department : **Economics**
Class : **III B.A Economics**
Title of the Course : **Development Economics**
Semester : **VI**
Course Code : **FU236CC2**

Course Code	L	T	P	S	Credits	Inst.Hours	Total Hours	Marks		
								CIA	External	Total
FU236CC2	6	-	-	-	5	6	90	25	75	100

Learning Objectives:

1. To understand the concept and Theories of Economic Development
2. To acquire knowledge of planning and development theories, five year plans and growth models of our economy

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the characteristics of growth and development	K1&K2
2.	illustrate the theories of development and growth	K1&K2
3.	analyze the stages of economic growth and planning	K2&K3
4.	discover Dr.Manmohan's growth strategies	K2&K3
5.	analyze the success and failures of planning in India	K4&K5

K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I	GROWTH & DEVELOPMENT								
	1	Economic Growth and development – Meaning, Features and Differences	3	1	K1 (R)	Lecture	Discussion	PPT	Slip Test
	2	Characteristics of Developing Economies, Obstacles to Economic Development –	4	-	K1 (R)	PPT	Compare– Contrast	E-notes	Open Book
	3	Economic & Non-Economic Factors	5	1	K2(U)	Lecture	Chart	Videos	Question Bank
	4	Development Gap – Concept	3	-	K1 (R)	Lecture	JAM	PPT	JAM
II	THEORIES OF DEVELOPMENT								
	1	Adam Smith Theory	4	1	K2 (U)	Collaborative	Quiz	Videos	Quiz
	2	Ricardian & Malthusian Theories	4	-	K2 (U)	Lecture	Illustration	PPT	Class Test
	3	J.S. Mill & Marx	5	1	K3 (Ap)	Lecture	Diagram	PPT	Formative
	4	Schumpeter Theory	2	-	K3 (Ap)	Experimental	Role Play	Videos	MCQ
III	GROWTH MODELS								
	1	Rostow’s Stages	5	-	K1 (R)	Brainstorm	Timeline	PPT	MCQ
	2	Balanced & Unbalanced	6	1	K1 (R)	Group Learning	Presentation	Videos	Class Test

		Growth, Big Push Theory							
	3	Critical Minimum Effort	4	-	K2(U)	Lecture	Mind Map	YouTube	Surprise Test
IV	PLANNING & DEVELOPMENT								
	1	Meaning, Types & Requisites	6	1	K2(U)	Debate	Panel Review	PPT	Seminar
	2	Capitalism & Socialism – Mahalanobis model	5	-	K3(Ap)	Panel Discussion	Diagram	E-notes	JAM
	3	Manmohan Growth Strategy	3	-	K2(U)	Lecture	Discussion	PPT	Short Test
V	PLANNING IN INDIA								
	1	Objectives – Types – Planning machinery in India	4	-	K1 (R)	Brainstorm	Chart	PPT	Assignment
	2	Planning Commission – Centre & State-Functions	4	-	K2 (U)	Lecture	Discussion	Videos	Group Discussion
	3	Five Year Plans	7	1	K2 (U)	Lecture	Album Making	PIB Reports	Album

Course Focusing on : **Employability** / Entrepreneurship Skill

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities (Em/En/SD) : Album preparation

Assignment : Planning machinery in India

Sample questions

Part A (1 mark)

- _____ is the highest obstacle to economic development.
a) Income b) Poverty c) Technological factors d) Education
- Innovation is the concept of Schumpeter. State True or False.
- Big Push theory is introduced by_____.

4. Planning under socialism is based on
a) Central plan b) issues c) Markets d) Natural Calamities
5. What is the objective of first five-year plan?

Part B (6 marks)

6. Express the characteristics of developing economies.
7. Determine the Mills theory of economic development.
8. Examine the critical minimum effort thesis.
9. List the importance of planning.
10. Write the objectives of planning in India.

Part C (12 marks)

11. Explain the various obstacles to economic development.
12. Illustrate the Adam Smith's Theory of economic development.
13. Analyse the Rostow's theory of economic growth.
14. Describe the Manmohan's growth strategies.
15. Elaborate on the targets and achievements of the recent five-year plan.

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Dr.S.Panimaya Mercy

Department : **Economics**
Class : **III B.A Economics**
Title of the Course : **Core Course XIV: INDUSTRIAL ECONOMICS**
Semester : **VI**
Course Code : **FU236CC3**

CORECOURSEXIV: IDUSTRIAL ECONOMICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU236CC3	5	-	-	-	4	6	90	25	75	100

Pre-requisite: Basic knowledge about Industrial Economics

Learning Objectives:

1. To discuss the features, performance and development issues of the Indian Economy
2. To describe the growth patterns in Indian Industrial Sector

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	explain the importance of Industrial Economics	K1
2.	understand theories of industrial Location	K2
3.	appraise the relevance of Industrial Policies	K3
4.	execute the Industrial belts of the World and India	K4
5.	analyse the Industrial Trends in the Indian Economy.	K4

K1-Remember;K2-Understand;K3–Apply;K4 -Anlyse

Teaching plan

Total Contact hours*: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation Methods
Introduction									
I	1	Nature & Scope of Industrial Economics	1	K1 (Remember)	Lecture, Concept	Think–Pair–Share	PPT, e-Notes	Quiz, Short Notes	Quiz, One-

				r) K2 (Understand)	Illustration				minute Paper True/False I CIA
I	2	Industrial Revolution – Digital Revolution	–		Blended Learning, Historical Mapping	Group Debate	YouTube: Industrial Revolution	MCQ, Class Activity	Group Presentation, MCQ
I	3	Classification of Industries: Public, Private, PPP	1	K2 (Understand) K2 (Understand)	Real-life Case Explanation	Group Presentation	Government Reports	Assignment, MCQ	True/False I CIA Chart Creation, Analytical Question
I	4	MSMEs, Cottage Industries – Features	–		Case Study Method	Role Play	MSME Portal Data	Class Test	MCQ, Assignment
I	5	Concept of Plant, Firm & Industry	1	K1–K2 (R & U)	Diagrammatic Explanation	Think-Pair-Share	Interactive PPT	CIA – I (Test), MCQ	True/False I CIA ,
Theories of Location									
II	1	Weber’s Theory of Industrial Location	1	K2 (Understand) K2 (Understand)	Lecture + Graphical Illustration	Model Making	YouTube: Weber Theory	Quiz, Viva	Quiz, Short Note, Assignment True/False I CIA
II	2	Sargant Florence Theory	–		Comparative Teaching	Think-Pair-Share	PPT	MCQ	Concept Test, Group Presentation
II	3	Factors Affecting Location	1	K3 (Apply) K3	Real-world Case/Indu	Field Assignment	Industry Websites	Diagram Test Class Test CIA – II Mini	Analytical Questions, MCQ

				(Apply)	stry Mapping			Test	
II	4	Localization & Glocalization	–		Inquiry-Based Learning	Group Discussion	e-Notes		True/False I CIA, Reflection Log
II	5	Concentration Measures – CR, HHI	1	K3 (Apply)	Problem Solving	Worksheet Calculation Activity	Excel Tools		Concept Test, Group Presentation
Industrial Licensing									
III	1	Industrial Licensing & MRTP Act	4	1	K2 (Understand)	Lecture + Policy Analysis	Group Debate	Indian Policy Documents	MCQ
III	2	Industrial Policies (1948–2023)	4	– 1	K2 (Understand)	Blended Learning	Panel Discussion	PPT RBI/CSO Data	Assignment
III	3	Industrial Productivity & Capacity Utilization	4		K3 (Apply)	Case Study	Problem Solving		Test
III	4	Industrial Sickness – Causes & Solutions	3	– 1	K3 (Apply)	Problem-Based Learning	Role Play	YouTube Financial Reports	MCQ
III	5	Mergers & Acquisitions – Profitability	3		K4 (Analyse)	Scenario Analysis	Group Presentation		CIA–III, Presentation
Industrial Dynamics									
IV	1	Industrial Regions – World & India	4	1 –	K2 (Understand)	Diagrammatic Teaching	Map-Based Activity	Atlas Maps	Diagram Test
IV	2	Industrial Clusters of India	4		K3 (Apply)	Inquiry-Based Learning	Cluster Identification Project	Economic Survey Make in India	MCQ

IV	3	Sunrise Sectors – Indian Context	4	1	K3 (Apply)	Flipped Classroom	Seminar Presentation	Portal	Presentation
IV	4	Regional Backwardness – Causes	3		K4 (Analyse)	Reflective Teaching	Think–Pair–Share	NITI Aayog Reports	Short Notes
IV	5	Government Initiatives	3	1	K3–K4 (Apply/Analyse)	Policy Review	Panel Discussion	YouTube, PIB	CIA – IV
Growth Trends in India									
v	1	Industrial Growth – Trends & Prospects	4	1	K4 (Analyse)	Data Analysis	Group Interpretation	RBI, CSO Data Industrial Policy Docs	MCQ
v	2	Incentives to Promote Industrialization	4		K2 (Understand)	Blended Learning	Group Discussion		Assignment
v	3	Ease of Doing Business – India	3	1	K3 (Apply)	Case Study	Debate	World Bank EoDB	Quiz
v	4	MNCs, SEZs, FDI Policy	4		K3 (Apply)	Context-based Learning	Panel Discussion	SEZ & FDI Reports Make in India Portal	Test
v	5	Make in India – Industrial Policies	3	1	K4 (Analyse)	Policy Evaluation	Seminar		Presentation, Viva

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities (Em/ En/SD): Group Discussion, Concept Mapping and Seminar

Assignment : Make in India – Industrial Policies

Sample Questions

Part A

1. Which organisation publishes the Index of Industrial Production (IIP) in India?
a) RBI b) CSO/NSO c) SEBI d) NITI Aayog
2. Which sector contributes most to India's industrial growth?
a) Primary b) Secondary c) Tertiary d) Qu
3. The main objective of providing industrial incentives is to:
a) Reduce taxes b) Promote industrial growth c) Increase imports d) Raise in
4. The Ease of Doing Business (EoDB) ranking is released by:
a) IMF b) World Bank c) WTO d) ILO
5. FDI stands for Foreign Direct Investment. – True / False

Part B

- 1.State the recent trends in India's Industrial Growth.
- 2.ist the major indicators used to measure industrial development in India.
3. Explain the various incentives provided to promote industrialization in India.
4. What are the objectives of industrial incentives?
- 5.Examine the significance of India's Ease of Doing Business (EoDB) reforms.
6. What are the important parameters considered in the EoDB index?

Part-C

- 1.Describe the trends and prospects of industrial growth in India in recent years.
- 2.Explain the factors influencing India's industrial growth pattern.
- 3.Discuss in detail the role of industrial incentives in promoting balanced regional development.
4. Explain the policy framework of industrial subsidies and incentive schemes in India.

Department : **Economics**
Class : **III B.A Economics**
Title of the Course : **Behavioural Economics**
Semester : **VI**
Course Code : **FU236DE1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU236DE1	5	-	-	-	3	5	75	25	75	100

Pre-requisite:

Basic knowledge about Behavioural Economics

Learning Objectives:

1. To provide an overview of how Behavioural Principles in economics
2. To apply behavioural approaches to economic Problem

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the flexibility and limitations of the economic approach to modeling behaviour and demonstrate knowledge of the evolution and methods used in behavioural economics	K1
2.	identify the ways in which individuals are systematically irrational	K2
3.	apply Prospect Theory to understand how people make decisions when presented with alternatives that involve risk, probability and uncertainty.	K3
4.	examine to use existing behavioural models to understand new economic phenomena and analyse how deviations in rationality impact economic decisions.	K4
5.	analyse the policy the different aspects of the concept of mental accounting	K4

K1-Remember; **K2**-Understand; **K3** –Apply; **K4** –Analyse;

Teaching plan

Total Contact Hours: 75(Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/Evaluation
1	1	Nature & Scope of Behavioural Economics	2	1	K1(R)	Integrative teaching	Group Work	PPT	MCQ
	2	Methodological Approach Theory & Evidence	2	1	K1(U)	Context-based teaching	Group Discussion	PPT	Short Answer
	3	Origin of Behavioural Economics	2		K1(R)	Lecture & KWL	Student Presentation	YouTube video	MCQ
	4	Neoclassical vs Behavioural Economics	3	1	K2(U)	Comparative teaching	Think-Pair-Share	PPT	True/False
	5	Scope with other disciplines	2		K2(U)	Lecture, Case integration	Brainstorming	Online articles	Short Test
	6	Applications – Introduction	2		K2(U)	Application based teaching	Case group	PPT	Worksheet
	1	Standard Model – Values, Preferences, Choices	2	1	K2(U)	Context-based teaching	Group activity	Slides	MCQ
	2	Axioms, Assumptions, Definition	2		K1(R)	KWL	Lecture Group Discussion	Chart sheets	True/False
	3	Neuro scientific basis of utility	2		K2(U)	Integrative teaching	Brain Maps	YouTube	Short Notes
	4	Case Studies – Abstention, Environment, Addiction	3		K3(A)		Debate	e-case docs	Assignment

	5	Decision making under risk & uncertainty	2	1	K3(A)	Discussion & visuals	Problem solving	Slides	MCQ
	6	Prospect Theory – reference points, loss aversion, utility shape	3		K4(An)	Lecture & Application Simulation	Game	TED Talks	Worksheet
3	1	Discounted Utility Model – Origin & Features	2		K2(U)	Lecture & diagrams	Visual representation	PPT	MCQ
	2	Methodology of DUM	2	1	K2(U)	Context teaching	Group Discussion	Slides	Quiz – II
	3	Anomalies in DUM	3		K3(A)	Comparative teaching	Student presentation	Research papers	Worksheet – II
	4	Alternative intertemporal choice models	3		K3(A)	Lecture	Group Study	Reading PDFs	MCQ – II
	5	Time Preference & Time Inconsistency	3		K4(An)	Integrative teaching	Think-Pair-Share	Video resources	Class test – II
	6	Hyperbolic Discounting	2		K4(An)	Concept demonstration	Problem solving	PPT	Assignments – II
4	1	Nature & Relevance of Behavioural Game Theory	2	1	K2(U)	KWL	Lecture	Group Work	Slides
	2	Mixed Strategies, Bargaining	3		K3(A)	Simulation method	Role Play	YouTube	Worksheet
	3	Repeated / Iterated Games	3		K3(A)	Integrative teaching	Game-based learning	Animated videos	Short Test
	4	Signal, Learning	2		K3(A)	Lecture	Group Discussion	PPT	MCQ

	5	Case Studies – Monopoly Entry, Bargaining impasse	3		K4(An)	Case method & Debate	Peer Review	News extracts	Assignment
	6	Self & Social Reactions in game behaviour	2		K4(An)	Blended teaching	Presentation	Research blogs	Quiz
5	1	Standard Model & Deviations	2	1	K2(U)	Integrative lecture	Think-Pair-Share	PPT	MCQ
	2	Nature & Factors influencing Social Preferences	2		K3(A)	Discussion-led	Brainstorming	YouTube	Worksheet
	3	Modelling Social Preferences	3		K3(A)	Game simulation	Group activity	Charts	Class Test
	4	Inequality Aversion Models	3	1	K4(An)	Research-oriented teaching	Student-led analysis	PDFs	Short Notes
	5	Reciprocity Models Review & Consolidation	5		K5(E)	Lecture & evaluation	Peer Debate	Slides	MCQ

Course Focusing on Employability

- Activities (Em/En/SD) : Mind Map
- Course Focusing on Cross Cutting Issues : Professional Ethics
- Activities related to Cross Cutting Issues : Group Discussion
- Assignment : Equation and its types

Model Questions

Part – A

- Behavioural economics mainly integrates economics with
a) Chemistry b) Psychology c) Geography d) Mathematics
- The standard model assumes individuals have complete information. State True/False.
- Time-inconsistent preferences arise due to _____ discounting.

4. Behavioural game theory incorporates _____ into game models.
5. Social preferences include fairness and altruism. State True/False.

Part – B

1. Explain the nature and scope of Behavioural Economics.
2. Describe the standard model of preferences, choices, and assumptions.
3. Analyse the anomalies in the discounted utility model (DUM).
4. Examine the behavioural factors influencing bargaining outcomes.
5. Explain inequality aversion models with examples.

Part – C

1. Elaborate on the origin and evolution of behavioural economics.
2. Analyse any two case studies (abstention, environmental protection, drug addiction) using behavioural principles.
3. Examine the discounted utility model (DUM), its assumptions, methodology, and shortcomings.
4. Discuss behavioural game theory in detail and explain how it differs from standard game theory.
5. Describe the nature of social preferences and critically evaluate factors influencing them.

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Mrs. J. Josephin Shiny

Department : **Economics**
Class : **III B.A Economics**
Title of the Course : **Financial Markets and Institutions**
Semester : **VI**
Course Code : **FU236DE4**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU236DE4	5	-	-	-	3	5	75	25	75	100

Pre-requisite:

Students should have the knowledge of financial markets

Learning Objectives:

1. To know the financial architecture of an economy and its key players.
2. To understand the fabrication of Indian Financial markets.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the Fundamentals of Financial Systems and Economic	K1& K2
2.	analyze the Role of Financial Institutions– I	K2& K4
3.	evaluate the Role of Financial Institutions– II	K3
4.	examine the Derivatives Market	K3
5.	analyze the Exchange Market and Foreign Capital Flows	K4

K1-Remember; **K2**-Understand; **K3** –Apply; **K4** –Analyse;

Teaching plan

Total Contact Hours: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I		Introduction to Financial System and Economic Development	2		K1 (R)	KWL	Group Discussion		
		Indicators of Financial Development	2		K1 (R)	Integrative Teaching	Article Review		
		Concepts and types of Risk	2	1	K2 (U)	Brainstorming	Brainstorming	Interactive PPT	Dictation
		Types of Return and Yield	2		K2 (U)	Context Based	Panel Discussion		
II		Commercial Banking – Role of Banks	2		K2 (U)	Lecture Method	Group Work		
		NPAs –Risk Management in Banking	2		K2 (U)	Blended Learning	Assignment	You tube Video	
		International Banking - Financial Regulations and Regulatory Institutions in India	2	1	K4 (An)	Flipped Classroom	Interactive Classroom Games		Oral Test
		SEBI, IRDA, PFRDA- Corporate Governance and SEBI.	3		K4 (An)	Cooperative Learning	Group Work		
III		Financial Institutions – Provident Fund, Pension Fund, Insurance Companies	2	1	K3 (Ap)	Reflective Thinking	Panel Discussion	Interactive PPT	Quiziz

		Mutual Fund, Credit Rating Agencies, Merchant Bank, Venture Capital Funds.	3		K3 (Ap)	Context based	Creating You tube Video		
		Bond Market: Bond Features, Bond Price Volatility	3	1	K3 (Ap)	Blended Learning	Peer Teaching	You tube Video	Album Making
		Government Security Market, Corporate Bond Market, Public Sector Undertaking Bonds.	4		K3 (Ap)	Lecture Method	Creating You tube Video		
IV		Classification of Stock Market and Securities	2		K3 (Ap)	Blended Learning	Group Discussion		
		IPO, Stock Exchanges, Stock Market Indices	2	1	K3 (Ap)	Integrative Teaching	Group Work	Interactive PPT	Seminar Preparation
		Derivatives Market - Types of Derivatives.	2		K3 (Ap)	Lecture Method	Assignment		
V		Foreign Exchange Market – Foreign Exchange Market Structure	2		K4 (An)	Integrative Teaching	Peer Teaching		
		Risk Management in Foreign Exchange Market	2	1	K4 (An)	Integrative Teaching	Debate	You tube Video	Class Test
		Exchange Rate Determination – Foreign Capital	3		K4 (An)	Lecture Method	Group Work		
		FDI & FII, Central Bank Intervention in Foreign Exchange Market.	3	1	K4 (An)	Blended Learning	Group Discussion	Interactive PPT	Group Discussion

Course Focusing on Employability

Activities (Em/En/SD)	:	Exhibition on internal goods and external goods
Course Focusing on Cross Cutting Issues	:	Professional Ethics
Activities related to Cross Cutting Issues	:	Album Making
Assignment	:	Derivative Markets

Model Questions

Part – A

1. Which of the following is *not* an indicator of financial development?
a) Financial deepening b) Financial inclusion c) Political stability d) Expansion of credit
2. SEBI is the regulator of the securities market in India. State True/False.
3. Bond price volatility is inversely related to _____.
4. Futures contracts are traded on organized exchanges. State True/False.
5. Exchange rate is determined by
a) Demand and supply of foreign currency b) Government budget
c) Share prices d) Domestic inflation alone

Part – B

1. Explain the components of the financial system.
2. Explain the role of commercial banks in economic development.
3. Discuss the functions of credit rating agencies.
4. Write a short note on types of derivatives.
5. Discuss risk management techniques in foreign exchange markets.

Part – C

1. Explain in detail the financial system and its role in economic development.
2. Evaluate the role of commercial banks in economic growth and financial stability.
3. Discuss in detail the role, importance, and challenges of pension funds, insurance companies, and provident funds.
4. Analyse stock exchanges, stock market indices, and the significance of IPOs in capital markets.
5. Discuss risk management in foreign exchange markets in detail.

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Mrs. J. Josephin Shiny