PREFACE

As the higher education sector in our country undergoes a significant transformation, the UG Economics Board of Studies has been entrusted with the important responsibility of restructuring the curriculum and syllabus of the undergraduate program. The core objective of this restructuring effort is to facilitate academic excellence by fostering research aptitude. Additionally, an equally important goal for the Board of Studies was to integrate two essential, interconnected elements of higher education—employability and skill formation. As we recognize, alongside broader objectives such as character building and value education, the aspect of employability has become an increasingly compelling element of higher education in recent years.

The programme is structured with Major and Minor courses (DSC, DCC, DCE, DSE etc), Multi-Disciplinary Courses (MDC), Skill Enhancement Courses (SEC), Value Added Courses (VAC), Internship and Research Projects.

While focusing on human economic behaviour and economic trends, the programme focuses on creating and disseminating knowledge that is suited to the 21st century. Cases in point are the courses on economic data analysis, digital economy and business transformation, fintech entrepreneurship, risk analysis, artificial intelligence and economics of innovation and technological change. Being a social science discipline blessed with higher adaptability to the usage of scientific tools, economics curriculum can be fruitfully customized to meet the skill formation demands. Realising this, the Board of Studies has adopted an interdisciplinary approach for some courses, and this can be observed from the content of the courses which often demand the use of computer labs. Another unavoidable dimension was to address the environmental issues that we are confronting now. Here, the Board of Studies has tailored several courses including a course on environmental and social governance.

An important mission of the Board of Studies was to impart skill and that also lying within the peripheries of social science discipline. Here, Board of Studies is confident that the newly introduced skill courses like Digital Economy and Business Transformation will effectively serve as a template for others to follow.

Courses such as the two-part economic analytics, security analysis and portfolio management are certain to make the students skilled in financial and policy analyses.

For students from non-economic backgrounds, the Board of Studies has prepared balanced and exceptionally useful courses that provide economic specific skills and knowledge so that they can complement these with their core courses.

The programme is also designed with its feet firmly planted in our country while remaining accessible to the ideas originating overseas. The courses have ample room for not only students keen on specializing in the Indian economy, development economics and rural entrepreneurship but also for those eager in spreading their wings to international finance and international economics

In keeping with the latest trends in higher education, emphasis has been devoted to the ethical and equitable aspects of economics. Courses like gender and economics, strategies for sustainable development and economics of health and education aim to achieve this objective.

The BA (Honours) Programme in Economics offered by Mar Athanasius College (Autonomous), Kothamangalam is with Econometrics and Data Analysis as specialisation. This course is designed to equip students with a deeper understanding of advanced econometric techniques used in empirical economic analysis. Building upon foundational econometric concepts, this course focuses on complex models and methodologies to analyze real world economic data.

I am indebted to Prof (Dr) K.P. Mani (Former Head, Department of Economics, Calicut University), Dr. Jenny K Alex (Head, Department of Economics, Newman college, Thodupuzha) and Shri. Shaimon Joseph (Assistant professor in Economics, Nirmala College, Muvattupuzha) for all the efforts taken to the preparation of the syllabus. I take this opportunity to specially thank Dr. Manju S. Nair (Professor in Economics, University of Kerala) and all my colleagues, Dr. Igy George, Dr. Sheeba Abraham, Dr. Puthuma Joy and Ms. Neethu Salam as members of Board of studies who, from the very beginning, coordinated all the activities leading to the successful culmination of the task. We hope that our collective hard work to upgrade the curriculum and syllabus will reward the best outcome for the student community.

Dr. Eldose A.M

Chairman

Board of Studies in Economics (UG)

BOARD OF STUDIES IN ECONOMICS (UG)

NAME	DESIGNATION
Dr. Eldose A.M (Chairman)	Assistant Professor and Head Department of Economics Mar Athanasius College (Autonomous), Kothamangalam
Prf.Dr. K.P. Mani (Expert)	Former Professor and Head, Department of Economics, University of Calicut. Currently, Professor, De Paul Institute of Science and Technology (Affiliated to Mahatma Gandhi University), Angamaly, Kerala. (UGC Emeritus Professor)
Dr. Jenny K. Alex (Expert)	Head, Department of Economics, Newman college Thodupuzha
Prf.Dr Manju S Nair (Expert nominated by the Vice Chancellor, MG University)	Professor, Department of Economics, University of Kerala Thiruvananthapuram
Shri. Shaimon Joseph (Meritorious Alumnus)	Assistant Professor, Dept. of Economics, Nirmala College Muvattupuzha
Dr. Igy George (Member)	Associate Professor, Dept. of Economics Mar Athanasius College, Kothamangalam
Dr. Sheeba Abraham (Member)	Assistant Professor, Dept. of Economics, Mar Athanasius College, Kothamangalam
Dr. Puthuma Joy (Member)	Assistant Professor, Dept. of Economics, Mar Athanasius College, Kothamangalam
Ms. Neethu Salam (Member)	Assistant Professor, Dept. of Economics, Mar Athanasius College, Kothamangalam

Programme Outcomes (PO)

PO 1: Critical thinking and Analytical reasoning

Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

PO 2: Scientific reasoning and Problem solving

Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO 3: Multidisciplinary/interdisciplinary/transdisciplinary Approach

Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PO 4: Communication Skills

Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

PO 5: Leadership and Entrepreneurship Skills

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. After inculcating all the necessary graduate qualities, a graduate can become an entrepreneur.

PO 6: Social Consciousness and Responsibility

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PO 7: Equity, Inclusiveness and Sustainability

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), managing diversity and use of an inclusive approach to the extent possible.

PO 8: Moral and Ethical Reasoning

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior.

PO 9: Networking and Collaboration

Acquire skills to be able to collaborate and network with educational institutions, research organizations and industrial units in India and abroad.

PO 10: Lifelong Learning

Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

PROGRAM SPECIFIC OUTCOMES (PSO)

On the completion of B.A. Economics programme (Honours), students should be able to demonstrate the programme specific outcomes listed below

PSO No		**PO No.**
PSO-1	Prepare themselves for employment and further study as economists	4,5,6,10
PSO-2	Analyze socio-economic phenomena using mathematical- quantitative- econometric-logical reasoning skills	1,2,3,9
PSO-3	Apply the theoretical knowledge and skills to analyze real life situations and focus on applied and policy issues in economics	1,2,6,7,8
PSO-4	Face the emerging economic challenges effectively with high standards of professionalism and ethics	1,2,4,5,8,9
PSO-5	Engage in multidisciplinary research	1,2,3,9
PSO-6	Review and design economic policies at regional and national levels	1,2,4,5,7,9

Course and Hour - Details

Sl.	Semeste	Course	Course Name	Credi	Hours/	Hours

No	r	Type			t	week	/Semester
1	I	DSC A	Essentials of Economics-I		4	5	75
2	1	MDC	Economics and Finance in Everyday Life		3	4	60
3	2	DSC A	Essentials of Economics-II		4	5	75
4	2	MDC	Understanding Indian Economy		3	4	60
5	3	DSC A	Microeconomics-I		4	5	75
6	3	DSC A	Macroeconomics-I		4	4	60
7	3	DSE	Financial Economics	Any one	4	5	75
8	3	DSE	Life Insurance		4	5	75
9	3	DSE	Navigating Surveys for Academic and Professional Success		4	5	75
10	3	DSC B	Digital Economy and Business Transformation		4	5	75
11	3	MDC	Understanding Global Economy		3	3	45
12	3	VAC	Gender and Economics		3	3	45
13	4	DSC A	Development Economics -I		4	4	60
14	4	DSC A	Indian Economy -I		4	5	75
15	4	DSE	Introduction to Data Analysis for Economics	Any one	4	5	75
16	4	DSE	Financial Risk Analysis		4	5	75
17	4	DSE	Insurance and marketing		4	5	75
18	4	DSC C	Basics of Fintech Entrepreneurship		4	5	75

Commented [u1]:

19	4	SEC	Economics of Rural Entrepreneurship		3	3	45
20	4	VAC	Sustainable Development Strategies and Governance		3	3	45
21	5	DSC	Econometrics-I		4	5	75
22	5	DSC	Statistical Methods for Economic Analysis –I		4	5	75
23	5	DSE	Data Analysis for economics using python	Any three	4	4	60
24	5	DSE	Public Economics-I		4	4	60
25	5	DSE	Monetary Economics		4	4	60
26	5	DSE	Financial Regulation and Supervision		4	4	60
27	5	DSE	Actuarial Science and Risk Management in Insurance		4	4	60
28	5	DSE	Business Economics		4	4	60
29	5	DSE	Economics of Innovation and Entrepreneurship		4	4	60
30	5	SEC	Security Analysis and Portfolio Management		3	3	45
31	6	DSC	International Economics		4	4	60
32	6	DSC	Mathematics for Economic Analysis		4	5	75
33	6	DSE	Econometrics-II	Any two	4	5	75
34	6	DSE	Agricultural Economics		4	5	75

35	6	DSE	General Insurance		4	5	75
36	6	DSE	Fundamentals of Fintech Entrepreneurship		4	5	75
37	6	DSE	Behavioural Economics		4	5	75
38	6	DSE	Exploring Economic Data Analytical Tools		4	5	75
39	6	SEC	Digital Economy skills for Enterprise Development		3	3	45
40	6	VAC	Foundations of Environmental, Social and Governance (ESG)		3	3	45
41	7	DCC	Micro Economics-II		4	4	60
42	7	DCC	Macro Economics-II		4	4	60
43	7	DCC	Statistical Methods for Economic Analysis -II		4	5	75
44	7	DCE	Public Economics-II	Any three	4	4	60
45	7	DCE	Research methodology for Social Science		4	4	60
46	7	DCE	Resource Economics and Environmental		4	4	60
47	7	DCE	Institutional Economics		4	4	60
48	7	DCE	International Finance		4	4	60
49	7	DCE	Economics of Artificial Intelligence		4	4	60
50	8	DCC	Indian Economy-II		4	5	75
51	8	DCC	Development Economics-II		4	5	75
52	8	DCE	Statistical Methods for Economic Analysis -III		4	5	75

53	8	DCE	Economics of Health and Education	4	5	75
54	8	DCE	Kerala Economy-Patterns and Challenges	4	5	75

Semester wise Syllabus Index

Semester I

Course Code	Title of the Course	Type of the course DSC, MDC, SEC etc.	Credit	Hours /Week	Hour Distribution /week			
					L	T	P	O
M24EC1DSC100	Essentials of Economics-I	DSC A& B	4	5	3	-	2	-
M24ECIMDC100	Economics and Finance in Everyday Life	MDC	3	4	2	-	2	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester II

Course Code	Title of the Course	Type of the course DSC, MDC, SEC etc.	Credit	Hours/ Week	Hour Distribution /week			
					L	**T**	**P**	**O**
M24EC2DSC100	Essentials of Economics-II	DSC A& B	4	5	3	-	2	-
M24EC2MDC100	Understanding Indian Economy	MDC	3	4	2	-	2	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester III

Course Code	Title of the	Type of the	Credit	Hours	Hour Distribution

	Course	Course DSC, MDC, SEC etc.		/Week	/week			
					L	T	P	O
M24EC3DSC200	Microeconomics-I	DSC A	4	5	3	-	2	-
M24EC3DSC201	Macroeconomics-I	DSC A	4	4	4	-	-	-
M24EC3DSE200	Financial Economics	DSE Choose any one course from DSE basket	4	5	3	-	2	-
M24EC3DSE201	Life Insurance		4	5	3	-	2	-
M24EC3DSE202	Navigating Surveys for Academic and Professional Success		4	5	3	-	2	-
M24EC3DSC201	Digital Economy and Business Transformation	DSC B	4	5	3	-	2	-
M24EC3MDC200	Understanding Global Economy	MDC	3	3	3	-	-	-
M24EC3VAC200	Gender and Economics	VAC	3	3	3	-	-	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester IV

Course Code	Title of the	Type of the Course	Credit	Hours/Week	Hour Distribution

	Course	DSC, MDC, SEC etc.			/week			
					L	T	P	O
M24EC4DSC200	Development Economics -I	DSC A	4	4	4	-	-	-
M24EC4DSC201	Indian Economy-I	DSC A	4	5	3	-	2	-
M24EC4DSE200	Introduction to Data Analysis for Economics (Specialization for Econometrics and Data Analysis)	DSE Choose any one course from DSE basket	4	5	3	-	2	-
M24EC4DSE201	Financial Risk Analysis		4	5	3	-	2	-
M24EC4DSE202	Insurance and marketing		4	5	3	-	2	-
M24EC4DSC202	Basics of Fintech Entrepreneurship	DSC C	4	5	3	-	2	-
M24EC4SEC200	Economics of Rural Entrepreneurship	SEC	3	3	3	-	-	-
M24EC4VAC200	Sustainable Development Strategies and Governance	VAC	3	3	3	-	-	-
M24EC4INT200	Internship		2					

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester V

Course Code	Title of the Course	Type of the Course DSC, MDC,	Credit	Hours/Week	Hour Distribution /week			
					L	T	P	O

		SEC etc.						
M24EC5DSC300	Econometrics-I	DSC	4	5	3	-	2	-
M24ST5DSC303	Statistical Methods for Economic Analysis –I (Offered by the Department of Statistics)	DSC	4	5	3	-	2	-
M24EC5DSE300	Data Analysis for economics using python (Specialization for Econometrics and Data Analysis)	DSE	4	4	4	-	-	-
M24EC5DSE301	Public Economics-I	Choose any three courses from DSE basket	4	4	4	-	-	-
M24EC5DSE302	Monetary Economics		4	4	4	-	-	-
M24EC5DSE303	Financial Regulation and Supervision		4	4	4	-	-	-
M24EC5DSE303	Actuarial Science and Risk Management in Insurance		4	4	4	-	-	-
M24EC5DSE304	Business Economics		4	4	4	-	-	-
M24EC5DSE304	Economics of Innovation and Entrepreneurship		4	4	4	-	-	-
M24EC5SEC300	Security Analysis and Portfolio Management	SEC	3	3	3	-	-	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester VI

Corse Code	**Title of the Course**	**Type of the Course DSC, MDC, SEC etc.**	**Credit**	**Hours/ Week**	**Hour Distribution /week**			
					L	T	P	O

M24EC6DSC300	International Economics	DSC	4	4	-	-	-	-
M24ST6DSC303	Mathematics for Economic Analysis (Offered by the Department of Statistics)	DSC	4	5	3	-	2	-
M24EC6DSE300	Econometrics-II (Specialization for Econometrics and Data Analysis)	DSE Choose any two courses from DSE basket	4	5	3	-	2	-
M24EC6DSE301	Agricultural Economics		4	5	3	-	2	-
M24EC6DSE302	General Insurance		4	5	3	-	2	-
M24EC6DSE303	Fundamentals of Fintech Entrepreneurship		4	5	3	-	2	-
M24EC6DSE304	Behavioural Economics		4	5	3	-	2	-
M24EC6DSE305	Exploring Economic Data Analytical Tools		4	5	3	-	2	-
M24EC6SEC300	Digital Economy skills for Enterprise Development	SEC	3	3	3	-	-	-
M24EC6VAC300	Foundations of Environmental, Social and Governance (ESG)	VAC	3	3	3	-	-	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester VII

Corse Code	**Title of the Course**	**Type of the Course DSC, MDC,**	**Credit**	**Hours/Week**	**Hour Distribution /week**			
					L	**T**	**P**	**O**

		SEC etc.						
M24EC7DCC400	Micro Economics-II	DCC	4	4	-	-	-	-
M24EC7DCC401	Macro Economics-II	DCC	4	4	4	-	-	-
M24ST7DCC403	Statistical Methods for Economic Analysis -II (Offered by the Department of Statistics)	DCC	4	5	3	-	2	-
M24EC7DCE400	Public Economics-II	DCE Choose any three courses from DCE basket	4	4	4	-	-	-
M24EC7DCE401	Research methodology for Social Science		4	4	4	-	-	-
M24EC7DCE402	Resource Economics and Environmental Accounting		4	4	4	-	-	-
M24EC7DCE403	Institutional Economics		4	4	4	-	-	-
M24EC7DCE404	International Finance		4	4	4	-	-	-
M24EC7DCE404	Economics of Artificial Intelligence		4	4	4	-	-	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester VIII

Corse Code	**Title of the Course**	**Type of the course**	**Credit**	**Hours/Week**	**Hour Distribution /week**

					L	T	P	O
M24EC8DCC400	Indian Economy-II	DCC	4	5	3	-	2	-
M24EC8DCC401	Development Economics-II	DCC	4	5	3	-	2	-
M24ST8DCE400	Statistical Methods for Economic Analysis –III (Offered by the Department of Statistics)	DCE	4	5	3	-	2	-
M24EC8DCE401	Economics of Health and Education	DCE	4	5	3	-	2	-
M24EC8DCE402	Kerala Economy-Patterns and Challenges	DCE	4	5	3	-	2	-
M24EC8PRJ400	Project* (UG Degree-Honours)	8	2 DCC + 1 DSC/DCE + project OR 2 DCE					
M24EC8PRJ401	Project*(UG Degree - Honours with Research)	12	2 DCC + Project					

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester I

Course Code	Title of the Course	Type of the course DSC, MDC, SEC etc.	Credit	Total Hours	Hour Distribution /week			
					L	T	P	O
M24EC1DSC100	Essentials of Economics-I	DSC A	4	75	3	-	2	-
M24EC1MDC100	Economics and Finance in Everyday Life	MDC	3	60	2	-	2	-

Discipline Specific Component (DSC A)

Essentials of Economics-I

Programme	BA (Hons) Economics					
Course Name	Essentials of Economics-I					
Type of Course	Discipline Specific Component (DSC A&B)					
Course Code	M24EC1DSC100					
Course Level	100-199					
Course Summary	This course is designed to provide the learners with a comprehensive understanding of the fundamentals of Economics. By exploring the basic principles of economics, students will explore key concepts such as market mechanism, the role of government and the significance of trade. The course also aims at equipping the learners in viewing the real world scenarios and problems from the perspective of Economics.					
Semester	1				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PSO Nos
1	understand some of the basic concepts and principles of economics	U	2,3
2	understand how the market mechanism works	U	1,3,5
3	analyze the various types of elasticities and their economic implications.	An	2,3
4	evaluate the fundamental ways of government intervention in the market mechanism.	E	2,3,5

*Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO No.
1		**Fundamental Concepts**	**15**	

	1.1	Definitions, nature, scope and significance of Economics – Microeconomics and Macroeconomics.	5	1
	1.2	Trade-off in Economics (including the discussion of efficiency and equity)-Rational decisions in Economics (Rational people think at margin).	5	1
	1.3	Model making in Economics and the problem of the real world –Positive and normative analysis, Difference in scientific judgement and values.	5	1
2		**Demand Analysis**	**20**	
	2.1	Concepts of demand- Demand function- types of demand: demand for Normal, Inferior, Substitute and complementary goods -factors effecting demand- Law of demand-demand schedule and demand curve – exceptions to the Law of Demand.	10	2
	2.2	Elasticity of demand- types- price, income and cross -degrees of price elasticity of demand- determinants of elasticity of demand.	5	2
	2.3	Measurement of Elasticity of demand: percentage method, total outlay, point and arc methods. Changes in Demand.	5	2
3		**Supply Analysis**	**20**	
	3.1	Concepts of supply- Supply function-types of supply: -factors affecting supply- Law of supply- supply schedule and supply curve – exceptions to the Law of Supply- Changes in supply.	10	4
	3.2	Types-degrees and measurement of elasticities of Supply - determinants of elasticity of supply.	10	1
	3.3	Production function – Short run and long run production function – Law of variable proportion – Laws of returns to scale.		
4		**Market mechanism and changes in market equilibrium**	**20**	

	4.1	Market Economy and invisible hand – Role of government	5	3
	4.2	Market equilibrium-changes in market equilibrium due to changes in demand and supply.	5	2
	4.3	Demand, Supply and Government Policies: Control on prices – Price ceiling –Price ceiling and market outcome	10	1
	Practicum			
	1.Discussion – on trade off among different economic goals like risk and return, efficiency and equity, development and environment etc. 2.Discussion on topics like the Influence of Growing supermarkets in Kerala and closing down of petty shops on price rise and market control, technological adoption and labour displacement. 3.Positive question: Is lack of skill set the reason for higher youth unemployment in India? 4.Normative Question: Would student migration from Kerala benefit the state in the long run? 5.Analyse demand for various categories of goods available in the market such as necessities and luxuries. 6.Conduct a social survey related to consumer behaviour or a market survey to identify the most demanded vegetables/fruits in the nearby market. 7. Create a compilation of goods categorized according to the degrees of competition 8.Discussion – Practical difficulties of measuring national income in the context of own labour, housewife services etc.			
	Teacher Specific Module			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions			

	Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Pindyck, Robert S., Daniel L. Rubinfeld, and Sreejata Banerjee. Microeconomics. 9th ed., Pearson, 2020.

2. Mankiw, N. Gregory. Principles of Macroeconomics. 9th ed., Cengage Learning, 2020.

Suggested Readings:

1. Stiglitz, Joseph E., and Carl E. Walsh. Principles of Economics. W.W. Norton & Co., 2011.

2. Samuelson, Paul A., and William D. Nordhaus. Economics. 19th ed., McGraw-Hill Education, 2019.

3. Koutsoyiannis, Apostolos. Modern Microeconomics. 2nd ed., Palgrave Macmillan, 2012.

4. Salvatore, Dominick. Microeconomics Theory and Applications. 4th ed., Oxford University Press, 2014.

5. Froyen, Richard T. Macroeconomics: Theories and Policies. Recent ed., Pearson Education, 2013

Foundation Component – MDC

Economics and Finance in Everyday life

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	BA (Hons) Economics
Course Name	Economics and Finance in Everyday Life
Type of	MDC

Course						
Course Code	M241ECMDC100					
Course Level	100-199					
Course Summary	This course offers learners a concise yet comprehensive grasp of fundamental economic principles impacting their daily lives. Emphasizing critical thinking, the course enables learners to analyze economic events and policies, considering personal and societal implications. It prioritizes practical insights over theoretical depth, focusing on real-world applications to enhance students' understanding of economic dynamics in their everyday lives. Through this approach, students develop essential skills for navigating economic challenges and opportunities, equipping them with the knowledge to engage effectively in economic decision-making within their personal and broader societal contexts					
Semester	1				Credits	3
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		30	0	30	0	60

Course Outcomes

CO No:	Expected Course Outcome ***Upon completion of this course, the students will be able to:***	Learning Domains	PSO No:
1	examine the role of different rational and psychological factors in configuring economic and financial decisions.	E	2,3
2	understanding time element and other factors influencing investment decisions.	U	1,3,6
3	examining the various risk in dealing with financial decisions.	E	1,2,3
4	providing an awareness about the risks and opportunities of various personal finance options.	U	3,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO No.
1		**Human Behaviour and Economic Decisions**	**20**	
	1.1	Basic concepts related to economic decisions: Scarcity, choices and rational decision making-Importance of choices -Every decision bears a cost: recognizing opportunity cost (e.g. making investment in bonds or equities)-Value of informed decisions and the problem of asymmetric information-Rational and emotional factors (features) in decision making-PACED model-Trade-offs in financial decision making (e.g. between risk and return).	8	1
	1.2	Heuristics, bounded rationality-Risk and uncertainty-Role of different cognitive biases influencing financial and economic decisions.	8	1
	1.3	Mental accounting and financial decisions-Benefits of human capital formation (investing in yourself) and entrepreneurship (working for yourself).	4	1
2		**Personal Finance and Economics**		
	2.1	Time element and rate of return: Importance of time value of money in assessing future income flows-Rate of return: annual rate of return, real rate of return and expected rate of return -Simple and compound interest.	5	2
	2.2	Features of saving and investment as two financial alternatives Relationship between inflation, interest rate and savings.	5	2

	2.3	Impact of smartphones and digital economy in consumption and investment activities-Impulse buying-Need for the control of addiction and impulse behaviours in consumption and financial decision making-Prospect theory-Use of decision matrix in economic and financial decisions-Preparing decision matrix for financial products using large language model.	5	6
	2.4	Cyber security issues and digital transactions-phishing-social engineering-pharming-Spear phishing-Spoofing-malwares and router security issues - Money laundering-Ponzi schemes and money chains and the risks involved.	5	2
3		**Personal Finance and Wealth Management for Economic Management**	**20**	
	3.1	Types of credits: Personal loans, mortgage loans-digital loansTriple C in credit: Capacity, Character, Collateral-Problems of over-indebtedness-Calculation of credit score (CIBIL)-Credit report-Building and maintaining a good credit score – KYC norms-Credit cards-Precautions in credit card use.	5	2
	3.2	Need for financial planning and budgeting-Investment: Debt vs equity investment.	5	3
	3.3	Investment in securities market: Procedures for starting equity trading in India-Primary and Secondary market investment-Key ratios for assessing common stocks-Stock market simulators/virtual/paper trading platforms	5	3

	Practicum	Prepare a brief review of the behavioural factors influencing economic decisions. Analyse the trade off in financial decision making. Design a behavioural case study where bounded rationality influences economic decisions Prepare a decision matrix for bonds and equities with features of return, risk, liquidity and marketability using a large language model. Map out the various risks emanating from cyber world, especially data and privacy risks. Prepare a list that determines the creditworthiness of a borrower. Discuss the importance of CIBIL score in personal finance. Examine the key ratios to assess stocks by taking the examples of most important stocks. Compare and contrast the various factors to be considered while investing in stocks and bonds.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

4	**Particulars**	Teacher Specific Module	**Marks**		
Teaching and Learning Approach	Class Tests	**Classroom Procedure (Mode of transaction)**	15		
	Assignments	Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge	5		
	Seminar		5		
	Project/Practicum/Quiz/Book	Active interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions	5		
		Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			

	Review/Fieldwork etc.	
	Total	**30**

Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1.R R Paul (2008), Monetary Economics, Kalyani Publishers, Lidhiyana

2. V K Bhalla (2008), Investment Management, S. Chand & Co., New Delhi.

3.Bo Sodersten & Reed Dominic, International Economics, palgrave mcmillan Samuelson (2009), Economics, Tata McGraw Hill, New Delhi.

4.Gaurav Datt & Ashwani Mahajan, (recent edition) Datt & Sundharam Indian Economy, S. Chand & Co., New Delhi (recent edition)

5.Alwin Prakash, Kerala's Economic Development (2004),Sage Publications, New Delhi.

6.Meera Bai M (ed) (2008), Kerala Economy, Serials Publication, New Delhi.

Semester II

Course Code	Title of the Course	Type of the course DSC, MDC, SEC etc.	Credit	Total Hours	Hour Distribution /week			
					L	T	P	O
M24EC2DSC100	Essentials of Economics-II	Discipline Specific Component -	4	75	3	-	2	-

		DSC A&B						
M24ECMDC100	Understanding Indian Economy	Foundation Component - MDC	3	60	2	-	2	-

Discipline Specific Component (DSC A)

Essentials of Economics-II

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	BA (Hons) Economics
Course Name	Essentials of Economics-II
Type of Course	Discipline Specific Component (DSC A& B)
Course Code	M24EC2DSC100
Course Level	100-199

Course Summary	The course is designed to give an outlook to the advanced concepts and issues in economics. Public economics, money and banking, National Income and issues and developments in the Indian economy and Kerala economy are the broad areas covered. This course seeks to enable the students to identify the scope of different sectors in the effective functioning of an economy and give them awareness in basic concepts used in these sectors to make them effective policy analysts and evaluators. The issues of public economic domain and national and regional economies are taken up to enable the students to become responsible citizens.					
Semester	2				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome *Upon the completion of this course, the learner will be able to:*	Learning Domains	PSO No:
1	Identify the scope of public economics and the importance of fiscal policy	K, U	2,3
2	Explain money and banking sector of the economy and apply critical thinking in analyzing economic issues	An, E	2,3,6
3	Examine basic concepts of National Income and measurements	K, U	2,3
4	Evaluate various economic issues and suggest measures to solve them	E, C	2,3,6

5	Analyze the features of Kerala model of development and its impact on the Kerala economy	An, E	3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO No.
1		**Public Economics**	**15**	
	1.1	Meaning-comparison of public and private finance- Public goods-private goods-merit goods	4	3
	1.2	Public revenue - sources of public revenue - Tax and Non-tax Revenue, types of tax - direct tax and indirect tax-canons of Taxation-GST	4	1
	1.3	Public expenditure-Canons of public expenditure-Causes for growth of public expenditure	**7**	6
	1.4	Public Debt- Types- debt redemption-burden of public debt-public debt management		
2		**Money and Banking**	**20**	
	2.1	Money - Meaning and Functions	5	1
	2.2	Functions of commercial banks –credit creation	5	2
	2.3	Functions of Central Bank – methods of credit control repo rate, reverse repo rate – SLR	5	1
	2.4	Monetary policy - meaning, objectives and instruments	5	1
3		**National Income**	**20**	
	3.1	Major concepts of National Income - Methods of calculating National Income	6	6
	3.2	Difficulties in the Estimation of National Income	6	3
	3.3	National Income estimation in India- Green GDP	8	2
4		**Introduction to the Indian Economy**	**20**	

	4.1	Features of the Indian economy	5	1
	4.2	Economic planning in India - achievements and Shortfalls- NITI Aayog.	5	1
	4.3	Liberalization - Privatization - Globalization (LPG)-its impact on Indian Economy	5	3
	4.4	Features of Kerala Economy - Kerala model of Development	5	2
		Practicum		
	1.Prepare a report on the latest Annual Monetary Policy Statement of the RBI. 2. Discuss the different measures of inflation in India and their relevance. 3.Enlist the various money market and capital market instruments in India. 4. Give an outline of the structure of India's banking system 5. Mention the major trade partners of India and list the major export and import items of India. 6. Discuss the latest Union and State budgets 7. List the major taxes of the Union government. 8. Conduct a discussion on Kerala's development prospects			
5	Teacher Specific Module			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15

	Assignments	5
	Seminar/Viva	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

1.Samuelson. P.A., Nordhaus (2009), Economics, Tata McGraw Hill.

2.Mankiw, Gregory, Principles of Economics, Cengage Learning, Delhi

3.Datt&Sundharam Indian Economy, S. Chand & Co., Delhi

4.K. Rajan (2009), Kerala Economy Serials Publication, New Delhi.

5.MeeraBai M. (ed) (2008), Kerala Economy, Serials Publication, New Delhi.

Foundation Component - MDC

Understanding Indian Economy

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Understanding Indian Economy
Type of Course	Foundation Component - MDC
Course Code	M24EC2MDC100
Course Level	100-199
Course Summary	This course offers a comprehensive overview of the Indian economy, covering diverse areas such as the banking sector, financial systems,

	public finance, and development issues pertinent to both the Indian and Kerala economies. It is designed to prepare students for various competitive examinations by providing them with a solid understanding of key economic concepts and principles. With a dynamic approach, the course integrates factual information and current affairs, ensuring students stay abreast of the latest developments and trends in the Indian economy.					
Semester	2				Credits	3
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		30	0	30	0	60

Course Outcomes

CO No:	Expected Course Outcome ***Upon completion of this course, the students will be able to:***	Learning Domains	PSO No:
1	define the basic concepts of National Income, measures of Money supply and types of inflation, bank rates, recommendations of banking committees and digital economy components.	U	1,2
2	list out money and capital market Instruments, regulatory bodies and credit rating agencies in financial markets.	U	2,3
3	recall the development indices and demographic characteristics of India.	E	1,4
4	explain the performance of agriculture, Industry and service sector of India	A	2,3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO No.
1		**Basic Concepts**	**20**	
	1.1	Basic national income concepts: GDP, GNP,	5	1

		Per Capita Income- Sectoral Composition of Income: Primary, Secondary and Tertiary Sectors in the Indian context		
	1.2	India's demographic profile and features-demographic dividend-Human Development: HDI, IHDI-SDG Happiness Index-Incidence of poverty in India	5	3
	1.3	Money and Central Banking: Functions of RBI-Monetary Policy- Monetary Aggregates: Reserve Money-Narrow Money and Broad Money-e-Rupee.	5	1
	1.4	Price level and its management-Inflation: types-deflation reflation- stagflation-Measurement of inflation: WPI and CPI-Anti inflationary measures.	5	5
2		**Financial System and Trade**	**20**	
	2.1	Financial Market in India -Money and Capital Market Structure and instruments of India's capital market-Stock Exchanges and Indices in India-SEBI-NSDL, CDSL, GIFT IFSC.	5	**4**
	2.2	Structure of India's Banking System-Commercial Banks -Regulation and Supervision of the Banking System by the RBI-Basel-III norms-NBFCs.	5	**3**
	2.3	Digital Payment system in India- UPI's ecosystem-role of NPCI.	5	6
	2.4	Key Concepts of Balance of Payments-Current Account and Capital Account-Exchange rate movements: Depreciation and Appreciation-India's current Balance of Payment Situation- Composition and direction of India's Foreign Trade	5	1
3		**Public revenue**	**20**	
	3.1	Fiscal Policy: meaning and significance-	10	1

		Major central government taxes-Personal income Tax and Corporate Income Tax-Features of GST-GST Council.		
	3.2	The central government budget-major receipts and expenditures of the central government-important indicators in the budget and their Implications-Finance Commission.	10	3
	Practicum:	1. Prepare a report on the latest Annual Monetary Policy Statement of the RBI. 2. Discuss the different measures of inflation in India and their relevance. 3. Energy transition and emission reduction programmes in India. 4. Enlist the various money market and capital market instruments in India. 5. Give an outline of the structure of India's banking system. 6. Mention the major trade partners of India and list the major export and import items of India. 7. Discuss the latest Union and State budgets. 8. List the major taxes of the Union government. 9.Conduct a discussion on Kerala's development prospects.		
4	Teacher Specific Module			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments

	o CD3 - Class Seminars o CD4 - Peer group Discussions

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar/Viva	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1 Mankiw, N. Gregory. Principles of Macro Economics. Cengage India, 2022.

2. Sundharam, K. P. M. Banking: Theory, Law and Practice (Recent edition). Sultan Chand and Sons, New Delhi, 2019.

3. Musgrave, Richard A., and Peggy B. Musgrave. Public Finance in Theory and Practice. McGraw-Hill, 1989.

4. Bhatia, H. L. Public Finance (30th ed.). Vikas Publishing House Pvt., New Delhi, 2020.

5. Meier, Gerald M. Leading Issues in Economic Development. Oxford University Press, New Delhi, 2005.

6. Datt, Gaurav, and Amitava Mahajan. Indian Economy. S. Chand & Co., New Delhi, 2015.

7. Misra, S. K., and V. K. Puri. Indian Economy (41st ed.). Himalaya Publishing House, Mumbai, 2023.

8. Dhingra, I. C. Indian Economy. Sultan Chand & Co., New Delhi, 2018.

9. Ministry of Finance, Government of India. Economic Survey (Current Year).

10. Kerala State Planning Board. Kerala Economic Review (Current Year).

SUGGESTED READINGS

1. https://censusindia.gov.in/census.website/

2. https://www.indiabudget.gov.in/

3. https://www.rbi.org.in/

4. https://pib.gov.in/PressReleasePage.aspx?PRID=1707203

Semester III

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/Week	Hour Distribution /week			
					L	T	P	O
M24EC3DSC200	Microeconomics-I	DSC A	4	5	3	-	2	-
M24EC3DSC201	Macroeconomics-I	DSC A	4	4	4	-	-	-
M24EC3DSE200	Financial Economics	DSE Choose any one course from DSE basket	4	5	3	-	2	-
M24EC3DSE201	Life Insurance		4	5	3	-	2	-
M24EC3DSE202	Navigating Surveys for Academic and Professional Success		4	5	3	-	2	-
M24EC3DSC201	Digital Economy and Business Transformation	DSC B	4	5	3	-	2	-
M24EC3MDC200	Understanding Global Economy	MDC	3	3	3	-	-	-

M24EC3VAC200	Gender and Economics	VAC	3	3	3	-	-	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Discipline Specific Component (DSC A)

Micro Economics-I

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**		
Programme	BA (Hons) Economics		
Course Name	Micro Economics - I		
Type of Course	Discipline Specific Component (DSC A)		
Course Code	M24EC3DSC200		
Course Level	200-299		
Course Summary	This course provides essential tools for analyzing how scarcity influences decision-making, ranging from personal budgeting to corporate profit maximization. Explore the dynamic relationship between supply and demand, investigating the forces that determine prices and resource distribution. Through the examination of real-world examples such as market competition, government policies, and external factors, learners will enhance critical thinking and problem-solving abilities. This course empowers learners to make informed decisions as a citizen and effectively navigate economic challenges in their everyday lives.		
Semester	3	Credits	4

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, the learner will be able to:	Learning Domains	PSO No:
1	application of microeconomic concepts to analyse real-life situations	A	1,3,4
2	develop the fundamentals of production and cost in the economy	U	2,3,4
3	distinguish different market forms existing in the economy	K	2,3
4	develop economic tools to analyze the economic policies in daily life	C	1,2,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO No.
1		**Theories of Consumer Behaviour**	**20**	
	1.1	Marshallian analysis: utility concepts-assumptions-Law of Diminishing Marginal utility- Law of Equi-marginal utility- consumer equilibrium- consumer surplus – derivation of demand curve- criticism.	5	1
	1.2	Indifference curve analysis- meaning and properties of Indifference curve-MRS-Budget Line-Slope of budget line- Consumer Equilibrium-Price Consumption Curve-Income Consumption Curve	5	4

	1.3	Splitting of price effect into income and substitution effect-Slutsky and Hicks - Limitations of indifference curve analysis.	5	3
	1.4	Revealed preference theorem-Limitations.	2	1
	1.5	New approaches to Consumer theory - Pragmatic approach and Linear expenditure system (Concepts only)	3	4
2		**Producers Equilibrium and Theory of Costs**	**20**	
	2.1	Production function-types-TP, AP and MP-Relationship	5	1
	2.2	Isoquant - Properties – MRTS - Iso cost Line - Optimal Input Output combination – Producer Equilibrium-Expansion Path -Ridge Line.	5	4
	2.3	Empirical production function – Cobb-Douglas production function.	5	1
	2.4	Modern theory of Costs – Short run and long-run cost curves. (Saucer shaped and L shaped cost curves).	5	3
3		**Market Structure**	**15**	
	3.1	Perfect Competition – Features - Long run and short run equilibrium – Shutdown point.	5	1
	3.2	Monopoly - Short run and long run equilibrium - Price discrimination - Degrees and types under monopoly. Bilateral Monopoly (concept only) – Monopsony - (concept only).	10	6
4		**Contemporary Market Structure**	**20**	
	4.1	Monopolistic Competition-Features-Short and Long run equilibrium-Excess capacity.	5	3
	4.2	Oligopoly-Features- Sweezy model- Duopoly (Concept only)- Cartel and price leadership	10	2

	4.3	Welfare Economics-Nature and scope-Edgeworth box diagram- contract curve-Pareto Optimality Criterion- Kaldor-Hicks criteria – Scitovsky criterion	10	1
5		Teacher Specific Module		
	Practicum			
	1. Derivation of the Indifference curve, Budget Line and Consumer Equilibrium (internal evaluation only) 2. Derivation of MRTS, Producer Equilibrium (internal evaluation only) 3. Identify perfect competition and monopoly from the real-world market environment (internal evaluation only) 4. Derivation of Short and Long run equilibrium under Monopolistic Competition (internal evaluation only)			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**			

Particulars	Marks
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

1. Koutsoyiannis, Apostolos. Modern Microeconomics. Palgrave Macmillan, 1979.

2. Salvatore, Dominic. Microeconomic Theory and Applications. 4th ed., Oxford University Press, 2006.

3. Pindyck, Robert S., Daniel L. Rubinfeld, and David N. Weil. Microeconomics. Recent ed., Pearson Education India, 2018.

4. Maddala, G. S., and Ellen E. Miller. Microeconomics: Theory and Applications. Tata McGraw-Hill Education, 2004.

5. Case, Karl E., and Ray C. Fair. Principles of Economics. 8th ed., Pearson Education India, 2007.

6. Varian, Hal R. Intermediate Microeconomics: A Modern Approach. 7th ed., W. W. Norton & Company, 2014.

7. Watson, John, and Wally J. Getz. Price Theory and Its Uses. 5th ed., AITBS Publishers Distributors Pvt. Ltd., 2004.

8. Schaum's Outline of Microeconomics. 4th ed., McGraw-Hill Education, 2009.

Suggested Readings:

1. Sen, Amartya. Microeconomics: Theory and Applications. Oxford University Press, 1999.

Discipline Specific Component (DSC A)

Macro Economics -I

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Macro Economics -I					
Type of Course	Discipline Specific Component (DSC A)					
Course Code	M24EC3DSC201					
Course Level	200-299					
Course Summary	This course is designed to make students aware of the theoretical concepts in Macroeconomics. The course seeks to cover the period from the classical economists to Keynesian revolution unfolding the role of the state and macro policies. The course focuses on skill development of the students helping them to develop abilities for macroeconomic policy analysis					
Semester	3	Credits				4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0		0	60

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the learner will be able to*	Learning Domains	PSO No:
1	Express the basic concepts of Macro Economics	K,U	2,3

2	Examine classical theory of output, employment and income and macro policy prescriptions in this regard	U	2,3 5
3	Summarize main tenets of Keynesian economics	E	1,2,3
4	Evaluate the significance of Investment and determinants of investment	E	3,4
5	Analyze various Orthodox Keynesian Models	An	1,2,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO No.
1		**Introduction to Macroeconomics**	**15**	
	1.1	Evolution of Macro Economics-Subject matter of Macro Economics-Main issues in Macroeconomics-Macro statics and macro dynamics	10	3
	1.2	Circular flow of economic activity in a two-sector economy	5	6
2		**Classical Macroeconomics**	**15**	
	2.1	Main postulates of classical macroeconomics-Focus on supply side of the economy- Say's law of markets-wage price flexibility-full employment	5	2
	2.2	Classical theory of employment and output determination – wage price flexibility and full employment equilibrium-classical theory of interest	4	1
	2.3	Quantity theory of money- Cash transactions and Cash balances approaches - Classical dichotomy and neutrality –Pigou effect	4	6

	2.4	Keynes criticism of classical theory.	2	4
3		**Theories of Consumption and Investment**	**15**	
	3.1	Consumption Puzzle-Theories of consumption function- Relative income hypothesis - Permanent income hypothesis- Life cycle hypothesis.	10	1
	3.2	Investment- Types-Theories of investment- Accelerator theory- Tobin's q-theory-MEI.	5	2
4		**Macroeconomic Challenges**	**15**	
	4.1	Inflation -different types-Money and inflation- Policy dilemma: the Phillips Curve-Stagflation and the failure of Phillips curve-Keynesian crisis.	5	3
	4.2	Fiscal Policy vs Monetary Policy – Tools- Active vs Passive policy making.	5	2
	4.3	Unemployment – Types – Measures to control unemployment	5	1
	Practicum			
	1. Study the consumption behaviour of the neighborhood 2. Analyze the investment trends and patterns of any industry 3.Assess the measures to control inflation			
5	Teacher Specific Module			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			

Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar/Viva	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Abel, Andrew B. Macroeconomics. Pearson, Delhi, 2011.

2. Diulio, Eugene. Macroeconomics – Schaum's Outline Series. Tata McGraw Hill, New Delhi, 2004.

3. Ackley, Gardner. Macroeconomics: Theory and Policy. Macmillan, 1978.

4. Mukerjee, Sampat. Analytical Macroeconomics: From Keynes to Mankiw. New Central Book Agency, Calcutta, 2008.

5. Froyen, Richard T. Macroeconomics: Theories and Policies (Recent edition). Pearson Education.

6. Shapiro, Edward. Macroeconomic Analysis. Galgotia Publications, 1982.

7. Mankiw, N. Gregory. Macroeconomics (Recent edition). Worth Publications, New York.

Suggested Readings:

1. O'Sullivan, Arthur, et al. Macroeconomics Principles, Applications and Tools. New Delhi: Pearson Education South Asia, 2015.

2. Snowdon, B., and Howard Vane. A Modern Guide to Macroeconomics. Edward Elgar.

3. Natrass, Nicoli, and G. Visakh Verma. Macroeconomics Simplified: An Introduction to Keynesian and Classical Macroeconomic Systems. Sage, New Delhi, 2014.

4. Dornbusch, R., and S. Fisher. Macroeconomics. Tata McGraw Hill.

13. T D Simon (2019) Health sector of Kerala: Prospects and Challenges, Studies on Kerala Economy

14. Alwin Prakash and Prabhakaran Nair (2008) Kerala's Development Issues in the New Millenium, Serials Publication. 14. Dr Ramankutty, Health Economics.

Discipline Specific Elective – DSE

Financial Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Financial Economics-I					
Type of Course	Discipline Specific Elective – DSE					
Course Code	M24EC3DSE200					
Course Level	200-299					
Course Summary	Financial economics offers an in-depth exploration of how economic principles and theories drive financial decisions, markets, and policies. It gives an understanding of the fundamental principles underlying financial markets, assets, and the allocation of resources in an economy. This course prepares individuals for careers in finance, banking, consulting, investment management, and policy analysis by providing a comprehensive understanding of the complex relationship between economics and finance and decision making					
Semester	3				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome ***Upon completion of this course, the students will be able to:***	Learning Domains	PSO No:
1	understand and analyse Financial Economic Concepts.	A, An	1,2
2	evaluate Financial Assets.	E	1,4

3	enhance Financial Planning Skills.	A	2,3
4	design Financial Strategy.	C	1,2,6
	apply Financial theory.	C	1,4,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO No.
1		**An Introduction to financial Economics**	**20**	
	1.1	Indian Financial System- money market and New Issue market and Stock Exchanges- Regulation and supervision of financial system	5	1
	1.2	Financial Economic Methods-Discounting-Risk Management and diversification.	5	3
	1.3	Single-period random cash flows Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance.	5	5
	1.4	Mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.	5	4
2		**Capital Pricing and Investment Theory**	**20**	
	2.1	The capital market line; the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the Capital Asset Pricing Model(CAPM) in investment analysis and as a pricing formula.	6	3
	2.2	Financial Investment -Theory and structure of interest rates.	4	1

	2.3	Corporate finance-, Corporate Finance Patterns of corporate financing: common stock; debt; preferences; convertibles; Capital structure and the cost of capital; corporate debt and dividend policy; the Modigliani Miller theorem. Time Value of Money: Future Value, Present Value, Valuation of annuities and perpetuities.	6	4
	2.4	Investment Criteria: Net Present Value, Benefit Cost Ratio, Internal Rate of Return, --Discounted Payback Period –risk and return-measurement of risk and return of an asset.	4	6
3		**Risk and Return**	**15**	
	3.1	Types of Risk-Measurement and trade-off between risk and return-Asymmetric information-Moral hazard-Adverse selection –Principal Agent Problem (Concepts Only).	5	4
	3.2	Interest risk management -Liquidity management-Recent financial failures.	5	6
	3.3	Introduction to Personal Finance- Goal setting – cash management - SIP-investment alternatives.	5	2
4		**Derivative Markets**	**20**	
	4.1	Brief history of derivatives	5	3
	4.2	Types - Forwards, futures, options and swaps – arbitrage - Theories of future prices –Cost of Carry Model, The expectation Model (Concepts Only).	5	1
	4.3	Exchange Traded Funds and others	5	3
	4.4	Valuation of Derivatives-Black Scholes Model (Concept only).	5	1

Practicum		1.Analyse a set of financial data using the technique of singe period random cash flows method. 2.Use the mean and variance to exhibit the properties of a set of financial data. 3. Prepare a data analysis project about assessment of financial investment using NPV. 4. Discuss how the risk and return evaluation can be done for an asset. 5. Analyse the trade-off between risk and return in the case of different types of assets using a secondary data. 6. Prepare an assignment about any of the recent mega financial failures.		
5		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5

	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

1. Roy B. (2005). The Economics of Financial Markets.

2. Boddie, K. M. and Ryan (2003). Investments. McGraw-Hill Publications, New York.

3. Copeland, T. E. and Weston, J. F. (1988). Financial Theory and Corporate Policy, Addison Wesley. 4. Hull, J. M. (2003). Futures, Options and other Derivatives, Prentice Hall.

5. Ross. S. A., Randolph W. W., Jordan, B. D. and Roberts, G. S. (2005). Fundamentals of Corporate Finance, McGraw-Hill Publications, New York.

6. Robert C. R. (2002). Investment Concepts, Analysis and Strategies.

7. Machiraju H. R. (2000). Indian Financial System, Vikas Publishing House

8. Fisher, D. E. and Jordan, R. J. (1999). Security Analysis and Portfolio management, Eastern Economy Edition.

Discipline Specific Elective – DSE

Life Insurance

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**

Programme	BA (Hons) Economics					
Course Name	Life Insurance					
Type of Course	DSE					
Course Code	M24EC3DSE201					
Course Level	200-299					
Course Summary	This course is designed to equip learners with the fundamental statistical tools used in economic analysis. This course also aims at empowering students with the basic requirements for analysing economic data.					
Semester	3				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	To extends the information on the origin and nature of Insurance	U	1,2,3
2	To understand the essentials of life insurance contract	A	2,3,6
3	To understand different types of life insurance products and the procedure for settling the claims in life insurance.	U	3,5
4	To assess the role of insurance agents and legal requirements in insurance business.	An	1,3
5	To understand the importance of Actuarial science in Insurance Industry	U	1,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Life Insurance**	**15**	
	1.1	Insurance -Meaning -Types of Insurance.	3	1
	1.2	Difference between life and non-life insurance- Different types of General Insurance products in India Evolution of life insurance, ancient India - modern form of life insurance.	4	3
	1.3	Growth of Insurance industry after independence ,Important regulation of life insurance business in India, Individual life insurance.	4	2
	1.4	Insurance sector reforms, IRDA Structure and function, Life Insurance Corporation.	4	1
2		**Life Insurance Contract**	**20**	
	2.1	Insurance as a contract, distinguishing characteristics, insurable interest, utmost good faith, principle of indemnity- doctrine of subrogation - warranties, medical examination.	5	6
	2.2	Nomination and assignment, lapse revival, surrender value, paid up policies, maturity, loan to policyholders,	5	3
	2.3	Policy construction and delivery Methods of calculating economic risks in life insurance proposals –factors affecting risk.	5	2
	2.4	Underwriting process, Rating, Reinsurance.	2	3
	2.5	Distribution of surplus , premium , basic elements in computation of life insurance premium, important documents in life insurance contract.	3	2

3		**Life Insurance Policies and its applications**	**20**	
	3.1	Important life insurance policies issued by the Life Insurance Corporation of India, Life Insurance activities ,Group insurance.	5	1
	3.2	General structure of a policy document, Concept of Risk Management.	4	6
	3.3	Pension and Annuities-individual pension scheme principles and types, Reinsurance, - types of Different methods.	3	5
	3.4	Life Insurance , Taxation Aspects ,Different types of insurance policies ,individual life Insurance Plans ,Retirement benefits that are to be by the employer to employees ,Equity Linked Insurance Plans.	4	3
	3.5	Types of claim settlements, Survival, Maturity and Death claims, Proposal, Missing persons, Presumption of Death.	4	5
4		**Life Insurance Salesmanship and Benefit Payment**	**20**	
	4.1	Benefit payment guidelines ,classification of benefit payment	5	3
	4.2	Insurance agent, essential qualities of an ideal insurance agent, rules of agency	5	1
	4.3	Insurance broker, difference between Agent and Broker	5	4
	4.4	Insurance marketing, after-sales service to policy holders.	5	5
	Practicum	1.Map out the conceptual foundations of life insurance as a financial product. 2.Discuss the functions of IRDA. 3.Explain the trends in the growth of insurance industry in india.		

		4.Classify the importance documents needed for starting life insurance policy 5.Discuss the importance of underwriting process, rating and reinsurance. 6.Explain the significance of insurance contract as a vital element of delivering the insurance product. 7.Explain the significance of LIC as a market leader 8.Explain the role of broker and agent in insurance industry. Discuss the problems of mis-selling of insurance products.
5	Teacher Specific Module	
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30

Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. K.C. Mishra | C.S. Kumar, Life Insurance: Principles and Practice, National Insurance Academy | Cengage Learning, New Delhi.

2. M.N. Mishra | S.B Mishra (2008), Insurance: Principles and Practice, S. Chand and Company, New Delhi. Page 79 of 469

3. Kenneth Black (2000), Life and Health Insurance, 13th Edition, Pearson Education.

4. Patukale (2009), Insurance for Everyone, Macmillan India Ltd.

5. Life Insurance Corporation of India, Try with Trust: The LIC Story

6. Tripathy and Pal (2005), Insurance: Theory and Practice, Prentice -Hall of India

7. Palande, Insurance in India, Sage Publications, Delhi

8. K.C. Mishra and R. Venugopal(2009), Life Insurance Underwriting, National Insurance Academy | Cengage Learning, New Delhi

Discipline Specific Elective – DSE

Navigating Surveys for Academic and Professional Success

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Navigating Surveys for Academic and Professional Success
Type of Course	DSE
Course Code	M24EC3DSE202
Course Level	200-299
Course Summary	This lower-order thinking level (LOT) course covers types and methods of social science Inquiry, distinguishing between Description and Storytelling, Pure and Applied research, and various study approaches like Exploratory, Descriptive, and Historical studies. It delves into Surveys, detailing their meaning, characteristics, steps, and purposes, distinguishing Census from Sample surveys. The planning of Survey Studies is discussed, including study design elements such as objectives, hypothesis, and methodology. Sampling Techniques are explored, covering Population, Census, and Sampling methods. Tools for Data Collection, Data Processing, and Data Analysis are addressed, including the use of spreadsheets and various chart types. The syllabus concludes with insights into Report Writing, emphasizing its significance and outlining the steps involved.

Semester	3				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be	Learning Domains	PSO No:

	able to;		
1	differentiate approaches in scientific inquiry and various scientific studies to understand the importance of factual reporting.	U	1,2,3
2	understand the significance of primary data and its factual level implications in a socioeconomic study	AE	2,3,6
3	summarize the meaning and characteristics of surveys, distinguishing between social and economic surveys.	E, An	3,5
4	illustrate the steps involved in conducting a survey, from planning to data analysis.	An, C, Ap	1,3
5	translate the purposes of sampling and their applications in different sizes and characters of population	C,S	2,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	**Units**	**Course Description**	**Hours**	**CO.N0**
1		**Introduction to Scientific Inquiry**	**15**	
	1.1	Types and Methods of Scientific Inquiry - Description vs. Storytelling- Pure – applied - Exploratory– Descriptive - Diagnostic study- Evaluation studiesaction research- experimental research analytical study- historical study- surveys- case study – Field study - Primary vs. Secondary Data (Factual level only)	5	1
	1.2	Understand Surveys: Meaning – Characteristics – steps involved in a survey- purposes of a survey- the subject matter of survey (Social Surveys and Economic Surveys) – Fields of application (Factual and	5	4

		Conceptual Level)		
	1.3	Coverage of surveys: Census vs. Sample – Advantages and Limitations of Survey Research (Factual and Conceptual Level)	5	6
2		**Surveys and Sampling Techniques**	**20**	
	2.1	Planning of Survey Study: Study design: meaning – importance – content of study proposal or plan: introduction -statement of the problem- review of previous studies – scope of the study – objectives – conceptual model- hypothesis- operational definition of concepts – significance – geographical area covered – reference period – methodology – sampling plan – tools for gathering data – plan of analysis – chapter scheme – time budget – financial budget (Conceptual Level)	10	1
	2.2	Sampling Techniques: Population and sample, Census Enquiry and Sampling, Purposive and non-purposive Sampling, Sample Size	5	3
	2.3	Sampling Procedure: SRS (WR and WOR), Stratified, Systematic, Repeated Systematic, Cluster and Multi-Stage cluster, Quota Sampling and Sequential Sampling, Sample Weights and Choice of Sampling Design. (Conceptual Level)	5	2
3		**Data Collection, Processing and Presentation**	**20**	
	3.1	Tools for Data Collection: Methods of Primary Data: Observation, Interview and Questionnaire/ Schedule; Structured vs.	10	6

		Unstructured and Participatory vs. Non-Participatory, The Pilot Survey, Reliability and Validity. (Conceptual and Procedural Level)		
	3.2	Data Processing: Editing- Coding- Classification and Tabulation- construction of frequency table	5	4
	3.3	Graphical representation – Graphs/charts/diagrams (Conceptual Level) Activity: Preparation of questionnaire, Sample Survey, data tabulation and presentation	5	1
4		**Survey Techniques in Practice**	**20**	
	4.1	Data Analysis: Descriptive Analysis – Inferential Analysis – computerized analysis and Presentation using a spreadsheet - Using Functions – Sum, Average, Max, Min, Count, Counta -Absolute, Mixed and Relative Referencing- Creating Simple Pivot Tables- Basic and Advanced Value Field Setting - Classic Pivot table - Choosing Field - Filtering PivotTables - Modifying PivotTable Data - Grouping based on numbers and Dates (Conceptual and Procedural Level) (Practical/hands-on Activity) Data Processing: Editing- Coding- Classification and Tabulation- Graphical representation– Graphs/charts/ diagrams	10	5
	4.2	Report writing – Significance of Report writing – Different steps in writing a Report –	5	6
	4.4	Public Policy - Insurance Sector - Social issues - Ecological and Environmental Issues	5	3

	Practicum	1.Design surveys on the following three areas - consumer behavior, social issues and economic trends. 2.Conduct a mock survey to illustrate the various steps involved in the formation of a survey. 3.Explain the various survey techniques 4.Explain the various survey procedures using a mock survey. 5.Demonstrate classification and tabulation steps using a mock survey findings or data using an already conducted survey. 6.Design a graphical representation of a survey 7.Demonstrate how a survey report is to be written using the analysis of a given survey		
5	Teacher Specific Module			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**			
	Particulars	**Marks**		
	Class Tests	15		

	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Age International.

2. Panneerselvam, R. (2014). Research Methodology. PHI Learning Pvt. Ltd.

3. Kumar, R. (2019). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications.

4. Aggarwal, Y. P. (2017). Research Methodology in Social Sciences. APH Publishing Corporation.

5. Chakraborty, S. K. (2013). Research Methodology: Methods and Techniques. SAGE Publications India Pvt Ltd.

Suggested Readings:

1. Cohen, L., Manion, L., & Morrison, K. (2017). Research Methods in Education. Routledge.

2. Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.

Babbie, E. R. (2016). The Practice of Social Research. Cengage Learning.

4. Kumar, R. (2014). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications.

5. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.

6. Sekaran, U., & Bougie, R. (2016). Research Methods for Business: A Skill-Building Approach. Wiley. 7. Leedy, P. D., & Ormrod, J. E. (2014). Practical Research: Planning and Design. Pearson.

8. Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson. 9. Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.

10. Robson, C. (2016). Real World Research. John Wiley & Sons.

DSC B

Digital Economy and Business Transformation

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Digital Economy and Business Transformation
Type of Course	DSC B
Course Code	M24EC3DSC201
Course Level	200-299
Course Summary	This Course is aimed to provide the basics of digital economics and promote digital entrepreneurship by empowering students with digital skills that helps them for starting own digital business. Through this core course, a first-hand information on digital business transformation avenues from the digital economy angle is to be delivered with an interdisciplinary approach. Familiarizing the application of the various digital economy tools for economic and business facilitation is to be done through different modes. The content in this course should be delivered from the use and application side rather than from technical development side. Economic conceptual integration of the topics with digital field is mandatory. Student should learn basic microeconomics and macroeconomics courses before attempting this course. The various tools mentioned in this course need not be purchased to provide the information; rather, a demonstration about their profile, features etc. with the help of the internet is sufficient. For giving a practical orientation of the topics, use of computer lab is highly desirable. .

Semester	3				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be	Learning Domains	PSO No:

	able to;		
1	understand the opportunities and methods for transforming business in the digital economy and the power of network economics.	U	1,2,3
2	create a structured approach to develop own digital business enterprise.	C	2,3,6
3	apply the skills on the various methods of digital business transformation.	A	3,5
4	design an effective promotional campaign and branding for digital business.	**C**	1,3
5	understand the avenues of cloud and AI platforms to improve business productivity.	U	1,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**An introduction to Digital Economy and Business Transformation.**	**15**	
	1.1	Digital Economics and Digital Economy- Digital Economy and Digital Transformation and Digital Entrepreneurship- Meaning and Significance.	5	3
	1.2	Overview of the digital economy and digital technologies including social media, Cloud, AI, Block chain Technology etc.– the rise of Platform Economy.	5	5
	1.3	Benefits of Digital Transformation: Productivity and Efficiency gains, Business Expansion and Growth.	2	1
	1.4	Network Economics- Network effects and Metcalfe's Law-Case Studies-Startup Policy in India.	3	1

2		**Platforming Digital Business Transformation- Basic Tools and Security Issues.**	**20**	
	2.1	Establishing Digital Business- Digital Platforms for Enterprise Development including Google Business Profile-Google Workspace Google Analytics.	5	1
	2.2	Location and mapping solutions for business: Google Maps API Social Networking, user base and branding-YouTube and meta platform.	5	3
	2.3	Role of Cyber security in digital Economy-Digital Security-Digital Privacy-Data Security -User Authentication and Authorization-IPR and Digital Rights-Ethical, Safety, Security and other principles Edge computing. Social engineering attacks-Government regulations in India regarding digital security	10	5
3		**Digital Economy and Ecommerce**	**20**	
	3.1	Digital pricing methods-Price elasticity of digital goods-Economics of cloud computing-HRM Software and their use in enterprise management.	5	3
	3.2	Content Management Systems-Learning Management Systems Personalized/Adaptive Learning and their significance in e-learning.	5	1
	3.3	Website Domain Creation-Hosting and Search Engine Optimization (concepts only)-Apps and their significance in digital business.	5	2

	3.4	Ecommerce payment gateways-ecommerce platforms (concept only), Setting up of an online store /creating online seller license in ecommerce platforms- India Stack-ONDC-Getting Aadhar verification services for business-Government e-Marketplace (GEM)	5	4
4		**Economics of Artificial Intelligence and Robotics**	**20**	
	4.1	Economics of digital branding-Advantages of digital branding and advertising-Branding and advertisement in major social media platforms: Meta, LinkedIn, YouTube, Google ad sense-ads manager/ad settings.	5	1
	4.2	Economics of technological change and productivity expansion Artificial Intelligence and IoT -challenges and opportunities. An overview of different AI tools/apps in task management and productivity enhancement.	5	1
	4.3	Economic implications of large language models and neural Networks-Survey of different AI applications in industry, services (including education) and agriculture- Digital economy and international Trade: the issue of cross national data flows	10	3

<table>
<tr><td></td><td>Practicum</td><td colspan="2">Group Discussion: Network economics and its benefits for corporate like Google and Meta. Group Discussion: the significance of building a community in digital platforms.
Group Discussion: Evolution of educational content- the rise of video- in place of text - merits and demerits. Mini Project: How to start a Google Business Page/Google Map API for your business.
Experimental Learning: Use of various Microsoft office applications and cloud storage in business facilitation. Discussion: the role of Learning Management Systems in education.
Group discussion: Use of AI in skill formation. Industry Visit: To offices and service centres of corporate that provide important digital business services.</td></tr>
<tr><td>5</td><td colspan="3">Teacher Specific Module</td></tr>
<tr><td colspan="2">Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions
Suggested Course Delivery Methods
o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc.
o CD2 - Tutorials/Assignments
o CD3 - Class Seminars
o CD4 - Peer group Discussions</td></tr>
<tr><td colspan="2">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA) – 30 Marks</td></tr>
<tr><td colspan="2" rowspan="5"></td><td>Particulars</td><td>Marks</td></tr>
<tr><td>Class Tests</td><td>15</td></tr>
<tr><td>Assignments</td><td>5</td></tr>
<tr><td>Seminar</td><td>5</td></tr>
<tr><td>Project/Practicum/Quiz/Book</td><td>5</td></tr>
</table>

	Review/Fieldwork etc.	
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. The Economics of Digital Transformation, Katarzyna Śledziewska and Renata Włoch, first published 2021, Rouletdge.

2. Big Tech and the Digital Economy: The Moligopoly Scenario, Nicolas Petit, OUP Oxford, 2022. 3. Cyber Security, Artificial Intelligence, Data Protection and the Law, Rober Walters, Marko Novak, Springer, 2021.

4. The Digital Economy (Anniversary Edition): Rethinking Promise and Peril in the Age of Networked Intelligence, Don Tapscott, McGraw-Hill Education; 2nd edition, 2014.

5. Digital Economy (practical Guide): Economic Development and Digital transformation, Gilbert Saldivar, Lew Temple, FRESHMAN, Kindle Edition, 2021.

6. The Oxford Handbook of the Economics of Networks, Yann Bramoull, Andrea Galeotti, et al., Oxford Handbooks, 2016.

7. Digital Transformation: Build Your Organization's Future for the Innovation Age, Herbert Lindsay, Bloomsbury Business India, 2017.

8. Working with Microsoft Office 365 – Running Your Small Business in the Cloud, Hill Brett, Microsoft Press US, 2012.

9. Winning in The Digital Age, Penguin Enterprise, Seth Nithin, 2021. 11. Digital Transformation: Survive and Thrive in an Era of Mass Extinction, Siebel M Thomas, Rodin Books, 2019.

Suggested Readings 1. The Age of the Platform: How Amazon, Apple, Facebook, and Google Have Redefined Business, Simon Phil, Simon Hris Consulting, 2011.

2. Booming Digital Stars: 11 Inspiring Journeys from India’s Creator Economy, Harsh Pamnani and Manish Pandey, 2021, Pencil Select.

3. Digital Economy Report 2021, UNCTAD, 2021.

MDC

Understanding Global Economy

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Understanding Global Economy
Type of Course	MDC
Course Code	M24EC3MDC200
Course Level	200-299
Course Summary	It is designed to impart factual knowledge aligned with the Remember and Understand levels of Bloom's Taxonomy. The course aims to prepare learners for competitive exams, particularly the UPSC exams, providing them with the confidence to face such assessments. Moreover, it goes beyond rote memorization by emphasizing the development of skills such as leadership and communication. The incorporation of multidisciplinary, transdisciplinary, and interdisciplinary approaches suggests a broader educational perspective that fosters lifelong learning. Overall, it seems like a comprehensive and wellrounded program.

Semester	3				Credits	3
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	0	0	45

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	understand the historical evolution of globalization, including an understanding of key events and factors that contributed to the development of international trade and finance.	U	1,2,3

2	distinguish between different regional trade agreements, and understand their structures, objectives, and impacts on global trade dynamics	U	2,3,6
3	recalls the names of International Economic Organizations	K	3,5
4	tell about the major world summits and conferences in general.	**K**	1,3
5	understand the emerging trends and challenges in the current world economy	U	2,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.N0
1		**Introduction to World Trade Policies and Agreements**	**15**	
	1.1	Role and significance of international trade-export led growth current global trade scenario-globalisation and deglobalisation-Major trading powers-India's External Trade Profile-Composition and Direction of India's Trade	5	1
	1.2	Tariffs, quotas, and non-tariff barriers-neo protectionism-Key balance of payments entries-Exchange rates - Fixed vs. floating exchange rate systems-Depreciation/Appreciation Devaluation--MNCs-Global Value Chains.	5	3
	1.3	Cross national mobility of capital-various forms of capital flows: FDI, FPI, ECB, DRs, RDBs-FEMA.		
2		**Globalization and International Organizations**	**15**	
	2.1	International Monetary Fund-World Bank and its affiliates WTO-major agreements and current	5	4

		scenario. Regional trade agreements: EU, ASEAN, RCEP-India's FTAs.		
	2.2	Economic crises and financial instability- The Great Depression of 1929–39-OPEC Oil Price Shock of 1973-Asian Currency Crisis of 1997–Great Recession of 2008-Crypto crash of 2022.	5	2
	2.3	International Economic Organizations- AIIB, NDB, ADB, WIPO, BIS, UNCTAD, FSB, OPEC.	5	2
3		**Current Issues in the World Economy**	**15**	
	3.1	Geopolitical influences on the global economy, reshoring and friend shoring-Current Account Imbalances-China-US Economic Relations-China and India as global economic powers.	5	1
	3.2	Major world summits- G20-G7-G77–United Nations Climate Change Conference (COP)-Sustainable Development Goals (SDG) -World Economic Forum (Davos)-WTO Ministerial Conference-BRICS.	5	1
	3.3	Major developments in the global economy-Reserve Currencies- role of US Dollar.	5	6
4	Teacher Specific Modules			
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions		
Teaching and		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures		

Learning Approach	can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**25**

Semester End Examination -Written Examination for 50 marks

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

References

1. Stiglitz, Joseph E. Globalization and Its Discontents. W.W. Norton & Company, 2002.

2. Rodrik, Dani. Has Globalization Gone Too Far? Institute for International Economics, 1997. 3. Friedman, Thomas L. The Lexus and the Olive Tree: Understanding Globalization. Anchor Books, 2000.

4. Das, Gurcharan. India Unbound: The Social and Economic Revolution from Independence to the Global Information Age. Anchor Books, 2002.

5. Basu, Kaushik. The Indian Economy: Problems and Prospects. Oxford University Press, 2016.

6. Subramanian, Arvind. Eclipse: Living in the Shadow of China's Economic Dominance. Peterson Institute for International Economics, 2011.

7. Dutt, Rudra, and K.P.M. Sundaram. Indian Economy. S. Chand & Company Ltd., 2017. Suggested Readings

For effective preparation of current affairs for competitive exams, it is recommended to select a comprehensive current affairs book in addition to regular newspaper reading and the examination of magazines like Yojana or Kurukshetra. The following list provides some notable options for current affairs books:

1. Annual Reports and Working papers of: IMF, World Bank, UNO, WTO, World Economic Forum etc.

2. Concise General Knowledge Manual – Barry O'Brien

3. India Yearbook – Publication Division (GOI)

4. Yojana Magazine

5. Kurukshetra Magazine

6. Economic Survey

7. Concise General Knowledge Manual – J K Chopra

8. Current Affairs & News In Focus Objective Questions – Kiran Prakashan

9. The Hindu Daily

VAC

Gender and Economics

Programme	BA (Hons) Economics					
Course Name	Gender and Economics					
Type of Course	VAC					
Course Code	M24EC3VAC200					
Course Level	200-299					
Course Summary	This course examines the intricate relationship between gender dynamics and economic structures, covering foundational concepts like gender equity and equality. It explores the interdisciplinary nature of Gender Economics, emphasizing its role in economic indices and women's contributions to GDP. This delves into global demographic changes and the evolving gender dynamics, particularly focusing on India and Kerala. Key gender issues in socioeconomic development, including the wage gap and disparities in various sectors, are addressed. The course concludes by examining gender policies at different levels and introducing the principles of gender budgets as tools for reducing disparities.					
Semester	3				Credits	3
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	0	0	45

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	Critically analyse the role of gender in development.	An	1,2,3
2	Examine gender issues in socio-economic perspectives.	An	2,3,6
3	Evaluate contemporary gender policies	E	3,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.N0
1		Gender role in development	**20**	
	1.1	Definition of Gender- Gender and sex - Gender Equity and Gender Equality	5	1
	1.2	The subject of Gender Economics- Interdisciplinary Approach in gender studies-	5	3
	1.3	Incorporation of gender factor into HDI-Gender equality indices-Gender Development Index (GDI) and Gender Empower Measure (GEM).	2	1
	1.4	Women's contribution to GDP	2	1
	1.5	The gender factor in demographic development-Global demographic changes-Gender shift	4	3
	1.6	Gender status in India and Kerala-Concept of Missing women	2	5
2		**Gender issues**	**15**	
	2.1	Main gender issues in socio economic development in developed and developing countries.	7	1
	2.2	Gender wage gap - Gender Discrimination in Labour Force Participation- Occupational Segregation and Wage Differences- Gender Discrimination in Education, Health, Employment, Political Participation and Decision Making	5	4
	2.3	Feminization of poverty	3	3
3		**Gender policies**	**10**	
	3.1	Gender policy: national, regional and global level	4	2
	3.2	International organizations and the role of gender studies and gender policy implementation	4	1
	3.3	Gender budgets: Approaches and principles-Budgeting policies to reduce gender disparities	2	3
5	Teacher Specific Module			
		Classroom Procedure (Mode of transaction)		

Teaching and Learning Approach	Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**25**

Semester End Examination Written Examination for 50 marks

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

References

1. Gulati, L., & Ramalingam. (Year). Kerala Women: A profile.

2. OECD. (2023). Gender Budgeting in OECD Countries. Retrieved from https://www.oecd-ilibrary.org/governance/gender-budgeting-in-oecd-countries2023_647d546b-en

3. OECD. (2022). Gender Budgeting Highlights. Retrieved from https://www.oecd.org/gov/budgeting/Gender-Budgeting-Highlights.pdf

4. UNICEF. (2021). Gender Policy 2021-2030. Retrieved from https://www.unicef.org/media/117706/file/Gender%20Policy%202030.pdf

5. Sen, G., & Crown, C. (1987). Gender and Class in Development Experience. Routledge.

6. Desai, N., & Krishnaraj, M. (Year). Health-A Gender Issue in India.

7. Kalpagam, U. (2011). Gender and Development in India: Current Issues. Rawat Publications.

8. Chakraborty, L. (2021, December 16). Covid19 and Gender Budgeting: Applying a "gender lens" to Union Budget in India (W.P No. 362). National Institute of public Finance and policy (NIPFP).

9. Becchio, G. (2020). A History of Feminist and Gender Economics. New York: Routledge.

10. Beneria, L., & Biswanath, S. (2001). Gender and Development: Theoretical, Empirical and Practical Approaches.

11. Becchio, G. (2019). A History of Feminist and Gender Economics. New York: Routledge.

12. UN Gender Statistics and Development. Retrieved from http://www.unece.org/stats/gender/web 13. UN Population Information Network (POPIN). Retrieved from http://www.un.org/popin

14. UN Women. Retrieved from http://www.un.org/ru/aboutun/structure/unwomen/

15. NIPFP. Retrieved from www.nipfp.org.in

16. UNDP - Human Development Reports.

Suggested Readings

1. Shafina' Aishath. (2020). Exploring gender differences in the selection of subjects at higher education levels in the Maldives. International Electronic Journal of Comparative Education, 19(2). Retrieved from http://iejcomparative.org

2. Centre for Science and Environment. (Various years). State of India's Environment. New Delhi.

3. Schumacher, E. F. (Year). Small is Beautiful. Abacus Publishers, New York.

4. Bharucha, E. (2005). Textbook of Environmental Studies for Undergraduate Courses. Universities Press (India) Pvt Ltd.

Semester IV

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/Week	Hour Distribution /week			
					L	T	P	O
M24EC4DSC200	Development Economics -I	DSC A	4	4	4	-	-	-
M24EC4DSC201	Indian Economy-I	DSC A	4	5	3	-	2	-

M24EC4DSE200	Introduction to Data Analysis for Economics (Specialization for Econometrics and Data Analysis)	DSE Choose any one course from DSE basket	4	5	3	-	2	-
M24EC4DSE201	Financial Risk Analysis		4	5	3	-	2	-
M24EC4DSE202	Insurance and marketing							
M24EC4DSC202	Basics of Fintech Entrepreneurship	DSC C	4	5	3	-	2	-
M24EC4SEC200	Economics of Rural Entrepreneurship	SEC	3	3	3	-	-	-
M24EC4VAC200	Sustainable Development Strategies and Governance	VAC	3	3	3	-	-	-
M24EC4INT200	Internship		2					

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Discipline Specific Component (DSC A)

Development Economics-I

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Development Economics- I
Type of Course	Discipline Specific Component (DSC A)

Course Code	M24EC4DSC200					
Course Level	200 -299					
Course Summary	This course explores the fundamental concepts of development, exploring their connections with the developmental experiences of nations. It emphasizes the application of development theories across various productive sectors and economies. The primary goal is to equip students with problem-solving, analytical, and critical thinking skills to investigate and propose evidence-based solutions for addressing pressing issues such as poverty, inequality, and migration within the context of promoting human development.					
Semester	4				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PSO No:
1	describe the fundamental concepts of development and relate their connections with the development trajectory of nations.	K, U, A	2,3
2	identify the application of development theories in different productive sectors and economies.	U, A	2,3,5
3	develop problem solving, analytical skills and critical thinking to investigate and propose evidence-based solutions for addressing poverty, inequality, and migration in the context of promoting human development.	A, An, E	1,2,3,5
4	explore poverty, inequality, human capital's role, and demographic theories, evaluating the impact of crony capitalism on growth.	U, E, C	2,3,6
5	critically examine and analyse some key issues in economic development.	E, An, C	**2,3**

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Economics of Development**	**15**	
	1.1	Growth and development- meaning-distinction- Features of underdevelopment. Core values of development	5	1
	1.2	Indicators of Development (Income and Non-Income) PQLI, HDI, HPI, Gender Development index, Happiness Index, multi-Dimensional poverty index	5	3
	1.3	Amartya Sen's views on Development- as freedom – as Capability- as Entitlement (basic understanding).	5	5
2		**Approaches to Development**	**15**	
	2.1	Classical theory of development (Ideas of Adam Smith and Ricardo only)	5	2
	2.2	Schumpeter's theory of innovation, Rostow's stages of growth, Dualism (social, financial & technological) Lewis's theory of unlimited supply of labour	5	4
	2.3	Vicious circle of poverty - critical minimum effort thesis, big push theory, balanced and unbalanced growth theory	5	5
3		**Poverty, Inequality, and Human Capital in Development**	**15**	
	3.1	Poverty – absolute and relative – measurement- Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient	10	3
	3.2	Role of Human Capital-education-health- in Economic development- Optimum theory of	5	2

		population -Theory of demographic transition-demographic dividend		
4		**Trade and Development**	**15**	
	4.1	Foreign trade and economic development	5	1
	4.2	Alternative approaches to trade in developing countries- Prebisch-Singer thesis	10	4
5		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	Marks
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	30

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References:

1. Thirlwall, A. P., & Penelope Pacheco- Lopez (2022). Economics of Development. Palgrave McMillian, New Delhi.

2. Higgins, B. (1968). Economic Development. Universal Book Stall, New Delhi.

3. Meier, G. M. (2007). Leading Issues in Economic Development. Oxford University Press, New Delhi.

4. Todaro, M., & Smith, S. (2017). Economic Development (7th Edition). Pearson Education, New Delhi.

5. Ray, D. (2008 & 2014). Development Economics. Oxford University Press, New Delhi.

6. Taneja, M. L., & Myer, R. M. (2017). Economics of Development and Planning. Vishal Publishing Company, New Delhi.

7. Meier, G. M., & Rauch, J. E. (2014). Leading Issues in Economic Development. Oxford University Press, New Delhi.

8. Subrata Ghatak, (2008) Introduction to Development Economics (4th Edition) Routledge.

9. Thirlwall, A. P. (2011). Growth and Development with Special Reference to Developing Economies. McMillian, New Delhi.

Suggested Readings

1. Banerjee, Abhijit V., and Esther Duflo (2007). "The Economic Lives of the Poor." Journal of Economic Perspectives, 21(1): 141-168.

2. Banerjee, Abhijit V., (2008). "Big Answers for Big Questions: The Presumption of Growth Policy." Brookings Global Economy and Development

3. Mankiw, N. Gregory, David Romer, and David N. Weil (1992). "A Contribution to the Empirics of Economic Growth." The Quarterly Journal of Economics, Vol. 107, No. 2, 407-437.

4. Caselli, Francesco (2005), "Accounting for Cross-Country Income Differences." In Philippe Aghion & Steven Durlauf (ed.), Handbook of Economic Growth, edition 1, volume 1, chapter 9, pages 679-741.

5. Banerjee, Abhijit and Esther Duflo (2004). “Growth Theory through the Lens of Development Economics” (PDF).

Discipline Specific Component (DSC A)

Indian Economy -I

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Indian Economy -I					
Type of	Discipline Specific Component (DSC A)					
Course Code	M24EC4DSC201					
Course Level	200-299					
Course Summary	This course will enable the students to acquire subject knowledge & general awareness relating to the evolution and performance on all aspects of the Indian economy. It will also help them to acquire necessary skills to propose suitable policy solutions.					
Semester	4				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the learner will be able to*	Learning Domains	PO No:
1	understand major developmental strategies, structural transformation & features of Indian economy.	U	2,3,5
2	develop knowledge regarding the demographic trends and the issues of Indian economy to global scenario.	A	2,5,6
3	examine the performance and growth of various sectors of Indian economy.	An	3,6
4	evaluate critically the reasons behind the transformation of Kerala economy and the significance of Kerala Model in the development process of Kerala.	E	2,3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Growth process in Indian Economy**	**20**	
	1.1	Indian economy since independence: Growth trends- National Income, Savings & investments	7	1
	1.2	Demographic Features: Population size, structure (sex and age), rural urban migrations, occupational distribution, problems of over population, demographic dividend, population policy, Gender inequality, women empowerment.	10	3
	1.3	Urbanization – trends and issues, rural urban migration	3	2
2		**Planning in India**	**20**	
	2.1	Objectives and Achievements of Planning in India- Inclusive Development-NITI Aayog	8	1

	2.2	New Economic Reforms and the rationale behind economic reforms- Liberalization, Privatization and Globalization -Structural Adjustment Programmes -progress of Liberalization, Privatization and Globalization.	12	6
3		**Agriculture, Industry and Service Sector**	**20**	
	3.1	Agriculture sector - land use and cropping pattern- food security- Agriculture credit- Agriculture marketing - price policy, New	5	3
	3.2	Industry –growth performance--growth of MSMEs- - performance of public sector enterprises -sources of industrial finances	5	6
	3.3	Services sector - Importance and composition, banking, insurance, transport and communication, education and health, public administration and defence	5	4
	3.4	India's foreign trade – volume, direction and composition- balance of payments	5	1
4		**Development Issues of India**	**15**	
	4.1	Poverty –poverty line, rural & urban poverty- measures and programmes- inequality in India – Unemployment –Types-measures and programmes	10	3
	4.2	. GST and its impact - Impact of Digital economy	5	2
		Practicum		
	1. Outline the major components of India's economic reforms. 2. Assess the prospects of demographic dividend in India 3.Evaluate the success of the PLI scheme. 4.Assess the challenges posed by AI on India's IT sector. 5.Outline the factors that caused India's BoP crisis in 1991. 6.Map the major tax revenues of the central government and the reform measures introduced.			
5	Teacher Specific Module			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

1.. Misra and Puri (recent edition), Indian Economy, Himalaya Publishing House, Mumbai.

2.. Gaurav Datt & Ashwani Mahajan (recent Edition), Datt & Sundaram Indian Economy, S. Chand & Co., New Delhi

3.. Meera Bai M. (ed) (2008), Kerala Economy, Serials Publication, New Delhi.

4.. Prakash B A (2004) Kerala's Economic Development, Sage Publications, New Delhi

5.. George K K (1993) Limits to Kerala Model of Development, CDS, Trivandrum

6.. B A Prakash (2009), The Indian Economy since 1991: Economic reforms and performance, Pearson Education.

7.. Sunil Mani et al. (ed) (2006), Kerala's Economy: Crouching Tiger, Sacred Cows, D C Books, Kottayam

8.. State Planning Board, Economics Review, Government of Kerala, Thiruvananthapuram (latest issue)

9.. Pulapre Balakrishnan (ed) (2011) Economic Reforms and Growth in India, Orient Black Swann.

10. Y V Reddy (2011) Global crisis, Recession and Uneven Recovery, Orient Black Swann

11. Ajay Chhibber, Salman Anees Soz, (2021) Unshackling India Hard Truths and Clear Choices for Economic Revival, Harper Collins

12. Singh, N. (2017). Financial inclusion: Concepts, Issues and Policies for India 31. Uma Kapila, Indian Economy Performance & Politics (2023) by, Academic Foundation

13.. Tyagi, B.P. (2017), Agricultural Economics and Rural Development, Jai Prakash Nath and Co., Meerut.

Discipline Specific Elective – DSE

Introduction to Data Analysis for Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Introduction to Data Analysis for Economics					
Type of Course	Discipline Specific Elective – DSE					
Course Code	M24EC4DSE200					
Course Level	200-299					
Course Summary	This course is designed to provide students with fundamental data analysis skills in the field economic. Covering statistical methods and quantitative tools, it emphasizes hands-on applications such as data exploration, visualization, and interpretation. Students will learn to model economic trends, make predictions, and extract meaningful insights from datasets. The course equips them to contribute effectively to economic decision-making, market research, and policy formulation in an increasingly data-centric environment.					
Semester	4				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able	Learning Domains	PSO No:

	to;		
1	Understand the fundamentals of spread-sheet packages for data analysis.	U	1,2,3
2	Apply data analysis tools to simple problems in economics.	AE	3,4
3	Analyse data using the basic techniques learnt.	E, An	1,3,4
4	Create simple models for economic analysis.	An, C, Ap	1,4,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to spreadsheets**	**15**	
	1.1	Introducing spreadsheets as a tool for data analysis	5	1
	1.2	Terminology and navigation - entering data - basic operations, operators and functions	5	5
	1.3	Creating and using named cells - working with multiple sheets- avoiding errors, data types and basic treatments	5	3
2		**Handling, charting and simple modelling using data**	**20**	
	2.1	Data sorting, filtering and parsing	5	5
	2.2	Data charting : xy scatter plot-secondary axis, column and bar charts, pie-chart, legends and titles	5	4
	2.3	Modelling: Symbols, expressions and simple models, creating general algebraic models-simple functions in economics, logical tests-linear functions involving logical tests	10	2
3		**Collating and describing data**	**20**	
	3.1	Collating and categorizing : Frequency	5	1

		distribution, cumulative frequency distribution(discrete and continuous) - selecting class interval, categorizing data, Pivot tables		
	3.2	Central tendency: mean, median, mode and weighted averages	5	3
	3.3	Dispersion : range, standard deviation, variance, inter quartile range, coefficient of variation	5	1
	3.4	Calculating the mean, standard deviation and variance from frequency distributions	5	3
4		**Correlation, regression and financial arithmetic**	**20**	
	4.1	Correlation analysis: Pearson's correlation coefficient	3	
	4.2	Regression analysis: Simple linear regression- non-linear regression	4	2
	4.3	Addins : using Data Analysis Routine for calculating mean, standard deviation and variance of variables – correlation and regression coefficients.	7	5
	4.4	Financial Arithmetic : simple interest, compound interest, fractional years, variations in the compounding period, continuous compounding, growth rate calculations, annuities, debt repayments, Net Present Value and Internal Rate of Return	6	4
	Practicum	1. Navigation and basic operations 2. Using the inbuilt functions on datasets 3. Using filters to answer specific questions on datasets 4. Plotting data using different charts		

		5. Using conditional tests and lookup functions on datasets 6. Using pivot tables on data 7. Using measures of central tendency and dispersion on datasets 8. Using functions to find correlation coefficient and regression coefficients 9. Using Analysis tool pack for creating correlation matrix and regression tables Creating financial arithmetic calculators
5	Teacher Specific Module	
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types		**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Whigham, D. (2007). Business data analysis using Excel. Oxford University Press

2. Bissett, B. D. (2018). Automated data analysis using Excel. CRC Press.

3. Winston, W. L. (2022). MICROSOFT EXCEL 2019: Data Analysis and Business Modelling.

.Suggested Readings:

1. Moore, David S., et al.(2021), The Basic Practice of Statistics. 2. Keller, G. (2014). Statistics for Management and Economics. Cengage Learning

Discipline Specific Elective – DSE

Financial Risk Analysis

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Financial Risk Analysis
Type of Course	Discipline Specific Elective – DSE
Course Code	24EC4DSE201
Course Level	200-299
Course Summary	This course is designed to provide basic knowledge about financial risk analysis for different types of entities. The primary objective is to facilitate basic knowledge in risk management at an entry level so that later, the students can make analytical exercises in a practical environment. Since risk analysis has crucial applications in enterprise management, especially banks and NBFCs, this paper tries to provide area specific knowledge so that they can acquire the skill from various risk analysis tools for their further studies.

Semester	4				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome ***Upon completion of this course, the students will be able to:***	Learning Domains	PSO No:
1	understand the significance of economic and financial risk management.	U	1,4,5
2	apply the various risk management tools.	An	1,3,4
3	generate skills in risk assessment and management.	S	2,3

4	understand the risk environment of financial entities and corporate.	U	1,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Risk Analysis**	**15**	
	1.1	Understanding Risk: Definition and Types - importance of Risk Management in Finance Components of financial risk-Need for macroeconomic risk analysis and macro financial risk analysis.	5	1
	1.2	Credit risk assessment–Counter party risk in the financial sector-Hedging-Balancing risk	3	5
	1.3	Foreign exchange risk, commodity price risk and interest rate risk: Meaning and measurement.	2	2
	1.4	Technological change and risk in the era of digitalization/automation- Technological obsoletion-Need for technological	5	1
2		**Financial Economics and Risk Analysis**	**20**	
	2.1	Different statistical risk analysis tools for financial institutions, corporate and digital enterprises (overview only).	5	3
	2.2	Time Value of Money: Future Value, Present Value, Valuation of annuities and perpetuities-NPV, IRR using spreadsheet like excel-Importance of forecasting and budgeting models for risk analysis Scenario analysis for future risk situations.	5	1
	2.3	Value At Risk (VaR) and Conditional Value at Risk (CvaR)	5	1
	2.4	Monte Carlo Simulations (introductory level)	5	4

		- Decision Tree Analysis-Sensitivity Analysis-Failure Mode and Effect Analysis (FMEA).		
3		**Financial Risk Analysis**	**20**	
	3.1	The conceptual components regarding the operational environment of a financial entity-Balance sheet-Assets and liabilities-Importance of liquidity-NPAs-CRAR-Return on Assets-CD Ratio-leverage.	5	1
	3.2	Financial Risk Analysis: Market Risk, Credit Risk, Operational and Liquidity Risk-Case Studies of Financial Stability Risks- (eg: SVB, Yes Bank, Northern Rock).	5	6
	3.3	Liquidity Risk -Importance of liquidity risk for banks -Managing liquidity risk-Measuring liquidity risk: liquidity ratio.	5	3
	3.4	RBI's Regulatory and Supervisory frameworks in India regarding risk management: Risk weights-Risk based supervision (SPARC).	5	4
4		**Corporate Risk Analysis**	**20**	
	4.1	Corporate balance sheet components and their significance in risk assessment.	5	3
	4.2	Corporate Risk: Strategic Risk, Innovation and Technology adaptation Risk, Operational Risk, Financial Risk and Project Risk.	5	3
	4.3	Cyber security Risks, Supply Chain Risks-Insurance as a mechanism for risk mitigation.	5	5
	4.4	Key Risk Indicators (KRIs)-Key Performance Indicators (KPIs)-Significance of Corporate Governance.	5	6

	Practicum	1. Map out the various macroeconomic or macro financial risk factors affecting financial sector entities. 2. Illustrate the significance of commodity price risk for industrial sector firms. 3. Outline the various technological change risks emanating from technological disruptions including AI. 4. Frame decision tree analysis related to a financial or corporate decision. 5.Conduct a model risk analysis using @risk. 6. Attend an online course/class on bloomberg terminal or Monte Carlo Simulations and write a report containing step by step procedure for the analysis. 7. Chart out the various regulatory and supervisory norms by the RBI for Financial entities in India. 8. Outline the significance of liquidity risk and operational risk related to banks and NBFCs based on the recent financial sector occurrences. 9.. Illustrate the principle behind risk based supervision. 10.Prepare a mind map analysis of the various corporate risk factors.		
5		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions

	Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Roy B. (2005). The Economics of Financial Markets.

2. Boddie, K. M. and Ryan (2003). Investments. McGraw-Hill Publications, New York.

3. Copeland, T. E. and Weston, J. F. (1988). Financial Theory and Corporate Policy, Addison Wesley. 4. Hull, J. M. (2003). Futures, Options and other Derivatives, Prentice Hall.

5. Ross. S. A., Randolph W. W., Jordan, B. D. and Roberts, G. S. (2005). Fundamentals of Corporate Finance, McGraw-Hill Publications, New York.

6. Robert C. R. (2002). Investment Concepts, Analysis and Strategies.

7. Machiraju H. R. (2000). Indian Financial System, Vikas Publishing House

8. Fisher, D. E. and Jordan, R. J. (1999). Security Analysis and Portfolio management, Eastern Economy Edition.

DSE **Discipline Specific Elective – DSE**

Insurance and Marketing

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics

Course Name	Insurance and Marketing					
Type of Course	DSE					
Course Code	M24EC4DSE202					
Course Level	200-299					
Course Summary	This course is designed to equip learners with the fundamental marketing tools used in insurance products marketing. This course also aims at formulating effective marketing plans tailored to insurance products.					
Semester	4				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	Understanding the fundamentals of marketing principles in insurance products marketing.	U	1,2,3
2	Exploring the role of marketing strategies in the insurance industry and developing skills in market segmentation and targeting	S	2,3,6
3	Analysing the relationship between insurance and consumer behaviour.	An	3,5
4	Demonstrating proficiency in communication and sales techniques in insurance and formulating effective marketing plans tailored to insurance products.	**C**	1,3
5	Applying the digital marketing principles in insurance marketing.	A	1,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Insurance and Marketing**	**15**	
	1.1	Meaning and Importance of Insurance	3	1
	1.2	History and evolution of the Insurance Industry. Types of Insurance- Life and Non-life. Regulatory environment-IRDA	5	5
	1.3	An overview of marketing principles. Marketing mix-product, price, place, promotion	5	2
	1.4	Market segmentation and Targeting-Branding and Positioning Strategies	2	1
2		Consumer behaviour and Market Research	**20**	
	2.1	Consumer behaviour and its importance in insurance marketers	5	1
	2.2	Factors influencing consumer behaviour—personal-psychological-economic-cultural-social factors	10	3
	2.3	Market Research-meaning and scope. Market Research Process.	5	2
3		**Insurance Products and Services**	**20**	
	3.1	Life and Non-life Insurance products and their features. Types of marketing systems in insurance.	5	1
	3.2	Underwriting and Risk assessment process. Pricing and underwriting. Factors influencing insurance premiums. Underwriting guidelines and processes.	10	4
	3.3	Insurance products distribution channels-Agtents, brokers, direct sales and digital distribution	5	1
4		**Marketing Communications and Technological Advancements**	**20**	
	4.1	Marketing communication and its process.	5	4

		Promotional mix elements. Integrated marketing tools used in insurance.		
	4.2	Advertising and sales promotion. Ethical issues in insurance marketing and sales.	5	2
	4.3	Technological advancements in insurance marketing-Impact of AI, Data Analytics and insure Tech.	10	1
	Practicum	1. Discussion on the importance of insurance marketing 2. Discussion on developing different segments for insurance markets 3. Discussion on market targeting and market positioning 4.Prepare a questionnaire for conducting market research relating to insurance. 5. Discussions on different factors influencing consumer behaviour for insurance products. 6. Discussions on various insurance products. 7. Discussions on digital distribution channels of insurance products. 8. Discussions on integrated marketing tools and prepare an integrated communication tool for selling insurance. 9. Conduct a mini survey to find out the impact of technological advancement on insurance product selling		
5	Teacher Specific Module			
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions		

Assessment Types	MODE OF ASSESSMENT **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

1. Rejda,E.George (2011). Principles of Risk Management and Insurance,first edition'Pearsons Education ,Delhi.

2. Kotler,Kevin,Jha & Koshi(2009), Marketing Management, Pearson Education ,Delhi

3. WilliamJ Stanton et al (2007) Marketing ,McGraw Hill Publishing Company pvt Ltd, Delhi.

4. Ramaswamy and Namakumari (2015), Marketing Management,McGraw Hill Publishing Company pvt Ltd, Delhi.

5. Kotler,Philip,(1996), Marketing Management-Analysis, Planning, Implementation and Control, 8th Edition, Prentice Hall of India. 6. M N Mishra & S B Mishra,(2011) Insurance Principles and Practice, S.Chand& Company Ltd. 7. Gupta ,P. K, (2013), Fundamentals of Insurance,Second Edition, Himalaya Publishing House

DSCC

Basics of Fintech Entrepreneurship

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Basics of Fintech Entrepreneurship
Type of Course	DSC C

Course Code	M24EC4DSC201					
Course Level	200-299					
Course Summary	This course provides an introductory exploration into the dynamic world of financial technology (fintech) and the entrepreneurial opportunities it presents. The course is designed to equip students with a foundational understanding of the fintech landscape, the innovative technologies driving change, and the essential skills required to navigate and succeed in this rapidly evolving field. At present, India is having the most vibrant FinTech landscape in the world and hence, the course is designed on the basis of India's rapidly transforming fintech industry. Understanding the trends, technological developments involved, and the regulatory requirements will help them to grasp basic ideas about fintech entrepreneurship.					
Semester	3				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	understand the various aspects related to the fintech sector in India.	U	1,2,3
2	create an idea about the development of a fintech enterprise	C	2,3,6
3	apply the knowledge acquired here for the development of a fintech startup.	A	3,5
4	evaluate the prospects and challenges involved in fintech entrepreneurship.	**E**	1,3,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Overview of the Fintech Sector**	**15**	
	1.1	Introduction to Financial Technologies or Fintechs: Definition, evolution, and importance-Traditional versus digital finance-India as an emerging power in fintech-Trends in Indian Fintech sector: payments, lending, insurance, etc.	5	1
	1.2	Fintech supporting infrastructure in India: Digital Public Infrastructure (DPI) in India and its supportive effect on fintech industry-India Stack-ONDC-RBI Innovation Hub	5	6
	1.3	Technological base of fintech entrepreneurship: Use of various technologies including AI in different areas of financial services like client onboarding, loan disbursement, recovery and customer interfaces-Robo advisors in wealth management services-Platforms and practices that support fintech in India: Aadhar verification, KYC norms, Video KYC, Payment Infrastructure, CIBIL Score, CIBIL Microfinance score	5	4
2		**India's Financial Services Industry -a Fintech angle Overview**	**20**	
	2.1	Overview of the Indian financial services industry-Banks and NBFCs-MFIs, Payment banks and Small Finance Banks- Peer-to-Peer (P2P) Lending Platforms-Loan appsAccount Aggregators and other Fintech entities	10	3
	2.2	Overview of the Fintech industry in India-Leading categories (payments, lending tech, insure tech, neo banks, fintech Saas etc.) -Banks adopting financial technologies-	5	2

		Fintech firms as financial sector disruptors.		
	2.3	Ideation of a fintech firm: Need for a user centric approach – Business model canvas and value proposition designRevenue models: subscription, transaction fees etcTechnological took kits for Fintech enterprise.	5	6
3		**Electronic Money-Cryptocurrencies and Blockchain Technology**	**20**	
	3.1	Electronic Money and Cryptocurrencies-CBDC-Types of cryptocurrencies/assets-Difficulties in regulating cryptocurrencies-Global attempts to regulate crypto assets.	10	4
	3.2	Crypto currencies: Currency vs asset nature-Risks of cryptocurrencies-Crypto Exchanges-Crypto crisis in the recent past.	5	3
	3.3	Blockchain technology-Applications of blockchain technology in the financial sector.	5	1
4		**Regulatory landscape for fintech in India**	**20**	
	4.1	Regulatory Framework for Fintech industry: RBI Guidelines and Regulations-Fintech Repository.	10	3
	4.2	Role of Self-Regulatory Organisations (SRO) in the fintech landscape-Financial stability and the fintech industry.	5	6
	4.4	Evolution of India's digital payment ecosystem Components of Digital payment ecosystem in India - Uniqueness of UPI-Internationalisation of UPI Comparison of UPI with other major digital payments systems across the world.	5	2

	Practicum	1. Map out the various components of DPI in India and demonstrate how they helped and supported the birth and rapid proliferation of fintech for financial institutions and the fintech firms. 2. Illustrate the operational aspects of CIBIL score. 3. Map the different types of fintech enterprises operating in India. 4. Explore and demonstrate the interdependence between banks, NBFCs and fintech firms in the Indian context. 5. Give ideation and provide a suitable business model for a potential fintech startup. 6.Classify the different types of crypto assets. 7.Compare and contrast crypto assets with CBDC. 8.Analyse the failure of FTX and the message it left to the financial regulators. 9.Discuss the need for drawing a balance between regulation and innovation support of fintechs. 10.Elaborate the unique advantages of UPI as a rockstar in the global fintech arena		
5	Teacher Specific Module			
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars		

	o CD4 - Peer group Discussions
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. The Fintech Entrepreneur's Guide, Ashok Mittal, 2022.

2. Fintech Future: The Digital DNA of Finance, Sanjay Phadke, Atlantic Publishers and Distributors (P) Ltd, 2023.

3. Digital Bank: Strategies To Launch Or Become A Digital Bank, Embassy Books, 2017.

4. Bitcoin and Cryptocurrency Technologies: 4 Books, Keizer Söze, Sabi Shepherd Ltd, 2019.

5. Financial Technology (FinTech) and Digital Banking in India, Jaspal Singh, New Century Publications 2022.

6. Private Equity Venture Capital in Financial and Fintech, October-December 2023, RBI Innovation Hub, RBI. PRIVATE EQUITY-VENTURE CAPITAL IN FINANCIAL SERVICES & FINTECH

Suggested Readings

1. FinTech Revolution in India: Opportunities and Challenges, CA Dr. Brajesh Kumar Jaiswal, Notion Press, February, 2024. 2. RBI Innovation hub.https://rbihub.in/

Skill Enhancement Course (SEC)

Economics of Rural Entrepreneurship

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Economics of Rural Entrepreneurship
Type of Course	Skill Enhancement Course (SEC)
Course Code	M24EC4SEC200
Course Level	200-299
Course Summary	This course provides a positive insight for students towards Rural Entrepreneurship and the ample opportunities it provides for the students to contribute towards the economic growth of the Nation. It aims to convert the dynamic Indian rural entrepreneurship as the haven for wealth creation. Rural entrepreneurship is considered to be a panacea to significant rural dilemmas like employment, impoverishment, and migration. Entrepreneurship is a prudent approach in favor of livelihood opportunities in rural areas while improving overall income levels. So rural entrepreneurship must be seen as a move toward national development. Moreover, rural start-ups are capable of providing the route to woman empowerment from her disenchantment.

Semester	4				Credits	3
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	0	0	45

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be	Learning Domains	PSO No:

	able to;		
1	understand the basic concepts of rural entrepreneurship.	U	1,2,3
2	critically examine the major theories of entrepreneurship.	A	2,3,6
3	design a detailed project proposal to start a rural enterprise.	C	3,5
4	conduct market survey and formulate marketing strategies.	**C**	1,3
5	explore the rural entrepreneurship opportunities in both farm and non-farm sector.	E	1,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Entrepreneurship - concepts and Theories**	**15**	
	1.1	Concepts: Entrepreneurship- entrepreneur- Importance of Entrepreneurship – Evolution of entrepreneurship in rural India-Types of rural entrepreneurship- Qualities and functions of an entrepreneur-– Factors, Problems and Challenges of Rural Entrepreneurship	5	1
	1.2	Entrepreneurial competencies - entrepreneurial motivating factors-Women entrepreneurship-Ecopreneurship - rural micro enterprises	5	1
	1.3	Theories of Entrepreneurship: Innovation Entrepreneurship theory - Economic Entrepreneurship theory- Sociological Entrepreneurship theory Psychological Entrepreneurship theory.	5	4
2		Rural Entrepreneurial Ecosystem, Business	15	

		Planning and Agribusiness		
	2.1	Institutional Support for Rural Entrepreneurship - Special Role of NABARD in promoting and supporting the Rural Entrepreneurship - Government Schemes for promotion of Rural Entrepreneurship (central, state and district level schemes)– Rules and Procedures to start a Rural Entrepreneurship Firm. Procedures to obtain formal loans from banks and other institutions - Preparation of Detailed Project Report for Loan	10	1
	2.2	Agribusiness and Value Addition: Procuring – Processing Storing- Marketing of Rural Products: Market Survey, Marketing Strategies-Branding-Labelling of products - concepts only (FASSI, ISI, ISO, FAO), Planning and Promotion, Digital and Social Media Marketing	5	1
3		**Rural Entrepreneurship Opportunities**	**15**	
	3.1	New Entrepreneurship Opportunities in Farm sector: Organic Farm Products, Horticultural Products, Forest Produce, Medicinal Plant Products	10	3
	3.2	Entrepreneurship Opportunities in Rural Non - farm sector: Poultry, Aquaculture, Sericulture, Honeybee, Mushroom Cultivation, Handicrafts.	5	4
5	Teacher Specific Modules			
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments		

	o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**25**

Semester End Examination Written Examination for 50 marks

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

References

1. Ajmeri, S. R. (2012). Entrepreneurship Development. New Delhi: Agrarian Land Press.

2. Charantimath, P. (2019). Entrepreneurship Development and Small Business Enterprises (3rd ed.). Pearson Education India.

3. Khanka, S. S. (2006). Entrepreneurial Development. S. Chand Publishing.

4. Sudhir Sharma, Singh Balraj, & Singhal Sandeep. (2005). Entrepreneurship Development. Wisdom Publications.

5. Drucker, P. F. (1999). Innovation and entrepreneurship: Practice and principles. Butterworth-Heinemann. (Original work published 1985)

6. Gordona, E., & Natarajan, N. (2017). Entrepreneurship Development. Himalaya Publishing House Pvt Ltd.

7. Ministry of Micro, Small and Medium Enterprises, Government of India. (2022). Annual Report 2021-22. Retrieved from https://msme.gov.in/documents/reports-and-publications Suggested Readings

1. MANAGE. (2013). Agri-Business and Entrepreneurship Development, Course Material AEM-202. Retrieved from https://www.manage.gov.in/pgdaem/studymaterial/aem202.pdf

2. Petrin, T. (1990). The Potential of Entrepreneurship to Create Income and New Jobs for Rural Women and Families. Paper presented at the Fifth Session of the FAO/ECA Working Party on Women and the Agricultural Family in Rural Development, Prague, 2-5 October

VAC

Sustainable Development Strategies and Governance

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Sustainable Development Strategies and Governance					
Type of Course	VAC					
Course Code	M24EC4VAC200					
Course Level	200-299					
Course Summary	This undergraduate course empowers the learner, to navigate towards a more sustainable future. Explore the interconnectedness of social, economic, and environmental issues through the lens of the UN's Sustainable Development Goals (SDGs). Engage in critical discussions about governance frameworks, and stakeholder participation in driving positive change. Develop analytical, problem-solving, and communication skills to contribute effectively to a just and sustainable world. This course is for degree students across disciplines, equipping learners with the knowledge and tools to become an agent of sustainable development.					
Semester	4				Credits	3
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	0	0	45

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be	Learning Domains	PSO No:

	able to;		
1	comprehend the concepts and debates on sustainable development.	U	1,2,3
2	evaluate the MDGs and SDGs in general	E	2,3,6
3	analyze the interlinkages between ecosystem and sustainability concepts.	A	3,5
4	understand the analytical framework for sustainability studies	**U**	1,3
5	examine the community-based approaches and resilience techniques	E	1,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Sustainable Development**	**15**	
	1.1	Broad Introduction to Sustainable Development: Context – importance – impact – implications – definition of Sustainable Development.	5	3
	1.2	Sustainable Development Debates: UN Conference on the Human Environment (1972) - World Commission on Environment and Development (1987) - United Nations Conference on Environment and Development (1992) -General Assembly Special Session on the Environment (1997) - World Summit on Sustainable Development (2002) - UN Conference on Sustainable Development (2012) - UN Sustainable Development Summit (2015) - UN Framework Convention on Climate Change: 21st Conference of Parties (COP21) (2015) - Global Warming of 1.5 ºC:	5	1

		IPCC Special Report (2018) - UN Climate Action Summit (2019) - IPCC Reports for Assessment Report-6 (refer https://research.un.org/en/docs/environment/conferences)		
	1.3	Sustainable Development Perspectives: MDGs and SDGs – Evaluation of MDGs and SDGs over the years.	5	4
2		**Ecosystem & Sustainability**	**15**	
	2.1	Fundamentals of ecology - types of ecosystems & and interrelationships, factors influencing sustainability of ecosystems, ecosystem restoration - developmental needs.	5	1
	2.2	Introduction to sustainability and its factors, requirements for sustainability: food security and agriculture, renewable resources - water and energy, non-renewable resources, factors and trade-offs, sustainability conflicts, a conceptual framework for linking sustainability and sustainable development.	5	2
	2.3	Overview on Analytical Framework for Sustainability Studies [Pressure-State-Response (PSR) Framework - DPSIR Framework (Drivers-Pressure-State-Impact Response)- Sustainability Assessment Framework - Resilience Framework - Planetary Boundaries Framework - Ecological Footprint Analysis – Social Ecological Systems (SES) Framework (Overview only)]	**5**	4
3		**Community Resilience and Governance**	**15**	
	3.1	Community resilience - definition – resilience: types causes; Social Equity and Justice in Community Resilience – Food security – shelter – health care.	5	1

	3.2	Community-Based Approaches to Disaster Preparedness and Response – Basic terms: Crisis, Emergency, Hazards, Disaster, and Catastrophe - environmental policy instruments: "command and control" instruments-market-based instruments informational/educational instruments, and voluntary agreements (Overview only)	5	5
	3.3	Principles of Effective Governance for Sustainable Development – Effectiveness (Competence, Sound policy-making, collaboration); Accountability (Integrity, Transparency, Independent oversight); Inclusiveness (Leaving no one behind, no discrimination, participation, subsidiarity, intergenerational equity) - Legal Frameworks for Environmental Protection: General, Water, Air, Wildlife and Forest (Indian Context)	5	6
5		Teacher Specific Modules		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Class Tests	10
	Assignments	5
	Seminar	5

	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**25**

Semester End Examination Written Examination for 50 marks

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

References and Suggested Readings

1. Rockström, J., et al. "Planetary Boundaries: Exploring the Safe Operating Space for Humanity." Ecology and Society, vol. 14, no. 2, 2009.

2. Wackernagel, M., and Rees, W. "Our Ecological Footprint: Reducing Human Impact on the Earth." New Society Publishers, 1996.

3. United Nations. Transforming our World: The 2030 Agenda for Sustainable Development. United Nations, 2015.

4. Walker, B., and Salt, D. Resilience Practice: Building Capacity to Absorb Disturbance and Maintain Function. Island Press, 2012.

5. Ostrom, E. "A General Framework for Analyzing Sustainability of Social-Ecological Systems." Science, vol. 325, no. 5939, 2009, pp. 419-422.

6. Cutter, S. L., et al. "Social Vulnerability to Environmental Hazards." Social Science Quarterly, vol. 84, no. 2, 2008, pp. 242-261.

7. Adger, W. N. "Vulnerability." Global Environmental Change, vol. 16, no. 3, 2006, pp. 268- 281.

8. Birkmann, J. (Ed.). Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies. UNU Press, 2010.

9. Steffen, W., et al. "Planetary Boundaries: Guiding Human Development on a Changing Planet." Science, vol. 347, no. 6223, 2015, p. 1259855.

10. Wackernagel, M., and Rees, W. Our Ecological Footprint: Reducing Human Impact on the Earth. New Society Publishers, 1996.

11. Millennium Ecosystem Assessment. Ecosystems and Human Well-being: Synthesis. Island Press, 2005.

12. Ostrom, E. "A General Framework for Analyzing Sustainability of Social-Ecological Systems." Science, vol. 325, no. 5939, 2009, pp. 419-422.

13. Dietz, T., Elinor Ostrom, and Paul C. Stern. "The Struggle to Govern the Commons." Science 302.5652 (2003): 1907-1912.

14. Daly, Herman E., and Joshua Farley. Ecological Economics: Principles and Applications. Island Press, 2011.

15. Ellen MacArthur Foundation. Towards the Circular Economy: Economic and Business Rationale for an Accelerated Transition. 2012.

16. Jackson, Tim. Prosperity Without Growth: Economics for a Finite Planet. Earthscan, 2009 17. Franco, Isabel Baptista, and Julia Tracey. "Community Capacity-Building for Sustainable Development: Effectively Striving Towards Achieving Local Community Sustainability Targets." International Journal of Sustainability in Higher Education 20.4 (2019): 691-725.

18. Soubbotina, Tatyana P. Our Common Journey: A Transition Toward Sustainability. National Academy Press, 2004.

19. Elliott, Jennifer. An Introduction to Sustainable Development. 4th ed., Routledge, 2012. 20. Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. "An Introduction to Sustainable Development." Routledge, 2007.

21. Sachs, Jeffrey D. The Age of Sustainable Development. Columbia University Press, 2015. 22. Soubbotina, Tatyana P. Beyond Economic Growth: An Introduction to Sustainable Development. WBI learning resources series. World Bank, 2004.

23. Kerr, Julie. Introduction to Energy and Climate: Developing a Sustainable Environment. CRC Press, 2017.

24. Saito, Osamu. Sharing Ecosystem Services. Springer Singapore, 2020.

25. Nhamo, Godwell, and Vuyo Mjimba. Sustainable Development Goals and Institutions of Higher Education. Springer, 2020.

26. Bell, Simon, and Stephen Morse. Sustainability Indicators: Measuring the Immeasurable?. Routledge, 2012.

27. Sørensen, Bent. Energy, Resources and Welfare: Exploration of Social Frameworks for Sustainable Development. Academic Press, 2016.

28. Dent, David, Olivier Dubois, and Barry Dalal-Clayton. Rural Planning in Developing Countries: Supporting Natural Resource Management and Sustainable Livelihoods. Routledge, 2013.

29. Sala, Serenella, Biagio Ciuffo, and Peter Nijkamp. "A Systemic Framework for Sustainability Assessment." Ecological Economics, vol. 119, 2015, pp. 314-325.

30. Gasparatos, Alexandros, and Anna Scolobig. "Choosing the Most Appropriate Sustainability Assessment Tool." Ecological Economics, vol. 80, no. 0, 2012, pp. 1-7.

Semester V

Course Code	**Title of the Course**	**Type of the Course DSC, MDC, SEC etc.**	**Credit**	**Hours /Week**	**Hour Distribution /week**			
					L	**T**	**P**	**O**
M24EC5DSC300	Econometrics-I	DSC	4	5	3	-	2	-
M24ST5DSC303	Statistical Methods for Economic Analysis –I (Offered by the Department of Statistics)	DSC	4	5	3	-	2	-
M24EC5DSE300	Data Analysis for economics using python (Specialization for Econometrics and Data Analysis)	DSE	4	4	4	-	-	-
M24EC5DSE301	Public Economics-I		4	4	4	-	-	-
M24EC5DSE302	Monetary Economics	Choose any three						

M24EC5DSE303	Financial Regulation and Supervision	courses from DSE basket	4	4	4	-	-	-
M24EC5DSE304	Actuarial Science and Risk Management in Insurance		4	4	4	-	-	-
M24EC5DSE305	Business Economics		4	4	4	-	-	-
M24EC5DSE306	Economics of Innovation and Entrepreneurship		4	4	4	-	-	-
M24EC5SEC300	Security Analysis and Portfolio Management	SEC	3	3	3	-	-	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Discipline Specific Component - DSC

Econometrics-I

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Econometrics-I					
Type of Course	Discipline Specific Component - DSC					
Course Code	M24EC5DSC300					
Course Level	300 -399					
Course Summary	The students will be acquainted with basic methodology, simple and multiple regression, test of hypothesis, model diagnosis and application.					
Semester	5				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, the students will be able to:	Learning Domains	PSO No:
1	understanding and analyzing Econometric Data and Concepts.	An	1,2,3,5
2	evaluating Estimation Methods.	E	2,3,5
3	enhancing Analytical Skills.	A	1,3,4,5
4	construction of an Econometric Model.	E	2,5,6
5	application of Econometric Techniques.	C	1,3,4,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**An Introduction to Econometrics**	**20**	
	1.1	Meaning, Nature, Scope and Goals -Basic Concepts	4	1
	1.2	Types of Data: Time Series-Cross-section – Pooled, Panel, Engineering data	8	1
	1.3	Steps in Econometric Methodology -Error Term and its significance – Dummy variables – instrumental variables (concept only)	8	4
2		**Module -II –Linear Models**	**15**	
	2.1	Simple Regression-PRF-SRF-–-Theoryof estimation (Ordinary Least Squares only) Sampling distribution-Point vs. Interval Estimation-Standard Error	5	3
	2.2	Assumptions and numerical properties of CLRM	2	1
	2.3	Gauss Markov Theorem and BLUE (without proof)	4	5

	2.4	Goodness of fit -Coefficient of determination (partial regression coefficient $\mathbf{r^{2)}}$	4	2
3		**Basics of hypothesis testing and Violation of the Assumptions of Classical Model**	**20**	
	3.1	Test of hypothesis– Types - Procedure - Critical Region-Type I and Type II Errors-Level of Significance -Power of a test	10	6
	3.2	Nature, Consequences, detection test and remedial measures : Heteroscedasticity, Multicollinearity and Autocorrelation (mention any three important tests for each problem and also three remedies **)**	10	1
4		**Classical model – Extensions**	**20**	
	4.1	Model Specification and Errors: Consequences—Under fitting and Over fitting-Measurement Errors	10	6
	4.2	Different Functional Forms of Regression Models and their Applications (Log-linear, Semi- log, Double log, Reciprocal and Log Reciprocal Models).	10	4
	Practicum	Identify various data sets and gain practical experience working with various data structures commonly used in data analysis. This will help to develop skills in data acquisition, and analysis techniques appropriate for each data type. And also understand the strengths and limitations of different data structures for addressing specific research questions. Familiarize with, SRF, PRF and Regression equations Solve sample problems to understand testing of hypothesis Preparation of term paper -Defining the problem ,Use the econometric methodology Analysis –Necessary Tests		
5		Teacher Specific Modules		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

1. Gujarati, D. N., Basic Econometrics, McGraw-Hill Education, 2009

2. Greene, W. H., Econometric Analysis, Pearson, 2018

3. Wooldridge, J. M, Introductory Econometrics: A Modern Approach, Cengage Learning., 2019

4. Dougherty, C, Introduction to Econometrics, Oxford University Press, 2016

5. Gujarati, D. N., & Porter, D. C., Econometrics by Example, Palgrave Macmillan, 2009

Suggested Readings

1. Stock, J. H., & Watson, M. W., Introduction to Econometrics, Pearson,2015

2. Cameron, A. C., & Trivedi, P. K., Regression Analysis of Count Data, Cambridge University Press, 2013

3. Gujarati, D. N., & Porter, D. C., Essentials of Econometrics, McGraw-Hill Education, 2018

4. Heiss, F., Using R for Introductory Econometrics, Create Space Independent Publishing Platform, 2020

5. Johnston, J., Econometric Methods. John Wiley New York,1985 Page 202 of 365

6. Kennedy, P., A Guide to Econometrics, Wiley-Blackwell,2008

7. Pesaran, M. H., Time Series and Panel Data Econometrics, Oxford University Press , 2015

Discipline Specific Component (DSC)

Statistical Methods for Economic Analysis –I

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Statistical Methods for Economic Analysis –I					
Type of Course	Discipline Specific Component (DSC)					
Course Code	M24ST5DSC303					
Course Level	300-399					
Course Summary	Provide students with a strong foundation in mathematical modelling and its applications in economic analysis.					
Semester	5	Credits				4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able*	Learning Domains	PO No:

	to:		
1	Understand the basics of compiling economic data and evaluating the its basic parameters using descriptive statistics	U	1,2,5
2	Compute and interpret measures of central tendency and dispersion, enabling them to analyze and communicate key characteristics of datasets in diverse practical contexts.	U	2,4,5
3	Familiarize the basic quantitative and statistical concepts for economic applications in correlation and regression.	U	1,3,6
4	Get an idea about the Index numbers and time series that are needed for understanding economic structure of a nation	U	1,2,3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Descriptive Statistics**	**20**	
	1.1	Statistics, Meaning. Collection and presentation of data	3	1
	1.2	Concept of primary and secondary data. quantitative and qualitative data, Nominal, ordinal and time series data, discrete and continuous data	5	4
	1.3	Designing a questionnaire	2	3
	1.4	Concepts of statistical population and sample from a population, Different sampling and non-sampling methods	5	1
	1.5	Presentation of data by table and by diagrams, frequency distributions by histogram and frequency polygon,	5	2

		cumulative frequency distributions (inclusive and exclusive methods) and ogives.		
2		**Measures of central tendency and dispersion**	**20**	
	2.1	Overview of measures of Central tendency- Mean, Median, Mode, Geometric Mean and Harmonic Mean	10	6
	2.2	Measures of dispersion. Range, QD, MD, SD, CV	5	4
	2.3	Lorenz curve and Gini coefficient.	5	3
3		**Correlation and regression analysis**	**15**	
	3.1	Types of correlation	5	1
	3.2	Methods of measuring correlation, scatter diagram, Karl Pearson‘s coefficient of correlation, Rank correlation.	5	4
	3.3	Regression, simple linear regression model	5	3
4		**Index numbers and time series analysis**.	**20**	
	4.1	Index numbers-uses, weighted and unweighted index numbers, types of index numbers, tests of index numbers	5	3
	4.2	Time series analysis- Introduction and examples of time series from various fields, Components of times series, Additive and Multiplicative models.	5	4
	4.3	Trend: Estimation of trend by free hand curve method, method of semi averages, method of moving averages and OLS	10	5

	Practicum:	1. Problems based on construction of frequency distribution and presentation by various graphs and diagrams. 2. Problems based on measures of central tendency and dispersion. 3.Problems based on correlation and regression analysis. 4.Problems based on index numbers and time series.
5		Teacher Specific Module
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types		**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20

Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Text books:

1. Spiegel, M. R., & Stephens, L. J. (2010). Statistics (4th ed.). Schaum's Outline Series, McGraw-Hill, New York, New York.
2. Vohra, N. D. (2017). Business Statistics. McGraw-Hill, New Delhi, India.
3. Gupta, S. P. (2020). Statistical Methods. Sultan Chand and Sons, New Delhi, India.

References

1. Weiss, N. A. (2015). Introductory Statistics (10th ed.). Pearson Education, Boston, Massachusetts.
2. Aczel, A. D., Sounder pandian, J., Saravanan, P., & Joshi, R. (2012). Complete Business Statistics (7th ed.). Tata McGraw-Hill, New Delhi, India.
3. Lind, D. A., Marchal, W. G., & Wathen, S. W. (2008). Statistical Techniques in Business and Economics (13th ed.). Tata McGraw-Hill, New Delhi, India.
4. Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2016). Statistics for Business and Economics (11th ed.). Cengage Learning, Boston, Massachusetts.

Discipline Specific Elective – DSE

Data Analysis for Economics using Python

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Data Analysis for Economics using Python					
Type of Course	Discipline Specific Elective – DSE					
Course Code	M24EC5DSE300					
Course Level	300-399					
Course Summary	This course is designed to provide students with fundamental data analysis skills in the field economics. Covering statistical methods and quantitative tools, it emphasizes hands-on applications such as data exploration, visualization, and interpretation. Students will learn to model economic trends, make predictions, and extract meaningful insights from datasets. The course equips them to contribute effectively to economic decision-making, market research, and policy formulation in an increasingly data-centric environment.					
Semester	5				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	understand some fundamental programming tools that can be used for economic data analysis.	U	1,3
2	analyse economic data using the techniques learnt in this course	An	1,4,6
3	evaluate the specific problem and apply relevant tools for the particular dataset	E	1,2,4
4	create simple analytical models making use of Python	C,	1,4,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	
1		**Introduction to programming for economic analysis**	**15**	
	1.1	Economics and Programming: Importance of programming in Economics- Introduction to Excel, SAS, SPSS, EViews, Gretl, Stata, R and Python Software.	5	1
	1.2	Introduction to Python : Setting Up the Python- installing Python- Uses of Integrated Development Environments IDLE, Jupyter, PyCharm , Spyder, Visual Studio Code and Atom.	5	1
	1.3	Economic variables in Python Syntax: Variable types, lists, tuples, sets, dictionaries.	3	4
	1.4	Basic computation and Structuring Objects: lists , tuple, sets, strings and dictionary methods.	2	3
2		**Python syntax and objects**	**15**	

	2.1	Control Flow statements in Python: Conditional Statements-IF , ELIF and ELSE , Iteration statements-for and while, Break statements.	5	3
	2.2	Python functions in Economics : Importance, Inbuilt functions-user defined functions- function rules.	3	4
	2.3	OOP in Python: Creating python objects-methods-building classes.	2	6
	2.4	Introduction to Libraries: NumPy, Pandas, Scipy, Scikit leran, stats models-Methods for importing modules.	5	1
3		**Quantitative Economics in Python**	**15**	
	3.1	Quantitative Economics using Python I: Linear Algebra vectors-matrices-Linear equations-Eigen vectors ad Eigen value.	5	4
	3.2	Economic Data visualization in Python: Introduction to visualization libraries-matplotlib- Bar graph, Line graph , Scatter plot, pie chart.	5	3
	3.3	Quantitative Economics using Python II: Introduction to Probability-mean-variance- Data distributions-use of random module.	3	4
	3.4	Drawing Economic graphs using Python-Demand and Supply Curves-Costs Curves-other curves.	2	3
4		**Data Handling**	**15**	
	4.1	Data and Python: Data extraction - Different Data file formats- CSV, Doc , text and PDF file extraction.	5	1
	4.2	Data Handling in Python: Data cleaning approaches - qualitative and quantitative-Introduction to Database management systems.	3	4

	4.3	Working with Pandas Data Frame: Exploring Data- count, binning, minimum, maximum, mean, variance and sd Inclusion and Exclusion of Columns.	5	3
	4.4	Modelling in Python- Libraries for Regression – Implementing Economic Models-Growth Models.	2	2
5	Teacher Specific Modules			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**			

	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Python for Data Analysis: Data Wrangling with pandas, NumPy, and Jupyter, Third Edition (Grayscale Indian Edition), Wes McKinney, Shroff/O'Reilly, 2022.

2. Fluent Python: Clear, Concise, and Effective Programming, Second Edition (Grayscale Indian Edition) Paperback, Luciano Ramalho, Shroff/O'Reilly2022.

3. Learn Python Quickly: A Complete Beginner's Guide to Learning Python, Even If You're New to Programming, Code Quicky, 2020.

4. Python for Everybody: Exploring Data in Python 3, Charles Severance, Shroff Publishers

5. Data Analysis with Python: Introducing NumPy, Pandas, Matplotlib, and Essential Elements of Python Programming, Rituraj Dixit, 2022.

6. Python Data Analysis: Perform data collection, data processing, wrangling, visualization, and model building using Python, 3rd Edition, Avinash Navlani , Armando Fandango , et al., February 2021.

7. Data Analysis Using Python by Dr. Samitha Khaiyum, Prof. Rakshitha Kiran P, Good Writers Publishing, 2023.

8. Mastering Power BI, Chandraish Sinha, 2021.

9. Power Query for Power BI and Excel, Christopher Webb and Crossjoin Consulting Limited, Apress, 2014.

10. Power BI Data Modeling: Build Interactive Visualizations, Learn DAX, Power Query, and Develop BI Models, Nisal Mihiranga, 2022.

11. Microsoft Power BI Complete Reference: Bring your data to life with the powerful features of Microsoft Power BI, Devin Knight , Brian Knight, et al., Packt Publishing Limited, 2018.

12. Learning Microsoft Power BI: Transforming Data into Insights (Grayscale Indian Edition), Jeremey Arnold, Shroff/O'Reilly, 2022. .

Suggested Readings:

1. Practical Data Science with Jupyter, Prateek Gupta, 2021.

2. Power BI for Jobseekers: Learn how to create interactive dashboards and reports, and gain insights from the data, Alan Murray, 2023.

Discipline Specific Elective – DSE

Public Economics-I

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Public Economics-I					
Type of Course	Discipline Specific Elective – DSE					
Course Code	M24EC5DSE301					
Course Level	300-399					
Course Summary	Public economics is an academic discipline that examines government policy through the lenses of economic efficiency and equality. This study examines the characteristics of government involvement and its consequences on the allocation, distribution, and stabilization aspects. This subject inherently entails a rigorous investigation of government revenue and expenditures and institutions behind it.					
Semester	5				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	**Expected Course Outcome** ***Upon completion of this course, the students will be able to:***	**Learning Domains**	**PSO No:**
1	examine and evaluate the fiscal operations and	An	2,5

	policies of governments.		
2	examine types and components of budget, public revenue, public expenditure and public debt	An	1,2,3
3	evaluate the principles and theories underlying public economics	E	2,3
4	explain the process of resource transfer between Centre and state	U	2,3,6
5	analyze and evaluate fiscal operations in India	E	2,3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	**Units**	**Course Description**	Hours	**CO. NO**
1		**Introduction to Public Economics**	**15**	
	1.1	Meaning and scope of Public Economics- Fiscal Functions-Allocation, distribution and stabilization	5	1
	1.2	Principles of Maximum Social Advantage- Dalton, Musgrave	5	3
	1.3	Private and public goods concepts and types -Market failure and the role of government.	5	3
2		**Public Revenue**	**15**	
	2.1	Sources of Public Revenue- Tax and Non-Tax Sources - Classification of Taxes - Impact, Incidence and Shifting of Tax Burden - Effects of taxation	5	2
	2.2	Canons of Taxation-Principles of taxation: Benefit, Ability, and Cost of Service	5	5
	2.3	Tax structure in India- Direct and indirect	5	6
3		**Public Expenditure and Public Debt**	**15**	
	3.1	Public Expenditure meaning -Canon's of Public Expenditure	5	1
	3.2	Theories of public Expenditure -Wagner's	5	2

		Hypothesis, Peacock -Wiseman Hypothesis, Critical limit hypothesis - Effects of public expenditure		
	3.3	Public debt- Types- Debt redemption –Burden of public debt-Public debt management	3	6
	3.4	Public expenditure and public debt in India: pattern and growth	2	1
4		**Federal Finance**	**15**	
	4.1	Meaning – Principles of Federal finance- vertical and horizontal equity in fiscal federalism	5	1
	4.2	fiscal federalism in India – Finance commission – Current Finance Commission- resource transfer from union to states – criteria for transfer of resources	5	1
	4.3	State Finance Commission and Panchayati Raj Institutions	5	3
5	Teacher Specific Module			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book	5

	Review/Fieldwork etc.	
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

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2. Stiglitz, Joseph E. (Third edition). Economics of public sector. New York: Norton.

3. Bhatia. H.L. (twenty-sixth edition). Public finance. New Delhi: Vikas Publishing House

4. Singh.S.K. (Ninth edition) Public Finance in Theory and Practice. New Delhi: S Chand Publications Suggested Readings

1. John Cullis, Philip Jones. Public finance and public choice. (1st edition). New Delhi: Oxford University Press.

2. Harbar, Bernard. P. (Fifth edition). Modern public finance. Richard Irvin Inc.

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5. Dalton. H. (eleventh edition). Principles of Public finance. Routledge Library

6. Taylor, Philip E. Economics of public finance. MacMillan. Pvt. Ltd.

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Discipline Specific Elective – DSE

Monetary Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Monetary Economics
Type of Course	Discipline Specific Elective – DSE
Course Code	M24EC5DSE302
Course Level	200-299
Course Summary	The Course seeks to cover various theoretical approaches to the determinants and measures of money supply, different schools of thought regarding the demand for money, an awareness of the monetary policy formulations, its targets and objectives and thereby create an interest in the recent monetary reforms initiated in India

Semester	5				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome ***Upon completion of this course, the students will be able to:***	Learning Domains	PSO No:
1	analyse the concept of money standard and evolution of money.	An	1,2,3

2	understand demand and supply of money and its motives.	U	2,3,5
3	evaluate the income and commodity theory of money.	E	1,3
4	analyse the real and nominal variables in the quantity theory of money framework.	An	3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Basics of Money**	**15**	
	1.1	Meaning and Definition- Evolution of Money-Classification of money	5	1
	1.2	Functions of Money-role of money in a modern economy-Relation between money supply and inflation.	5	3
	1.3	Meaning of monetary standard-Methods of note issue-Electronic money and Central Bank Digital Currency.	5	2
2		**Theories of Money**	**15**	
	2.1	Theories of money-Traditional quantity theory: Cash transactions approach and cash balance approaches.	5	3
	2.2	Keynesian monetary theory-Friedman's restatement of the quantity theory - Significance of demand for money in monetary theory.	3	5
	2.3	Post Keynesian theories of the demand for Money-James Tobin, William J. Baumol and Markovitz –classical dichotomy-integration of value theory and monetary theory-Patinkin's model and real balance effect	5	3

	2.4	Monetary aggregates in India- High Power Money, Narrow Money and Broad Money-Money Multiplier	2	2
3		**Central Banking and Monetary Policy**	**15**	
	3.1	Central Banking: Evolution of central banking Functions of central banks.	5	5
	3.2	Monetary policy-objectives instruments and targets Monetary Policy instruments in India.	5	3
	3.3	Defining liquidity-Call Money Market-CBLO market.	5	1
4		**Money, the economy and banking**	**15**	
	4.1	Money and Inflation: Inflation – types - Measurement of inflation in India: the CPI-causes and effects of inflation-measures to fight inflation-Inflation targeting.	10	3
	4.2	Commercial banking: Balance sheet of a bank-NPA and provisioning-CRAR.	5	2
5		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming sessions and Problem based Learning, Field Visit to any start up units or any Incubation Centre, Panel Discussion-challenges and opportunities faced by student innovator, Case Studies- -a case study of a successful Student Entrepreneur, group activities: Foster student engagement through interactive class discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5

	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References:

1. R R Paul, Monetary Economics, Recent Edition

2. M. L Seth, Monetary Economics

3. R. B Sayers, Monetary Economics

4. Gupta S B, Monetary Economics,

S. Chand and Co, Delhi 5. Jagadish Handa, Monetary Economics, T R Publications.

Discipline Specific Elective – DSE

Financial Regulation and supervision

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Financial Regulation and supervision					
Type of	Discipline Specific Elective – DSE					
Course Code	M24EC5DSE303					
Course Level	300 -399					
Course Summary	This course provides an in-depth look at the financial regulatory and supervisory landscape, both in India and globally. The primary goal is to help students grasp various concepts, ideas, and issues pertinent to financial regulation and focuses more on banking sector and NBFC regulation. Understanding regulation and supervision—key mechanisms governing financial institutions—is crucial for effective microeconomic management of these entities. This course emphasizes conceptual understanding and is structured to offer a detailed exploration of these foundational elements, given its undergraduate level, and hence deliberately excludes debates and secondary developments to focus more on conceptual foundations.					
Semester	5				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0		0	60

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, the students will be able to:	Learning Domains	PSO No:
1	Understand the foundational principles of financial regulation and supervision.	UA	3
2	Analyse the regulatory norms and standards with respect to financial institutions.	E	1,3
3	Evaluate the regulatory environment of banks, NBFCs etc	A	1,4,5
4	Assess the various financial sector norms like NPA, CRAR and other institutional regulatory norms works.	C	1,3,4
5	Understand the interconnectedness among financial institutions and to assess the systemic risk and regulatory challenges.	U	1,3,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Financial Sector regulation as a macroeconomic policy**	**15**	
	1.1	Financial Regulation: Meaning and Significance - Need for financial regulation and supervision -Role of central banks and other regulators in ensuring stable and healthy financial markets-Financial Stability-Financial Stability as a public good	5	1

	1.2	Diversity of financial institutions and diversity of regulatory requirements- Moral Hazard - TBTF Problem-Macro Prudential Regulations-Systemic Risk-Systemically important financial institutions Systemically Important FIs in India.	5	3
	1.3	An overview of the function of the major financial regulators in India: RBI, SEBI, IRDA, PFRDA and FSDC.	5	5
2		**Regulation and Supervision of the banking sector by the RBI**	**15**	
	2.1	RBI's role in banking sector regulation-Universal Banks -Significance of Banking Regulation Act and Bank Nationalization Acts (overview only)- Regulatory requirements for SCBs: SLR, CRR, CRAR and capital adequacy norms in India-Liquidity support by the RBI through LAF window to banks-Deposit Insurance-Recent changes in the financial regulatory approach of the RBI	5	4
	2.2	NPA norms and other regulations- Income Recognition-Asset Classification-Standard assets-NPA: Substandard asset, doubtful asset, loss Asset-Stressed Asset-Written off Assets-Restructured loans-Provisioning norms, PCR-Risk weights-Prompt Corrective Action Plan-Stress testing-Problem of pro-cyclical lending.	5	3
	2.3	Basel III Capital Standards- Importance of capital enhancement for banks- Basel III capital standards-Risks under Basel III: operational risk, credit risk, market risk and liquidity risk-Liquidity coverage ratio-Leverage ratio Capital Buffers.	3	1
	2.4	Financial Supervision norms by the RBI Meaning and objectives of supervision-BFS-Risk based supervision-CAMELS, CALCS, SPARC, OSMOS-Principles of governance for	2	5

		banks-Assurance functions.		
3		**Regulation of NBFCs, capital market and the fintech sector**	**15**	
	3.1	Growth of NBFCs in recent years and importance of regulation-Classification of NBFCs-Major regulatory measures by the RBI for NBFCs-LTV norms-Scale based regulation.	5	1
	3.2	Regulatory convergence between banks and NBFCs-Co-lending and On-lending-Regulatory norms for MFIs in India-Regulation of the fintech sector and crypto assets.	5	3
	3.3	Regulation of the capital market by SEBI Primary market and Secondary market regulations- Types of Capital issues in the Primary Market -Eligibility Norms for Making Capital Issues-Intermediaries in an issue in the Primary Market-Regulatory requirements for making an IPO.	5	5
4		**Leading Regulatory developments in India**	**15**	
	4.1	Financial Resolution-Insolvency and Liquidation-Hair Cutting-IBC- SARFAESI Act-ARCs-Integrated Ombudsman Scheme by the RBI (entire sub module is conceptual level).	5	1
	4.2	Interest rate regulations -Evolution of interest rate regulation in the post reform period: Prime Lending Rate (PLR), BPLR, Base rate, MCLR and external benchmark-based lending rate-Financial benchmarking and FBIL (concept level).	5	3
	4.3	Customer disclosure guidelines and related regulations CRILC-Public Credit Registry-KYC Norms-Operational Aspects of KYC-Wire Transfers-Central KYC Records Registry (CKYCR)- Operational aspects of CIBIL	3	3

	4.4	Financial Market Interconnectedness- Meaning, importance and process of Interconnectedness of financial markets-Reasons for interconnectedness- Heterogeneity of Financial Markets-Achievement of market Integration in India.	2	1
5		Teacher Specific Module		
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions		
Assessment Types		**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**		
		Particulars	**Marks**	
		Class Tests	15	
		Assignments	5	
		Seminar/Viva	5	
		Project/Practicum/Quiz/Book Review/Fieldwork etc.	5	
		Total	**30**	

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20

	Total 70 marks

References

1. RBI, Reserve Bank of India: Functions and Working, (periodically updated), https://rbidocs.rbi.org.in/rdocs/Content/PDFs/FUNCWWE080910.pdf

2. Mishkin, Frederic S. - "The Economics of Money, Banking, and Financial Markets", Pearson, 2018.

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5. RBI Guidelines - "Master Circular - Prudential norms on Capital Adequacy and Market Discipline - Basel III Norms", RBI, annually updated.

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9. Securities and Exchange Board of India (SEBI) - "Annual Report", SEBI, annually updated. 10. Gomber, Peter, Koch, Jascha-Alexander and Siering, Michael - "Digital Finance and FinTech: current research and future research directions", Journal of Business Economics, 2017.

11. Insolvency and Bankruptcy Board of India - "Annual Report", IBBI, annually updated.

12. Reserve Bank of India - "Report on Trend and Progress of Banking in India", RBI, annually updated.

Discipline Specific Elective – DSE

Actuarial Science and Risk Management in Insurance

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Actuarial Science and Risk Management in Insurance
Type of Course	DSE
Course Code	M24EC5DSE304
Course Level	300-399
Course Summary	This comprehensive course covers foundational concepts in actuarial science, economic principles of insurance, risk management strategies, and organizational aspects of insurance product development and claim assessment. Students will learn about mortality tables, actuarial valuation techniques, financial underwriting, and micro-insurance regulations, providing a solid understanding of the insurance industry's core practices. Additionally, the course delves into risk theory, risk management processes, marketing strategies for insurance products, and the construction of claim development triangles to assess ultimate claims. Practical components include case studies, simulations, and group projects to apply theoretical knowledge and develop practical skills essential for careers in actuarial science, insurance, and risk management. By the end of this course, students will be equipped with a comprehensive understanding of insurance operations and prepared to tackle real-world challenges in the industry.

Semester	5				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0		0	60

Course Outcomes

CO	Expected Course Outcome	Learning	PSO No:

No:	Upon completion of this course, students will be able to;	Domains	
1	Understanding basic foundations in insurance anf risk and uncertainity	U	1,2,3
2	Analyze risk theory and probability to evaluate and classify risks. Assess risk attitudes and costs associated with risk management.	An	2,3,6
3	Analyse the purpose and objectives of financial underwriting, demonstrating knowledge of insurable interest, value assessment, and personal insurance cover.	An	3,5
4	Evaluate the behavior and decision-making processes of consumers, insurers, and regulators in the insurance market, applying intuitive thinking and safety-first principles to insurance practices.	E	1,3
5	Evaluate departmentalization strategies in the context of insurance operations and Explore alternative formats of claim development triangles and their respective uses	E	2,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO.NO
1		**Foundation Of Actuarial Science**	**15**	
	1.1	Meaning - Scope – History And Importance-- Probability- Mortality Table-Factors Influencing Mortality Assumptions For A New Insurance Product-– Importance of insurance industry	3	1
	1.2	Introduction to profession and professionalism - Evolution of Actuarial Profession - Characteristics of the ideal profession - characteristics of Actuarial	3	2
	1.3	Role of Actuaries - Role of Actuary in Life Insurance Business - Valuation of Liabilities - Profit distribution - Product Design and Product pricing - Assessment of solvency - Investigation of Investment policy - Investigation of New Business Risks	4	4
	1.4	Financial Underwriting-Purpose of financial underwriting - Objectives of financial underwriting - Concept of Insurable interest & Insurable value - Personal Insurance Cover -Human Life Value	3	6
	1.5	Social & Rural Insurance Micro Insurance Concept-Micro Insurance Regulations-Social Group Insurance- Different Government Schemes For Weaker Sections- Rural Areas.	2	5
2		**Economic Overview Of Insurance**	**15**	
	2.1	Risk and Insurance – Demand for Insurance – Elasticity of Demand for Insurance – Price – Income – Cross Elasticity. Supply Of Insurance	5	1
	2.2	Pricing Of Insurance – Economic And Social Benefits Of Insurance – Social Cost Of Insurance – Factors Affecting Insurance Consumption- Assur Banking –Types Of Group Insurance In India Group Gratuity- Group Superannuation- GSLI-Group Credit Insurance - Group Insurance In Lieu Of EDLI	5	3

	2.3	Intuitive Thinking By Consumers , Insurers And Regulators- Insurer Behavior -Safety First Model - Guiding Principles For Making Insurance	5	2
3		**Risk Management**	**15**	
	3.1	Risk And Uncertainty – Loss, Risk- Hazard- Peril Types Of Risk- Need For Security Against Economic Difficulties - Risk Theory and Probability -, Risk classification, Risk attitudes, Risk costs	3	1
	3.2	Risk Management Process – Risk Management – Scope and Objectives - Risk management approach, Risk management- definition and basic components, Risk management – contributions and benefits, Strategic management vs. Risk management -Risk Management And Insurance,– Risk management matrix-Risk Management Of Life Insurance Companies – Insurance Company Operations Professionals in risk management – Emerging risks – Challenges in risk management.	4	1
	3.3	Asymmetric Information And Insurance- Moral Hazard And Insurance, Insurance And Selection Problems, Single Crossing Property; Imperfect Information:	3	3
	3.4	Pooling, Contract, Separate Insurance- Methods Of Handling Risk- Building up an effective Risk Management Programme - Deciding the programme objectives, Defining the role, responsibilities and function of risk manager, organizing and putting the programme in place, Formulating a risk management policy	3	4

	3.5	Risk Transfer methods and their utility - Alternative risk transfer market, Finite risk reinsurance and risk transfer to the capital markets, Capital markets as an additional source of capacity, Alternative risk financing products.	2	1
4		**Organizational Structure And Product Development Claim Development**	**15**	
	4.1	Types Of Organizational Structure – Departmentalization – Marketing Strategies For Insurance Products	5	3
	4.2	Developing A Marketing Mix For Insurance Companies – Product Development Process Of Insurance Companies	5	4
	4.3	Construction of Claim Development Triangle and its use as a pointer to ultimate claims - Rows, Diagonals and Columns, Alternative Format of Development Triangles, Detailed Example of Claim Development Triangles, Other Types of Development Triangle	5	5
5	Teacher Specific Module			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**

	Class Tests	15
	Assignments	5
	Seminar/Viva	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Bodla. *Insurance Management*. Deep & Deep Publications, Delhi, 2008.

2. Bowers, Newton L., et al. *Actuarial Mathematics*. 2nd ed., Society of Actuaries, 1997.

3. Dickson, David C. M., Mary R. Hardy, and Howard R. Waters. *Actuarial Mathematics for Life Contingent Risks*.

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5. Gupta, P.K. *Fundamentals of Insurance*. Himalaya Publishing House, Mumbai, 2008.

6. Hull, John. *Risk Management and Insurance*.

7. Mishra, K.C., and L.S. Kumar. *Elements of Actuarial Science*. National Insurance Academy | Cengage Learning, New Delhi, 2009.

8. Mishra, K.C., and Mangalabakshi. *Insurance Business Environment and Insurance Company Operations*. National Insurance Academy | Cengage Learning, New Delhi, 2009.

9. Mishra, M.N., and S.B. Mishra. *Insurance, Principles and Practice*. S. Chand And Company, New Delhi, 2008.

10. Palande. *Insurance in India*. Sage Publications, Delhi.

11. Patukale. *Insurance for Everyone*. Macmillan India Ltd, 2009. Page 218 of 469

12. Periasami, P. *Principles and Practice of Insurance*. Himalaya Publishing House, Mumb 12. Periasami, P. *Principles and Practice of Insurance*. Himalaya Publishing House, Mumbai, 2008.

13. Rejda, George E. *Principles of Risk Management and Insurance*.

14. Tripathy, and Pal. *Insurance: Theory and Practice*. Prentice-Hall of India, 2005.

15. Vaughan, Emmett J., and Therese M. Vaughan. *Essentials of Risk Management and Insurance*.

Discipline Specific Elective – DSE

Business Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Business Economics

Type of Course	DSE					
Course Code	M24EC5DSE305					
Course Level	300-399					
Course Summary	This course on Business Economics helps the students to comprehend the concepts of Economics to aid managerial decision making. The course equips students to apply demand forecasting techniques in various market conditions, delineate the features of production and cost curves in the short-term and long term perspective and decipher pricing strategies and various profit types and theories in small and large organisations.					
Semester	5			Credits		4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0		0	60

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	examine the importance of Economics in Business Decisions.	An	1,2,3
2	analyze the Demand elasticity and forecasting techniques in varying market conditions.	An	2,3,6
3	appraise the Production and Cost Curve in the Short Run and Long Run.	E	3,5
4	interpret pricing methods and profit theories in decision making.	**E**	1,3,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO.NO
1		**Introduction to Business Economics**	**15**	
	1.1	Scope and Methods of Business Economics	3	1
	1.2	Role in managerial decision making	3	2
	1.3	Decision making theory and Theory of firms	4	4
	1.4	Scarcity – Choice – Resource allocation	3	6
	1.5	Fundamental concepts and principles - incremental principle, discounting principle, Time concept, opportunity cost principle and equi-marginal principle	2	5
2		**Demand and Forecasting**	**15**	
	2.1	Demand and types -Determinants of demand - Elasticity of Demand – Price, income, cross	5	1
	2.2	Demand Forecasting -Types of Demand forecasting	5	3
	2.3	Statistical Techniques of Demand Forecasting- Non – Statistical techniques of Demand Forecasting	5	2
3		**Break-even Analysis**	**15**	
	3.1	Production function -Short-run production function – Law of Variable Proportion- Long run production function – Law of returns to scale -Economies of Scale and Diseconomies	3	1
	3.2	Cobb Douglas Production function	4	1
	3.3	Cost Concept - short run and long-run cost	3	3
	3.4	Classification of Cost – accounting cost and economic cost – actual cost and opportunity cost – explicit cost and implicit or imputed cost – out of pocket cost - book cost – direct and indirect cost – historical cost and replacement cost- Revenue concept	3	4
	3.5	Break- even Analysis	2	1
4		**Theories of Pricing and Profit**	**15**	
	4.1	Pricing and its importance- Methods of Pricing – General and specific- Pricing a new product -Pricing over the life cycle of a product	5	3

	4.2	Theory of Profit - risk bearing theory - market imperfection theory - innovation theory	5	4
	4.3	Accounting profit and Economic profit	5	5
5	Teacher Specific Module			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar/Viva	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Dwivedi,D.N., Managerial Economics, Vikas Publishing House, New Delhi

2. Keat, Yong, & Banarjee , Managerial Economics: Economic Tools for Today's Decision Makers – Pearson.

3. Mote V.L., Paul Samuel, Gupta G.S. , Managerial Economics , TMH New Delhi

Suggested Readings

1. Pearson & Lewis , Managerial Economics , Prentice Hall, New Delhi

2.Mehta P.L. , Managerial Economics Analysis, Problems and Cases ,Sultan Chand & Sons (ISBN 81-7014-386-1)

3. Gregory Mankiw, Principles of Micro Economics ,South Western Cengage Learning

4. Pindyck, Rubinfield , Micro Economics , Pearson

5. Gupta G.S. , Managerial Economics ,TMH New Delhi

6. Homas, Maurice ,Managerial Economics ,Tata McGraw Hill

Discipline Specific Elective – DSE

Economics of Innovation and Entrepreneurship

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Economics of Innovation and Entrepreneurship
Type of	Discipline Specific Elective (DSE)
Course Code	M24EC5DSE306
Course Level	300 -399
Course	This course provides a comprehensive understanding of Innovation,

Summary	Entrepreneurship and practical application of the innovation process equipping students with the knowledge and skill needed to navigate the dynamic business land scape. The course begins with an exploration of innovation, where students analyze the current business landscape and recognize the significance of innovation, including its diverse types and specific needs within India. Intellectual Property Rights (IPR) are addressed in detail, focusing on their crucial role in protecting innovative ideas through patents and copyrights. It also equips students with knowledge of both traditional and contemporary financing options, ensuring a comprehensive understanding of financial mechanisms crucial for entrepreneurial ventures. The Introduction to Entrepreneurship module cultivates an entrepreneurial mindset, introduces startup concepts, and explores different forms of ownership. The practical Application of the Innovation Process is emphasized through critical thinking, ideation, and hands-on experiences like field visits to startup units, enabling students to develop valuable skills for navigating the dynamic business					
Semester	5				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PSO No:
1	understand the concepts of innovation, entrepreneurship and start up.	U	1,4
2	analyse the importance and methods of applying and holding Patents and Copyrights.	An	1,3
3	identify the various financial sources for entrepreneurs.	An	2,3
4	demonstrate the acquisition of knowledge and problem-solving capabilities of students in innovation	**S**	1,3,4
5	evaluate the environment for facilitating a start-up unit	E	1,4,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Innovation**	**15**	
	1.1	Defining the concept of innovation and analyzing the significance and prospects of innovation in the present economic scenario-Types of Innovation- -Economic impact of Innovation	5	1
	1.2	IPR- concept-Importance of IPR in Innovation-Types Of IPR-Patents and Copyrights-relevance and significance	5	1
	1.3	Arrangement of Funds- Traditional Sources of Financing, Loan Syndication, Self-Financing, Consortium Finance. role played by Banks-Alternate Source of Funding: Venture Capital, Angel Investment, Crowd Funding, Boot Strapping-Business Incubators-Government Grants and Subsidies	5	3
2		**Introduction to Entrepreneurship**	**20**	
	2.1	Entrepreneurial Mindset and Traits-Opportunity Recognition-Development of Knowledge and Skills in Launching New Ventures-Design thinking and Entrepreneurship-Entrepreneur's Role, Task and Personality-Types of Entrepreneurships-Economic significance/ Importance of Entrepreneurship	5	3
	2.2	Introduction to Start Up Ventures-Procedure to Commence a Startup-Forms of Ownership - Sole Proprietorship; Partnership; Limited	10	4

		Liability Partnership and Corporation Form of Ownership-Advantages/Disadvantages		
	2.3	Student Entrepreneurs -role and significance-Opportunities, Benefits and challenges faced by student entrepreneurs	5	6
3		**Application of Innovation**	**20**	
	3.1	Critical Thinking-Out of Box Approach-creativity and innovation-Ideation and Idea Generation, Business Canvas Model, Pitch Desk, Assessing Market Demand and Feasibility, Prototyping, Concept Testing, Value Proposition Your Ideas-Presentation (based on Innovation steps)	10	1
	3.2	Meaning and Importance of Project Report-Contents of a DPR-Guide lines for formulating DPR	10	3
	3.3	Startups-Basics and challenges		
4		**Innovative Ventures**	**20**	
	4.1	Innovating for Social Causes-Growth Strategies for Innovative Ventures	5	4
	4.2	Managing risk and uncertainty in innovation, measuring innovation success-New Product development and testing	10	6
	4.3	Managing Innovation and Building an Innovative Culture Creating an Action Plan for Building an Innovative Culture	5	1
	5	Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods

	o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References:

1. Abramson, Marc A., and Ira D. Littman. *Innovation*. Rowman & Littlefield, 2020.

2. Beverly Rudkin Ingle. *Design Thinking for Entrepreneurs and Small Businesses: Putting the Power of Design to Work*. A press, 2013.

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29. Von Hippel, Eric. *The Democratization of Innovation*. Cambridge, Massachusetts, 2005.

Suggested Readings:

1. Agarwal, Rajshree, and Sonali K. Shah. "Knowledge sources of entrepreneurship: Firm formation by academic, user and employee innovators." *Research Policy*, vol. 43, no. 7, 2014.

2. Carlson, Matt, and Nikki Usher. "News Startups as Agents of Innovation." *Digital Journalism*, vol. 4, no. 5, 2015, pp. 563-581.

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6. Shah, Sonali K., and Mary Tripsas. "The accidental entrepreneur: The emergent and collective process of user entrepreneurship." *Strategic Entrepreneurship Journal*, vol. 1, no. 1-2, 2007, pp. 123-140.

SEC

Security Analysis and Portfolio Management

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**		
Programme	BA (Hons) Economics		
Course Name	Security Analysis and Portfolio Management		
Type of Course	SEC		
Course Code	M24EC5SEC300		
Course Level	300-399		
Course Summary	This course provides an introduction to the principles and practices of security analysis and portfolio management. Students will learn to analyze different investment alternatives, including stocks, bonds, mutual funds, and real estate. They will also learn to develop and manage investment portfolios that meet the risk and return objectives of their clients.		
Semester	5	Credits	3

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0		0	45

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PSO No:
1	understand the concepts of Indian financial system, financial markets, financial instruments, and basic calculations.	U	3
2	Develop the ability to measure risk and return associated with securities and Portfolio	A, An, S	1,4
3	apply financial planning and risk management techniques to develop personalized financial plans.	A	1,3,4
4	understand the working of the bond market.	U	2
5	examine the process of financial benchmarking.	E	1,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Financial Markets and Instruments**	**15**	
	1.1	Overview of the Indian Financial System-Structure-Capital Market-Primary and Secondary Market-Instruments.	4	1
	1.2	Indian stock market-NSE-BSE-GIFT-indices-calculations.	3	4
	1.3	Economic Linkages – Macroeconomic activities and security markets-the Cyclical Indicator Approach, Monetary Variables and Securities Market.	5	3
	1.4	Basic Financial Calculations: Risk and Return,	3	1

		Discounted Cash Flow Analysis.		
2		**Security Analysis and Portfolio Management**	**15**	
	2.1	Fundamental Analysis: Economic Factors, Industry Analysis	5	2
	2.2	Technical Analysis: Assumptions-Advantages-Types of Charts	5	1
	2.3	Portfolio Management: Specification of Investment Objectives and Constraints-Selection of Asset Mix Formulation of Portfolio Strategy-Selection of Securities-Portfolio Execution-Portfolio Revision- Markowitz Model.	5	4
3		**Bonds and Financial Benchmarking**	**15**	
	3.1	Bond Fundaments, Bond Pricing- Bond Yield-Market interest rate and bonds-types of bonds-Bond market in India.	5	3
	3.2	Capital Assets Pricing Model-Arbitrage Pricing Theory	5	1
	3.3	Financial Benchmarking-Financial Benchmarking in India-FBIL.	5	4
4		Teacher Specific Modules		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**25**

Semester End Examination Written Examination for 50 marks

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

References

1. Security Analysis and Portfolio Management -Donald E Fischer &Ronald J Jordan

2. Investment Analysis and Portfolio Management -Prasanna Chandra

3. Investments- Zvi Bodie, Alex Kane,Alan J Marcus, Pitabas Mohanty

4. Business Communication -R C Bhatia 5. Essentials of Business Communication- Rajendra Pal and J S Korlahalli

Semester VI

Corse Code	Title of the Course	Type of the Course DSC, MDC,	Credit	Hours/ Week	Hour Distribution /week			
					L	T	P	O
M24EC6DSC300	International Economics	DSC	4	4	-	-	-	-
M24ST6DSC303	Mathematics for Economic Analysis (Offered by the Department of Statistics)	DSC	4	5	3	-	2	-
M24EC6DSE300	Econometrics-II (Specialization for Econometrics and Data Analysis)	DSE Choose any two courses from DSE basket	4	5	3	-	2	-
M24EC6DSE301	Agricultural Economics		4	5	3	-	2	-
M24EC6DSE302	General Insurance		4	5	3	-	2	-
M24EC6DSE303	Fundamentals of Fintech Entrepreneurship		4	5	3	-	2	-
M24EC6DSE304	Behavioural Economics		4	5	3	-	2	-

M24EC6DSE305	Economics of Management and Organizational Behaviour		4	5	3	-	2	-
M24EC6SEC300	Economics of Rural Entrepreneurship	SEC	3	3	3	-	-	-
M24EC6VAC300	Foundations of Environmental, Social and Governance (ESG)	VAC	3	3	3	-	-	-

Discipline Specific Component (DSC)

International Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	International Economics					
Type of Course	Discipline Specific Component (DSC)					
Course Code	M24EC6DSC300					
Course Level	300-399					
Course Summary	This course provides a thorough exploration of essential concepts and theories crucial for understanding global trade dynamics. It covers International Economics fundamentals, advanced concepts like Opportunity Cost curves and Mercantilism, and analyzes Balance of Payments and Exchange Rate theories. Additionally, it delves into Trade Mechanisms, International Economic Institutions, and current trade challenges. Practical components include discussions on recent trends, field visits, and case studies. Overall, students gain a robust understanding of international trade, preparing them for careers in global trade and economics.					
Semester	6	Credits				4
Course	Learning	Lecture	Tutorial	Practicum	Others	Total Hours

Details	Approach	60	0		0	60

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PO No:
1	understand the basic theories and various tools in International Economics	U	3,5
2	develop knowledge regarding BOP, its disequilibrium and the significance of various adjustment mechanisms in the present world.	A	1,3
3	examine and draw inferences on India's Exchange rate fluctuations in recent years.	An	2,5
4	evaluate critically the significance of trade policies and the role of various economic integrations in the international trade.	E	3,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	
1		**Introduction to International Trade Theories**	**15**	
	1.1	International Economics: Nature and scope-Basis of Trade-Trade as an Engine of growth.	5	2

	1.2	Opportunity Cost curve, Offer Curves (concepts only)- Terms of Trade: types	5	5
	1.3	Key approaches and theories: Mercantilism, Absolute Advantage and Comparative Advantage Models, Heckscher - Ohlin theory, Factor Price Equalisation theorem, Leontief's paradox- Gains from Trade.	5	3
2		**Balance of Payments**	**15**	
	2.1	BOP - Meaning and structure – current account and capital account – equilibrium and disequilibrium	5	3
	2.2	Measures to correct Balance of Payment disequilibrium: Monetary and Non-Monetary Measures - Elasticity Approach- Marshall- Learner condition.	10	5
3		**Exchange Rate and Foreign Exchange Market**	**15**	
	3.1	Theories of exchange rate determination: Mint Parity Theory, Purchasing Power Parity theory, balance of payment theory- Fixed and Flexible exchange rate systems - Exchange rate system in India	5	2
	3.2	Foreign exchange markets: Functions, Participants Determination of equilibrium exchange rate	5	5
	3.3	Types of foreign exchange transactions: spot and forward rates, hedging, speculation, arbitrage, futures, options and currency swaps (concepts only).	5	3
4		**Trade Mechanisms and International Economic Institutions**	**15**	
	4.1	Commercial Policy – Free trade and Protection Tariff, Quota and their effects, non-tariff barriers	5	5

	4.2	Economic Integration: Meaning, types and benefits Prominent Trade Blocs: European Union, RCEP and ASEAN (overview only)- International Institutions: IMF, World Bank and WTO (Objectives and functions).	5	3
	4.3	Current Trade Problems and Challenges – Deglobalization-De-dollarization - Decoupling - Trade Wars- Migration and its economic impact - Global value chains.	5	1
5		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20

Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References:

1.Cherunilam, F. International Economics. McGraw Hill, Education.

2. Economic and Social Commission for Asia and the Pacific. "Quantitative Assessment of the Economic Impact of Trade Wars and Make in India Program." Retrieved from https://www.unescap.org/kp/2020/quantitative-assessment-economic-impact-trade-wars-a nd-make-india-program, 2020.

3.European Central Bank. "Title of the Article." Retrieved from https://www.ecb.europa.eu/pub/economic-bulletin/focus/2022/html/ecb.ebbox202108_01~e8ceebe51f.en.html.

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7. Kindle, B. C. P. International Trade. R.D Irwin, Homewood.

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9. Magableh, G. M. "Supply Chains and the COVID-19 Pandemic: A Comprehensive Framework." European Management Review, vol. 18, no. 3, 2021, pp. 363–382. DOI: 10.1111/emre.12449.

10. National Council of Applied Economic Research (NCAER). "The US-China Trade War: Impact on India and Its Policy Choices." NCAER Paper for the High-Level Advisory Group on Trade Policy, Ministry of Commerce, India, 2019, March 5.

11. Rana, K. C., and K. N. Varma. Internal Economics. Visual Publishing.

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15. Salvatore, D. Schaum's Outlines, Theory and Problems of International Economics. Tata MacGraw Hill, Delhi.

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Discipline Specific Component - DSC

Mathematics for Economic Analysis

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Mathematics for Economic Analysis					
Type of Course	Discipline Specific Component - DSC					
Course Code	M24ST6DSC303					
Course Level	300 -399					
Course Summary	Provide students with a strong foundation in mathematical modelling and its applications in economic analysis.					
Semester	6				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, the students will be able to:	Learning Domains	PSO No:
1	Provide students with a strong foundation in mathematical modelling and its applications in economic analysis.	U	1,4
2	Develop quantitative way approach in solving economic situations using matrix algebra.	A	1,5

3	Develop mathematical models for future predictions using differentiation.	A	1,2,5
4	Understand how the economic theory can be zipped using mathematical tools in differential calculus	U	2,5,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Basic Economic Functions**	**15**	
	1.1	Constants, parameters and Variables	5	1
	1.2	Sets and Functions, Types of Functions- Linear & Non- Linear (Quadratic, Logarithmic and Exponential)	10	4
2		**Theory of Matrices**	**20**	
	2.1	Concept and types of Matrices, Matrix Operation- Addition, subtraction, multiplication (up to 3x3)- Determinants (up to order 3x 3), Properties of determinants.	10	2
	2.2	Adjoint and inverse of Matrix, Matrix formulation of a problem, Matrix formulation a system of equations	5	4
	2.3	Solution to linear equations, Cramer ‘s rule and its applications, Uses of Matrices in Economics.	5	5
3		**Differential Calculus**	**20**	
	3.1	Meaning and definition of differentiation, Rules of Differentiation, differentiation of an implicit function, Derivative of Logarithmic and Exponential Functions.	10	1

	3.2	Differentiation of an implicit function, Partial Derivatives and Rules of Partial Differentiation, Higher-order Partial Derivatives	5	1
	3.3	Increasing and decreasing functions, Maxima and Minima of Functions.	5	4
4		**Applications of Differential Calculus**	**20**	
	4.1	Marginal utility, Marginal propensity to Consume, Marginal Cost, Marginal Revenue	5	1
	4.2	Relationship between Average Revenue and Marginal Revenue-Relationship between Average Cost and Marginal Cost - Elasticity: Price elasticity	5	4
	4.3	Maxima and Minima of functions. Economic applications: Utility Maximization, Cost Minimization, Profit Maximization.	10	2
	Practicum:	1. Problems based on sets and functions. 2.Problems based on matrices and determinants. 3. Problems based on differentiation, partial differentiation and maxima and minima of functions. 4. Problems based on applications of derivatives.		
5		Teacher Specific Module		
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions		

	Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Text Books:

1. Allen, R.G.D: Mathematical Analysis for Economists, Macmillan and Company Ltd.
2. Teresa, Bradley & Patton, Paul (2006): Essential Mathematics for Economics and Business. Wiley: New Delhi
3. Knut Sydsaeter, Peter Hammond and Arne Strom: Essential Mathematics for Economic Analysis, Fourth Edition, Pearson.
4. James Bradfield, Jeffrey Baldani: An Introduction to Mathematical Economics, Cengage Learning India Pvt Ltd

References:

1. Alpha C Chiang & Kevin Wainwright: Fundamental Methods of Mathematical Economics, Fourth Edition, McGraw-Hill.
2. Geoff Renshaw: Maths for Economics, Second edition, Oxford University press
3. Mike Rosser and Piotr Lis: Basic Mathematics for Economists, third Edition, Rutledge.
4. Dowling, E.T: Introduction to Mathematical Economics, 2nd Edition, Schaums Outline Series, McGraw-Hill, New York.
5. Larry J. Goldstein, David C. Lay, David I. Schneider and Nakhle H. Asmar: Calculus and its Applications, 14th edition, Pearson

Discipline Specific Elective – DSE

Econometrics -II

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Econometrics-II
Type of Course	Discipline Specific Elective – DSE
Course Code	M24EC6DSE300
Course Level	300-399
Course Summary	This course in Econometrics is designed to equip students with a deeper understanding of advanced econometric techniques used in empirical economic analysis. Building upon foundational econometric concepts, this course focuses on complex models and methodologies to analyze real world economic data.

Semester	6				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome	Learning Domains	PSO No:
1	understand and comprehend advanced econometric theories, models, and techniques employed in empirical economic analysis.	K, U	1,2,4,5
2	apply advanced regression, time series, and panel data analysis techniques using statistical software proficiently.	A	2,3,4
3	create and design empirical studies that utilize advanced econometric methods to investigate economic phenomena, formulate hypotheses, and draw meaningful conclusions from the analysis.	C	1,2,5,6
4	appreciate the role of econometrics in unraveling complexities within economic systems, encouraging a	Ap	1,3,5

	lifelong pursuit of knowledge in the field.		
5	develop technical skills in econometric analysis, enabling students to proficiently employ software tools and interpret results, fostering their ability to communicate complex econometric findings effectively.	An	1,2,3,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Review of Multiple Regression Analysis**	**20**	
	1.1	Multiple Regression-Assumptions—Estimation Procedure - General k variable Model—Variance Covariance Matrix	5	1
	1.2	Multiple Coefficient of Determination-R Square and Adjusted R Square	5	4
	1.3	Estimation and Testing of Hypothesis-Test of Coefficients and Overall Significance- -Z and t and F test- P-value—Testing the Equality of Two Regression Coefficients	5	6
	1.4	Restricted Least Squares-Testing Linear Equality Restrictions (Concepts Only) Non-parametric and Semi-parametric Models (Discuss any two important tests)	5	3
2		**Regression with Qualitative Variables and Simultaneous**	**20**	
	2.1	Qualitative Explanatory Variables—Dummy Variable Regression–ANOVA and ANCOVA Models—Dummy variable Trap—interpretation of Regression results-Models with Qualitative Dependent Variables- LPM, Logit, Probit, and Tobit Models	10	2

		Different forms - linear, double log, lin log, log lin		
	2.2	Interpretation of Regression Results-Simultaneous Equation Models—Simultaneous Equation Bias—Inconsistency of OLS Estimators—Identification Problem—Test of	5	1
	2.3	Problem of Estimation—Single Equation Methods —OLS—ILS– 2SLS and Systems Methods—2SLS and SURE Model—Lurking Variables (Basics Only)	5	4
3		**Dynamic econometric models**	**15**	
	3.1	Estimation of Distributed Lag Models—Koyck Model and its rationalization—Partial Adjustment and Adaptive Expectations Model—Almon Approach	6	2
	3.2	Estimation of Auto Regressive Models—Instrumental Variables—Method of Instrumental Variables—Problems—SARG Test and Durbin h Statistic)	6	3
	3.3	Causality-The Granger Causality Test and Sims Test (Basics Only	3	1
4		**Panel Data Models**	**20**	
	4.1	Nature and Data Sources—Constant coefficients Model—Error Components Models—Fixed Effect (Lest Squares Dummy Variable LSDV) Model—Fixed Effect (Within Groups WG) Estimator—Random Effects Model (REM)—REM and Hausman Test—Breusch-Pagan Test—Consistency Property of Estimators.	10	1
	4.2	Dynamic Panel Data Analysis—Panel Data Unit Root—Cointegration Tests	5	3

	4.3	Panel Data Estimation Techniques-Pooled OLS regression in panel data-Feasible Generalized Least Squares (FGLS)-Maximum Likelihood Estimation (MLE) in panel data models (Concepts Only)	5	3
	Practicum	Students may try to Specify Non Parametric and Semi Parametric models Formulate Multiple Regression with data collected from local economy Develop any of the above specified models Implement panel data analysis using statistical software (e.g., Stata, R, Python)/Analyzing real-world datasets employing fixed effects, random effects, and dynamic panel data models/Interpreting and presenting results from panel data estimations		
5		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5

	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Wooldridge, J. M., Introductory Econometrics: A Modern Approach, 2015

2. Cramer, J. S., Logit models from economics and other fields, Cambridge University Press, 2003.

3. Davidson, R., & MacKinnon, J. G., Bootstrap methods and their application, Cambridge University Press, 2006

4. Judge, G. G., Hill, R. C., Griffiths, W. E., Lütkepohl, H., & Lee, T. C. , Introduction to the theory and practice of econometrics., John Wiley & Sons.omson, South Western,1988

5. Damodar N. Gujarati, Basic Econometrics. Page 273 of 365

Suggested Readings

1. Cameron, A. C., & Trivedi, P. K., Micro econometrics: Methods and Applications, Cambridge University Press.,2010

2. Arellano, M., & Bover, O., Another look at the instrumental variable estimation of error-components models. Journal of Econometrics, 68(1), 29-51.,1995

3. Angrist, J. D., & Pischke, J. S., Mostly harmless econometrics: An empiricist's companion. Princeton University Press,2008

Discipline Specific Elective – DSE

Agriculture Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Agriculture Economics

Type of Course	Discipline Specific Elective – DSE					
Course Code	M24EC6DSE301					
Course Level	300-399					
Course Summary	This course covers the fundamental concepts in agricultural economics, emphasizing their interconnectedness with the agricultural sector's development, and explores the historical context of agricultural development, examining the transition of production relations in the agricultural sector from pre-capitalism/feudalism to capitalism. Additionally, the course equips students with the ability to analyze agricultural market dynamics and trends, facilitating informed decision-making in crop selection, production, and sales, while also nurturing entrepreneurial skills in agribusiness management with a focus on local knowledge and sustainable practices within the agricultural sector.					
Semester	6				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PSO No:
1	describe the fundamental concepts of agricultural economics, elucidating their interconnectedness with the development of the agricultural sector	U	3,6
2	examine the historical context of agricultural	E	2,3,6

	development, considering how past practices and policies have shaped current agricultural practices		
3	analyse agricultural market dynamics and market trends, to make informed decisions related to crop selection, production, and sales	An	2,3,6
4	develop entrepreneurial skills in agribusiness management using local knowledge and sustainable practices in the agricultural sector.	An	1,3,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Agricultural Economics**	**20**	
	1.1	Agricultural Economics – meaning - definition- subject matter	5	1
	1.2	Contribution of agriculture in Economic Development. Instability, Risk and Uncertainty in Agriculture	5	3
	1.3	Farm management and Production economics - Meaning, definition, and scope - Optimal factor combination - application of the Law of technical substitution	10	6
2		**Agricultural Growth in India**	**15**	
	2.1	Agricultural growth in India since independence –cropping pattern shifts -- Green Revolution-second generation green revolution	10	3
	2.2	Globalization and the Indian agriculture	5	4
3		**Agriculture Finance and Marketing**	**20**	
	3.1	Agricultural Marketing and its Importance- Marketing functions – Classifications of agriculture market -Marketable and	10	6

		Marketed Surplus; Marketing Channels; Regulated Market; Private market-; Direct marketing, Organized Retailing – Problems of Agricultural marketing		
	3.2	Farmer Producers Organizations (Agricultural cooperatives); Agricultural Value Chains Agricultural finance- sources: institutional and non-institutional- NABARD: role and functions. Crop	5	1
	3.3	Factors affecting demand for and supply of farm products -Market intermediaries and its regulation.	5	4
4		**Farm Management**	**20**	
	4.1	Farm management- Principles of farm management–Farm management decisions– principles of factor substitution	5	2
	4.2	Cost Principles – Opportunity Cost Principle – Principles of Comparative Advantage – Limitations of Farm Management.	5	2
	4.3	Measures of Farm Efficiency - Size of the Farm and Productivity	5	1
	4.3	Innovative practices in farming: Integrated farming, contract farming, organic farming, precision farming, [concepts only]	5	3

	Practicum	Meet with a farmer to understand their current farming practices, crop type, and average yield and issues faced. Collect data on: Current costs of labor and fertilizer per unit, Historical crop yields associated with different input levels (if available), Market prices for the crops produced. Research the concept of globalization and its impact on agricultural markets. Collect data on historical price trends for major/any of the agricultural commodities grown in India. Students can utilize data from government sources or agricultural market databases. Report the impact of globalization Analyze the role of NABARD in Supporting a Specific Agricultural Project in Kerala Research and gain a solid understanding of each innovative farming practice such as Integrated farming, Contract farming, Organic farming, Precision farming Aquaponics, Hydroponics etc Evaluate the impact of the practice on factors like: Sustainability (environmental impact, soil health),Productivity (yield, resource efficiency),Profitability (economic viability for the farmers)Social impact (working conditions, community involvement)		
		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming sessions and Problem based Learning, Field Visit to any start up units or any Incubation Centre, Panel Discussion-challenges and opportunities faced by student innovator, Case Studies- -a case study of a successful Student Entrepreneur, group activities: Foster student engagement through interactive class discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Acharya, S. S., & Agarwal, N. L. (1987). Agricultural marketing in India. Oxford & IBH Publishing Co. Pvt. Ltd.

2. Acharya, S. S., & Agarwal, N. L. (1994). Agricultural prices and policy. Oxford & IBH Publishing Co. Pvt. Ltd.

3. Basole, A. (2016). The agrarian question in India. In R. Kumar (Ed.), Contemporary readings in Marxism: A critical introduction (pp. 277-311). Aakar Books.

4. Ellis, F. (1993). Peasant economics. Cambridge University Press.

5. Gittinger, J. P. (1982). Economic analysis of agricultural projects. The Johns Hopkins University Press.

6. Johl, S. S., & Kapur, T. R. (2004). Fundamentals of farm business management. Kalyani Publishers. 7. Kahlon, A. S., & Singh, K. (2003). Managing agricultural finance. Allied Publishers.

8. Lekhi, R. K., & Singh, J. (2005). Agricultural economics. Kalyani Publishers.

9. Mellor, J. W. (1966). The economics of agricultural development. Cornell University Press.

10. Mohanty, B. B. (Ed.). (2016). Critical perspectives on agrarian transition: India in the global debate. Routledge.

11. Philip, K. (2004). Marketing management. Prentice Hall.

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13. Reddy, D. N. (2016). Contours of the agrarian question: Towards political question of 'the peasantry' in contemporary India. In B. B. Mohanty (Ed.), Critical perspectives on agrarian transition: India in the global debate (pp. 92-112). Routledge.

14. Reddy, S., Raghu Ram, P., Neelakantan, T. V., & Bhavani D. I. (2004). Agricultural economics. Oxford & IBH Publishing Co. Pvt. Ltd.

15. Reddy, S., & Ram, P. R. (2005). Agricultural finance and management. Oxford & IBH Publishing Co. Pvt. Ltd.

16. Shanin, T. (Ed.). (1987). Peasants and peasant societies. Blackwell.

17. Schult, T. Z. (1964). Transforming traditional agriculture. Yale University Press.

18. Carney, D. (Ed.). (1998). Sustainable rural livelihoods: What contribution can we make? DFID.

19. Akram-Lodhi, A. H., & Kay, C. (2010a). Surveying the agrarian question (part 1): Unearthing foundations, exploring diversity. Journal of Peasant Studies, 37(1), 177-202.

20. Akram-Lodhi, A. H., & Kay, C. (2010b). Surveying the agrarian question (part 2): Current debates and beyond. Journal of Peasant Studies, 37(2), 255-284.

Suggested Reading

1. Soni, R. N., & Malhotra, Sangeeta. (2015). Leading issues in agricultural economics (12th ed.). Vishal Publishing Co

Discipline Specific Elective – DSE

General Insurance

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	General Insurance
Type of Course	DSE
Course Code	M24EC6DSE302
Course Level	300-399

Course Summary	This course is designed to equip learners with a comprehensive understanding of the general insurance industry, preparing them for various roles within the sector and equipping them with the knowledge and skills needed to navigate its complexities effectively					
Semester	6				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	Understand the principles and concepts of general insurance, including risk management.	U	1,2,3
2	Applying insurance concepts to real-world situations and making informed decisions.	A	2,3,6
3	Evaluate the regulatory framework governing the general insurance industry and its implications for insurance companies and policyholders.	E	3,5
4	Analysing insurance policies and assessing their suitability for different risk scenarios	**E**	1,3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO.NO
1		**Introduction to Risk Analysis**	**15**	
	1.1	Introduction to insurance- meaning-Importance.	3	1
	1.2	General Insurance: meaning- importance-Types-Overview of the insurance industry in India, Post - independence period –Insurance	5	3

	1.3	General Insurance Corporation and other insurance institutions- Organizational structure of GIC-IRDA and its regulations.	5	2
	1.4	FDI in the insurance sector	2	6
2		**Insurance Operations and Management**	**20**	
	2.1	Principles of insurance- Insurance Marketing	10	1
	2.2	Claims management-Risk Management Underwriting-Rating	5	1
	2.3	Customer Relationship Management Reinsurance and other functions.	5	2
3		**Motor and health insurance**	**20**	
	3.1	Introduction to Motor Insurance-Basic Principles-Types of vehicles – Types of motor insurance policies	3	3
	3.2	Underwriting and Risk management-Claim settlement- Types of Claims-Various documents- Claim Procedures-Methods.	5	1
	3.3	Legal and procedural aspects-Customer service and relationship management-Motor vehicles Act	5	6
	3.4	Health Insurance-Introduction - Growth of health insurance in India- principles-Types of health insurance-Underwriting and Risk Assessment	5	2
	3.5	Regulatory Framework-Insurance Act1938, IRDA Act1999 -Health insurance regulations-IRDA directions and guidelines on Health insurance.	2	1
4		**Rural, property and liability insurance**	**20**	
	4.1	Rural insurance- Types of products-Crop Farmers package-Plantation insurance Artisans-Livestock insurance- Hut insurance	10	1
	4.2	IRDA Regulations on Rural Insurance,	2	3

	4.3	Property insurance- meaning-Types Features-Liability insurance-meaning- scope Types-Rating- Legal aspects of Liability insurance	8	1
	Practicum	1. Discussion on the relevance of insurance in society. 2. Discussion on the impact of FDI in insurance sector. Identifying GIC's significance and impact on general insurance industry. 2.Claim processing simulation- Role-play as different stakeholders to negotiate and settle the claim Insurance policy Analysis 3.Discussion on factors influencing underwriting decisions and the importance of risk assessment in setting insurance premiums. 4.Group discussion on market dynamics, customer needs, and innovation in insurance products and services. 5.Discussion on the importance of liability coverage and types of policies available to mitigate the risk. Conduct a mini survey on crop insurance		
5	Teacher Specific Module			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**

	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

1. K.C. Mishra | C.S. Kumar, Life Insurance: Principles and Practice, National Insurance Academy | Cengage Learning, New Delhi.

2. M.N. Mishra | S.B Mishra (2008), Insurance: Principles and Practice, S. Chand and Company, New Delhi. Page 79 of 469

3. Kenneth Black (2000), Life and Health Insurance, 13th Edition, Pearson Education.

4. Patukale (2009), Insurance for Everyone, Macmillan India Ltd.

5. Life Insurance Corporation of India, Try with Trust: The LIC Story

6. Tripathy and Pal (2005), Insurance: Theory and Practice, Prentice -Hall of India

7. Palande, Insurance in India, Sage Publications, Delhi

8. K.C. Mishra and R. Venugopal(2009), Life Insurance Underwriting, National Insurance Academy | Cengage Learning, New Delhi

Discipline Specific Elective – DSE

Fundamentals of Fintech Entrepreneurship

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Fundamentals of Fintech Entrepreneurship
Type of Course	DSE
Course Code	M24EC6DSE301
Course Level	300-399
Course Summary	This course offers an overview of the fintech industry and the entrepreneurial ventures that are driving innovation within it. Core objective of the course is to provide students with a solid foundation in fintech concepts, technologies, and business strategies, preparing

	them to analyse the trends and forces that are conditioning fintech enterprises. The course is designed with a focus on startup dimensions of the dynamic and vibrant Indian fintech industry and hence the various fintech concepts, underlying technology and the regulatory issues involved are provided in the Indian context.					
Semester	6				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	understand the various aspects related to the fintech sector in India.	U	1,2,3
2	create an idea about the development of a fintech enterprise	C	2,3,6
3	apply the knowledge acquired here for the development of a fintech startup.	A	3,5
4	evaluate the prospects and challenges involved in fintech entrepreneurship.	E	1,3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO.NO
1		**Overview of the Fintech Sector**	**15**	
	1.1	Overview of financial technology (Fintech): Definition, evolution, and importance-Traditional versus digital finance-Trends and opportunities in Indian Fintech industry: Payments, lending, insurance, etc-Scenario of digital lending in India.	5	1
	1.2	Digital Public Infrastructure (DPI) in India and its development role-India Stack-ONDC-RBI Innovation Hub.	5	3
	1.3	Use of various technologies including AI in different areas of financial services like client onboarding, loan disbursement, recovery and customer interfaces-Robo advisors in wealth management services-DPI and other platforms that support fintechs: Aadhar verification, KYC norms-Video KYC, Payment infrastructure, CIBIL ScoreCIBIL Microfinance score.	5	2
2		**India's Financial Services Industry -a Fintech angle Overview**	**20**	
	2.1	Overview of the Indian financial services industry: Banks, NBFCs, MFIs, Payment banks and Small Finance Banks, Peer-to-Peer (P2P) Lending Platforms, Loan apps (risk and regulations), Crowdfunding-Account Aggregators.	5	1
	2.2	Overview of the Fintech industry in India-Leading categories of fintech firms (payments firms, lending tech, insure tech, neo banks, fintech Saas etc.) - Banks adopting financial technologies- Complementarities and	10	5

		Competition between banks, NBFCs and fintech firms in the Indian context-Fintech firms as financial sector disruptors.		
	2.3	Design thinking for a fintech: Need for a user centric approach – Business model canvas and value proposition design-Revenue models: subscription, transaction fees etcSurvey of technological and digital tools for a fintech startup.	5	3
3		**Electronic Money-Cryptocurrencies and Blockchain Technology**	**20**	
	3.1	Electronic Money and Cryptocurrencies-CBDC-e-Rupee Types of cryptocurrencies/assets-Difficulties in regulating cryptocurrencies-Global attempts to regulate crypto assets.	**10**	**1**
	3.2	Crypto currencies: Currency vs asset nature-Risks of cryptocurrencies-Crypto Exchanges-Crypto crisis in the recent past-Case study of the fall of FTX.	**5**	**3**
	3.3	Block chain technology-Challenges and opportunities of block chain technology-Applications of block chain technology in the financial sector.	**5**	**3**
4		**Regulatory landscape for fintech in India**	**20**	
	4.1	Regulatory Framework for Fintech industry: Need for regulation-Need for harmony between regulation and innovation-RBI approach to fintech regulation -Regulatory Sandboxes-Financial stability and the fintech sector.	7	1
	4.2	Importance of Self-Regulatory Organizations (SRO) in fintech landscape-Fintech Repository	5	3

	4.3	Property insurance- meaning-Types Features-Liability insurance-meaning- scope Types-Rating- Legal aspects of Liability insurance	3	6
	4.4	Evolution of India's digital payment Ecosystem-Components of India's Digital payment ecosystem -Role of NPCI-Uniqueness of UPI-Internationalization of UPI Comparison of UPI with other major digital payments systems across the world.	5	1
	Practicum	1. Map out the various components of DPI in India and demonstrate how they helped and supported the birth and rapid proliferation of fintechs for financial institutions and the fintech firms. 2. Illustrate the operational aspects of CIBIL score. 3. Map the different types of fintech enterprises operating in India. 4. Explore and demonstrate the interdependence between banks, NBFCs and fintech firms in the Indian context. 5. Give ideation and provide a suitable business model for a potential fintech startup. 6.Classify the different types of crypto assets. Compare and contrast crypto assets with CBDC. 7.Analyse the failure of FTX and the message it left to the financial regulators 8.Discuss the need for drawing a balance between regulation and innovation support of fintechs. 9. Elaborate the unique advantages of UPI as a rockstar in the global fintech arena.		

5	Teacher Specific Modules			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**			
	Particulars	**Marks**		
	Class Tests	15		
	Assignments	5		
	Seminar	5		
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5		
	Total	**30**		

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. The Fintech Entrepreneur's Guide, Ashok Mittal, 2022.

2. Fintech Future: The Digital DNA of Finance, Sanjay Phadke, Atlantic Publishers and Distributors (P) Ltd, 2023.

3. Digital Bank: Strategies To Launch Or Become A Digital Bank, Embassy Books, 2017.

4. Bitcoin and Cryptocurrency Technologies: 4 Books, Keizer Söze, Sabi Shepherd Ltd, 2019.

5. Financial Technology (FinTech) and Digital Banking in India, Jaspal Singh, New Century Publications 2022.

6. Private Equity Venture Capital in Financial and Fintech, October-December 2023, RBI innovation Hub, RBI. PRIVATE EQUITY-VENTURE CAPITAL IN FINANCIAL SERVICES & FINTECH

Suggested Readings

1. FinTech Revolution in India: Opportunities and Challenges, CA Dr. Brajesh Kumar Jaiswal, Notion Press, February, 2024.

2. Reserve Bank Innovation Hub.https://rbihub.in/

Discipline Specific Elective – DSE

Behavioural Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**		
Programme	BA (Hons) Economics		
Course Name	Behavioural Economics		
Type of Course	DSE		
Course Code	M24EC6DSE304		
Course Level	300-399		
Course Summary	This course presents the principles of behavioral economics and their significance in economic decision-making, especially in situations involving risk, uncertainty, and strategic interactions. The focus is on elucidating economic decisions that diverge from the forecasts of neo-classical economics. The course endeavors to integrate perspectives from sociology, institutions, and evolutionary psychology to comprehend human behavior, providing guidelines for improved developmental outcomes. Additionally, it explores conventional research methods in the field, such as laboratory and field experiments, and examines their role in advancing the subject.		
Semester	6	Credits	4

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	compare and contrast behavioural and neoclassical concepts.	U	1,2,3
2	appraise behavioural concepts in individual decision making.	AE	2,3,6
3	apply core behavioural concepts to predict behaviour of economic agents under risky situations.	E, An	3,5
4	analyse the mechanism of intertemporal choice and infer the reaction of economic agents during different time periods.	An, C, Ap	1,3
5	assess behavioural game theory concepts with the aim to explain observed human behaviour.		

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO.NO
1		**Foundations to Behavioural Economics**	**15**	

	1.1	Nature of Behavioural Economics Perspective on Psychology and Economics Role of Intuition, Emotions, Beliefs in decision making	5	1
	1.2	Origins of Behavioural Economics: Decision making under neoclassical approaches- Rationality Assumption and Economic	5	1
	1.3	Heuristics availability and biases, Representativeness, Substitution, Framing, Anchoring, Mental Accounting, Endowment bias, Status Quo bias	3	2
	1.4	Nudge Theory- Choice Architect, Neuro economics	2	5
2		**Choice under Risk and Uncertainty**	**20**	
	2.1	Human Behaviour Under Uncertainty Expected Utility as a basis for decision making	8	3
	2.2	Loss Aversion-Prospect Theory – Reference Points – Risk Concept and Understanding – Shape of Utility Function	10	1
	2.3	Decision Weighting – Probabilistic Judgment	2	5
3		**Intertemporal Choice, Temporal Choice**	**20**	
	3.1	Discounted Utility Model, Construal Level Theory	5	3
	3.2	Valuation of Delayed Consumption Preferences for Sequences of Outcomes	5	5
	3.3	Intertemporal Choice- Exponential discounting, Hyberbolic Discounting, Preference Reversal	10	2
4		**Behavioural Game Theory**	**20**	
	4.1	Strategic Interaction and Social Norms: Ultimatum game	5	3

	4.2	Social Preferences Fairness, trust, cooperation, reciprocity, Norms	5	1
	4.3	Some applications of behavioural game theory; Modelling social preferences – inequality-aversion models, reciprocity models	10	2
	Practicum	Develop a simple experiment (thought experiment or online survey) to explore how a specific factor (e.g., time pressure, social cues) might influence economic decision-making. Develop an understanding on expected utility theorem Explore the concept of exponential discounting, a common assumption in the DU model. Discuss the discount rate, which reflects how much we value a reward the further it is in the future Analyze the Ultimatum Game, a classic experiment testing fairness preferences.		
5	Teacher Specific Modules			
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions			
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**			

	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Angner, Erik (2016), A Course in Behavioral Economics, Palgrave Macmillan

2. Nick Wilkinson; Matthias Klaes(2012), An Introduction to Behavioral Economics, 2nd Edition, Palgrave Macmillan.

3. Hal R. Varian (2014): Intermediate Microeconomics with Calculus,1st Ed, W. W. Norton & Company.

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10. Diamond Peter and Vartiainen (2007), Behavioral Economics and Its Applications, Princeton University Press.

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19. Colin F. Camerer, George Loewenstein, Matthew Rabin (ed.)(2004), Advances in Behavioral Economics, Princeton University Press.

20. G. Loewenstein (2007), Exotic Preferences: Behavioural Economics and Human Motivation, Oxford University Press

21. Dhami, Sanjit (2016), The Foundations of Behavioral Economic Analysis, Oxford University Press.

22. Hal R. Varian (2014): Intermediate Microeconomics with Calculus,1st Ed, W. W. Norton & Company. 23. Colin F. Camerer, George Loewenstein, Matthew Rabin (ed.)(2004), Advances in Behavioral Economics, Princeton University Press.

Suggested Readings

1. Pindyck, Robert S., Rubinfeld, Daniel L.. (2013). Microeconomics 8th ed. (8th). New Jersey: Pearson.

2. Koutsoyiannis, A. (1979): Modern Microeconomics, 2nd ed., Macmillan Press

Discipline Specific Elective – DSE

Exploring Economic Data Analytical Tools

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Exploring Economic Data Analytical Tools					
Type of Course	DSE					
Course Code	M24EC6DSE305					
Course Level	300-399					
Course Summary	This course is designed to familiarise learners with various software tools available for analysing data. The course emphasizes hands-on applications such as data exploration, visualization, and interpretation using different environments and thus extracts meaningful insights from datasets. The course equips them to contribute effectively to economic decision-making, market research, and policy formulation in an increasingly data-centric environment.					
Semester	6				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	Understand the basic features of various soft tools used for data analysis in economics	U	1,2,3
2	Apply the learnt tools for basic univariate data analysis	A	2,3,6
3	Understand the importance of various steps involved	U	3,4,5

	in analysing data and the uses of the learnt tools in facilitating these processes		
4	Create simple statistical models that enable economic analysis	**C**	1,3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	**Units**	Course description	**Hours**	**CO.NO**
1		**Introduction to SPSS**	**15**	
	1.1	Need and importance of software tools in data analysis – choosing the right software - efficiency and accuracy in data processing - advanced statistical and graphical capabilities - handling large datasets	5	4
	1.2	Overview of SPSS - Common use cases in economics and social sciences - Key features	5	2
	1.3	Measures of central tendency and dispersion(Mean, median, mode, range, standard deviation, variance) - Graphical representation of data - Creating and interpreting histograms, pie charts, bar charts - Data visualization tools in SPSS - Customizing graphs and charts - Using SPSS's built-in graphing tools	5	1
2		**Fundamental Data Analysis with GRETL and EVIEWS**	**20**	
	2.1	Overview of GRETL - history and primary uses in economics - key features - advantages and limitations - GRETL interface and basic commands - Navigating the GRETL	10	6

		workspace - commonly used commands and functions		
	2.2	Introduction to EVIEWS - Development and common applications - key features - advantages and limitations - EVIEWS interface and basic operations - Basic data operations and descriptive statistics	10	5
3		**Introduction to STATA and SAS**	**20**	
	3.1	Introduction to STATA - key features - advantages and limitations - data management and manipulation in STATA - importing and cleaning data - data transformation and preparation	10	1
	3.2	Overview of SAS - history and common uses - key features - advantages and limitations - SAS interface and programming basics - navigating the SAS environment - Basic SAS programming syntax	10	4
4		**Data Science Applications with R and Power BI**	**20**	
	4.1	Introduction to R - development and key applications in data science - key features - extensive package ecosystem - advantages and limitations - R Studio interface and functionalities - basics of R programming - syntax and basic commands – fundamental statistical analysis using R	10	3
	4.2	Significance of visualisation in data analysis - overview of Power BI - development and main uses in business intelligence - key features - advantages and limitations - creating interactive dashboards in Power BI - data import and transformation, visualization	10	2

	Practicum	1. Hands-on session with SPSS - importing data from various sources (e.g., Excel, CSV), data cleaning and preparation - calculating descriptive statistics - interpreting results 2. Visualization and interpretation of results using a sample dataset 2. Hands-on session in GRETL - importing and managing datasets - basic data manipulation and analysis 3. Hands-on session in EVIEWS - conducting basic statistical analysis 4. Comparative analysis using GRETL and EVIEWS - similarities and differences in workflows - practical examples comparing outputs from both tools 5.Hands-on session in STATA – data transformation and handling - conducting basic descriptive analysis 6. Hands-on session in SAS - data handling and cleaning 7. Analysing a sample dataset using both STATA and SAS – doing a comparison and integrating the results 8. Hands-on session in R - data import, cleaning, and basic analysis – useful libraries - creating visualizations with ggplot2 9. Hands-on session in Power BI - building and customizing interactive dashboards 10.Mini project combining R and Power BI - Data analysis and reporting task using R - Visualization and presentation using Power BI	

5	Teacher Specific Modules

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Field, Andy P. Discovering Statistics Using IBM SPSS Statistics. New Delhi, India, Sage Publications, 2020. Page 129 of 469

2. Morgan, George A. IBM SPSS for Introductory Statistics: Use and Interpretation. New York, Ny, Routledge, 2020.

3. Adkins, Lee C. Using Gretl for Principles of Econometrics. 5th ed., Nov. 2018.

4. https://eviews.com/Learning/index.html

5. Daniels, Lisa, and Nicholas Minot. An Introduction to Statistics and Data Analysis Using Stata®. SAGE Publications, 11 Jan. 2019.

6. Delwiche, Lora D, and Susan J Slaughter. The Little SAS Book. SAS Institute, Oct. 2019. 7. Ottesen, Rebecca A, et al. Exercises and Projects for the Little SAS Book, Fifth Edition. Cary, N.C., Sas Institute, 2015.

8. Field, Andy, et al. Discovering Statistics Using R. Thousand Oaks, Sage/Texts, 2022.

9. Hyman, Jack A. Microsoft Power Bi for Dummies, 2022.

10. Knight, Devin. Microsoft Power BI Complete Reference. Dec. 2018.

.**Suggested Readings:**

1. Pallant, Julie. SPSS Survival Manual: A Step by Step Guide to Data Anal ysis Using IBM SPSS. 7th ed., S.L., Open Univ Press, 2020.

2. Moore, David S., et al.(2021), The Basic Practice of Statistics.

3. Keller, G. (2014). Statistics for Management and Economics. Cengage Learning

Skill Enhancement Course (SEC)

Digital Economy Skills for Enterprise Development

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Digital Economy Skills for Enterprise Development
Type of Course	Skill Enhancement Course (SEC)
Course Code	M24EC6SEC300
Course Level	300-399
Course Summary	This course is designed to foster digital enterprise development and impart skills among students within the evolving landscape of digital economy. An innovative approach of blending the methodology of economics with the leading trends in the digital world is adopted in the context of the requirements of skill enhancement. The primary objective is to impart basic knowledge and enhancement of skills in digital tools, and platforms which are essential for initiating digital business enterprises. The syllabus adopts an interdisciplinary approach; keeping the core traits of Economics; aiming to provide students with a comprehensive understanding of digital entrepreneurship and guiding them to acquire the digital entrepreneurial skills in the framework of social science discipline. Regarding the overall approach, the content should be delivered focusing on applying the digital techniques from a user angle by integrating the core economic message. Core economic concepts should be integrated into the technological landscape. Teachers should use the basic concepts of microeconomics to interpret several of the digital developments and hence are to be explained in the context of the market mechanism angle wherever necessary. Various software tools mentioned in this course need not be purchased to provid the information; rather, a demonstration about their profile, features etc. with the help of the internet is sufficient.

Semester	6				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	0	0	45

Course Outcomes

CO No:	Expected Course Outcome ***Upon completion of this course, the students will be able to:***	Learning Domains	PSO No:
1	understand the opportunities and platforms for digital entrepreneurship and the power of network economics.	U	1,3
2	plan a structured approach in Digital Enterprise Development in the context of digital economic opportunities.	S,C	2,4
3	apply and develop the skills in various methods and platforms for enterprise development in the domain of digital economy.	A,S	1,4,5
4	compose an effective branding plan for Digital Enterprise Development.	S,C	1,2,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Platforming an enterprise in the digital economy**	**15**	
	1.1	Scope and significance of digital economics and digital economy- key features of digital economy-Enterprise development in the digital economy era: opportunities and challenges.	5	1
	1.2	The rise of platform economy-various digital enterprise technologies -mobile-ecommerce, social media, Cloud, AI, automation and Block		

		chain.		
	1.3	Network Economics-meaning, importance-Network economies of scale-Social networking, user base development and branding using social media for business-Digital business transformation.		
	1.4	Enterprise Development tools and platforms-Google Business Profile, Google Workspace, Google Analytics-Map API (concepts only)-Economic and business benefits of digital platforms.	5	3
2		**Basic tools for digital economy management**	**15**	
	2.1	Pricing of digital products-Enterprise development tools: Office 365, Cloud for storage-HRM Software and their use in Enterprise Management.	4	1
	2.2	Economic benefits of digital platforms for work, marketing etc - Digilocker-Government E-Market Place (GEM)-Uses of Content Management Systems-LMS.	4	3
	2.3	Websites for Enterprises-Domain Registration-Storage-Control Panels (concepts only) Apps and their significance in business.	3	2
	2.4	Role of ecommerce payment gateways (concept only)-Online stores: steps for creation- UPI payment ecosystem-Aadhar verification services.	4	5
3		**Branding and security in the digital economy and Economics of AI and Robotics**	**15**	
	3.1	Economic benefits of digital branding-Digital branding and advertising using social media-Major social media platforms: Meta, LinkedIn, YouTube, Google ad sense-ads manager/ad	5	1

		settings.		
	3.2	Technological progress and productivity expansion-A survey of productivity enhancing digital tools- AI and IoT devices in enterprise management-Economic implications of large language models and neural networks-Different AI applications in industry, services (including education) and agriculture.	5	2
	3.3	Business risks in the digital world: Digital Security-Digital Privacy-Data Security -User Authentication and Authorisation-IPR and Digital Rights-Ethical, Safety, Security, and other principles-Social Engineering Attacks-Government Regulations in India regarding Digital Security.	5	4
4		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Class Tests	10
	Assignments	5
	Seminar	5
	Quiz	5

	Total	**25**

Semester End Examination Written Examination for 50 marks

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

References

1. Principles of Digital Economics: Innovation Theory in the Age of Intelligence, Zhiyi Liu, Springer, 2022.

2. The Digital Economy (Anniversary Edition): Rethinking Promise and Peril in the Age of Networked Intelligence, Don Tapscott, McGraw-Hill Education; 2nd edition, 2014.

3. The Economics of Digital Transformation, Katarzyna Śledziewska and Renata Włoch, first published 2021, Rouletdge.

4. Digital Economy (practical Guide): Economic Development and Digital transformation, Gilbert Saldivar, Lew Temple, FRESHMAN, Kindle Edition, 2021.

5. The Cosmo-Creative Society: Logistical Networks in a Dynamic Economy-(Advances in Spatial and Network Economics), Ake E. Andersson E Ake, Batten F David, Kobayashi Kiyoshi, Springer, 2012.

6. The Oxford Handbook of the Economics of Networks, Yann Bramoull, Andrea Galeotti, et al., Oxford Handbooks, 2016.

7. Digital Transformation: Build Your Organization's Future for the Innovation Age, Herbert Lindsay, Bloomsbury Business India, 2017.

8. Working with Microsoft Office 365 – Running Your Small Business in the Cloud, Hill Brett, Microsoft Press US, 2012.

9. Platform Pioneers 2024: Social Media Marketing Mastery Guide, Future-Proof Strategies for Brand Brilliance, YouTube, Google Ads, Meta, Blogging and More (Kindle Edition), Knight Ryan, ASIN: B0CJ71K712. Page 124 of 365

10. Digital and Social Media Marketing: A Results-Driven Approach, Routledge; 2nd edition, Heinze Aleksej, 2020.

11. The Economics of Artificial Intelligence, Ajay Agrawal Ajay, Gans Joshua and Avi Goldfarb, Oxford University Press, 2019.

12. Artificial Intelligence: The Insights You Need from Harvard Business Review, Thomas H. Davenport, Erik Brynjolfsson, Andrew McAfee, H. James Wilson, Harvard Business Review, 2019.

13. The Age of the Platform: How Amazon, Apple, Facebook, and Google Have Redefined Business, Simon Phil, Simon Hris Consulting, 2011.

14. Digital Economics, Avi Goldfarb and Catherine Tucker, NBER, 2017.

15. Personalised Pricing in the Digital Era, Organisation for Economic Co-operation and Development, Directorate for Financial and Enterprise Affairs Competition Committee, 2018. **Suggested Readings**

1. Booming Digital Stars: 11 Inspiring Journeys from India's Creator Economy, Harsh Pamnani and Manish Pandey, 2021, Pencil Select.

2. Cyber Security, Artificial Intelligence, Data Protection and the Law, Rober Walters, Marko Novak, Springer, 2021.

3. Winning in The Digital Age, Penguin Enterprise, Seth Nithin, 2021.

Foundation Component - VAC

Environmental, Social and Governance

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	**Environmental, Social and Governance**
Type of Course	Foundation Component - VAC
Course Code	M24EC6VAC300
Course Level	300-399
Course Summary	This course delves into the Environmental, Social, and Governance (ESG) framework, focusing on its three pillars. It explores the UN's Principles for Responsible Investment and examines ESG within the corporate sector, particularly its role under Corporate Social Responsibility. The module covers GRI-Business Responsibility Reporting and the Nine Principles of Business Responsibility and Sustainability Report. Additionally, it discusses ESG-related regulations in India. The second part of the course addresses economic instruments for climate change, including concessional finance, blended finance, and green bonds, along with fundamentals of carbon pricing. The third section explores ESG disclosures, emphasizing the importance and challenges, as well as the concept of circular economy and its 10Rs. The course concludes by examining the Sustainable Blue Economy and the climate change threats faced by India's coastal areas.

Semester	6				Credits	3
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	0	0	45

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be*	Learning Domains	PSO No:

	able to:		
1	Analyse the concepts in ESG	An	3,6
2	Apply climate change aspects in Finance.	A	1,3,6
3	Analyse the concepts associated with ESG.	An	3
4	Understand Climate Change and the risks emanating from it.	U	2,3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Basics of ESG**	**15**	
	1.1	The concept of Environmental, Social and Governance- Three Pillars of ESG	3	1
	1.2	UN's Principles for Responsible Investment (PRI)	3	6
	1.3	ESG and the corporate sector- ESG under Corporate Social Responsibility	3	1
	1.4	GRI (Global Reporting Initiative)- - Business Responsibility and Sustainability Report and its Nine Principles	6	3
		ESG related Regulations in India.		
2		**Climate Change Finance**	**15**	
	2.1	Economic instruments for Climate Change-Concessional Finance-Blended Finance-Green Bonds, Guarantees.	7	1
	2.2	Fundamentals of Carbon Pricing: Carbon Taxes, Carbon Markets, CBAM.	6	3
	2.3	Green Bond Policy in India.	**2**	**6**
3		**Leading issues in ESG & Climate Change**	**15**	
	3.1	ESG Disclosures and its Importance-	3	1

		Greenwashing.		
	3.2	Environment and Social Management Framework and Environmental and Social Impacts during Project Implementation and Post Project Operation.	5	1
	3.3	Concept of Circular Economy and the 10Rs.	3	6
	3.4	Sustainable Blue Economy - Climate Change Threat to India's Coastal Areas.	4	3
		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Class Tests	10
	Assignments	5
	Seminar	5
	Quiz	5
	Total	**25**

Semester End Examination Written Examination for 50 marks

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20

	Total 50

References

1.Environmental, Social and Governance Practices in India (ESG) Principles and Practice, The Institute of Companies Secretaries of India, Study Material.

2. Environment and Social Management Framework (ESMF), Multidisciplinary Education and Research Improvement in Technical Education, (MERITE), Department of Higher Education, Ministry of Education (MoE), Updated Draft, June 2022.

3. Environmental, Social and Governance, The Management Accountant, The Institute of Cost Accountants of India, March 2022.

4. Carbon Trading: Some Insights & Perspectives, Radha Purswani, ICFAI books, December 2012.

5. Circular Economy- (Re) Emerging Movement, Shalini Goyal Bhalla, Invincible Publishers, December 2020.

6. Green bonds: Mobilising the debt capital markets for a low-carbon transition, Policy Perspectives, OECD, 2016

SUGGESTED READINGS:

1. ESG Essentials: A Guide for Principled Investors" by Paul Herman

2. Sustainable Development: Principles, Frameworks, and Case Studies" by Okechukwu Ukaga and Abiodun Alao

3. Climate Change: What Everyone Needs to Know by Joseph Romm

4. Circular Economy: A New Sustainability Paradigm?" by Walter R. Stahel:

5. Blue Economy Handbook" by Mark J. Spalding, Meryl Williams, and David C. McCauley

Semester VII

Corse Code	**Title of the Course**	**Type of the Course DSC, MDC,**	**Credit**	**Hours/Week**	**Hour Distribution /week**			
					L	**T**	**P**	**O**

		SEC etc.						
M24EC7DCC400	Micro Economics-II	DCC	4	4	4	-	-	-
M24EC7DCC401	Macro Economics-II	DCC	4	4	4	-	-	-
M24ST7DCC403	Statistical Methods for Economic Analysis -II (Offered by the Department of Statistics)	DCC	4	5	3	-	2	-
M24EC7DCE400	Public Economics-II	DCE Choose any three courses from DCE basket	4	4	4	-	-	-
M24EC7DCE401	Research methodology for Social Science		4	4	4	-	-	-
M24EC7DCE402	Resource Economics and Environmental Accounting		4	4	4	-	-	-
M24EC7DCE403	Institutional Economics		4	4	4	-	-	-
M24EC7DCE404	International Finance		4	4	4	-	-	-
M24EC7DCE405	Economics of Artificial Intelligence		4	4	4	-	-	-

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Discipline Capstone Component (Advanced) - DSC

Micro Economics- II

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Micro Economics-II					
Type of Course	Discipline Capstone Component (Advanced) - DSC					
Course Code	M24EC7DCC400					
Course Level	400-499					
Course Summary	This course equips the learners to analyze consumer behavior with powerful tools like demand theory, unravel production mysteries through models like Cobb-Douglas, and navigate uncertainty with theories like the Neumann-Morgenstern Utility Index. Master pricing strategies and game theory tactics to understand competitive dynamics. Explore the concept of income distribution with theories from Ricardo to Kaldor, then critically evaluate welfare theories and apply them to contemporary issues like the Easterlin Paradox. This course equips learners with the analytical skills to understand the core principles of economic behavior and its impact on society.					
Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0		0	60

Course Outcomes

CO No:	Expected Course Outcome	Learning Domains	PSO No:
1	Analyze real-world consumer behavior using practical demand theory.	An	1,3,5
2	explore the link between inputs and outputs	C	2,3,6
3	Evaluate how consumers make decisions with time limitations.	E	2,3,5
4	analyze firm interactions and pricing strategies.	A	1,2,3

5	Comprehend how wealth is distributed in economies by examining key theories.	A	1,3,4

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Theories of consumer behaviour choice under risk and uncertainty**	**15**	
	1.1	Neumann-Morgenstern Utility Index Risk and uncertainty in consumer decision making- Bernoulli Hypothesis, Friedman and Savage hypothesis, Markowitz hypothesis.	5	3
	1.2	Inter-temporal Substitution effect-Choices Involving Time- Time Allocation Model-Attributes model of Kevin Lancaster	5	2
	1.3	Network Externalities – Bandwagon, Snob and Veblen Effects	5	1
2		**Theory of Production and Costs – Advanced**	**15**	
	2.1	A brief account of production function of single product firm and multi-product firm	5	6
	2.2	Empirical production function: Cobb-Douglas, Constant Elasticity of substitution (CES) – Variable Elasticity of Substitution (VES)	5	5
	2.3	Engineering costs curves- economies of scale-economies of scope- Learning curve	5	1
3		**Oligopoly and Game Theory and modern theories of distribution in Economics**	**15**	

	3.1	Non-collusive models with homogenous product – Cournot – Bertrand & Stackelberg models. Non-Homogenous product – Chamberlin model- Contestable market theory of Baumol.	5	4
	3.2	Introduction to Game Theory: Strategies – Zero-sum and non- zero-sum game- Prisoner's dilemma – Nash equilibrium – game theory application	5	3
	3.3	Marginal Productivity Theory and Product Exhaustion Problem-Modern Theories of Distribution: Kalecki and Kaldor	5	1
4		**Alternative Theories of firm, General Equilibrium, Welfare and Social Choice**	**15**	
	4.1	Average- cost pricing mode by Hall and Hitch- and full cost pricing-Bain's limit pricing model- Sylois -Labini Model- Managerial theories of firm: W.J. Baumol, Williamson and Marris- Behavioural theory of Cyert and March.	5	3
	4.2	Partial and general equilibrium – 2x2x2 general equilibrium model	5	2
	4.3	Social welfare function: Bergson-Samuelson Arrow's Impossibility Theorem –Rawl's 'theory of Justice -Easterlin Paradox	5	1

5		Teacher Specific Module	
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types		**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Varian, Hal R. Microeconomic Analysis. W. W. Norton & Company, 2014.

2. Mas-Colell, Andreu, Michael D. Whinston, and Jerry R. Green. Microeconomic Theory. Oxford University Press, 1995.

3. Jehle, Geoffrey A., and Philippe J. Reny. Advanced Microeconomic Theory. Routledge, 2011.

4. Kreps, David M. A Course in Microeconomic Theory. Princeton University Press, 1990.

5. Tirole, Jean. The Theory of Industrial Organization. The MIT Press, 1988.

6. Carlton, Dennis W., and Jeffrey M. Perloff. Modern Industrial Organization (4th ed.). Addison Wesley, 2004.

7. Mas-Colell, Andreu, Michael D. Whinston, and Jerry R. Green. Microeconomic Theory (1st ed.). Oxford University Press, 1995.

8. Pindyck, Robert S., and Daniel L. Rubinfeld. Microeconomics (8th ed.). Pearson Education, 2012

9. Rubinstein, Ariel. A Course in Game Theory (1st ed.). The MIT Press, 2006.

10. Carlton, Dennis W. The Economics of Industrial Organization (1st ed.). Prentice-Hall, 1983.

11. Böhm-Bawerk, Eugen von. Capital and Interest (1st ed.). Ludwig von Mises Institute, 2016.

Discipline Capstone Component (Advanced) - DCC

Macro Economics-II

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Macro Economics-II

Type of Course	Discipline Capstone Component (Advanced) - DCC					
Course Code	M24EC7DCC401					
Course Level	400-499					
Course Summary	The advanced macro-economic theory and policy studies the dynamics of fundamental macroeconomic variables and interdependence between them. Basic models of macroeconomics are introduced to examine economic fluctuation and stabilization policies. It also touches upon other issues such as the internationalization of macroeconomics. The primary end of the course is to enable the students to get better acquaintance with nitty –gritty of methods and models of Macroeconomics. There will be a special concern to critically evaluate the validity of these Models to enunciate the changes in these key macroeconomic variables in real economies. Students are exposed to both macroeconomic theory and contemporary macroeconomic issues. The functioning of the economy as a whole is analyzed from the point of view of competing schools of macroeconomic thoughts					
Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0		0	60

Course Outcomes

CO No:	Expected Course Outcome	Learning Domains	PSO No:
1	A thorough understanding of three outstanding orthodoxies, viz, Classical, Keynesian, Modern Neo-classical synthesis, Neo Keynesianism and Monetarism	U	3,5
2	Aims to introduce students to key concepts, methodologies, theories, and techniques in modern macroeconomic analysis	K, U	2,3

3	Know the major issues as they arise in the field of macroeconomics	K, U	2,3
4	Critically evaluate the usefulness of macroeconomic techniques	C, S	2,3,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	**Units**	Course Description	Hours	
1		**Keynesian Macro Economics**	**15**	
	1.1	Keynesian Fixed Price Models: Keynesian Cross Model (Three Sector Model) and IS-LM Model: Liquidity Trap- Crowding Out Effect	3	2
	1.2	Keynesian Flexible Price Model: AD-AS Framework-Policy Implications	3	3
	1.3	Labour Market: Classical versus Keynes -Keynes Effect and Real Balance Effect	3	3
	1.4	Inflation: Inflationary Gap-Demand-Pull and Cost-Push Inflation-Phillips Curve - Tobin's views on Phillips curve- Strategies to control inflation	3	5
	1.5	Neo-Keynesian Analysis (Disequilibrium Models): Walrasian Vs. Keynesian Models. Disequilibrium models of Robert Clower- Leijonhufvud's, Barro-Grossman and Malinvaud.	3	5
2		**Monetarism**	**15**	
	2.1	Main Propositions of Monetarism—Friedman's Re-statement of Quantity Theory of Money	5	3
	2.2	Monetarism and the Philips Curve: The Friedman-Phelps Expectations-Augmented Phillips Curve - Natural Rate of Unemployment Hypothesis-Accelerationist Hypothesis and NAIRU	10	2

3		**Demand for Money and Supply of Money**	**15**	
	3.1	Theoretical Approaches to the Demand for Money: The Classics, Keynes, and Friedman.	3	2
	3.2	Transactions Theories of Money Demand: The Baumol Model-The Shopping-Time Model -Cash-in-Advance Models	2	3
	3.3	Tobin's Portfolio Theories of Money Demand-Buffer Stock Demand for Money: Akerlof and Milbourne (A-M) Model, Miller and Orr(M-O) Model.	**5**	
	3.4	Supply of Money: Financial Intermediation-Mechanistic Model of Bank Deposit Determination Behavioural Model of Money Determination-Demand Determined View of Money Supply	**5**	
4		**Behavioural Foundations of Macroeconomics**	**15**	
	4.1	Function: Current Income Theories (Absolute Income Hypothesis of Keynes, Kuznets's Consumption Puzzle, Drift Hypothesis of Smithies and Relative Income Hypothesis of Duesenberry)	5	3
	4.2	Fischer's Intertemporal Choice Model	5	3
	4.3	Normal Income Theories: Permanent income Hypothesis of Friedman and Life Cycle Hypothesis of Modigliani	5	2
5		Teacher Specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc.

	o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Snowdon, Brian and Vane, Howard R (1997): A Macroeconomics Reader, Routledge.

2. Mankiw Gregory (2019) Macroeconomics 10th edition, Macmillan

3. Gardner Ackley (1978): Macroeconomic theory, Collier Macmillan Ltd; International Edition.

4. Blanchard, Olivier and Johnson, David R (2018): Macroeconomics, 8th Ed, Pearson.

5. Snowdon, Brian and Vane, Howard, R (2005): Modern Macroeconomics: Its Origins, Development and Current State, Edward Elgar.

6.Brendan Sheehan (2009): Understanding Keynes' General Theory, Palgrave Macmillan

7. Carlin, Windy and Soskice, David (1990): Macroeconomics and the Wage Bargain: A modern Approach to Employment, Inflation, and the Exchange Rate, OUP.

8. D'Souza, Errol (2012): Macroeconomics, 2nd Ed. Pearson India.

9. De Vroey, Michel (2016): A History of Macroeconomics from Keynes to Lucas and Beyond, CUP.

10. Galbraith, James, K and Darity, William Jr (1994): Macroeconomics, Houghton Mifflin Co, NJ.

11. Gärtner, Manfred (2009): Macroeconomics,3rd Ed, Prentice Hall.

12. Heijdra, Ben J. (2017): Foundations of Modern Macroeconomics,3rd Ed, OUP

13. Helmut Frisch (1983): Theories of Inflation, Cambridge University Press.

14. Jansen, Dennis W and Delorme, Charles Jr and Ekelund, Robert B, Jr (1994): Intermediate Macroeconomics, West Publishing Co.

15. Keith Bain and Peter Howells (2003): Monetary Economics: Policy and its Theoretical Basis, Palgrave.

16. Levacic, Rosalind and Rebmann, Alexander (1982): Macroeconomics: An Introduction to Keynesian- Neo-Classical Controversies, 2nd Ed, MacMillan

17. Nattrass, Nicoli and Varma, G. Visakh (2014): Macroeconomics Simplified: Understanding Keynesian and Neoclassical Macroeconomic Systems, Sage India.

18. Scarth, William (2014): Macroeconomics: The Development of Modern Methods for Policy Analysis, Edward Elgar.

19. Serletis, Apostolos (2007): The Demand for Money Theoretical and Empirical Approaches Second Edition, Springer.

Discipline Capstone Component (DCC)

Statistical Methods for Economic Analysis -II

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**		
Programme	BA (Hons) Economics		
Course Name	Statistical Methods for Economic Analysis -II		
Type of Course	Discipline Capstone Component (DCC)		
Course Code	M24ST7DCC403		
Course Level	400-499		
Course Summary	The course explores in detail the basic concepts of probability, integration and some basic distributions.		
Semester	7	Credits	4

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome	Learning Domains	PSO No:
1	Provide students with a strong foundation in probability and its applications in economic analysis.	U	1,2
2	Understand the concept of Integration	U	2,4
3	Develop quantitative way approach in solving economic situations using integration	U	2,3
4	Describe Random Variables and properties	A	1,4
5	Understand Basic Distributions and its applications in real life situations	U	1,3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Probability**	**20**	
	1.1	Basic probability concepts, meaning of probability	4	1
	1.2	Mutually exclusive and exhaustive events. Independent events.	4	2
	1.3	Approaches to assigning probabilities, classical probability, empirical probability, subjective probability.	4	4
	1.4	Rules for computing probabilities, additive rule, multiplicative rule	4	3
	1.5	Baye's theorem	4	2
2		**Integration**	**20**	

	2.1	Indefinite Integral-rules of integration	3	1
	2.2	Integration by substitution, integration by	3	1
	2.3	Definite integrals, Area under a curve	3	4
	2.4	Difference equations and differential equations (basic concepts only)	3	3
	2.5	Improper integrals-Beta and Gamma integrals	4	2
	26	Applications in Economics	4	4
3		**Random Variables**	**20**	
	3.1	Meaning and definition. Discrete and continuous random variables (only concepts)	5	3
	3.2	Probability mass function, cumulative distribution function	5	4
	3.3	Expectation of a random variable, Mean and variance using expectation (discrete and continuous random variable).	10	2
4		**Basic Distributions**	**15**	
	4.1	Binomial distribution - properties and uses	5	3
	4.2	Poisson distribution - properties and uses	5	5
	4.3	Normal distribution, standard normal distribution-properties and calculation of probabilities using standard normal table	5	2
		Practicum		
	Module 1	Problems		
	Module 2	Problems		
	Module 3	Problems		
	Module 4	Problems		
5		Teacher Specific Module		
		Classroom Procedure (Mode of transaction)		

Teaching and Learning Approach	Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Text Books:

1. Rohatgi V.K. and Saleh, A.K. Md.E. (2009): An Introduction to Probability and Statistics. 2nd Edn. (Reprint) John Wiley and Sons.
2. Gupta, S.P. Statistical Methods. Sultan Chand and Sons: New Delhi.
3. S.C. Gupta and V. K. Kapoor, Fundamentals of Mathematical Statistics, Sultan Chand and Sons

References:

1. Mood, A.M. Graybill, F.A. and Boes, D.C. (2007): Introduction to the Theory of Statistics, 3rd Edn., (Reprint), Tata McGraw-Hill Pub. Co. Ltd.John E Freund, Mathematical Statistics, Pearson Edn, New Delhi
2. McClave, Benson and Sincich (2012): A First Course in Business Statistics, 8th Ed, Prentice Hall.
3. Moore, McCabe, Alwan, Craig and Duckworth (20111a): The Practice of Statistics for Business and Economics H Freeman and Company.
4. Lind A. Douglas, Marchal G. William and Wathen A. Samuel (2016)- Basic Statistics for Business and Economics, 7th Ed, McGraw Hill International Edition.
5. Mendenhall William, Beaver J. Robert and Beaver M. Barbara (2014) - Introduction to Probability and Statistics – 12th Ed, Thomson Books/Cole publishers

Discipline Capstone Component Elective– DSE

Public Economics II

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Public Economics II
Type of Course	Discipline Capstone Component Elective– DSE
Course Code	M24EC7DSE400
Course Level	400-499
Course Summary	The study of Public Economics and Indian Public Finance explores government intervention's impact on economic efficiency and equity. It delves into taxation, public goods, externalities, and welfare economics. Indian Public Finance focuses on the fiscal policies and challenges specific to India, including tax structures, subsidies, and government expenditure. Emphasizing economic development and social welfare, it analyzes the Indian economy's fiscal aspects, considering federalism, public debt, and budgetary policies.

Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	**Expected Course Outcome** *Upon completion of this course, the students will be able to:*	**Learning Domains**	**PSO No:**
1	Develop the rationale for and role of Government intervention in Economic activities and how Government makes economic decisions.	U,A,K	2,3
2	Understand the complexities of public goods provision in Public Economics, and to learn their significance within different economic structures.	UE	2,3,5
3	Analyse the diverse fiscal policies employed in India, and to learn their impact on economic growth and social welfare.	An,A ,Ap	1,3,6
4	Create innovative strategies for optimizing government spending in Indian Public Finance, to propose budgetary frameworks conducive to sustainable development.	C,Ap	2,3,6
5	Synthesize the relationship between externalities and policy interventions in the Indian economic landscape and state and union budget trends.	S,R	**2,3**

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	**Units**	**Course Description**	Hours	**CO.NO**
1		**Economic Analysis of Public Goods and externalities**	**15**	
	1.1	Public goods: Pure and Impure Public Goods.	3	1
	1.2	Market failure and Externalities- Types of Externalities, Coase Theorem and Property	3	1

		Rights, Free-Rider Problem		
	1.3	Global public goods	2	3
	1.4	Optimal provision of public goods -Voluntary Exchange Models - Samuelson's contribution. Lindahl's approach.	4	6
	1.5	The Theory of Clubs and Local Public Goods- Tiebout Model.	3	5
2		**Economic Decision Making of the Government**	**15**	
	2.1	Voting and Public Choice - Public Choice under Direct Democracy- unanimity rule-Wicksell approach	4	3
	2.2	Majority Rule- Buchanan and Tullok model - Bowen Black model	3	1
	2.3	Normative social choice theory- Arrow's theorem- Majority Voting-The Median Voter Model- Representative Democracy -Downs Model on Demand and Supply of Government Policy- Niskanen Model of Bureaucratic Behaviour.	5	1
	2.4	Positive Social Choice Theory: The Leviathan Hypothesis- Theory of Rent Seeking - Rent Seeking and X- Efficiency- Lobbying and Interest Groups.	3	6
		Fiscal Administration and Management	**15**	
	3.1	Impact and Incidence of Taxation-Optimal theory of Taxation -Dead Weight Loss -Equity Vs Efficiency	5	2
	3.2	Theories of Public Expenditure: Adolf Wagner-Wiseman- Peacock - Colin Clark Bowen Model, Lindahl Model, Pigou Model and Samuelson Model	5	2

	3.3	Theories of Public debt: Classical -Keynesian – Modern Burden of Public Debt - Intergenerational Equity theory - Buchanan Thesis	5	3
	4	**Fiscal Federalism: Theory and Practice**	**15**	
	4.1	Fiscal Federalism in India-: Principles of federal finance - Fiscal imbalances- vertical and horizontal imbalances	10	6
	4.2	Finance commission and its role	5	6
		Teacher specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar/Viva	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**

Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. Rosen and Gayer (2014) Public finance, 10th Ed,MC Graw-Hill,Newyork.

Gayer (2014) Public finance, 10th Ed,MC Graw-Hill,Newyork.

2. Public Economics Principles and Practice- Peter Abelson: online Edition 2018. www. applied economics.com.au.

3. Economics of the Public sector, Joseph E. Stiglitz, Jay K Rosengard 4th Ed.W.W Norton & Company,INC,Newyork.

4. Public finance and public choice, John Cullis and Phillip Cullis (2009)OUP,Oxford

5. Public Finance in theory and practice 5th Ed.,Musgrave and Musgrave.

Suggested Readings

1. Public Economics in India Janak Raj Gupta

2. Indian fiscal federalism, Y.V Reddy and GR Reddy ,OUP ,2019.

3. Public finance -BP Tyagi,HP Singh,

4. Studies inindian Public Finance M. govind Rao, OUP,2022. Public finance principles and practice - JVM Sarma, OUP,2018

Discipline Capstone Component (Advanced) – Elective

Research methodology for Social Science

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Research methodology for Social Science					
Type of Course	Discipline Capstone Component (Advanced) –Elective					
Course Code	M24EC7DSE401					
Course Level	400-499					
Course Summary	This advanced course is meticulously crafted to equip students with a profound understanding of research methodology within the expansive realm of social science, with a specific focus on the field of economics. The curriculum is strategically designed to delve into diverse research methods, tools, and techniques, offering students a robust foundation for conducting rigorous and impactful research.					
Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, students will be able to*	Learning Domains	PSO No:
1	Understand research and its relevance in dealing with various issues of the economy	U	2,3,5
2	Define research problem and develop research design	U	2,3,5
3	Understand various methods of data collection.	U	2,3,5
4	Acquire the ability to write research report	C, S	1,2,4
5	Prepare a project in Economics	A, C, S	1,4,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Research Methodology and Design**	**15**	
	1.1	Meaning and Nature of Research - – Objectives of Research – Types of research: Exploratory, Descriptive, Analytical - applications and limitations of social science research	5	1
	1.2	Research Problem -Formulation Identifying and defining research problems -Formulating research questions and objectives	5	4
	1.3	Sampling Techniques Probability and non-probability sampling Random sampling, stratified sampling, purposive sampling		
2		**Methods of Data Collection**	**15**	
	2.1	Primary Data Collection Surveys, Interviews, Observations, Questionnaire design and	5	1
	2.2	Secondary Data Collection -Utilizing existing data sources -Data archives and repositories	5	3
	2.3	Quantitative Data Analysis- Descriptive and inferential statistics – (Overview only)	5	2

		Introduction to Statistical packages (e.g.SAS, SPSS)		
3		**Data Analysis and Interpretation**	**15**	
	3.1	Testing of Hypothesis (Parametric or Standard Tests of Hypothesis) – Chi-square Test – Analysis of Variance and Covariance	5	1
	3.2	Testing of Hypothesis (nonparametric or Distribution-free tests) – Multivariate analysis	5	4
	3.3	Qualitative Data Analysis Content analysis, thematic analysis Coding and interpretation	5	2
4		**Writing and Presenting Research Findings**	**15**	
	4.1	Research Report Writing Structure and components Citation styles (APA, MLA)	5	5
	4.2	Effective Presentation Skills Preparing and delivering research presentations	5	1
	4.3	Ethical Principles in Research Informed consent, confidentiality, and privacy Handling sensitive issues	5	3
5		Teacher specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5

	Seminar/Viva	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1.Kothari, C. R. (2008). Research Methodology: Methods and Techniques. New Age International.

2. Trivedi, P. (2016). Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications.

3. Yadav, R. (2016). Research Methodology: A Step-by-Step Guide for Beginners. Pearson.

4. Kumar, R. (2019). Research Methodology: A Step-by-Step Guide for Researchers. SAGE Publications.

5. Sekaran, U., & Bougie, R. (2016). Research Methods for Business: A Skill-Building Approach. Wiley.

6. Agarwal, P. (2010). Research Methodology: Methods and Techniques. APH Publishing Corporation.

7. Bryman, A. (2016). Social Research Methods. Oxford University Press.

8. Corbin, J., & Strauss, A. (2014). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. SAGE Publications

9. Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.

10. Panneerselvam, R. (2014). Research Methodology. PHI Learning Pvt. Ltd.

11. De Vaus, D. (2001). Research Design in Social Research. SAGE Publications.

12. Naresh, J. (2009). Social Research Methods: Qualitative and Quantitative Approaches. PHI Learning Pvt. Ltd.

Discipline Specific Elective – DSE

Resource Economics and Environmental Accounting

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Resource Economics and Environmental Accounting
Type of Course	Discipline Specific Elective – DSE
Course Code	M24EC7DSE402
Course Level	400-499
Course Summary	The course "Resource Economics and Environmental Accounting" is designed to impart higher-level procedural knowledge aligned with revised Bloom's Taxonomy. explores the intersection of economics, natural resource management, and environmental sustainability. The initial unit provides an overview of the utilization and inventory of resources, delving into the evolving landscape. Subsequently, the focus shifts towards a critical examination of the sustainability concept in relation to environmental preservation. The fourth unit undertakes a comparative analysis between the traditional national income system and green accounting. The final unit (V) sheds light on the pivotal role of human resources, exploring their dynamic nature. The curriculum often addresses topics such as environmental economics, the valuation of ecosystem services, policy analysis for sustainable development, and the economic implications of resource depletion. The goal is to equip students with the knowledge and analytical tools to understand, evaluate, and contribute to sustainable development efforts in the

	context of resource management.					
Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome	Learning Domains	PSO No:
1	comprehend the categorization of resources, principles of sustainable development, concepts of green accounting, and the components of a green economy.	U	2,3
2	assess and contrast resource categories, including conservation and extraction; traditional National Income (NI) accounts versus green accounts; and the conventional economy versus the ecological economy	C,S	1,2,3,5
3	critically examine the key issues such as the tragedy of the commons, sustainable yield, the political economy of green accounts, growth constraints, and the challenges associated with human development.	E , An, S	1,4,5,6
4	synthesises the diverging aspects of private good and common property resources, economic development and sustainable development, the system of national accounts and environmental accounts, education and health in human resource development.	E, An, AP	3,6
5	internalize the concepts of resource use, environmental policy, green accounting techniques, future of global economy, and the strength of human resource development.	AP, I, S	2,3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Fundamentals of Resource Economics**	**15**	
	1.1	Definitions and Scope of Resource Economics - Major economic resources -classification of resources	5	1
	1.2	Protecting renewable and non-renewable resources - Common property resources and 'the tragedy of commons'- Case of fishery Resources	5	3
	1.3	The trend in resource use -Managing resource exhaustibility	5	4
2		**Sustainable Development and Human Resources**	**15**	
	2.1	Principle of maximum sustainable yield – Hotelling rule - Limits to growth –	3	1
	2.2	Man is a vital resource for Development-process of human resource formation	3	1
	2.3	Human Development and Environment - population projections and resource constraints.	3	6
	2.4	Sustainable Development – evolution and definitions of the concept- Sustainable development goals	2	4
	2.5	Inter-generational and intra-generational equity – Weak and Strong sustainability rules - Daly's operational Principles and Maintaining system resilience	3	1
	2.6	Economic indicators of sustainability	1	3
3		**Environmental Accounting for Sustainable**	**15**	

		Development		
	3.1	The concept of total Economic value-use value, non-use value, option value, bequest value Environmental Accounting- Integration of Environmental Accounts with System of National Accounts – Environmentally corrected GDP- Green GNP	5	2
	3.2	Direct methods of valuation- The contingent valuation method (CVM), stated preferences Neo classical theory of environmental valuation-WTP and WTA approaches	5	1
	3.3	Indirect methods of environmental valuation- Travel Cost Method, Hedonic Price Method.	2	6
	3.4	Environment and Natural Resource Accounting in India (ENRA) background, physical and economic accounts- Environmental Impact Assessment (EIA)	3	1
4		**Designing a Green Economy**	**15**	
	4.1	The shape of the eco-economy, restructuring the economy, new industries and new jobs,	5	3
	4.2	investment opportunity - building the solar/ hydrogen economy. Energy efficiency, alternate forms of energy, harnessing the wind, sunlight wave, geo thermal, natural gas and hydrogen economy.	10	2
5		Teacher specific Module		
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments		

	o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1.Blunden, J. "Mineral resources." Blunden J. and Allan Reddish (eds.), Energy, Resources and Environment, London, Hodder and Stoughton, 1997.

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4. Uberoi, N.K. Environmental Studies, New Delhi, Excel Books, 2010.

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7. Oliver, D. et.al. "Sustainable energy futures." In Blunden and Reddish (eds.), Energy, Resources and Environment, 1991.

8. Singh, Katar, and Anil Shishodia. Environmental Economics: Theory and Practice. Sage Publications, 2007. New Delhi. Chapter 4.

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11. Hanley, Nick, et al. Environmental Economics in Theory and Practice. Palgrave Macmillan, 2009. New York. Chapter 2.

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14. Bhattacharya, Rabindra N. Environmental Economics: An Indian Perspective. OUP, 2007. New Delhi. Chapter 5.

15. Brown, Lester R. Eco-Economy. Orient Longman, 2003. Hyderabad. Chapters 4-9.

16. Brown, Peter G., and Geoffrey Garver. Right Relationship: Building a Whole Earth Economy. Berrett-Koehler Publishers, 2009. San Francisco.

17. Korten, David C. Getting to the 21st Century. Oxford and IBH, 1992. New Delhi.

Suggested Readings

1. World Resources Institute. Annual reports.

2. Sankar, U. Environmental Economics, New Delhi, OUP, 2009.

3. Bhattacharya, Rabindra N. Environmental Economics: An Indian Perspective. OUP, 2007. New Delhi.

4. Brown, Lester R. Eco-Economy. Orient Longman, 2003. Hyderabad.

5. Brown, Peter G., and Geoffrey Garver. Right Relationship: Building a Whole Earth Economy. Berrett-Koehler Publishers, 2009. San Francisco.

6. Korten, David C. Getting to the 21st Century. Oxford and IBH, 1992. New Delhi.

7. Hanley, Nick, et al. Environmental Economics in Theory and Practice. Palgrave Macmillan, 2009. New York.

Discipline Specific Elective – DSE

Institutional Economics

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**					
Programme	BA (Hons) Economics					
Course Name	Institutional Economics					
Type of Course	Discipline Specific Elective – DSE					
Course Code	M24EC7DSE403					
Course Level	400-499					
Course Summary	This course attempts to provide an understanding of economic institutions, which is rooted in a conceptual and theoretical apparatus. It is aimed that at the end of the course students will be in a position to embark on theoretical, public policy or empirical research projects using the tools and insights of institutional economics. Overview of Institutional Economics · Economic Organization · Contracting · Employment · Bureaucracy Government and State · Law, Economics, and Organization · Regulation · Empirical Institutional Economics					
Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome	Learning Domains	PSO No:
1	apply the theory of institutions in the analysis of institutional environment in different contexts	A	2,3
2	apply the instruments of game theory to analyse institutions	A	1,2,3,5
3	evaluate Property Rights in the context of Institutional Economics	E	1,4,5,6
4	evaluate social cost and public policy in institutional change	E	3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to Institutional Economics**	**15**	
	1.1	Institutional economics –concept and significance	5	1
	1.2	Historic development of Institutional Economics- Institutional Economics as a departure from Neo-Classical and Marxian Economics - Theory of the Leisure Class (Concepts Only).	5	3
	1.3	Old and New Institutional Economics- Core issues in New Institutional Economics.	5	4
	1.4	Institutional Change Theories-Economic Agents and Institutional Environment-Individuals, Firms, and Governments in Institutional Analysis-Legal and Regulatory FrameworksSocial Norms and Culture in Economic Behaviour	5	2
2		**Institutions and Economic Development**	**15**	

	2.1	Role of institutions in Economic Development	5	1
	2.2	The long term determinants of Economic growth.	5	1
	2.3	Hardin's Tragedy of Commons , Collective Action	5	6
3		**Fundamental Institutions: Property, Decentralization, and Contract**	**15**	
	3.1	Concepts of Property and defining Property Rights	5	2
	3.2	Problems of ill-defined Property rights, Externalities-Market failure and property rights, Social vis-à-vis Individual Choices, Neo-classical Maximisation vis-à-vis Methodological Individualism	5	1
	3.3	Decentralisation and Contracts –Religion Individuals, Firms, and Governments in Institutional Analysis-Legal and Regulatory Frameworks-Social Norms and Culture in Economic Behaviour (Concepts Only)	5	6
4		Institutions in Practice	**15**	
	4.1	Issues relating to transaction costs, Social cost vis-à-vis individual costs-Network Theory	3	3
	4.2	Identification and measurements of transaction costs - Coase Theorem - Bounded Rationality	3	2
	4.3	Static and dynamic institutional change – Firms and Markets – State intervention	3	3
	4.4	Public Policy - Insurance Sector - Social issues - Ecological and Environmental Issues	3	4
	4.5	Institutional failures in development economics	3	1
5		Teacher specific Module		
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities:		

	Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. North, D. C. (1990). Institutions, institutional change and economic performance. Cambridge University Press.

2. Williamson, O. E. (2000). The new institutional economics: Taking stock, looking ahead. Journal of Economic Literature, 38(3), 595-613.

3. Acemoglu, D., Johnson, S., & Robinson, J. A. (2005). Institutions as a fundamental cause of long-run growth. In P. Aghion & S. N. Durlauf (Eds.), Handbook of Economic Growth (Vol. 1, pp. 385-472). Elsevier.

4. Eggertsson, T. (1996). The old theory of economic policy and the new institutionalism. World Development, 24(1), 1-19.

Suggested Readings:

1. Coase, R. H. (1937). The nature of the firm. Economica, 4(16), 386-405.

2. Rodrik, D. (2000). Institutions for high-quality growth: What they are and how to acquire them. Studies in Comparative International Development, 35(3), 3-31.

3. Greif, A. (2006). Institutions and the path to the modern economy: Lessons from medieval trade. Cambridge University Press.

4. Hodgson, G. M. (2006). What are institutions? Journal of Economic Issues, 40(1), 1-25.

5. North, D. C. (2005). Understanding the process of economic change. Princeton University Press.

6. McCormick: Part I, Chapter 1. "Instincts," Chapter 2. "Institutions"

7. Veblen, "Why is Economics Not an Evolutionary Science [1898] (google site) This 1898 article in the QJE opened up inquiry and defined the field of Evolutionary Economics.

8. McCormick, Chapter 3. "Technology;" ,Chapter 4. "Technological Change and Institutional Change," , Chapter 5 "Social Evolution"

9. "An Institutional Framework of Analysis," Journal of Economic Issues, vol. 14, no. 4 (December, 1980): 897-907.

10. "Corporate Hegemony" An Institutionalist Analysis of Corporate Power: Journal of Economic Issues, vol. 22, no. 1 (March, 1988): 79-111.

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International Finance

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	International Finance
Type of Course	Discipline Specific Elective -DSE
Course Code	M24EC7DSE404
Course Level	300-399
Course Summary	The course provides a comprehensive overview of international finance, emphasizing its importance and its connections to global trade and business. It covers key topics such as the International Monetary System and reserve currencies, exploring their role in facilitating trade and investment. Discussions also include the IMF's function in maintaining global liquidity and the impact of private capital mobility. The course addresses exchange rate systems, balance of payments components, and the implications of currency convertibility, particularly in India. It examines the foreign exchange market, risk management strategies, and the relationship between inflation, interest rates, and exchange rates. Additionally, it discusses international capital movements, focusing on FDI, FPI, multinational corporations, and global financial institutions. Finally, it touches on new institutions, currency internationalization, and the role of international cooperations like the G20, BRICS, and the Financial Stability Board in shaping the global economic landscape.

Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	30	0	60

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PSO No:
1	explain internationally agreed rules, conventions and supporting institutions that facilitate international trade.	U	1,2
2	analyse how financial institutions, currencies and policies impact economic stability.	An	2,3
3	identify various rules and institutions facilitating the trading of wealth and assets between countries.	A	2, 3
4	assess liquidity and global investment opportunities that drives economic development.	E	2,3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**International Finance: Basic concepts and issues**	**15**	
	1.1	International Finance: Meaning, and significance-Relation between international trade, international business, and international finance.	3	1
	1.2	International Monetary System-Facilitatory role of international monetary system on trade and investment.	3	1
	1.3	IMF and International Liquidity	2	3
	1.4	Flexible Exchange rate system-currency movements (appreciation and depreciation)-Currency crisis.	3	6

	1.5	Balance of payment-Components -balance of payment problem -Measures to solve balance of payments problem.	4	2
2		**Foreign exchange market and foreign exchange risk**	**15**	
	2.1	Foreign exchange market-Participants in the foreign exchange market (India)-Functions of the foreign exchange market.	5	1
	2.2	Foreign exchange risk-hedging, arbitrate. speculation-Currency derivatives: Currency futures, options market.	5	2
	2.3	Country risk analysis: political risk factors, financial risk factors and economic risk factors.	5	1
3		**International capital movements**	**15**	
	3.1	International capital movements-FDI vs FPI	5	6
	3.2	Multinational Corporations: role and operations in the global economy	10	3
4		**International Financial Institutions and Multilateral Agencies**	**20**	
	4.1	World Bank and the affiliates: role in development finance. Emergence of new institutions -AIIB and NDB. Globalization of financial markets: IFSC in India (the GIFT City).	10	1
	4.2	Role of international cooperations in facilitating global economic order-the G20, BRICS, Financial Stability Board.	10	3
	5	Teacher Specific Module		
Teaching and		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures		

<table>
<tr><td>Learning Approach</td><td colspan="2">can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions
Suggested Course Delivery Methods
o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc.
o CD2 - Tutorials/Assignments
o CD3 - Class Seminars
o CD4 - Peer group Discussions</td></tr>
<tr><td>Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA) – 30 Marks</td></tr>
<tr><td></td><td>Particulars</td><td>Marks</td></tr>
<tr><td></td><td>Class Tests</td><td>15</td></tr>
<tr><td></td><td>Assignments</td><td>5</td></tr>
<tr><td></td><td>Seminar</td><td>5</td></tr>
<tr><td></td><td>Project/Practicum/Quiz/Book Review/Fieldwork etc.</td><td>5</td></tr>
<tr><td></td><td>Total</td><td>30</td></tr>
</table>

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References:

1. Avadhani, V. A. *International Finance*. Himalaya Publishing House.

2. Carbaugh, Robert J. *International Economics*.

3. Krugman, Paul R., Maurice Obstfeld, and Marc Melitz. *International Finance: Theory and Policy*. Pearson Education

4. Salvatore, Dominic. *International Economics.

5. Soderston, Bo, and Geoffery Reed. *International Economics*. Palgrave Macmillan.

6. Srivastava, Rajeev. *International Finance*. Oxford University Press.

Discipline Specific Elective – DSE

Artificial Intelligence and the Economy

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Artificial Intelligence and the Economy
Type of Course	Discipline Specific Elective – DSE
Course Code	M24EC7DSE404
Course Level	400-499
Course Summary	This course explores the transformative impact of artificial intelligence (AI) on the economy, offering students a comprehensive understanding of how AI technologies are reshaping various sectors. Through a blend of theoretical foundations and practical case studies, students will examine AI's influence on productivity, employment, market dynamics, and economic policies. The curriculum also touches the ethical considerations and economic challenges posed by rapid technological advancement, equipping students with a foundational level knowledge to evaluate AI's potential and risks. By the end of the course, students will be able to articulate informed perspectives on AI's role in future economic landscapes and its implications.

Semester	7				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	0	0	60

Course Outcomes

CO No:	Expected Course Outcome	Learning Domains	PSO No:

1	Understand the role of AI in enhancing productivity in various sectors of the economy.	A	2,3
2	Analyse the areas and sectors in which AI helps the various tasks to be completed.	U	1,2,3,5
3	Understand the influence of AI in Economics and Finance.	U	1,4,5,6
4	Evaluate the impact of AI on the labour market and the various macroeconomic effects it produces.	E	3,6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Introduction to AI**	**15**	
	1.1	The role of technological progress in economic development- productivity expansion -Solow's residual and the concept of productivity.	5	1
	1.2	Artificial intelligence as a technological revolution-Basics of Artificial Intelligence – Artificial intelligence: meaning, nature and evolution-Development of neural networks Turing Test-Advent of machine learning Significance of large language models and GPT.	5	3
	1.3	AI basic concepts: Difference between AI, Machine learning and robotics-Difference between narrow AI, general AI and superintelligent AI.	5	4
2		Popular Applications of AI	**15**	
	2.1	Industrial sector applications of AI: Automation and robotics, automated decision	3	1

		making, predictive analytics, supply chain optimization and quality control systems.		
	2.2	AI applications in business: Customer Relationship Management (CRM), Marketing automation, Business intelligence and Analytics and Human Resource Management.	3	1
	2.3	AI in other sectors: Education: Adaptive and personalized e-learning-Governance: AI in public administration-Infrastructure including transportation and smart cities-Health: AI based Diagnosis-Consumer segment: Personal assistants and smart home devices.	3	6
3		Applications of AI in Economics and Finance	**15**	
	3.1	Applications of AI in economics: Predictive modelling, forecasting, behavioural economics, natural language processing to analyse economic data, news etc.	5	2
	3.2	Use of AI in Sentiment Analysis/Behavioural Economics: Steps of sentiment analysis: Data collection, pre-processing, feature extraction, model training, sentiment classification and analysis and reporting.	5	1
	3.3	Use of AI in finance: Algorithmic trading, fraud detection, credit scoring systems, financial advising and management.	2	6
4		Other economic issues related with AI	**15**	
	4.1	AI labour market implications – Implications of AI on the job market-AI as a task fulfilment technology-AI as a labour replacement technology-AI and skill bias-AI based	5	3
	4.2	AI regulation-GPAI-OECD and G20 initiativesUNICRI Centre for AI and Robotics-ethical issues related with AI.	10	2
5		**Teacher specific Module**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. The Economics of Artificial Intelligence: An Agenda, Ajay Agrawal, Joshua Gans, Avi Goldfarb, NEBER, 2019.

2. Mitchell, Melanie. Artificial Intelligence: A Guide for Thinking Humans. Farrar, Straus and Giroux, 2019.

3. Agrawal, Ajay, Gans, Joshua, and Goldfarb, Avi. Prediction Machines: The Simple Economics of Artificial Intelligence. Harvard Business Review Press, 2018.

4. Bootle, Roger. The AI Economy: Work, Wealth and Welfare in the Robot Age. Nicholas Brealey Publishing, 2019.

5. O'Neil, Cathy. Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Crown, 2016.

6. Autor, David. "Why Are There Still So Many Jobs? The History and Future of Workplace Automation." Journal of Economic Perspectives, vol. 29, no. 3, Summer 2015, pp. 3-30.

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11. Future of Humanity Institute. "Governance of AI." Oxford University, accessed 2023. https://www.fhi.ox.ac.uk/research/research-areas/artificial-intelligence/

Suggested Readings

1. AI & Society - https://link.springer.com/journal/146

2. The Journal of Artificial Intelligence Research - https://www.jair.org/

3. The future of Life org www.thefutureoflife.org

4. The OECD AI Observatory: https://oecd.ai/en/

Semester VIII

Corse Code	Title of the Course	Type of the course	Credit	Hours/Week	Hour Distribution /week			
					L	T	P	O
M24EC8DCC400	Indian Economy-II	DCC	4	5	3	-	2	-
M24EC8DCC401	Development Economics-II	DCC	4	5	3	-	2	-
M24ST8DCE400	Statistical Methods for Economic	DCE	4	5	3	-	2	-

	Analysis –III (Offered by the Department of Statistics)							
M24EC8DCE401	Economics of Health and Education	DCE	4	5	3	-	2	-
M24EC8DCE402	Kerala Economy-Patterns and Challenges	DCE	4	5	3	-	2	-
M24EC8PRJ400	Project* (UG Degree-Honours)	8	2 DCC + 1 DSC/DCE + project OR 2 DCE					
M24EC8PRJ401	Project*(UG Degree - Honours with Research)	12	2 DCC + Project					

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Discipline Capstone Component (Advanced) - DSC

Indian Economy -II

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Indian Economy -II
Type of Course	Discipline Capstone Component (Advanced) - DSC
Course Code	M24EC8DCC400

Course Level	400-499					
Course Summary	This course is designed to acquaint the students with different aspects of Indian economy. The policy issues and measure to understand economic initiatives for improving economic development and growth, agriculture and industry, planning of the different sectors of the economy and the place of Indian economy in the international level particularly after economic reforms and covered. This will sharpen the analytical capacity of the students to understand the performance of different sections of contemporary Indian economy.					
Semester	8				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	15	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, the learner will be able to:	Learning Domains	PSO No:
1	compare the macroeconomic variables of the Indian Economy with other economies of the world.	An	2,3
2	evaluate major policies and trends in various fields like Agriculture, Industry and Services.	E	2,3,5
3	learn the leading development issues related with Indian Economy	E	2,3,5,6
4	analyze the sector specific policies adopted for achieving the rational goals.	An	2,3,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Macroeconomic developments**	**15**	
	1.1	Indian Economy: Macroeconomic performance	5	3

		in recent years- Structural transformation trends and challenges.		
	1.2	Comparison of India's GDP, Per capita income and HDI trends with major other economies (US, China, South Korea, UK, Germany, Vietnam etc.)-Strategy for avoiding the middle-income trap	5	2
	1.3	Economic Reforms – Structural Adjustment Programs – Neo-liberalism in India- Disinvestment Policy –-impact of reforms on various sectors of the economy- NITI Aayog- and its structure -	5	6
2		**Agriculture and Industry**	**20**	
	2.1	Productivity in agriculture; Land reforms; New technology in Indian agriculture- Green Revolution-Need for second Green Revolution	5	3
	2.2	Agricultural Finance and Marketing – globalization and Indian Agriculture —- New Agricultural Policy-WTO and- Indian Agriculture	5	6
	2.3	Current issues in Indian agriculture. Investments and subsidies in Indian agriculture- Agrarian distress and related issues- Govt. Supports and schemes in agriculture sector.	5	2
	2.4	Industrial Growth – Trends patterns and structure – industrial stagnation debates- Industrial Policies in India- Reforms in industrial sector – industry under globalization-	3	6
	2.5	Small and Medium Scale Industries (MSMEs)- Role, problems and remedies-Make – in – India initiatives	2	3
3		**Service Sector and Infra-Structure**	**20**	
	3.1	Growth and performance of service sector in	10	3

		India –Health and Education Infrastructure - Efficacy of social sector spending in India along with its implication for inclusive growth. Energy, Transport, Telecommunication- recent infrastructure policy		
	3.2	Trade in services- Global technological change and Indian IT boom. Challenges of India's Service sector	10	2
4		**Trade and External Sector**	**20**	
	4.1	External Sector reforms – Trade reforms – changing structure, composition and direction of India's foreign trade – Balance of Payment; Exchange rate-	10	3
5	**4.2**	EXIM policy– SEZ- Assemble in India for the world. FII and FDI in India – Role of MNC's	10	2
		Teacher specific Module		
	Practicum 1. Compare India's economic transformation vis a vis major other economy by using GDP and GDP per capita income indicators (10). 2. Elaborate the incidence of poverty in India. 3.Elaborate the role of India's service sector in GDP, sectoral transformation and international trade. 4.Discuss the various programmes launched by the government towards emission reduction and energy transition. 5.: Chart the various components of India's digital payment system. 6: Discuss the different types of NBFCs in India. **Activity/Practicum- Suggestions: ·** Mini project ascertains the impact of pandemic on lives of different sections of people · Submit your ideas for the vision of India @2047 · Assignment on Welfare programmes in recent Union budget			
Teaching and	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures			

Learning Approach	can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	**Marks**
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

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Discipline Capstone Component - DCC

Development Economics -II

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Development Economics -II
Type of Course	Discipline Capstone Component - DCC
Course Code	M24EC8DCC401
Course Level	400-499
Course Summary	This course offers a comprehensive exploration of theoretical paradigms in economic development. It addresses the demands of a rapidly evolving global economy by integrating interdisciplinary perspectives, incorporating cultural, political, and social dimensions. Despite its interdisciplinary nature, the course grounds students in the logic and theoretical framework of standard economic analysis. Objectives include familiarizing students with conceptual routes, theoretical dynamics, and practical strategies for growth and development. The course aims to orient students toward major development themes,

	encourage systematic inquiry, and equip them with analytical knowledge. Ultimately, students should critically evaluate growth theories, demonstrate understanding of recent literature on underdevelopment and growth, and assess results related to development issues.					
Semester	8				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60		15	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, the students will be able to:	Learning Domains	PSO No:
1	analyse and critically evaluate theories of underdevelopment.	An, E, I	2,3
2	acquire competency in developing growth models.	C, S	1,4,5
3	evaluate development approaches critically	AP, AN, E, S	1,2,4
4	assess and develop policies for the implications of population growth in economic development	E, A, An, S, C, I,	2,3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Theories of Underdevelopment**	**20**	
	1.1	Vicious Circle of Poverty	2	2
	1.2	Dualistic Theories. – Social – Financial and Technical Dualism	5	5

	1.3	Prebisch Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation	5	1
	1.4	Rostow's stages of growth. —Vent for Surplus theory of Myint—Rural-urban migration and urban unemployment (Harris-Todaro model). Political Economy of Underdevelopment (Theory of dependency)	7	3
2		**Growth Models**	**15**	
	2.1	Harrod-Domar Model.	5	4
	2.2	Neo-Classical Growth Models – Solow and Meade.	5	1
	2.3	Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models	5	1
3		**Approaches to Development**	**20**	
	3.1	Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap.	10	2
	3.2	Lewis model-, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.	10	4
4		**Population Growth and Economic Development**	**20**	
	4.1	Economic theories of population growth, Malthus model, Optimum theory of population	10	5
	4.2	Interrelation between population, development and environment; sustainable	5	4
	4.3	Population as 'Limits to Growth' and as 'Ultimate Source'	5	1

	Practicum	Research and analyze alternative theories to dualism that explain economic development patterns in developing countries. Explore theories that emphasize market failures, institutional weaknesses, or geographical factors. Explore the contributions of Joan Robinson Research case studies of developing countries that have experienced success or failure in the context of globalization Analyze these cases through a Stiglitzian lens, considering factors like market failures, institutional weaknesses, and policy choices. Define the demographic transition model and identify the stage India is currently in. Discuss how India's demographic transition might influence its economic development trajectory	
5		Teacher specific Module	
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions	
Assessment Types		**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**	
		Particulars	**Marks**
		Class Tests	15
		Assignments	5
		Seminar	5
		Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
		Total	**30**

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

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10. Nurkse, R. (1966). Problems of Capital Formation in UDCs. Oxford University Press, Bombay.

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Suggested Readings

1. Bardhan, Pranab and Debraj Ray (1986). Inequality as a Determinant of Malnutrition and Unemployment: Theory. The Economic Journal, Vol. 96 (384), pp. 1011-1034.

2. Banerjee, Abhijit V. and Esther Duflo (2007). The Economic Lives of the Poor. Journal of Economic Perspectives, 21 (1): 141-168.

3. Acemoglu, Daron, Simon Johnson, and James A. Robinson (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. American Economic Review, 91 (5), 1369-1401.

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Statistical Methods for Economic Analysis -III
Type of Course	Discipline Capstone Component (Advanced) Elective– DSE
Course Code	M24ST8DCE400
Course Level	400-499
Course Summary	This course delves into advanced statistical methods used in economic analysis. It aims to provide students with a robust understanding of statistical techniques and their applications in economic research. The course will cover both theoretical concepts and practical applications, with the final module dedicated to hands-on practice using appropriate statistical software.

Semester	8				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome ***Upon completion of this course, the students will be able to:***	Learning Domains	PSO No:
1	Understand and apply advanced statistical methods in economic analysis.	U,A	1,2,3,5
2	Analyze economic data using various statistical techniques	An, E	1,3,4,5
3	Conduct hypothesis testing and interpret the results in an economic context.	An, E	3,5,6
4	Proficient in using various estimation techniques to derive point estimates of population parameters.	A,S	1,3,5
5	Employ statistical software to perform complex economic analyses.	A,S	1,2,4,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	**Units**	**Course Description**	Hours	**CO.NO**
1		**Estimation**	**20**	
	1.1	Parameter and Statistic-Definition and examples. sampling distributions-Standard error.	4	1
	1.2	Sampling and non-sampling errors. Determination of sample size. Sampling distributions-Chi-square, t and F distribution definition.	5	4
	1.3	Properties and tables of distribution. Examples of statistics following Chi-square, t and F distributions	3	1
	1.4	Estimate and estimator, point estimation, confidence interval estimation (concepts only). Properties of good estimator	3	6
	1.5	Methods of Estimation-Confidence interval of Population mean when population SD is known and unknown.	3	5
	1.6	Interval Estimation-Confidence interval of Population proportion.	2	3
2		**Testing of Hypothesis**	**20**	
	2.1	Hypothesis Testing-Steps in hypothesis testing, formulation of null and alternative hypothesis, Simple and Composite Hypothesis, Rejection and Acceptance Region	5	1
	2.2	Level of significance, Type I and Type II error, P value, power of the test, One tailed and two tailed tests.	5	3
	2.3	Parametric test: Testing of population mean	5	5

		(One sample and two samples) (z test, t-test), Paired t test		
	2.4	Testing of population proportion (One sample and two sample), ANOVA (one way only)	3	4
	2.5	Chi-Square test-Goodness of fit, Association of Attributes	2	6
3		**Non-Parametric Tests**	**20**	
	3.1	Sign test, Wilcoxon Matched pairs test (Signed Rank Test)	5	1
	3.2	Run Test	5	1
	3.3	Mann-Whitney U Test	5	2
	3.4	Kruskal Wallis Test	5	2
	4	**Practical Using R**	**15**	
	4.1	Introduce R Programming-Introduction to R Commander-Entering data in to R using R Commander, Exploratory Analysis using R Commander, Statistical Inference using R Commander	15	1
		Practicum		
	Module1	Problems		
	Module2	Problems		
	Module3	Problems		
	Module4	Problems		
	Teacher specific Module			
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions		

	Suggested Course Delivery Methods o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

	Particulars	**Marks**
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Textbook:

1. Rohatgi, V. K., & Saleh, A. K. Md. E. (2009). An Introduction to Probability and Statistics (2nd ed., Reprint). John Wiley and Sons, Hoboken, New Jersey.
2. Gupta, S. P. Statistical Methods. Sultan Chand and Sons, New Delhi, India.
3. Purohit, S. G., Gore, S. D., & Deshmukh, S. (2019). Statistics using R (2nd ed.). Narosa Publishing House, New Delhi, India.

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1. Gupta, S. C., & Kapoor, V. K. Fundamentals of Mathematical Statistics. Sultan Chand and Sons, New Delhi, India.
2. Mood, A. M., Graybill, F. A., & Boes, D. C. (2007). Introduction to the Theory of Statistics (3rd ed., Reprint). Tata McGraw-Hill Publishing Co. Ltd, New Delhi, India.

3. Freund, J. E. (2018). Mathematical Statistics, 8th Edition. Pearson Education, New Delhi, India.
4. Davies, T. M. (2016). The Book of R: A First Course in Programming and Statistics. No Starch Press, San Francisco, California.

Discipline Capstone Component Elective– DSE

Economics of Health and Education

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA (Hons) Economics
Course Name	Economics of Health and Education
Type of	Discipline Capstone Component Elective– DSE
Course Code	M24EC8DCE401
Course Level	400-499
Course Summary	The importance of education and health in improving wellbeing is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India and Kerala

Semester	8				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45	0	30	0	75

Course Outcomes

CO No:	Expected Course Outcome *Upon completion of this course, the students will be able to:*	Learning Domains	PSO No:
1	understand the concept of human capital and other micro economic theories and its application to health and education.	U	3,5,6
2	understand the role of government and other institutions in education and health sector	U	2,5,6
3	evaluate public policies related to health and education.	E	2,6
4	appraise the issues in health and educational sectors of Kerala	E	2,3,6
5	develop research skills to analyze empirical data related to health and educational sectors.	C	2,4,5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CS.NO
1		**Economics of Health**	**20**	
	1.1	Health and economic development-Health as human capital- Determinants of Health -Poverty - Malnutrition Measurements of Health - Birth rate-Death Rate-Infant mortality rate-Maternal mortality rate-Morbidity-Quality of adjusted life year (QALY)	10	4
	1.2	Economic dimensions of healthcare: Demand and Supply of Health Care (measures and determinants). Uncertainty and Health Insurance Market-Alternative Insurance Mechanisms; Market Failure and rationale for Public Intervention	10	6
2		**Health Sector in India**		
	2.1	Health Outcomes; Health Systems; Healthcare financing in India.	10	2
	2.2	National Health Policy-Public health initiatives in India- Highlights of NFHS (recent).	5	3
3		**Economics of Education**	**20**	
	3.1	Investment in Human Capital- Rate of Return to Education: Private and Social; Quality of Education -Theories of Discrimination; Gender and Caste Discrimination in India	10	3
	3.2	Education Sector in India- Literacy Rates, School Participation, School Quality Measures -Higher Education in India -Educational financing - National Education Policy –NEP 2020- Public spending on education.	10	5
4		**Education and health Sector in Kerala**	**20**	
	4.1	Kerala model – health sector of Kerala: Prospects	10	6

		and challenges –Mortality Morbidity issues- ageing		
	4.2	Educational scenario in Kerala – migration-brain drain.	10	2
		Choose a specific public health initiative in Kerala (e.g., disease prevention program, maternal health intervention). Utilize data from sources like the National Family Health Survey (NFHS) to analyze trends in relevant health indicators (e.g., infant mortality rate, maternal mortality rate) before and after the implementation of the initiative in your area . Prepare a research report summarizing the findings. Discuss the program's effectiveness in improving health outcomes and its economic justification. Recommend potential improvements or areas for further evaluation (It can be a group activity) Analyze data on migration patterns of educated youth from Kerala. Conduct a comprehensive review of the Kerala model of healthcare. Analyze its key features, including: Focus on primary healthcare and preventive measures. Public health infrastructure and social determinants of health. Write a report on the achievements in reducing mortality and morbidity rates .Project how these trends might evolve in the coming decades, considering the ageing population		
		Teacher specific Module		
Teaching and Learning Approach		**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars o CD4 - Peer group Discussions		
Assessment Types		**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**		

	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1.J W Henderson (2012), Health Economics and Policy, South Western CENGAGE Learning 2. Henderson John, Alistair McGuire, Gavin Mooney (2005) -Economics of Health Care, Routledge

3. Stephen Morris, Nancy Devlin, David Parkin, Anne Spencer (2012), Economic Analysis in Health Care, Wiley- Second Edition

4. Diane M Dewar (2010), Essentials of Health Economics, Jones and Barlett Publishers

5. Vaizey, J., (1962) Economics of Education, Faber and Faber, London,

6. Blaug Mark (1972) Introduction to Economics of Education, Penguin London

7. Becker G S (1974), Human Capital Second Edition NBER New York Tilak.

8 J.E.G. (1989): Economics of Inequality in Education, Sage, New Delhi.

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10. Saumen Chattopadhyay (2012) , Education and Economics: Disciplinary Evolution and Policy Discourse, Oxford University Press

11. Uma Kapila (2022) Indian Economy Since Independence (33rd Edition).

12. Dr Vipin Chandran K P (2019) Interpreting Human Development Trajectory of Kerala, Studies on Kerala Economy

Discipline Capstone Component Elective– DSE

Kerala Economy-Patterns and Challenges

	Mar Athanasius College (Autonomous), Kothamangalam **FYUGP SYLLABUS**
Programme	BA Economics
Course Name	Kerala Economy-Patterns and Challenges
Type of Course	Discipline Capstone Component Elective– DSE
Course Code	M24EC8DCE402
Course Level	400-499
Course Summary	To understand the structural changes, Sector-wise contribution and features of the Kerala Economy since the formation of the state and enable the students to have a basic. understanding of the emerging trends and issues of Kerala Economy

Semester	8				Credits	4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		60	0	15	0	75

Course Outcomes

CO No:	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No:
1	illustrate the geographical, historical, and cultural context of Kerala, comprehending the unique social and political factors that have shaped the state's economy over time.	U	1,2,3
2	analyze the primary, secondary, and tertiary sectors in the Kerala economy, evaluating the roles of agriculture, industry, and services in shaping its economic structure.	AE	2,3,6
3	examine historical economic policies, understanding their impact on the current economic scenario in Kerala, providing a historical perspective on the state's economic development.	E, An	3,5
4	theorize current challenges faced by the Kerala economy and explore potential opportunities for growth and	An, C, Ap	1,3

	development, fostering a critical understanding of the state's economic landscape.		

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.NO
1		**Structure of Kerala Economy**	**15**	
	1.1	Development experience of Kerala: An overview: Kerala's development since the formation of the state	5	1
	1.2	Features of the Economy- Structural composition – Primary, Secondary and Tertiary Sectors – changes over the years NSDP, GSDP and PCI	5	3
	1.3	"Kerala Model of Development" –A comparison with the highest SDP state in India – . HDI Status	5	6
2		**Demographic change: A boost to Economic change**	**20**	
	2.1	Demographic Aspects (birth rate, death rate, infant mortality rate, sex ratio, age distribution)- why sex ratio is in favour of women in Kerala –need for women empowerment – Aging problem	10	1
	2.2	Urbanization, Migration and Emigration- Economic and social Impacts of Migration, return migration and interstate migration	5	3
	2.3	Nature and Magnitude of Urban, Rural and Educated Unemployment	5	2
3		**Agricultural Sector**	**20**	
	3.1	Growth of Agriculture in Kerala Economy – Trends in Agricultural production and Productivity – Determinants of Agricultural	10	5

		Productivity – Land Use Pattern and Cropping Pattern		
	3.2	Recent Trends in Agricultural Growth – Need for organic farming – organic farming initiatives	8	2
	3.3	Agricultural Credit and Indebtedness	2	6
4		**Industrial & Service sectors**	**20**	
	4.1	Structure of Kerala Industry- Growth and Pattern of Industrial Development- Industrial policy of Kerala – Special Economic Zones (SEZ) -Traditional and Modern Industries in Kerala,	7	3
	4.2	Small Scale Industries and its prospects. Industrial backwardness of Kerala	5	5
	4.3	Status of Public sector industries in Kerala	3	2
	4.4	Role and importance of service sector- Education – Health – Tourism and .IT sector in Kerala	5	6
	Practicum	Identify the current challenges faced by the Kerala economy especially Financial Crisis. Suggest solutions and prepare report. Explore the trends in migration in your locality Investigate local climate change impacts through farmer dialogue and bring classroom discussion. Develop policy recommendations and strategies for issues pertaining in Kerala		
5		Teacher specific Module		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Classroom Lectures and Authentic Learning: Traditional lectures can provide solid factual knowledge Active-interactive learning, brainstorming, seminar, group activities: Foster student engagement through interactive class discussions **Suggested Course Delivery Methods** o CD1 - Lecture by use of boards/LCD projectors/ Projectors etc. o CD2 - Tutorials/Assignments o CD3 - Class Seminars
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) – 30 Marks**

Particulars	Marks
Class Tests	15
Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	**30**

B. Semester End examination

Descriptive type	**Number of questions to be answered**	**Marks**
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

1. "Kerala: A Short History"; K. M. Panikkar

2. "A Survey of Kerala History"; 'A. Sreedhara Menon

3. "Land Reforms in India: Volume 9. Kerala" ;B. S. Baviskar

4. "Land Reforms in India: Kerala" ;V. J. Varghese Page 343 of 365

5. Prakash, B. A. (1984). Changes in agrarian structure and land tenures in Kerala: A historical review. State and Society, 5(1), 1-18

6. "Industrial Development in Kerala: A Historical Perspective" ;K. K. George

7. "Economic Transition in Kerala: A New Industrial Economy?;B. A. Prakash

8. Book Title: "Education and Social Change in Kerala" Author: K. N. Panikkar

9. Book Title: "Education, Society, and Development in Kerala: A Historical Overview" Author: J. Devika

10. "Kerala's Education: Decadal Development and Changing Scenario";P. K. Michael Tharakan

11. Nabae, K. (2003). The Health Care System in Kerala - Its Past Accomplishments and New Challenges -.

12. V Raman Kutty, Historical analysis of the development of health care facilities in Kerala State, India, Health Policy and Planning, Volume 15, Issue 1, March 2000, Pages 103–109

13. 'Health Status Of Kerala" PGK Panikar and C R Soman, CDS. 1984. pp.159.

14. "Social Welfare in India: Policies and Programs"; Ramesh Arora

15. "Social Welfare Administration: Concept, Practices, and Challenges"; Ram A. Cnaan

16. "Kerala Economy: Trajectory of Growth and Development"; G. Mohan Gopal

17. "Economic Development in Kerala: Problems and Prospects"; K. P. Kannan

18. "Sustainable Development: Issues and Perspectives"; Velayudhan Puthiyidath

19. "Sustainable Development: Principles, Policies, and Practices"; S. S. Pophale

20. "Challenges to Kerala Economy: An Agenda for Revitalization" ; R. Mohan

21. "Economic Challenges and Policy Issues in Early Twenty-First Century Kerala" K. P. Kannan

22. "Kerala's Economic Development: Performance and Problems in the Post-Liberalization Period"; K. P. Kannan

23. "Economic Survey of Kerala";Kerala State Planning Board

24. "Economic Reforms and Development in Kerala: A Critical Assessment" K. P. Kannan;

25. "Emerging Kerala: The Growth Challenges Ahead" ; D. Narayana

26. "Kerala's Economic Vision 2030: Sustaining High Growth Path" ;K. M. Chandrasekhar

27. "Economic Challenges in the Changing Global Landscape; "Atul Kohli

28. Kerala State Planning Board. (2022). Economic Review 2022 - Kerala.

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Additional Readings

1. Mani, S. (Ed.). (2020). Kerala and World Economy (W.P. No. 488). CDS.

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