



**VIVEKANANDA COLLEGE OF ARTS, SCIENCE &  
COMMERCE (AUTONOMOUS)  
PUTTUR-574203, D.K. KARNATAKA**

**SYLLABI FOR  
UNDERGRADUATE PROGRAM (UG)  
ECONOMICS CURRICULUM FRAMEWORK**

**(FACULTY OF ARTS)**

**FRAMED ACCORDING TO THE  
NATIONAL EDUCATION POLICY (NEP 2020)**

**I & II SEMESTERS**

**ABILITY ENHANCEMENT COMPULSORY COURSE (L+T)  
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2022-23**

**BOARD OF STUDIES IN ECONOMICS  
VIVEKANANDA COLLEGE OF ARTS, SCIENCE & COMMERCE  
(AUTONOMOUS)  
PUTTUR-574203, D.K. KARNATAKA**



**VIVEKANANDA COLLEGE OF ARTS, SCIENCE & COMMERCE  
(AUTONOMOUS)  
PUTTUR-574203, D.K. KARNATAKA**

**SYLLABUS  
FOR THE YEAR 2022-23 AND ONWARDS**

**FRAMED UNDER NATIONAL EDUCATION POLICY-2020**

**ECONOMICS**

**ABILITY ENHANCEMENT COMPULSORY COURSE**

**I & II SEMESTERS**

**COURSE PATTERNS AND SCHEME OF EXAMINATION BA UG  
COURSE**

**DR. ARUN PRAKASH  
CHAIRPERSON  
BOARD OF STUDIES IN ECONOMICS  
VIVEKANANDA COLLEGE OF ARTS, SCIENCE & COMMERCE  
(AUTONOMOUS) PUTTUR-574203, D.K. KARNATAKA**

## PREAMBLE

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

India's first education policy of the 21st century is 'National Education Policy 2020' proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a new system that is aligned with the developmental aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.*”

### **Vision of the National Education Policy 2020**

- ✓ An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- ✓ Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- ✓ Instils skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

As India is enjoying the demographic dividend, which will last till 2055 and to reap the benefits, a good education policy was the need of the hour. Hence there is lot of hopes on the NEP, which has come as cure the edu-ailments and top lug the shortcomings of the education system which marred for 36 years and strengthen our education system. Expectations on NEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the NEP. The success or failure of NEP lies in all our hands. Hence Let all of us join our hands in making the NEP successful.

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA/B.Sc.(Basic/Hons) in Economics is to impartthe students a holistic understanding of the subject giving substantial weight age to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Economics” with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in-depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on then wand emerging techniques and understanding of the subject under the changing regime and global context.

There is a need to strengthen the students to understand essential aspects of economics in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Economics producing an intelligent human resource serving the Economy and society

## **PREFACE**

The course curriculum for undergraduate studies under choice-based credit system (CBCS) for BA/B.Sc. in Economics (Basic/ Hons) is framed in this document. As a first step the first and second semester Syllabus and the entire course structure is prepared in this document. This exercise was undertaken as part of the nationwide curriculum restructuring initiative by the National Educational Policy-2020. Many online and offline meetings both formal and informal meetings were held by the committee taking the inputs from number of colleagues from the universities and colleges, who helped with crucial inputs as to the content of the course. This curriculum is a fresh exercise, but also represents a continuous effort of deliberations with various stakeholders.

A graduate is the one who acquires skills of identifying a problem and factors responsible for the problem ; acquires and appreciates problem solving skills ;logically employs problem solving tools, spatially and temporally; identifies timely needs of the community and contributes to them; takes the community together creating an equitable ecosystem; works towards creating employment opportunities and work domains for different skill sets and knowledge disciplines; blends with various social and economic situations making life happier for the self and of the communities; envisages and employs various attitudes and skill sets for the betterment of the Nation, blending local and regional variations and utilizes them to benefit the economy.

Economics is a domain which seamlessly connects the sciences with day-to-day economic demands of the people and policy making issues of the Government. Proposing and developing a curriculum for the subject of Economics is unique in many ways. Hence, a competent subject expert committee was constituted by Karnataka State Higher Education Council, Government of Karnataka. The assigned task of this committee was to design a model curriculum structure and syllabus for both undergraduate e and post graduate programmes of Economics.

Due efforts are taken to incorporate subject matter that seeks to create students with the ability of the problem-solving critical thinking, analytical thinking, model building, doing estimations, team work and collaboration etc. It is hoped that a student after a rigorous training in the BA/B.Sc. Economics (Hons) degree will have host of employment opportunities and will be an asset to the nation.

**CONTENTS**

<b>Sl. No.</b>	<b>Details</b>	<b>P.No.</b>
1	Executive Summary	
2	Introduction	
3	Need for Curriculum Framework Development	
3	Pedagogy	
4	Exit Options and Credit Requirements	
5	Continuous Internal Evaluation and Semester End Examination	
6	Suggestive Template for IAT	
7	Course Structure for BA and BA Honours and MA with exit options	
8	Course Structure for B.Sc. and B.Sc. Honours and MA with exit options	
9	Syllabus for first two Semesters of BA and BA Honours	

## **EXECUTIVE SUMMARY**

Economics is the study to understand the ways to make accurate choices. By studying economics one can make the efficient choices in managing scarce resources such as money and time. It is not only helpful to increase the standard of living of the individual and their households and also in the policy decisions for the economic development of the Nation. Overall, the objective of Economics is to improve well-being of Indians and thereby developing Indian Economy, since it serves as a centre for developing ideas and innovations.

The economic graduates will be trained to make the best choices among these seemingly infinite possibilities. These rigorously trained economists will play a vital role in the Economic Development of the nation.

The implementation of NEP 2020 has given the great opportunity to make the structure and syllabus of Economics more dynamic and rigorous. Hence the Curriculum committee in Economics has prepared the model structure and syllabus for the first two semesters as the first step towards it.

The committee though has taken the confidence and suggestions of the BOS chairpersons of all the state Universities as it is reiterated that the complete autonomy to the respective BOS of the Universities/Institutes remains intact even as per HEC. The committee has identified different category of courses to be studied by the **Economics Students namely Discipline Specific Core Course (DSCC), Ability Enhancement Courses (AECC), Skill Enhancement Courses (SEC),GE(Generic Electives), Discipline Specific Electives (DSE) etc., by keeping wide choices by considering the present context.**

The members of the committee strongly felt that rigorous training, continuous assessment is the key to improve the quality of the economics students and the fellow fraternity members should leave no stone unturned to ensure it in total.

## **Introduction**

Economics is a popular and much sought-after course owing to its policy relevance and application to business as well as real life situations. However, in the conventional graduate programmes, Economics education was more class-room based with very less practical orientation. Further, with changing technology, emergence of newer issues like uncertainty, pandemics, climate change and business data analytics; the skill requirements are changing. New business models demand newer skills to successfully manage the change. Therefore, keeping in mind the aspirations of the NEP, the emerging skill matrix and the progression of the student at various levels, the Curriculum Committee of Economics finalized the following programme structure to be taught for BA/B.Sc. (Basic and Honors).

### **Program Outcome**

The four-year Bachelor of Arts and Science (B.A./B.Sc Basic/Honors) in Economics programme in economics is designed with option for multiple entry and exit. The students will be taught theory as well as the practical aspects of Economic Science. They would begin with fundamental concepts and then as they progress to higher semesters they would be introduced to more sophisticated and intricate concepts.

The main focus would be on conceptual clarity and practical usage of the knowledge gained. To make the students to ‘think like an economist’ is the main motto of the curriculum. They will also be exposed to quantitative approaches and tools to understand the economic relationships and also to analyse the data for framing as well as evaluating socio-economic policies. With varied electives and approaches to study socio-economic problems and policies, the graduates will be prepared to review and evaluate policies. The whole process aims at making them more inquisitive about the economic phenomena. After graduation, the students can apply their knowledge, skills and competencies across a broad range of occupations. They enjoy a rewarding career in academic, business, corporate, science, health care, government, or any field that uses the information to answer critical questions and inform decision-making.

### **Learning Objectives**

The Graduates will demonstrate:

- ✓ Knowledge of the principles, methodologies, value systems, and thought processes employed in understanding economic behavior of human beings;
- ✓ Ability to solve problems in microeconomics and macroeconomics;

- ✓ Understanding of contemporary economic issues and the impact of public and social policies to resolve them;
- ✓ Understanding of markets and how they function;
- ✓ Ability to identify, formulate and solve problems related to global, national and local socio-economic development.
- ✓ Ability to design and conduct Social and Behavioral experiments;
- ✓ Ability to design Questionnaires and other Survey tools.
- ✓ Ability to structure and analyse economic data with statistical tools, software and equipment;
- ✓ Ability to critically evaluate academic and policy research in economics;
- ✓ Ability to visualize and work on multidisciplinary tasks;
- ✓ Knowledge of professional and ethical responsibilities;
- ✓ Ability to communicate effectively in both verbal and written form;
- ✓ Confidence for self-education and ability for life-long learning.
- ✓ Participation and success in competitive examinations like UPSC/KPSC Civil Services, Indian Economic Services etc.;
- ✓ Ability to prepare and understand simple financial statements

#### **Program Outcomes**

The Programme out comes(POs)are expected to be as under:

- Students will be able to understand economic vocabulary, methodologies, tools and analysis procedures.
- Students will be familiar with the knowledge and application of micro economics for the formulation of policies and planning.
- Students will learn to apply economic theories and concepts to contemporary social issues, as well as analysis of policies.
- Students will be able to understand the impact of government policies and will be able to assess the consequences of the policies on the parties involved.
- As the programme along with economics contains like statistics, mathematics, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, and rate of development with pattern of savings and investments and social security measures adopted in the country.
- Understand the basics of Quantitative techniques their applications

- Critically evaluate the on going economic developments in India and abroad
- **Understand research methods in economics**
- Student develops an awareness of career choices and the option for higher studies.

### **NEED FOR CURRICULUM DEVELOPMENT**

As per the NEP 2020 initiatives, it is intended to formulate Curriculum to eliminate the disparities among the students studying in different Universities/Institutes. The need for the curriculum development in Economics emerges due to the following reasons

1. **Changing Economic Scenario;** The Indian Economy is witnessing a radical amount of the changes in the economic policies since the introduction of the New Economic policy in 1991, followed by second and third generation reforms. India is not only inviting the FDI but at the same time also promoting Atmanirbhar Abhiyaan (A Self-reliant India).Market economy has expanded creating new opportunities and hence a new economics curriculum is prepared which helps the student to utilize the emerging.
2. **Credit transfer:** Credit transfer is approved by the UGC and the Government that allows the allows students to transfer course from their existing university to a new UGC approved university. The same number of credits in all the Universities in Karnataka is the first step to towards the credit transfer from University to University.
3. **Different Syllabus for BA and BSC in Economics:** All these years the BA and BSC in Economics had the same syllabus and as a path breaking the committee has prepared the separate syllabus for BA and BSC in Economics which suits to the needs of the changing time.
4. **Skill Enhancement:** The new curriculum focuses more on hands on training, internship and thereby enhancing the skills of the students. The papers like data **analytics etc further helps to develop the skills in the students.**

## PEDAGOGY

The goal of economics pedagogy is to awaken a student's critical consciousness and empower them with economic tools that help them in taking the crucial decision which helps them with economic tools through which they can make the efficient choices in managing scarce resources such as resources, money and time.

1. **Importance to theory as well as application:** all these years economics curriculum was concentrating more on teaching theoretical aspects, but the new curriculum gives importance to application through many hands-on training, case studies, empirical studies etc.
2. **Utilisation of ICT:** in order to make the Critical and creative thinking among the students better the ICT tools will be used. It includes case studies of research-led teaching, via presentations, websites and other media
3. **Research-based and research –led teaching:** The theories will be explained with application. In order to give more hands-on training, the Projects and internships are introduced in the economics curriculum. The students will do the research project of their choice under the supervision of the research guide.
4. **Exposure to Mathematics and Statistics :** in today's world, economics is using more of Statistics and Mathematics in economic analysis. Hence the curriculum is designed in such away which gives more exposure to Mathematics and Statistics training.
5. **Brain Storming Approach:** Students will be deliberately involved either in groups or as individuals to deliberately discuss the possible implications or solutions to the Indian economic problems. The teacher will guide the process and help the students to think in right perspective and direction. This will help the teachers understand the extent of the student understanding and take corrective steps, but also helps in student involvement in the curriculum.
6. **Prominence to Indian economic contribution and Indian examples;** The western economic theories was taught ignoring the contribution of Indian economists. The new curriculum also emphasis on the Indian economist contribution, their theories and application. The teachers may highlight the Indian economic contribution and Indian examples in the pedagogy.

### **Exit Options and Credit Requirements**

A Certificate/Diploma/Bachelor Degree or Bachelor Degree with Honours in Economics both in BA/B.Sc.in Economics is awarded at the completion of every progressive year.

<b>Exit Option with</b>	<b>Certificate/Diploma/Degree/ Honors</b>
Successful completion of First year (two semesters) of the four years multidisciplinary undergraduate degree programme.	Certificate in Economics (Arts/Science)
Successful completion of second year (four semesters) of the four years multidisciplinary undergraduate degree programme	Diploma in Economics (Arts/Science)
Successful completion of three year (six semesters) of the four years multidisciplinary undergraduate degree Programme	Bachelor of Arts/Science Degree in Economics
Successful completion of four year (eight semesters) of the four years multidisciplinary undergraduate degree Programme	Bachelor of Arts/ Science Degree with Honors in Economics
Successful completion of Five year (Ten semesters) of the Five years multidisciplinary degree programme	Master of Arts/ Science Degree With Honors in Economics

A student will be allowed to enter/re-enter only after the odd semester and they can only exit after even semester. Re-entry at various as lateral academic programmes based on the above mentioned earned proficiency test records.

The validity of the earned credit will be for a maximum period year or as specified by the academic bank of credits (ABC).

### **CONTINUOUS INTERNAL EVALUATION AND SEMESTER END**

#### **EXAMINATION**

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40: 60 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges. The committee deliberated on the same and suggested the following pattern for the CIE Marks.

Sl.No.	Parameters for the Evaluation	Marks
<b>Continuous Internal Evaluation(CIE)</b>		
A	Continuous & Comprehensive Evaluation(CCE)	<b>20Marks</b>
B	Internal Assessment Tests(IAT)	<b>20Marks</b>
	Total of CIE(A+B)	<b>40Marks</b>
C	Semester End Examination (SEE)	<b>60Marks</b>
<b>Total of CIE and SEE(A+B+C)</b>		<b>100Marks</b>

**Evaluation process of IA marks may be as follows:**

- The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and with in the first half of the semester.
- The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of theremaining50 percent of syllabus of the courses of the semester.
- During the 17<sup>th</sup> – 20<sup>th</sup> week of the semester, a semester end examination of 3 hours duration shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be60%.
- IncaseofastudentwhohasfailedtoattendtheC1orC2onascheduleddate,it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts(ofA4size),graphsheetsetc.,requiredforsuchtests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/ assignment/work etc.

TheoutlineforcontinuousassessmentactivitiesforComponent-I(C1)andComponent II(C2) of a course shall be as under:

Outline for continuous assessment activities for C1 and C2

Activities	C1	C2	Total Marks
Session Test	10marks	10marks	20
Seminars etc.	10marks		10
Case study / Assignment /Field work / Project work/Academic Economics Quiz/Review of the Book/ etc		10marks	10
<b>Total</b>	20marks	20 marks	40

Suggestive Template for Semester- end Examination BA in Economics

Course Code:  
Duration: 3 Hours

Name of the Paper:  
Total Marks: 60

**SECTION-A**

Answer any five questions out of eight questions given below. (Questions for testing conceptual clarity)  
(2X5=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION-B**

Answer any four of the following out of six questions given below. (Questions for testing the knowledge of theories and application)  
(5X4=20)

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

**SECTION-C**

Answer any three of the following out of five questions given below. (Questions for testing the critical ability of understanding)

(10X3=30)

- 15.
- 16.
- 17.
- 18.
- 19.

**Suggestive Template for IAT**

Internal Assessment Test BA in Economics

Course Code:

Name of the Paper:

Duration:90Minutes

Total Marks: 35

**SECTION-A**

Answer any two of the following questions. Questions for testing conceptual clarity)

(5X2=10)

- 1.
- 2.
- 3.

**SECTION-B**

Answer any one of the following questions. (Questions for testing the knowledge of theories and application)

(10X1=10)

- 5.
- 6.

**SECTION-C**

Answer any one of the following questions. Questions for testing the critical ability of understanding)

(15X1=15)

- 7.
- 8.

**Structure of BA Honors In Economics**

<b>Acronyms Expanded</b>	
<b>AECC</b>	Ability Enhancement Compulsory Course
<b>DSCC</b>	Discipline Specific Core Course
<b>SEC/SB/VB</b>	Skill Enhancement Course-Skill Based/Value Based
<b>OEC</b>	Open Elective Course
<b>DSE</b>	Discipline Specific Elective

### B.A PROGRAM

#### Proposed Scheme of Teaching and Evaluation for B.A(Hons) with Economics as Major

Semester-I								
Sl No.	Course Code	Title of Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C1	Basic Economics-I	DSC	3+0+0	60	40	100	3
2	Economics-C2	Contemporary Indian Economy	DSC	3+0+0	60	40	100	3
3	Open Electives-Economics	1. Kautilya's Arthshastra 2. Pre-reforms Indian Economy 3. Development Studies 4. Business Economics	OEC	3+0+0	60	40	100	3
<b>Sub-Total</b>								09

e

Semester – II								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C3	Basic Economics-II	DSC	3+0+0	60	40	100	3
2	Economics-C4	Karnataka Economy	DSC	3+0+0	60	40	100	3
3	Open Electives-Economics	1. Contemporary Indian Economy 2. Sustainable Development 3. Economics of Business Environment 4. Monetary Economics	OEC	3+0+0	60	40	100	3
<b>Sub-Total</b>								09
<b>Exit option with Certificate (48Credits)</b>								

SYLLABUS FOR FIRST TWO SEMESTERS  
OF BA HONORS IN ECONOMICS

**BA (Hons) Economics  
Semester1**

**DSC1.2: Basic Economics–I (Economic Analysis -I) 3credits (Sub Code: BASECC101)**

**Course Outcomes:**

By the end of the course the student will be able to:

1. Identify the facets of an economic problem.
2. Learn basic economic concepts and terms.
3. Explain the operation of a market system;
4. Analyse the production and cost relationships of a business firm;
5. Evaluate the pricing decisions under different market structures; and
6. Use basic cost-benefit calculations as a means of decision making (i.e., thinking like an economist)

Content of Basic Economics1	42 Hrs
<b>Unit– 1 Basic Concepts in Economics</b>	14
<b>ChapterNo.1Nature and Scope of Economics</b> <ul style="list-style-type: none"> <li>• Meaning of Economics</li> <li>• Nature of Economics</li> <li>• Scope of Economics</li> <li>• Methods of Economics</li> <li>• Why Study Economics?</li> </ul>	5
<b>ChapterNo.2Role of an Economist</b> <ul style="list-style-type: none"> <li>• Thinking Like an Economist</li> <li>• The Economist as Scientist</li> <li>• The Economist as Policy Adviser</li> <li>• Economic Policy</li> </ul>	4
<b>ChapterNo.3EconomicSystem</b> <ul style="list-style-type: none"> <li>• Types of Economic Activities</li> <li>• Organisation of Economic Activities</li> <li>• Circular Flow of Economic Activities</li> <li>• Evolution of the Present Economic Systems</li> </ul>	5
<b>Practicum:</b> 1.Group Discussions on Choice Problem 2.Assignmenton Types of Economic Systems	
<b>Unit – 2 Demand, Supply and Markets</b>	14

<b>Chapter No. 4. Firms and Household</b> <ul style="list-style-type: none"> <li>• Meaning of Firms and Household</li> <li>• Relationship Between Firms and Household</li> <li>• Input Markets</li> <li>• Output Markets</li> </ul>	4
<b>Chapter No.5.Demand and Supply</b> <ul style="list-style-type: none"> <li>• Individual Demand</li> <li>• Market Demand</li> <li>• Demand Determinants</li> <li>• Supply and its Determinants</li> <li>• Market Equilibrium</li> </ul>	5
<b>Chapter No.6.Elasticity and its Measurement</b> <ul style="list-style-type: none"> <li>• Types of Elasticity of Demand</li> <li>• Price, Income and Cross Elasticities</li> <li>• Measurement of Elasticity of Demand</li> <li>• Determinants of Elasticity of Demand</li> </ul> <b>Practicum:</b> 1.Estimation of demand elasticities 2.solving an equilibrium problem	5
<b>Unit –3Cost and Market Structures</b>	14

<p><b>Chapter No. 7 Production and Costs</b></p> <ul style="list-style-type: none"> <li>• Production Function</li> <li>• Total Production Cost</li> <li>• Marginal Production Cost</li> <li>• Average Production Cost</li> <li>• Revenue Functions</li> </ul>	4
<p><b>Chapter No.8. Cost and Revenue Analysis</b></p> <ul style="list-style-type: none"> <li>• Cost in the Short run</li> <li>• Fixed Costs and Variable Costs</li> <li>• Marginal Costs</li> <li>• Long run and MC</li> <li>• TR,MR, AR</li> </ul>	5
<p><b>Chapter No.9.Types Markets</b></p> <ul style="list-style-type: none"> <li>• Markets</li> <li>• Perfect and Imperfect Competition</li> <li>• Features of Perfect Competition</li> <li>• Monopoly, Oligopoly and Monopolistic Competition</li> <li>• Pricing Strategies</li> </ul>	5
<p><b>Practicum:</b> 1. Calculation of various costs and comparing them with production concepts; a mini-project can be taken up wherever possible 2.Studying the real-life pricing mechanism through a project/case studies</p>	
<p><b>References(indicative)</b></p>	
<ol style="list-style-type: none"> <li>1. Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + My Lab Economics with Pearson e Text</i> (updated 2<sup>nd</sup> ed.). Toronto,ON:PearsonCanadaInc.Type:Textbook:ISBN:9780136716532</li> <li>2. Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + My Lab Economics with Pearson e Text</i>(2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc.Type:Textbook:ISBN:9780133899368</li> <li>3. Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia,2014.</li> <li>4. MankiwN.Gregory.PrinciplesofEconomics,Thomson,2013.</li> <li>5. Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton &amp; Co, NewYork, 2011.</li> </ol>	

**Semester I**

<b>Course Title: DSC1.3:Contemporary Indian Economy (Sub Code: BASECC102)</b>	
Total Contact Hours:42	Course Credits:3
Formative Assessment Marks:40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	SummativeAssessmentMarks:60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- i. Understand the current problems of Indian Economy
- ii. Identify the factors contributing to the recent growth of the Indian economy
- iii. Evaluate impact of LPG policies on economic growth in India
- iv. Analyze the sector specific policies adopted for achieving the aspirational goals
- v. Review various economic policies adopted

<b>Content of Course1</b>	<b>42 Hrs</b>
<b>Unit-1 ECONOMIC REFORMS AND AGRICULTURE</b>	14
<b>Chapter No.1 Recent Issues</b>	4
<ul style="list-style-type: none"> <li>• Genesis and Impact of new Economic policy</li> <li>• India’s population policy</li> <li>• Demographic Dividend</li> <li>• India’s human development in global perspective</li> </ul>	
<b>Chapter No.2 Urbanization and governance</b>	4
<ul style="list-style-type: none"> <li>• Urbanization and Smart City Mission</li> <li>• Urban Informal sector</li> <li>• Urban Infrastructure</li> <li>• Urban Environmental Problems</li> </ul>	
<b>ChapterNo.3EconomicReformsandAgriculture</b>	6
<ul style="list-style-type: none"> <li>• Agriculture and WTO</li> <li>• Price policy and Subsidies</li> <li>• Commercialisation and Diversification</li> <li>• Food security and PDS</li> <li>• Impact of public investment on agricultural growth</li> <li>• Agrarian Crisis, Farm Incomes, MGNREGS</li> </ul>	
<b>Practicum</b>	
<ol style="list-style-type: none"> <li>1. Mini project to ascertain the impact of pandemic on lives of different sections of population</li> <li>2. Field visits to understand the agrarian situation</li> </ol>	

<b>Unit-2 NEW POLICY INITIATIVES</b>	14
<b>Chapter No.4. Industrial Policy</b> <ul style="list-style-type: none"> <li>• New Industrial Policy and changes</li> <li>• Public sector reform</li> <li>• Privatisation and Disinvestment</li> </ul>	4
<ul style="list-style-type: none"> <li>• Competition Policy</li> </ul>	
<b>Chapter No.5.Changing Economic Environment</b> <ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Role of MNC's in Industrial Development</li> <li>• Make in India, development of economic and social infrastructure</li> <li>• National Monetization Pipeline</li> </ul> <p>(The teacher should include the latest policy of the government)</p>	5
<b>Chapter No.6.Fiscal Policy</b> <ul style="list-style-type: none"> <li>• Tax, Expenditure ,Budgetary deficits</li> <li>• Pension and Fiscal Reforms</li> <li>• Public debt management and reforms</li> <li>• Fiscal Responsibility and Budget Management(FRBM)Act</li> <li>• GST ,Fiscal Federalism and Fiscal Consolidation</li> <li>• Recommendation of the Current Finance Commission</li> </ul>	
<b>Practicum:</b> Mini-projects to assess the business climate	5
<b>Unit-3MONETARYPOLICY,FOREIGNTRADEANDINVESTMENT</b>	14

<p><b>Chapter No.7 Money Market</b></p> <ul style="list-style-type: none"> <li>• Organisation of India’s money market</li> <li>• Financial sector reforms</li> <li>• Interest rate policy</li> <li>• Review of monetary policy of RBI</li> </ul>	3
<p><b>Chapter No.8.Capital Markets</b></p> <ul style="list-style-type: none"> <li>• Working of SEBI in India</li> <li>• Changing roles of the Reserve Bank of India</li> <li>• Commercial banks,</li> <li>• Development Finance Institutions</li> <li>• Foreign banks and non-banking financial institutions</li> <li>• Analysis of price behaviour in India, Anti-inflationary measures</li> <li>• Demonetization and its impact</li> </ul>	5
<p><b>Chapter No.9.Foreign Trade and Investment</b></p> <ul style="list-style-type: none"> <li>• India’s foreign trade</li> <li>• India Balance of payment since 1991</li> <li>• New Exchange Rate Regime: Partial and full convertibility</li> <li>• Capital account convertibility</li> <li>• FDI– Trends and Patterns</li> <li>• New EXIM policy, WTO and India</li> <li>• Bilateral and Multilateral Trade Agreements and Associations</li> </ul>	6
<p><b>Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends.</li> <li>2. Group Discussions on India’s trade policies and trade agreements</li> </ol>	
<p><b>References</b></p> <ul style="list-style-type: none"> <li>• Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.</li> <li>• Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation</li> <li>• Byres Terence J .(ed.), (1998), The State, Development Planning and Liberalisation' in India ,Delhi, OUP</li> <li>• Dutt Riddar and K .P. M Sundaram (2001): Indian Economy, S Chand &amp; Co. Ltd. New</li> </ul>	

Delhi. <ul style="list-style-type: none"> <li>• Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP</li> <li>• Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.</li> <li>• Joshi Vijaya and L.M.D.Little,(1998),India's Economic Reform1991-2001,Delhi,OUP.</li> <li>• Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation</li> <li>• Mishra S.K &amp; V.K Puri (2001) "Indian Economy and –Its development experience",Himalaya Publishing House.</li> <li>• Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi.</li> <li>• Stuart and John Harris,(2000),Re inventing India, Cambridge Polity</li> </ul>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Pedagogy**

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weight age in Marks</b>
Internal Test	50%
Assignment	25%
Presentation/Project	25%
<b>Total</b>	<b>100</b>



11	<p align="center"><b>Production and Market</b></p> <hr/> <p><b>Chapter 4: Production analysis</b></p> <ul style="list-style-type: none"> <li>• Production function</li> <li>• Law of variable proportion</li> <li>• Laws of returns to scale.</li> </ul> <p><b>Chapter 5: Market analysis</b></p> <ul style="list-style-type: none"> <li>• Perfect competition- features</li> <li>• Monopoly- features</li> <li>• Monopolistic competition - features</li> <li>• Oligopoly - features</li> </ul> <p><b>Chapter 6: Business cycles</b></p> <ul style="list-style-type: none"> <li>• Meaning and features</li> <li>• Phases of business cycle</li> <li>• Causes of business cycle</li> <li>• Control of business cycle</li> </ul> <p><b>Practicum: 1.</b> Group discussion on abuses of monopoly  <b>2.</b> Visit to a firm to study oligopolistic trends</p>	<p>12 Hours</p> <hr/> <p>4 Hours</p> <hr/> <p>4 Hours</p> <hr/> <p>4 Hours</p>
111	<p><b>Demand forecasting and Capital budgeting</b></p>	<p>18 Hours</p>
	<p><b>Chapter 7: Demand forecasting</b></p> <ul style="list-style-type: none"> <li>• Meaning and objectives</li> <li>• Methods of demand forecasting</li> <li>• Criteria of a good forecasting method</li> </ul> <p><b>Chapter 8: Capital budgeting</b></p> <ul style="list-style-type: none"> <li>• Meaning of capital budgeting</li> <li>• Need for capital budgeting</li> <li>• Steps involved in capital budgeting</li> <li>• Methods of capital budgeting</li> </ul> <p><b>Chapter 9: Investment management</b></p> <ul style="list-style-type: none"> <li>• Profit planning</li> <li>• Risk analysis</li> <li>• Techniques of strategic management.</li> </ul> <p><b>Practicum: 1.</b> Prepare a strategic roadmap for a hypothetical organisation  <b>2.</b> Conduct a case study to explain simulation technique of demand forecasting</p>	<p>5 Hours</p> <hr/> <p>8 Hours</p> <hr/> <p>5 Hours</p>

**Suggested readings**

1. Sundharam K.P.M. & Sundharam E.N. – Business Economics, Sultanchand & Sons, New Delhi.
2. Ahuja H.L. – Business Economics, Sultanchand & Sons, New Delhi
3. Mehta P.L., Managerial Economics, Sultanchand & Sons, New Delhi.
4. Dwivedi D.N., Managerial Economics, Vikas Publishing House Pvt. Ltd., New Delhi.
5. Mithani D.M., Managerial Economics, Himalaya Publishing House, Mumbai.
6. Peterso H. Craig and W. Cris Lewis – Managerial Economics, Pearson Education, Singapore.
7. Salvatore Dominic – Managerial Economics, Megrew Hill, New York.
8. Fred David – Strategic Management

**Pedagogy**

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weight age in Marks</b>
Internal Test	50%
Assignment	25%
Presentation/Project	25%
<b>Total</b>	100

**Semester II**

Course Title: <b>DSC2.2:Basic Economics II</b> (Sub Code: <b>BASECC201</b> )	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 3Hrs
Model Syllabus Authors:	Summative Assessment Marks:60

**Course Pre-requisite(s):** *Basic Economics I*

**Course Outcomes (COs):**

At the end of the course the student should be able to:

1. Understand the operation of the overall economic system;
2. Calculate national income and related aggregates
3. Explain the relationship between macro economic aggregates;
4. Analyse the nature of business cycles and policies towards controlling them;
5. Evaluate the macroeconomic policies for solving major problems like poverty and unemployment

Unit	Description	Hrs
<b>I</b>	<b>Macro economic variables and concepts</b>	<b>12</b>
	<b>Chapter1:Macro economic model</b> <ul style="list-style-type: none"> <li>• Introduction to National Income Accounting</li> <li>• Concepts of GDP, GNP and national income</li> <li>• Approaches to calculating GDP, personal income, Nominal and real GDP</li> <li>• Limitations of the GDP concept</li> </ul>	5
	<b>Chapter2:Demand and supply of money</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• The demand for money – determinants</li> <li>• The supply of money– sources</li> <li>• Credit creation</li> </ul>	4
	<b>Chapter3:Inflation</b> <ul style="list-style-type: none"> <li>• Meaning and causes of inflation</li> <li>• Calculating inflation rate</li> <li>• Impact of inflation</li> </ul>	3
	<b>Practicum:</b> 1. Understanding the relationships between various NI concepts used in India’s NI accounting; 2. Estimating the components of money supply and interpreting the various price indices	
<b>II</b>	<b>Macro economic Challenges and Policies</b>	<b>12</b>
	<b>Chapter4:Macroeconomic challenges</b> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Economic Growth</li> <li>• Business Cycles</li> </ul>	3
	<b>Chapter5:Monetary Policy</b> <ul style="list-style-type: none"> <li>• Objectives</li> </ul>	3

<ul style="list-style-type: none"><li>• Instruments</li></ul> <p><b>Chapter6:Fiscal Policy</b></p> <ul style="list-style-type: none"><li>• Public finance vs. Private finance</li><li>• Fiscal functions and role of government: allocation, distribution and stabilization</li><li>• Characteristics of public goods,</li></ul>	6
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---

	<ul style="list-style-type: none"> <li>Rationale of public provision of public goods Practicum: 1.Reviewing the monetary policy of RBI;</li> <li>2. A project to identify the nature and causes of poverty and the latest central budget</li> </ul>	
III	<b>Public Policy and Globalization</b>	18
	<b>Chapter7:Poverty and public policy</b> <ul style="list-style-type: none"> <li>Meaning, measurement and types of poverty</li> <li>Poverty alleviation strategies in India</li> </ul>	6
	<b>Chapter8: Concepts and Theories of international trade</b> <ul style="list-style-type: none"> <li>The economic basis for trade—absolute advantage and comparative advantage,</li> <li>Terms of trade</li> <li>Exchange rates</li> <li>Trade Barriers-tariffs, subsidies and quotas</li> </ul>	9
	Balance of Payments-The current and capital account <b>Chapter9:Globalization</b> <ul style="list-style-type: none"> <li>Meaning</li> <li>Importance</li> <li>Pros and cons of Globalization</li> </ul> Practicum: Survey on identification of poor; Calculating the components of BoP of India	3
<b>References(indicative)</b> <ol style="list-style-type: none"> <li>Cohen, A.J.(2020) <i>Macro economics for Life: Smart Choices for All?+ My Lab Economics with Pearson e Text</i> (updated 2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN:9780136716532</li> <li>Cohen, A.J. (2015). <i>Micro economics for Life: Smart Choices for You + My Lab Economics with Pearson e Text</i>(2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Text book :ISBN: 9780133899368</li> <li>Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia,2014.</li> <li>MankiwN.Gregory.PrinciplesofEconomics,Thomson,2013.</li> <li>Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton &amp; Co, New York, 2011.</li> </ol>		

### Pedagogy

Formative Assessment	
Assessment Occasion /type	Weight age in Marks
Internal Test	50%
Assignment	25%
Presentation/Project	25%
<b>Total</b>	<b>100</b>

**Semester II**

<b>Course Title: DSC 2.3:Karnataka Economy</b> (Sub Code: BASECC202)	
Total Contact Hours:42	Course Credits:3
Formative Assessment Marks:40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks:60

**Course Pre-requisite (s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

1. Understand the nature of economic growth and problems of Karnataka state.
2. Explain the process of structural growth in Karnataka economy;
3. Evaluate the policies and programmes undertaken by the Govt. of Karnataka for bringing about socio-economic development

Unit	Description	Hours
I	<b>Characteristics of Karnataka Economy</b>	<b>12</b>
	<b>Chapter1: State Income</b>	2
	<ul style="list-style-type: none"> <li>• State Domestic Product and PCI</li> <li>• Measures to redress regional imbalances</li> </ul>	
	<b>Chapter2:Human and Natural Resources</b>	6
	<ul style="list-style-type: none"> <li>• Population</li> <li>• Human Development Index</li> <li>• Poverty and Unemployment– Anti-Poverty and Employment generation Programmes</li> <li>• Functioning of Panchayat Raj Institutions</li> </ul>	
	<b>Chapter3:Natural Resources in Karnataka</b>	4
	<ul style="list-style-type: none"> <li>• Land, Water, Forest and mineral resources in Karnataka</li> <li>• Sustainable Development Goals</li> <li>• Karnataka environmental Policy</li> </ul>	
	Practicum:	
II	<b>Agriculture and Industries in Karnataka</b>	<b>18</b>
	<b>Chapter4:Agriculture in Karnataka</b>	9
	<ul style="list-style-type: none"> <li>• Importance of Agriculture</li> <li>• Problems in Agriculture</li> <li>• Land Reforms</li> <li>• Cropping Pattern</li> <li>• Irrigation</li> <li>• Watershed Development</li> <li>• Dry Land Farming</li> <li>• Farmers Suicide –causes and solutions</li> </ul>	
	<b>Chapter5:Rural Development</b>	3
	<ul style="list-style-type: none"> <li>• Public Distribution System</li> <li>• Rural Development Programmes.</li> </ul>	
	<b>Chapter 6:Industries in Karnataka</b>	6

	<ul style="list-style-type: none"> <li>• Major Industries in Karnataka-Problems and Prospects</li> <li>• MSMEs -Problems and Measures</li> <li>• IT Industries in Karnataka</li> <li>• Industrial Finance in Karnataka</li> <li>• Industrial Policy of Karnataka</li> </ul> <p>Practicum:</p>	
III	<b>Infrastructure and Finances</b>	12
	<p><b>Chapter7:InfrastructureinKarnataka</b></p> <ul style="list-style-type: none"> <li>• Transportation: Road, Rail, Water and Air Transport</li> <li>• InformationandCommunicationTechnologyfacilities;C</li> </ul> <p>hapter8:SocialInfrastructure</p> <ul style="list-style-type: none"> <li>• Drinking Water, Sanitation</li> <li>• Housing</li> <li>• Health and Education</li> <li>• Social Security in Karnataka</li> </ul> <p><b>Chapter9:StateFinance</b></p> <ul style="list-style-type: none"> <li>• Sources of Revenue: Direct and Indirect Taxes</li> <li>• GST–Impact and Collections</li> <li>• Sharing of Central Taxes and Grand-in-Aid</li> <li>• Expenditure Sources</li> <li>• States Indebtedness</li> <li>• State Finance Commission</li> <li>• State Budget</li> </ul> <p>Practicum:</p>	<p>3</p> <p>4</p> <p>5</p>

**References (indicative)**

1. Government of Karnataka, Economic Survey [Various Issues]
2. Planning Department, Annual Publication, Government of Karnataka.
3. Karnataka at Glance, Annual Publication Government of Karnataka.
4. Madaiah M & Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub., House, New Delhi.
5. Adul Aziz and K.G.Vasanti.(Eds) Karnataka Economy.
6. Government District Development Reports
7. Hanumantha Rao. Regional Disparities and Development in Karnataka.
8. Krishnaiiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore
9. Nanjundappa D.M.Some Aspects of Karnataka Economy.
10. Puttaswamiah K. Karnataka Economy,Two Volumes

**Pedagogy**

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weight age in Marks</b>
Internal Test	50%
Assignment	25%
Presentation/Project	25%
<b>Total</b>	<b>100</b>

**SEMESTER- II**

<b>Semester II</b> Course Title: <b>OEC 2.5: Monetary Economics (Sub Code: BAECOE201)</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative assessment marks :60

**Course Pre-requisite(s):** 12<sup>th</sup> Standard Pass

**Course Outcomes (OCs)**

**At the end of the course the student should be able to:**

1. Understand the current monetary policy and problems
2. Identify and analyse monetary instruments
3. Review the various trends and functions of monetary and financial institutions

Unit	Description	Hours
<b>1</b>	<b>Introduction to Monetary Economics</b>	12 Hours
	<p><b>Chapter 1: Nature and functions of money</b></p> <ul style="list-style-type: none"> <li>• Difficulties of barter exchange system</li> <li>• Evolution of money</li> <li>• Definitions of money</li> <li>• Functions of money</li> <li>• Demand and supply of money</li> </ul>	4 Hours
	<p><b>Chapter 2: Theories of Value of Money</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Cash transaction approach</li> <li>• Cash Balance Approach</li> <li>• Milton Friedman's Restatement of Quantity theory</li> </ul>	4 Hours
	<p><b>Chapter 3: Inflation</b></p> <ul style="list-style-type: none"> <li>• Meaning and types of inflation</li> <li>• Causes and effects of inflation</li> <li>• Measures to control inflation</li> </ul>	4 Hours
	<p><b>Practicum: 1.</b> Discussion on the various forms of money  <b>2.</b> Gather information on near money assets</p>	

11	<b>Banking</b>	18 Hours
	<p><b>Chapter 4: Commercial banking</b></p> <ul style="list-style-type: none"> <li>• Functions of commercial banks</li> <li>• Balance sheet of a commercial bank</li> <li>• Investment policy of a commercial bank</li> </ul> <p><b>Chapter 5: New age banking</b></p> <ul style="list-style-type: none"> <li>• ATM, Credit Cards, Debit Card, smart cards</li> <li>• Internet banking - E-Banking - Mobile banking</li> <li>• Digital banking instruments</li> <li>• Core banking</li> </ul> <p><b>Chapter -6: Central Banking</b></p> <ul style="list-style-type: none"> <li>• Meaning and definitions</li> <li>• Functions of central banks</li> <li>• Monetary policy of central banks – objectives and instruments</li> </ul> <p><b>Practicum: 1.</b> Discuss the developmental role of central bank</p> <p>2. Visit to a commercial to study bank – customer relationships</p>	<p>5 Hours</p> <p>8 Hours</p> <p>5 Hours</p>
111	<b>International Banking and finance</b>	12
	<p><b>Chapter 7: International Monetary Fund</b></p> <ul style="list-style-type: none"> <li>• Objectives and functions of IMF</li> <li>• Organisation structure and policies</li> <li>• Financial instruments</li> <li>• Policies</li> </ul> <p><b>Chapter 8: IBRD OR World Bank</b></p> <ul style="list-style-type: none"> <li>• Objectives and functions of IBRD</li> <li>• Organisation structure and policies</li> <li>• Development assistance</li> <li>• Financing Investment</li> </ul> <p><b>Chapter 9: Asian Development Bank, BRICS Bank and International Financial Corporation</b></p> <ul style="list-style-type: none"> <li>• Objectives and functions</li> <li>• Organisation structure and policies</li> <li>• Development assistance</li> <li>• Financing development</li> </ul> <p><b>Practicum: 1.</b> Discuss the recent policy approaches of World Bank towards developing</p> <p>2. Study the recent trends in BRICS Bank</p>	<p>4 Hours</p> <p>4 Hours</p> <p>4 Hours</p>

**Suggested readings**

1. An Outline of Money – Geoffrey Crowther (Read Books Publications, Canada, 15 March 2017)
2. R. S. Sayers; ‘Modern Banking’ - Oxford University Press- Seventh Edition- 30th Nov 1967
3. M L Jhingan ; ‘Money, Banking’, Inter National Trade and Public Finance – (Vrinda Publications, Delhi– 1 Jan 2013)
4. Dr. D. M. Mithani ; ‘Money, Banking, Inter National Trade and Public Finance’- (Himalayan Publishing House, New Delhi- 1 Jan 2014)
5. Nader E.N; ‘ Money and Banking’ – (Prentice Hall India Learning Pvt. Ltd – 1 Jan 2013)
6. Dr. M.L. Seth; ‘Money, Banking’, Inter National Trade and Public Finance- (Laxmi Narian Agarwal Educational Publishers, Agra, India– 1 Jan 2017)
7. R.R. Paul; ‘Money, Banking and Inter National Trade’ –. Kalyani Publishers – 1 Jan 2015)
8. Indian Institute of Banking – International Banking Operations

**Pedagogy**

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weight age in Marks</b>
Internal Test	50%
Assignment	25%
Presentation/Project	25%
<b>Total</b>	<b>100</b>