ಡಾ. ಮನಮೋಹನ ಸಿಂಗ್
ಬೆಂಗಳೂರು ನಗರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

Dr. MANMOHAN SINGH
BENGALURU CITY UNIVERSITY

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No.MSBCU/BoS/Syllabus/Arts/ 107 /2026-27 Date: 29.06.2026

NOTIFICATION

Sub: Syllabus for the V & VI Semester Under Graduate Courses in the Faculty of Arts -reg

Ref:
1. Government Order No. ED 166 UNE 2023 Bengaluru dated. 08.05.2024
2. Recommendations of the Boards of Studies in the Faculty of Arts
3. Approval of the Academic Council in its meeting held on 08.06.2026
4. Orders of Vice-Chancellor dated.29.06.2026

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The Syllabus prepared by the Boards of Studies for the different Subjects of V & VI semester Under Graduate Courses, in the faculty of Arts based on the Guidelines and Curriculum Structure issued by the Government under ref(1) have been approved by Academic Council meeting held on 08.06.2026.

Accordingly, the CBCS Syllabus for the V & VI Semester UG Courses of Arts Faculty in respect of following subjects are hereby notified for implementation from the academic year 2026-27.

Sl. No.	Subjects
1.	Kannada– V & VI
2.	English – V & VI
3.	BoS in Foreign Languages BA- French - III to VI
4.	Sociology– V & VI
5.	History – V & VI
6.	Political Science – V & VI
7.	Bachelor Social Work – V & VI
8.	Bachelor Visual Arts– V & VI
9.	Physical Education – V & VI
10.	Journalism and Mass Communication – V & VI
11.	Economics – V & VI
12.	Women Studies– V & VI
13.	Physical Education – V & VI

p.t.o

The detailed Syllabi for above subjects are notified in the University Website: www.bcu.ac.in for information of the concerned.

REGISTRAR

Copy to;

1. The Registrar(Evaluation), Dr. Manmohan Singh Bengaluru City University
2. The Dean, Faculty of Science, MSBCU.
3. The Principals of the concerned affiliated Colleges of MSBCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), MSBCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in

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BE BOUNDLESS

DR. MANMOHAN SINGH BENGALURU CITY UNIVERSITY

CHOICE-BASED CREDIT SYSTEM
(As per SEP)

Syllabus for 5th and 6th Semester B.A & B.Sc. Economics

2026-2027

Dear Fellow Teachers,

Warm greetings to all of you.

As part of our continued commitment to providing quality education and preparing students for the evolving demands of higher education and the workplace, Dr Manmohan Singh, Department of Economics, Bengaluru City University, is pleased to introduce the Curriculum under SEP for the Fifth and Sixth Semesters of the B.A. & BSc Economics programme. The redesigned curriculum seeks to balance theoretical understanding with practical application, enabling students to develop both academic competence and professional skills.

Strengthening Core Economic Competencies

Two important papers, **Basic Mathematical Economics** in Semester V and **Statistics for Economics** in Semester VI, have been introduced to strengthen students' quantitative and analytical abilities. These subjects are designed not only to enhance academic learning but also to improve employability and research capabilities. Faculty members are encouraged to motivate students to opt for these courses.

Recognising that many students choose the arts stream with apprehensions about mathematics and statistics, the syllabi have been carefully structured to introduce concepts in an accessible and application-oriented manner. The emphasis is on developing fundamental understanding while demonstrating the practical relevance of quantitative techniques in economic analysis.

Basic Mathematical Economics equips students with essential analytical tools used in economic reasoning and decision-making. This course introduces students to the role of mathematics as a tool for understanding and analysing economic problems. It develops the ability to represent economic relationships using equations, functions, graphs, and mathematical models. Students learn fundamental concepts such as number systems, sets, relations, functions, matrices, determinants, and simultaneous equations, as well as their applications in economics. The course enables them to analyse demand, supply, production, and market equilibrium using quantitative techniques. It also familiarises students with basic vector and matrix methods used in economic modelling and input-output analysis. Through practical problem-solving and graphical interpretation, students develop analytical and logical reasoning skills essential for economic research and decision-making. Overall, the course provides a strong mathematical foundation for the study of advanced economics.

Statistics for Economics introduces students to the fundamental concepts and techniques of statistics used in economic analysis and research. It develops the ability to collect, organise, present, and interpret economic data through tables, diagrams, and statistical measures. Students learn to analyse trends, variability, inequality, and relationships among economic variables using tools such as averages, measures of dispersion, correlation, and regression. The course also provides an understanding of probability concepts and their applications in economic decision-making and forecasting. Students gain practical knowledge of sampling methods and survey techniques used in economic and social research.

For students who prefer alternative learning pathways, **International Economics** is offered in Semester V in place of Basic Mathematical Economics, while **Agricultural Economics** is available in Semester VI as an alternative to Statistics for Economics. Both courses address significant contemporary economic issues and provide valuable disciplinary knowledge.

Alternative Core Courses

International Economics introduces students to the principles governing international trade and finance. This course enables students to understand the principles and dynamics of international trade and finance in a globalised economy. It introduces major theories of international trade, commercial policies, economic integration, and the role of international institutions. Students learn about foreign exchange markets, exchange rate mechanisms, balance of payments, and international capital flows. Through practical exercises and case studies, they develop the ability to analyse global trade patterns, trade policies, and international economic issues. Overall, the course provides a strong foundation for understanding the economic relationships between nations and their impact on economic development.

Agricultural Economics helps students understand the role of agriculture in economic development and its linkages with industry and rural livelihoods. It introduces key concepts of agricultural productivity, development theories, pricing policies, marketing systems, and agricultural finance. Students learn about contemporary issues such as food security, crop insurance, sustainable agriculture, and the challenges farmers face. The course also examines the impact of global trade agreements and WTO policies on Indian agriculture. Through field visits, case studies, and practical assignments, students gain insights into agricultural policies, rural development, and the functioning of the agricultural sector.

Compulsory Second Core Papers

Indian Economy is a compulsory paper in Semester V. This course helps students understand the growth and transformation of the Indian economy from the colonial period to the present. It examines economic planning, reforms, agriculture, industry, infrastructure, and Centre–State financial relations. Students gain insights into major development policies and institutions shaping the economy. The course also explores contemporary challenges such as poverty, inequality, unemployment, and human development. Through case studies and data analysis, students develop the ability to critically assess India's economic progress and policy issues.

In Semester VI, the **Karnataka Economy** continues as a compulsory core paper. This course enables students to understand the structure, growth, and development of Karnataka's economy in a regional context. It examines demographic changes, human development, regional disparities, poverty, employment, agriculture, and rural transformation. Students gain insights into Karnataka's industrial development, IT leadership, start-up ecosystem, and infrastructure growth. The course also explores key state policies and development challenges. Through data analysis, field studies, and case-based learning, students develop the ability to assess Karnataka's economic performance and emerging opportunities.

Skill Development for Contemporary Careers

To complement disciplinary learning, the curriculum includes skill-oriented courses that respond to emerging economic trends and labour market requirements:

- **Digital Economics and E-Commerce** (Semester V)
- **Economics of Personal Finance Management** or **Internship** (Semester VI)

Digital Economics and E-Commerce introduce students to the rapidly evolving digital economy and the growing role of e-commerce in business and society. It provides practical knowledge of digital business models, online marketing, digital payments, consumer analytics, and emerging technologies such as Artificial Intelligence and blockchain. Students develop skills in using digital tools, understanding cybersecurity, and analysing online market trends. The course also examines digital policies, platform-based businesses, and the future of work in a technology-driven economy. Through hands-on activities and case studies, students gain the entrepreneurial and digital skills needed for careers in the modern economy.

Economics of Personal Finance Management focuses on equipping students with essential knowledge and skills for effective personal financial management. It covers budgeting, savings, investments, insurance, taxation, retirement planning, and the use of digital financial services. Students learn to evaluate different investment options, manage financial risks, and make informed financial decisions. The course also introduces financial markets, investor protection, and responsible financial behaviour. Through practical exercises and real-life applications, students develop financial literacy and money management skills for personal and professional success.

Internship

The programme offers students the flexibility to pursue either an internship or the economics of Personal Finance Management, depending on their learning preferences and career goals

A Curriculum with Purpose

The revised curriculum seeks to make the study of economics more engaging, relevant, and responsive to contemporary realities. Beyond classroom learning, students will be encouraged to participate in fieldwork, case studies, simulations, internships, and project-based activities that foster critical thinking, problem-solving, and innovation.

As educators, our role extends beyond teaching concepts; we are mentors who guide students in connecting knowledge with practice. We are confident that this curriculum will help nurture graduates who are analytically competent, socially responsible, ethically grounded, and prepared to contribute meaningfully to society and the economy.

We look forward to working together in shaping the next generation of economists who are thoughtful in analysis, responsible in action, and innovative in outlook.

Warm Regards,

S. R. Keshava

Acknowledgement

The Chairperson and Members of the Board of Studies sincerely thank our Honourable Vice-Chancellor, Prof. B. Ramesh, for the trust and confidence he has placed in us and for giving us the opportunity to contribute to the curriculum development process. We are equally grateful to the Registrar and all university officials whose constant support, encouragement, and cooperation made our task both smooth and productive. Their commitment and assistance at every stage played a significant role in the successful completion of our work.

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Proceedings of the UG BOS Economics, BCU meeting held at the Board Room, BCU School of Management Studies, MSBCU on 30th May 2026

Members Present

Dr. S.R. Keshava, Chairperson

Dr. S. Shyamala Devi, Member

Dr. Anupama B, Member

Ms. Tharamathi, Member

Dr. B. Shyamala, Member

The UG Board of Studies in Economics convened its meeting with the Chairperson warmly welcoming all the members and initiating the proceedings by presenting the draft syllabus prepared for the 5th and 6th semesters of the BA and B.Sc. Economics programmes.

Each paper included in the proposed syllabus for the 5th and 6th semesters of the BA and B.Sc. Economics programme was presented in detail. The members actively participated in discussions, offering valuable suggestions and inputs. Based on the deliberations, appropriate corrections and modifications were incorporated to enhance the academic quality and relevance of the curriculum.

Following thorough discussions, the Board unanimously approved the revised syllabus for both BA and B.Sc. Economics for the 5th and 6th semesters.

The meeting concluded with a formal vote of thanks, expressing gratitude to all members for their constructive contributions and collaborative spirit in shaping the academic roadmap for the upcoming semesters.

Signatures

Dr. S.R. Keshava	20/5/26
Dr. S. Shyamala Devi, Member	S. 30/5/26
Dr. Anupama B, Member	Anupama B 30 May, '26
Ms. Tharamathi, Member	S. Tharamathi
Dr. B. Shyamala, Member	Shyamala B 30/5/2026

BA-Economics Curriculum and Credit Framework for the Undergraduate Programme with three core subjects in all three years.

Sem.	Subject 1 Economics (Credits)	T(L+T+P)	Electives	T(L+T+P)	Compulsory Skill Paper	T(L+T+P)
I	DSC-E1: Microeconomics (5)	4+1=5				
II	DSC-E2: Macro Economics(5)	4+1=5				
III	DSC-E3: Public Economics(5)	4+1=5	Economics of GST (2) or Artificial intelligence and machine learning for Economics(2)	2+1=3 2+1=3		
IV	DSC-E4: Development Economics(5)	4+1=5	Entrepreneurial Economics (2) Or Economics of Start-Up (2)	2+1=3 2+1=3	Learning Economics through Case Studies and Field Engagement	1+2=3
V	DSC-E5: Basic Mathematical Economics (4) or DSC-E5a: International Economics (4) DSC-E5.1: Indian Economics (4)	4+0=4 4+0=4 4+0=4			CSD-5.2 Digital Economics & E-Commerce (2)	1+2=3
VI	DSC-E6: Basic Statistics for Economics (4) or DSC-E6a: Agricultural Economics (4) DSC-E6.1: Karnataka Economics (4)	4+0=4 4+0=4 4+0=4			CSD-6.2 Economics of Personal Finance Management (2) Or Internship (2)	1+2=3 1+2=3

BA

Economics

5th & 6th Semester

DR. MANMOHAN SINGH
BENGALURU CITY UNIVERSITY
BENGALURU

2026-2027

Basic Mathematical Economics
DSC – E5

Program Name	**BA in Economics**	Semester	**Fifth Semester**
Course Title	**Basic Mathematical Economics**		
Course Code:	**ECO - DSC-E5**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

- To introduce students to the basic mathematical tools used in economic analysis.
- To develop analytical and logical thinking in understanding economic relationships.
- To familiarise learners with mathematical models, equations, and quantitative methods used in economics.
- To enable students to apply mathematical concepts to economic theories and real-life economic problems.
- To build a foundation for advanced courses in economics, statistics, and econometrics.

Course Outcomes

By the end of the course, students will be able to:

- Understand the role and relevance of mathematics in economic theory and analysis.
- Apply mathematical tools such as functions, equations, matrices, and vectors to economic problems.
- Construct and interpret simple mathematical models in economics.
- Analyse economic relationships using quantitative and logical methods.
- Develop a foundation for higher studies in mathematical economics, econometrics, and quantitative economics.

MODULES	DESCRIPTION	60 Hours
Module I	**Introduction to Mathematical Economics**	**15**
	Meaning and Significance: Nature and Scope of Mathematical Economics, Role and applications of mathematics in economic analysis, Limitations of mathematical methods in economics Basic Mathematical Concepts-Variables, constants, and parameters, Equations and identities, Economic relationships and functional notation, Construction of simple mathematical models in economics	12
Practicum	• Identify variables and parameters from demand and supply functions	03

	• Construct simple economic models using consumption, production, and income relationships • Distinguish between equations and identities using national income accounting examples • Interpret mathematical expressions used in micro and macroeconomic theories	
Module II	**Number System and Set Theory**	**15**
	Number System-Natural numbers, Whole numbers, Integers, Rational and irrational numbers, Real numbers and their applications in economics **Set Theory-**Meaning and concept of sets, Types of sets, Elementary operations on sets-Union, Intersection, Difference, Complement; Ordered pairs, Cartesian product	12
Practicum	• Represent economic data using sets and subsets • Apply set operations to classify economic sectors and market structures • Use Cartesian products to understand combinations of economic variables • Solve simple numerical problems involving number systems and sets	03
Module III	**Relations, Functions, and Simultaneous Equations**	**15**
	Relations and Functions-Ordered pairs and relations, Meaning and types of functions-Constant functions, Polynomial functions, Rational functions, non-algebraic functions; Graphical representation of functions, Economic interpretation of functions Simultaneous Equations-Linear simultaneous equations, Solution methods and applications in economics; Introduction to Vectors-Meaning and types of vectors, Vector operations, Vector spaces, Linear dependence and independence	12
Practicum	• Draw and interpret demand, supply, and cost functions graphically • Solve simultaneous equations related to market equilibrium • Apply vector concepts in input-output and resource allocation problems • Identify functional relationships in economic models	03
Module IV	**Matrices and Determinants**	**15**
	Meaning and types of matrices, Matrix Operations-Addition and subtraction, Matrix multiplication, Properties of matrices-Commutative law, Associative law, Distributive law- Applications of matrices in economic analysis; Transpose of a matrix, Inverse of a matrix; Meaning	12

	and properties of determinants, Minors and cofactors, Rank of a matrix, Cramer’s Rule- Derivation and its Applications in Economics	
Practicum:	• Perform matrix operations using economic data • Solve systems of equations using inverse matrices and Cramer’s Rule • Apply matrices in input-output analysis and inter-industry relationships • Interpret determinants in solving economic equilibrium models	03

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1	Allen, R. G. D. (2015). *Mathematical analysis for economists*. Macmillan Education.
2	Bose, D. (2003). *An introduction to mathematical economics*. Himalaya Publishing House.
3	Dowling, E. T. (2011). *Introduction to mathematical economics* (3rd ed.). McGraw-Hill Education.
4	Chiang, A. C., & Wainwright, K. (2013). *Fundamental methods of mathematical economics* (4th ed.). McGraw-Hill Education.
5	Sydsaeter, K., Hammond, P., Strøm, A., & Carvajal, A. (2021). *Essential mathematics for economic analysis* (6th ed.). Pearson Education.
6	Taro, Y. (2002). *Mathematics for economists: An elementary survey*. Phi Learning Publishers.

International Economics
DSC –E5a

Program Name	**BA in Economics**	Semester	**Fifth Semester**
Course Title	**International Economics**		
Course Code:	**ECO - DSC-E5a**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

- Introduce students to the nature, scope, and significance of International Economics in a globalised world.
- Familiarise learners with major theories of international trade and their relevance to economic development.
- Develop an understanding of commercial policies, trade restrictions, regional economic integration, and global trade institutions.
- Enable students to understand foreign exchange mechanisms, balance of payments, and international financial flows with special reference to India.

Course Outcomes

Upon successful completion of the course, students will be able to:

- Understand the scope and importance of International Economics and its role in economic development.
- Explain major theories of international trade and critically analyse their relevance in contemporary global trade.
- Evaluate commercial policies, trade restrictions, and the role of international economic institutions and regional trade blocs.
- Analyse foreign exchange mechanisms, balance of payments issues, and international financial flows with special reference to the Indian economy.

MODULES	DESCRIPTION	60 Hours
Module I	**Introduction to International Economics**	**15**
	Subject matter and importance of International Economics, internal trade and international trade, importance of international trade, international trade and economic development, basic concepts, terms of trade.	12
Practicum	□ Preparation of charts showing trends in India’s exports and imports. □ Comparative study of internal trade and international trade using practical examples.	03

	Analysis of India’s major trading partners and traded commodities. Calculation and interpretation of terms of trade using hypothetical data. Group discussion on the role of international trade in economic development.	
Module II	**Theories of International Trade**	**15**
	Mercantilist approach to trade; classical theories of international trade; absolute cost advantage theory; comparative cost advantage theory; Heckscher–Ohlin theory; Leontief paradox; relevance of trade theories in international trade.	12
Practicum	Case studies on comparative advantage in international trade. Identification of countries specialising in production based on factor endowments. Comparative analysis of classical and modern trade theories. Classroom debate on the relevance of Heckscher–Ohlin theory in the present global economy. Preparation of presentations on the Leontief paradox and its implications.	03
Module III	**Commercial Policy and Economic Integration**	**15**
	Free trade, arguments for and against free trade, protection and protectionism, arguments for and against protection, methods of trade restriction, tariff and non-tariff barriers, types of tariffs, new protectionism, export subsidy and countervailing duties, dumping and anti-dumping duties, economic integration, WTO, EU, NAFTA, ASEAN, SAARC.	12
Practicum	Study of tariff and non-tariff barriers adopted by different countries. Analysis of WTO agreements and their impact on developing countries. Comparative study of regional economic blocs such as EU, ASEAN, NAFTA, and SAARC. Preparation of reports on anti-dumping measures and export subsidies. Debate on free trade versus protectionism with contemporary examples	03
Module IV	**Foreign Exchange and Balance of Payments**	**15**
	Foreign exchange market and its functions, foreign exchange and exchange rate concepts, exchange rate changes such as devaluation, revaluation, depreciation, appreciation, overvaluation and undervaluation, fixed and flexible exchange rate systems, hybrid exchange rate systems, managed floating exchange rate system, Mint Parity Theory, Purchasing Power Parity Theory, Balance of Payments Theory, balance of trade and balance of payments, structure of balance of payments, equilibrium and disequilibrium in balance of payments, measures to correct balance of payments disequilibrium, India’s balance of payments since 1991, international financial flows, Foreign Direct Investment (FDI), portfolio investment, currency convertibility, IMF and its role and functions.	12
Practicum:	Collection and interpretation of exchange rate data of the Indian Rupee against major currencies. Analysis of India’s Balance of Payments trends using RBI reports.	03

	□ Preparation of charts showing FDI and portfolio investment inflows in India. □ Case study analysis of exchange rate fluctuations and their economic impact. □ Seminar presentation on the role and functions of the IMF in the global economy	

References	
1	Carbaugh, R. J. (2019). *International economics* (17th ed.). Cengage Learning.
2	Cherunilam, F. (2016). *International economics*. McGraw-Hill Education.
3	D’Souza, E. (2008). *Macroeconomics*. Pearson Education.
4	Kindleberger, C. P. (1978). *International economics* (6th ed.). Richard D. Irwin.
5	Mannur, H. G. (2014). *International economics*. Vikas Publishing House.
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Indian Economics
DSC – E5.1

Program Name	**BA in Economics**	Semester	**Fifth Semester**
Course Title	**Indian Economics**		
Course Code:	**ECO - DSC – E5.1**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

- To provide an understanding of the structure and development of the Indian economy from the colonial period to the present.
- To familiarise students with economic planning, economic reforms, and policy changes in India.
- To analyse the performance of agricultural, industrial, and infrastructure sectors in the Indian economy.
- To examine major contemporary economic challenges such as poverty, unemployment, inequality, and inclusive development.

Course Outcomes: After completion of the course, students will be able to:

- Understand the historical evolution and structural transformation of the Indian economy.
- Analyse economic planning, reforms, and policy changes in India.
- Evaluate the performance of agricultural, industrial, and infrastructure sectors.
- Critically examine major economic challenges such as poverty, unemployment, inequality, and inclusive development policies in India.

MODULES	**DESCRIPTION**	**60 Hours**
Module I	**Development Experience and Economic Planning in India**	**15**
	Low level of economic development under colonial rule, features of the colonial economy, demographic and occupational structure, development and structural changes in the Indian economy since Independence, economic policies pursued between the 1950s and 1980s, mixed economic framework, state intervention and import substitution policy, planning in India, Planning Commission, objectives and strategy of planning, achievements and failures of Five-Year Plans, transition from Planning Commission to NITI Aayog, recent policy initiatives for inclusive and sustainable development.	12
Practicum	• Preparation of timelines on major economic events in post-Independence India.	03

	• Comparative analysis of the Indian economy during the colonial and post-colonial periods. • Study of achievements and failures of Five-Year Plans using secondary data. • Classroom seminar on the role of the Planning Commission and NITI Aayog. • Preparation of charts showing structural changes in India's GDP and workforce.	
Module II	**Economic Reforms and Centre–State Financial Relations**	**15**
	Background and rationale for the New Economic Reforms of 1991, Liberalisation, Privatisation and Globalisation (LPG), appraisal of economic reforms, trends in FDI, FII, disinvestment and foreign trade after reforms, digital economy and start-up ecosystem in India, Centre–State financial relations, Finance Commission and its structure and functions with special reference to the latest Finance Commission, Goods and Services Tax (GST) and fiscal federalism, role of NITI Aayog in policy formulation and cooperative federalism.	12
Practicum	• Analysis of trends in FDI and FII inflows using RBI and government reports. • Case study on LPG reforms and their impact on the Indian economy. • Group discussion on GST and cooperative federalism. • Preparation of reports on disinvestment and privatisation in India. • Seminar presentation on recommendations of the latest Finance Commission.	03
Module III	**Agriculture, Industry and Infrastructure**	**15**
	Agriculture Role of agriculture in the Indian economy, trends in agricultural growth, agricultural investment, rural credit, agricultural subsidies, agricultural marketing and price policy, Minimum Support Price (MSP), Green Revolution and new agricultural strategies, food security, Public Distribution System (PDS) and Targeted Public Distribution System (TPDS), land reforms in India, recent agricultural reforms, sustainable agriculture and digital agriculture initiatives. **Industry and Infrastructure** Industrial growth under planning, industrial structure in India, traditional industries, small-scale industries, village and cottage industries, modern industries, industrial sickness, Industrial Policy Resolutions of 1956, 1977, 1980 and 1991, recent industrial policies such as Make in India, Start-up	12

	India and Production Linked Incentive (PLI) schemes, infrastructure development in transport, energy, communication and digital sectors.	
Practicum	• Preparation of state-wise agricultural production charts. • Field visit to agricultural markets, MSMEs or industrial units. • Analysis of MSP trends and food subsidy data. • Comparative study of Industrial Policy Resolutions. • Project report on infrastructure development in India. • Seminar on Green Revolution and Sustainable Agriculture.	03
Module IV	**Contemporary Challenges Facing the Indian Economy**	**15**
	Poverty and Inequality Concept and measurement of poverty, causes of poverty, trends in poverty in India, multidimensional poverty, inequality and inclusive growth, poverty alleviation programmes, Food Security Act 2013, MGNREGS, Direct Benefit Transfer (DBT), recent welfare and social security schemes. **Unemployment and Human Development** Nature, types and trends of unemployment in India; informalisation of the workforce; gig economy and platform employment; employment generation programmes; skill development initiatives; Start-up India, Digital India; labour market reforms; human development indicators; recent employment and social security schemes.	12
Practicum:	• Analysis of poverty and unemployment data using NSSO and NITI Aayog reports. • Preparation of case studies on MGNREGS and the Food Security Act. • Field survey on employment patterns in rural or urban areas. • Group discussion on the gig economy and informal employment. • Preparation of charts on Human Development Index and poverty indicators. • Seminar presentation on recent government schemes for employment generation.	03

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1	Agarwal, A. N. (2025). *Indian economy: Problems of development and planning* (44th ed.). New Age International Publishers.
2	Datt, R., & Sundharam, K. P. M. (2026). *Indian economy* (76th ed.). S. Chand Publishing.
3	*Economic Survey (Latest issue),* Government of India. Ministry of Finance.
4	Jalan, B. (Ed.). (2022). *The Indian economy: Problems and prospects*. Penguin Random House India.

5	Kapila, U. (2024). *Indian economy: Performance and policies* (latest ed.). Academic Foundation.
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7	NITI Aayog. (2024). *National multidimensional poverty index: A progress review*. Government of India.
8	Organisation for Economic Co-operation and Development. (2024). *OECD economic surveys: India*. OECD Publishing.
9	Reserve Bank of India. (Latest issue). *Handbook of statistics on the Indian economy*. Reserve Bank of India.
10	Reserve Bank of India. (Various issues). *Report on currency and finance*. Reserve Bank of India.

Compulsory Skill Development
Digital Economics & E-Commerce
CSD-5.2

Program Name	**BA in Economics**	Semester	**Fifth Semester**
Course Title	**Digital Economics & E-Commerce**		
Course Code:	**ECO – CSD-5.2**	No. of Credits	**2+1=3**
Contact hours	**45**	Duration of SEA/Exam	**1.5 Hours**
Formative Assessment Marks	**10**	Summative Assessment Marks	**40**

Course Objectives (COBs)

To introduce students to the concepts, tools, and applications of the digital economy and e-commerce.
To develop a practical understanding of digital business models, online marketing, and digital payment systems.
To enhance analytical and entrepreneurial skills required for digital platforms, online marketplaces, and emerging technologies.
To provide hands-on exposure to digital tools, data analytics, cybersecurity practices, and digital policy issues.
To prepare students for employment, entrepreneurship, and research opportunities in the digital economy.

Course Outcomes (COs)

After successful completion of the course, students will be able to:
CO1: Understand the foundations, technologies, and economic significance of the digital economy.
CO2: Apply practical knowledge of e-commerce platforms, digital marketing tools, and online business models.
CO3: Analyse consumer behaviour, pricing strategies, and market trends using digital tools and data analytics.
CO4: Demonstrate practical understanding of digital payments, financial inclusion, cybersecurity, and digital regulations.
CO5: Evaluate how emerging technologies such as Artificial Intelligence, Blockchain, and Platform Economies shape the future digital ecosystem.

Modules	Contents	45 Hrs
Module–1	**Foundations of Digital Economy and Digital Business Skills**	**15 Hrs**
	Meaning, scope and evolution of the digital economy, digital transformation and changing business environment, digital technologies such as Artificial Intelligence (AI), Machine	**12**

	Learning, big data analytics, Internet of Things (IoT), cloud computing and automation, digital entrepreneurship and start-up ecosystem, digital business models including B2B, B2C, C2C, subscription and platform-based models, introduction to e-commerce platforms, online business creation, social media and e-marketing strategies, digital branding and customer engagement.	
Practicum	Creating a basic online business profile using free digital platforms. Developing digital marketing content for social media campaigns. Hands-on training in website and e-commerce platform navigation. Case study analysis of successful digital businesses and start-ups. Preparation of digital business model canvases. Conducting online surveys using digital tools.	**03**
Module 2	**E-Commerce Operations, Consumer Analytics and Digital Payments**	**15**
	E-commerce operations and logistics, pricing strategies in e-commerce, consumer behaviour in digital markets, role of ICT in expanding market access and product visibility, online payment systems, Unified Payments Interface (UPI), mobile wallets, digital banking and fintech innovations, digital financial inclusion, cybersecurity challenges in e-commerce, data privacy and consumer protection, introduction to data analytics in digital business decision-making.	**12**
Practicum	• Demonstration and use of digital payment applications and UPI systems. • Analysis of consumer reviews and online buying behaviour. • Preparation of comparative charts on digital payment trends in India. • Hands-on exercises using spreadsheets for basic e-commerce data analysis. • Cybersecurity awareness workshop on digital fraud and safe online practices. • Mini project on digital payment adoption in local businesses or communities.	**03**
Module 3	**Digital Policy, Emerging Technologies and Future Digital Economy**	**15**

	Digital governance and regulatory framework, data protection and privacy issues, net neutrality, intellectual property rights in the digital age, ethical issues in Artificial Intelligence and digital platforms, blockchain technology, cryptocurrency and Web 3.0 concepts, 5G and future communication technologies, platform economy and gig economy, automation and future of work, remote work culture, digital inclusion and sustainable digital development, global trends in the digital economy.	**12**
Practicum	• Group discussion on ethical issues in AI and digital surveillance. • Preparation of policy review reports on data protection and digital governance. • Seminar presentations on blockchain, cryptocurrency and future technologies. • Case study analysis of gig economy platforms such as e-commerce and ride-sharing services. • Debate on automation and employment opportunities in the digital era. • Industry interaction/webinar with digital entrepreneurs or fintech professionals.	**03**

References

1. Azevedo, S. G. (2023). *Digital economy: Emerging technologies and business innovation*. Springer.
2. Bowman, J. P. (1996). *The digital economy: Promise and peril in the age of networked intelligence*. McGraw-Hill.
3. Echeberria, A. L. (2023). *Digital business models for Industry 4.0*. Springer.
4. Kehal, H. S., & Singh, V. P. (Eds.). (2005). *Digital economy: Impacts, influences, and challenges*. IGI Global.
5. Laudon, K. C., & Traver, C. G. (2024). *E-commerce: Business, technology, society* (19th ed.). Pearson Education.
6. Tapscott, D. (2015). *The digital economy: Rethinking promise and peril in the age of networked intelligence* (2nd ed.). McGraw-Hill Education.
7. Urbach, N., & Röglinger, M. (2019). *Digitalisation cases: How organisations rethink their business for the digital age*. Springer.
8. Vulkan, N. (2020). *The economics of e-commerce: A strategic guide to understanding and designing the online marketplace*. Princeton University Press.
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BASIC STATISTICS FOR ECONOMICS
DSC – E6

Program Name	**BA in Economics**	Semester	**Sixth Semester**
Course Title	**BASIC STATISTICS FOR ECONOMICS**		
Course Code:	**ECO-DSC -E6**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 Hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

- Introduce students to the basic concepts and scope of statistics in economics.
- Develop the ability to organise, present, and interpret economic data using statistical techniques.
- Familiarise students with measures of central tendency, dispersion, correlation, and regression for economic analysis.
- Provide foundational knowledge of probability theory and sampling methods used in economic research and surveys.
- Enable students to apply statistical tools in analysing real-life socio-economic and business data.

Course Outcomes (COs):
By the end of the course, students will be able to:

1. Understand the basic concepts and importance of statistics in economic analysis.
2. Organise, classify, and present economic data effectively using tables and diagrams.
3. Apply measures of central tendency and dispersion in analysing socio-economic data.
4. Interpret inequality, variability, and relationships among economic variables using statistical tools.
5. Use elementary probability concepts for decision-making and economic reasoning.
6. Understand and apply sampling techniques in surveys and research studies.
7. Analyse economic data using basic statistical software and spreadsheet applications.

MODULES	DESCRIPTION	60 Hrs
Module 1	**Introduction, Data Presentation and Frequency Distribution**	**15**

	Meaning, nature and scope of statistics in economics; distinction between population and sample; methods of data collection and classification; representation of data through tabular presentation, line diagrams, bar diagrams and pie charts; construction and interpretation of frequency distribution tables, cumulative frequency distribution and graphical presentation of economic data.	12
Practicum:	• Preparation of frequency tables using primary or secondary economic data • Construction of bar diagrams, pie charts, and line graphs using spreadsheet software • Classification and tabulation of household income or consumption data • Interpretation of the graphical presentation of economic data	3
Module 2	**Descriptive Statistics**	**15**
	Measures of central tendency: arithmetic mean, geometric mean, harmonic mean, median and mode, including their properties and applications; quartiles, deciles and percentiles; measures of dispersion including range, quartile deviation, mean deviation, standard deviation, coefficient of variation, coefficient of mean deviation and coefficient of quartile deviation; Lorenz curve and Gini coefficient; moments, skewness and kurtosis – meaning, computation and interpretation; correlation and regression – meaning, types, Karl Pearson's coefficient of correlation, simple linear regression and their properties.	12
Practicum:	• Calculation of averages from economic datasets • Measurement of inequality using the Lorenz Curve and the Gini Coefficient • Computation of standard deviation and coefficient of variation for price and income data • Analysis of skewness and kurtosis using grouped data • Estimation of the correlation between variables such as income and consumption • Simple regression analysis using spreadsheet tools	3
Module 3	**Elementary Probability Theory**	**15**
	Concepts of sample spaces and events using set theory; types of events; axiomatic definition of probability and its properties; addition theorem and theorem of total probability; conditional	12

	probability and theorem of compound probability; Bayes' theorem and its applications in economic and business decision-making.	
Practicum:	• Solving probability problems using Venn diagrams • Application of probability concepts in business and economic situations • Computation of conditional probability using survey data • Numerical applications of Bayes' theorem in forecasting and decision-making	3
Module 4	**Sampling and Sampling Distribution**	**15**
	Concepts of population, sample, parameter and statistic; principal steps involved in a sample survey; methods of sampling including Simple Random Sampling with Replacement (SRSWR), Simple Random Sampling Without Replacement (SRSWOR), use of random number tables, stratified sampling and multi-stage sampling – basic concepts; sampling distribution of sample mean and sample proportion; computation of mean and standard error under SRSWR and SRSWOR.	12
Practicum:	• Drawing random samples using random number tables or software • Designing a simple household or market survey • Computation of sample mean and standard error • Comparison between SRSWR and SRSWOR through numerical exercises • Preparation of a brief sample survey report using collected data	3

References	
1	Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2002). *Statistics for business and economics*. Thomson South-Western.
2	Bradley, T. (2007). *Essential statistics for economics, business and management*. John Wiley & Sons.
3	Daniel, W. W., & Terrell, J. C. (1995). *Business statistics for management and economics* (7th ed.). Houghton Mifflin Company.
4	DeGroot, M. H., & Schervish, M. J. (2012). *Probability and statistics* (4th ed.). Pearson Education
5	Gupta, S. P. (2024). *Statistical methods*. S. Chand & Company.
6	Medhi, J. (1992). *Statistical methods: An introductory text*. Wiley Eastern Limited

AGRICULTURAL ECONOMICS
DSC – E6a

Program Name	**BA in Economics**	Semester	**Sixth Semester**
Course Title	**Agricultural Economics**		
Course Code:	**ECO-DSC –E6a**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 Hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

1. To provide an understanding of the role of agriculture in economic development.
2. To familiarise students with agricultural productivity, pricing, marketing, and finance in India.
3. To introduce important theories of agricultural development and sustainability issues.
4. To develop an analytical understanding of agricultural policies and global trade issues.

Course Outcomes:

By the end of the course, students will be able to:

CO1: Explain the importance of agriculture in economic development and structural transformation.
CO2: Analyse agricultural productivity, labour issues, and technological changes in Indian agriculture.
CO3: Evaluate agricultural pricing, marketing, and institutional credit mechanisms.
CO4: Assess the impact of the WTO, sustainability concerns, and agricultural policy reforms in India.

MODULES	DESCRIPTION	60 Hrs
Module 1	**Agriculture and Economic Development**	**15**
	Nature and scope of Agricultural Economics; role of agriculture in economic development; interdependence between agriculture and industry; land reforms and farm size; cropping pattern; agricultural labour and women in agriculture; Green Revolution and problems of small and marginal farmers; diversification of agriculture—dairy, fisheries, horticulture, and livestock.	12

Practicum:	Preparation of a village-level agricultural profile. Field visit to farms or dairy units. Case study on the Green Revolution. Survey on cropping pattern and farm size.	3
Module 2	**Agricultural Productivity and Development Theories**	**15**
	Agricultural productivity: meaning and measurement; agricultural inputs—irrigation, seeds, fertilisers, and technology; Schultz's theory of transforming traditional agriculture; Mellor's theory of agricultural development; Lewis and Fei-Ranis dual economy models; sustainable agriculture; watershed development and irrigation.	12
Practicum:	• Calculation of productivity indicators. • Presentation on agricultural development theories. • Report on sustainable farming practices.	3
Module 3	**Agricultural Pricing, Marketing, and Finance**	**15**
	Agricultural price policy: objectives and importance; Minimum Support Price (MSP); food security and Public Distribution System (PDS); crop insurance; agricultural marketing—regulated markets, APMCs, cooperative marketing; agricultural credit and indebtedness; institutional finance—cooperatives, commercial banks, RRBs, and NABARD.	12
Practicum:	Study of MSP trends for major crops. Visit to the APMC or the cooperative society. Report on crop insurance or rural credit.	3
Module 4	**WTO and Agricultural Policy**	**15**
	WTO and Indian agriculture; Agreement on Agriculture (AoA); TRIPS and Indian agriculture; agricultural exports and imports; export promotion measures; agricultural subsidies and WTO norms; climate change and sustainable agricultural policy in India.	12
Practicum:	• Seminar on WTO and Indian agriculture. • Analysis of agricultural export data. • Review of recent agricultural policy reforms	3

References	
1	Hudson, D. (2007). *Agricultural markets and prices*. Blackwell Publishing.
2	Mellor, J. W. (1966). *The economics of agricultural development*. Cornell University Press.

3	Norton, G. W., Alwang, J., & Masters, W. A. (2015). *Economics of agricultural development* (3rd ed.). Routledge.
4	Reddy, S. S., Raghu Ram, P., Sastry, T. V. N., & Devi, I. B. (2019). *Agricultural economics*. Oxford & IBH Publishing.
5	Sadhu, A. N., & Singh, A. (2018). *Fundamentals of agricultural economics*. Himalaya Publishing House.
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	Reddy, S. S., Raghu Ram, P., Sastry, T. V. N., & Devi, I. B. (2019). *Agricultural economics*. Oxford & IBH Publishing.
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Karnataka Economy
DSC-E6.2

Program Name	**BA in Economics**	Semester	**Sixth Semester**
Course Title	**Karnataka Economics**		
Course Code:	**ECO-DSC-E6.2**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 Hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Curse Objectives: The course aims to:

- To provide students with an understanding of the structure and development of the Karnataka economy.
- To examine demographic, social, agricultural, industrial, and service sector transformations in Karnataka.
- To develop analytical skills for interpreting economic trends, regional disparities, and development indicators.
- To familiarise students with Karnataka's role in information technology, innovation, start-up ecosystems, and industrial growth.
- To encourage practical engagement with state economic policies, planning, and developmental challenges.

Course Outcomes: After successful completion of the course, students will be able to:

- **CO1:** Explain the historical evolution and structural characteristics of the Karnataka economy.
- **CO2:** Analyse demographic trends, employment patterns, poverty, and human development indicators in Karnataka.
- **CO3:** Evaluate the performance and challenges of agriculture, industry, and service sectors in the state.
- **CO4:** Assess the contribution of IT parks, start-ups, MSMEs, and industrial policies to Karnataka's economic growth.
- **CO5:** Interpret state-level economic data and apply economic concepts to regional development issues in Karnataka

MODULES	DESCRIPTION	45 Hours
Module I	**Demographic Profile and Human Development in Karnataka**	**15**

	Historical evolution of the Karnataka economy, demographic characteristics and population trends, rural–urban composition and urbanisation patterns, migration and labour mobility in Karnataka, occupational structure and workforce participation, Human Development Index (HDI) in Karnataka, Skill development programmes, digital literacy, women empowerment initiatives, and demographic dividend in the state economy. Bengaluru as a metropolitan growth centre and its impact on migration, employment, and urban infrastructure; tier-2 and tier-3 cities and their economic growth in Karnataka.	12
Practicum	• Prepare district-wise demographic and human development profiles using Karnataka statistical data. • Analyse migration and urbanisation patterns in Bengaluru and other major cities of Karnataka. • Conduct a comparative study of regional imbalance indicators across different regions of Karnataka. • Prepare charts and presentations on Karnataka's demographic dividend and workforce trends.	03
Module II	**Growth, regional Imbalances, Poverty and Employment in Karnataka**	**15**
	Trends in Gross State Domestic Product (GSDP) and per capita income, sectoral contribution to Karnataka's economy, regional imbalance in Karnataka- Prof D M Nanjunadappa Committee, Prof. Govinda Rao Committee-major findings and recommendations, poverty trends and social welfare programmes, unemployment and underemployment in Karnataka, employment generation schemes and skill initiatives, Karnataka model of growth and development, role of public policy in inclusive growth.	12
Practicum	• Analyze Karnataka GSDP trends using recent Economic Survey data. • Prepare charts and graphs on poverty and unemployment trends in Karnataka. • Conduct a field survey/interview on youth employment or skill development programmes.	03
Module III	**Agriculture and Rural Economy of Karnataka**	**15**
	Structure and growth of agriculture in Karnataka; agricultural production and productivity trends; cropping patterns and crop diversification; irrigation systems and water resource management; agrarian structure and land reforms; food security and public distribution system; challenges of drought, climate change, and	**12**

	farmer distress; rural development programmes and sustainable agriculture initiatives.	
Practicum	• Study district-wise cropping patterns and irrigation sources in Karnataka. • Prepare a case study on farmer producer organizations (FPOs) or organic farming initiatives. • Analyze agricultural productivity data using statistical tools and charts.	**3**
Module IV	**Industry, IT Sector and Start-up Ecosystem in Karnataka**	**15**
	Industrial structure and industrial development in Karnataka, MSMEs and industrial clusters, industrial corridors and Special Economic Zones (SEZs), industrial policy of Karnataka, role of Bengaluru as India's technology hub, IT parks and biotechnology parks, start-up ecosystem and innovation hubs-Tier 2 amd tier 3 cities catching up, venture capital and entrepreneurship in Karnataka, infrastructure development: transport, energy, digital connectivity and communication, tourism and service sector growth.	**12**
Practicum	• Case study of a Karnataka-based start-up or IT company. • Visit/report on an industrial area, MSME cluster, or technology park. • Prepare a presentation on the contribution of Bengaluru to India's digital economy.	**3**

References	
1	Economic Survey of Karnataka. (Recent Issue). Planning Department, Government of Karnataka,
2	Karnataka at a glance (Recent issue). Government of Karnataka, Planning, Programme Monitoring and Statistics Department. Government of Karnataka.
4	Madaiah, M., & Ramapriya. (2018). Karnataka economy: Growth, issues and development. Himalaya Publishing House.
5	Aziz, A., & Vasanti, K. G. (Eds.). (2001). Karnataka economy. Concept Publishing Company.
6	Hanumantha Rao, C. H., & Dev, S. M. (Eds.). (2010). Karnataka development report. Academic Foundation.
7	Puttaswamaiah K (1980) Economic Development of Karnataka: A Treatise in Continuity and Change (Two Volumes), *Oxford and IBH Publishing*

Compulsory Skill Development
Economics of Personal Finance Management
CSD – 6.2

Program Name	**BA in Economics**	Semester	**Sixth Semester**
Course Title	**Economics of Personal Finance Management**		
Course Code:	**ECO-CSD -6.2**	No. of Credits	**2+1=3**
Contact hours	**45**	Duration of SEA/Exam	**1.5 hours**
Formative Assessment Marks	**10**	Summative Assessment Marks	**40**

Course Objectives:

- To provide students with practical knowledge of personal financial planning and budgeting.
- To develop an understanding of savings, investment, insurance, and retirement planning.
- To equip students with skills for informed financial decision-making and responsible money management.
- To familiarise students with financial institutions, digital finance, and investment avenues in India.

Course Outcomes:

After successful completion of the course, students will be able to:

CO1: Prepare personal and family financial plans and budgets.
CO2: Evaluate different savings and investment avenues based on risk and return.
CO3: Apply financial decision-making skills related to taxation, insurance, and retirement planning.
CO4: Use digital financial services and understand the role of financial institutions in personal finance management.

MODULES	DESCRIPTION	45 Hours
Module I	**Personal Financial Planning and Budgeting**	**15**
	Meaning and importance of personal finance; objectives of financial planning; income, expenditure, savings, and investment; preparation of personal and family budgets; personal financial statements—income and expenditure account, balance sheet; banking services; digital banking	12

	and UPI payments; consumer credit and debt management; basics of personal income tax planning.	
Practicum	• Preparation of a monthly personal/family budget. • Opening and operating digital payment applications. • Preparation of a simple personal balance sheet. • Case study on household financial planning.	03
Module II	**Savings, Investment, and Insurance**	**15**
	Meaning and objectives of investment; principles of investment—liquidity, safety, and return; savings instruments in banks and post offices; shares, debentures, bonds, mutual funds, and SIPs; investment in gold and real estate; risk and return in investments; life insurance and health insurance; retirement planning and pension schemes.	12
Practicum	• Comparison of returns from different investment avenues. • Analysis of mutual fund and SIP performance. • Preparation of an investment plan for different income groups. • Study of insurance policies and premium calculation.	03
Module III	**Financial Markets and Financial Decision-Making**	**15**
	Introduction to financial markets; stock exchanges—BSE and NSE; role of SEBI; basics of stock trading and demat accounts; financial frauds and investor protection; inflation and interest rates; financial literacy and wealth management; ethical and responsible financial behaviour.	**12**
Practicum	• Observation of stock market movements using financial websites/apps. • Mock trading and portfolio preparation. • Identification of online financial fraud and safety measures. • Preparation of a financial literacy report based on a field survey.	**3**

References	
1.	Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2017). *Personal finance* (13th ed.). McGraw-Hill Education.

2.	Chandra, P. (2021). *Investment analysis and portfolio management* (6th ed.). McGraw Hill Education.
3.	Bhalla, V. K. (2020). *Investment management: Security analysis and portfolio management*. S. Chand Publishing.
4.	Avadhani, V. A. (2019). *Investment and securities markets in India*. Himalaya Publishing House.
5.	Reserve Bank of India. (2023). *Financial education handbook*. Reserve Bank of India.
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Internship for Under-Graduate (UG) Programme in Economics in VI Semester

Program Name:	Internship for Under-Graduate (UG) Programme in Social Sciences and Humanities
Course title:	Internship discipline-specific
Total contact hours: 90	No of Credits: 02
Internship Hours 90	Teacher **workload: 2 hours/Week or 4 hours practical per week**
	If the student's strength exceeds 50 per teacher for mentoring, the teacher must be given an additional 2 hours per week, bringing the total to 4 hours per week.
Duration of ESA/Exam:	Practical
Formative Assessment Marks: 50	Activity logbook and Viva-Voce

Introduction

Internships play an important role in bridging the gap between classroom learning and practical application. They provide students with opportunities to gain first-hand experience in professional environments, develop industry-relevant skills, and explore potential career paths. Exposure to diverse sectors such as government departments, research institutions, educational organisations, private enterprises, start-ups, and local industries enriches students' understanding of the real-world relevance of their academic learning. Through internships, students strengthen both technical competencies and essential soft skills, including communication, teamwork, critical thinking, and problem-solving.

The significance of internships has been increasingly recognised in higher education reforms, culminating in a strong emphasis on them under the National Education Policy (NEP) 2020. By integrating experiential learning into the curriculum, internships help students connect theoretical concepts with practical realities and prepare them for the dynamic demands of the modern workplace.

Internship in Economics

For students of Economics, internships provide valuable opportunities to apply economic theories, analytical methods, and research skills in real-world settings. Working with organisations in areas such as finance, banking, public policy, development administration, market research, data analytics, entrepreneurship, and social development enables students to gain practical insights into economic decision-making and policy implementation.

The internship programme in the sixth semester is designed to strengthen students' academic foundation while enhancing their professional and employability skills. It encourages students to engage with contemporary economic issues, analyse real-world data, undertake research-based activities, and contribute to organisational objectives. By combining academic knowledge with practical exposure, the programme equips students with the competencies required for higher education, research, entrepreneurship, and employment in a rapidly changing global economy.

For example, a student interning in a financial institution, research organisation, or development agency may assist in data collection, policy analysis, market studies, or project evaluation. Such experiences deepen the student's understanding of economic concepts while fostering analytical, communication, and problem-solving skills.

Objectives of the Internship Programme

The internship programme aims to:

1. Bridge the gap between academic learning and practical application.
2. Familiarise students with professional work environments and career opportunities.
3. Develop analytical, technical, and problem-solving skills relevant to economics.
4. Enhance communication, teamwork, leadership, and decision-making abilities.
5. Provide exposure to contemporary technologies, data analysis tools, and workplace practices.
6. Encourage innovation, entrepreneurship, and professional responsibility.
7. Strengthen research aptitude and project management skills.
8. Improve understanding of workplace culture, ethics, and organisational functioning.
9. Deepen subject knowledge through experiential learning.
10. Enhance employability and career readiness through hands-on professional experience.

Internship Categories

To promote experiential learning and improve graduate employability, internships may be undertaken under the following categories:

- **Employability-Focused Internships** – designed to provide practical workplace exposure and develop industry-relevant skills.
- **Research-Oriented Internships** – focused on research, data analysis, policy studies, project work, and academic inquiry.

Sl.No	Schedule	Duration	Activities	Workload of the teachers	Credits
1.	Full-time during the semester **or holidays after the fifth semester and before the sixth semester**	**90 hours with a duration of 4 to 6 weeks**	**Detailed in Table 1**	2 Hours per week or 4 hours of Practical, helping students in their internship	2

2.	Part-time during the academic session	**90 hours with a duration of 8 to 12 weeks**	Project work, Seminar /Viva Voce	2 Hours per week or 4 hours of Practical, helping students in their internship	2

Note: If the student's strength exceeds 50 per teacher for mentoring, the teacher must be given an additional 2 hours per week, bringing the total to 4 hours per week.

Internship Requirements & General Guidelines

A. Nature of Internship

- Each student is obligated to strategically plan their internship program with the help of the teacher HOD, and Principal, engaging with diverse entities such as:

✓ Advertisements Firms
✓ APMC
✓ Centre for Educational and So
✓ Centre for Development Economics and Policy (CDEP),
✓ Centre for Economic Policy Research (CEPR)
✓ Chit Fund Companies
✓ Commercial Banks
✓ Cooperative Societies
✓ Cooperatives Banks
✓ Distribution Firms
✓ District Cooperative Banks OR Central Cooperative Banks (CCBs)
✓ District Panchayaths
✓ Environment Organizations
✓ Farmer Producer Associations
✓ Fiscal Policy Institute
✓ Food Processing Units
✓ Gold Financing Companies
✓ Government bodies,
✓ Housing Finance Companies,
✓ Indian School of Business (ISB)

- ✓ Institute for Financial Management and Research (IFMR)
- ✓ Institute for Social and Economic Change (ISEC)
- ✓ Insurance Companies
- ✓ Insurance Companies
- ✓ KEA
- ✓ Large Industries
- ✓ Marketing Firms
- ✓ Medium Enterprises
- ✓ Merchant Banking Companies,
- ✓ Micro Enterprises
- ✓ Milk Dairies
- ✓ Multi-National Corporations
- ✓ Mutual fund companies
- ✓ National Council of Applied Economic Research (NCAER)
- ✓ National Institute of Public Finance and Policy (NIPFP)
- ✓ National Institute of Rural Development and Panchayati Raj (NIRDPR)
- ✓ National Institute of Securities Markets (NISM)
- ✓ NGOs,
- ✓ Nidhi Companies or Permanent Fund, or Benefit Funds, or Mutual Benefit Funds, and or Mutual Benefit Companies.NITI Aayog
- ✓ Non-Banking Financial Institutions
- ✓ Non-Profit Organizations
- ✓ primary agricultural credit societies (PACSs).
- ✓ Private Sector Banks
- ✓ Public Sector Banks
- ✓ Public Sector Industries
- ✓ Regulated Markets
- ✓ Reserve Bank of India
- ✓ RRBs
- ✓ SHGs
- ✓ Small Enterprises
- ✓ Start-ups
- ✓ State cooperative banks (SCBs)
- ✓ State Planning Boards
- ✓ Stock Markets
- ✓ Stock-broking/sub-broking,
- ✓ Taluk Panchayaths
- ✓ Venture Capital Fund Companies,
- ✓ Village Panchayaths

etc, for a minimum duration of 90 hours.

B. General Guidelines

1. The Principal and Head of the Department (HOD) shall facilitate and assist students in securing suitable internship placements relevant to the objectives of the programme.
2. Each student or internship group shall be assigned a faculty supervisor/mentor who will provide academic guidance, monitor progress, and offer support throughout the internship period.
3. Students may undertake internships individually or in groups of two to five members. However, each student must maintain an individual activity logbook and submit an individual internship report.
4. While there is no prescribed minimum number of students required to undertake an internship, participation by at least one-third of the class strength is desirable.
5. Internships may be either paid or unpaid, depending on the policies of the host organisation and mutual agreement between the organisation and the student.
6. Students shall maintain an activity logbook documenting their daily activities, learning experiences, attendance, and hours completed. The logbook should conclude with a reflective summary of the knowledge, skills, and competencies acquired during the internship.

C. Evaluation

The internship shall carry **50 marks** and will be evaluated by the University through continuous documentation and a viva voce examination.

Sl. No.	**Component**	**Marks**
1	Activity Logbook and Internship Report	25
2	Viva Voce Examination	25
	Total	50

The viva voce examination shall be conducted by a committee consisting of the Head of the Department, the faculty supervisor, and an external examiner appointed by the University from the approved panel of Economics examiners.

The evaluation committee may consider the following aspects while awarding marks:

a. Quality and completeness of the activity logbook and internship report.
b. Organisation, presentation, and documentation of internship activities.
c. Skills, competencies, and professional knowledge acquired during the internship.
d. Originality, initiative, and innovative contributions made by the student.
e. Relevance and significance of the work undertaken.
f. Attendance, punctuality, and professional conduct.
g. Certificate and feedback provided by the host organisation or workplace supervisor.

Research Internship

Students undertaking a research-oriented internship shall submit a project report based on the work carried out during the internship period.

The evaluation of the research internship shall be based on:

a. Originality and innovativeness of the research work.
b. Quality of the project report and presentation.
c. Performance in the viva voce examination.

The project report shall include:

- An undertaking by the student regarding the originality of the work.
- A certificate from the research supervisor/mentor stating that the work is original, free from plagiarism, and has not been submitted previously for the award of any degree, diploma, or other academic qualification.

The viva voce examination for research internships shall be conducted by both internal and external examiners in accordance with the examination regulations of the University.

Application for Internship

1.	Name of the candidate (In Block Letters)	
2.	Gender	Male/Female
3.	Complete Permanent Address	
4.	Present mailing address	
5.	Address and person to be contacted in case of emergency, along with phone number	
6.	Email ID of the candidate Phone/Mobile Nos	
7.	Course Studying	
8.	Semester, Department and Faculty of the Student	
9.	Name of the supervisor	
10.	Contact No	
11.	Date of joining the Institute/Industry/Firm/ Society/ Agency for internship	
12.	Date of Completion of Internship	

Date

Signature of Student

Recommendations of the Head of Department

FORMAT OF INTERNSHIP REPORT

1. Cover Page
2. Certificate Issued by The Company/Firm/Agency
3. Certificate Issued by Mentor and Forwarded by the Principal
4. Student Declaration
5. Executive Summary
6. Description Of the Organisation
7. Internship Activity Logbook: Entered weekly, mentioning date and Time, Hands-On Observed Learning Experience/Outcome
8. Students' Experiential Learning
9. References/Bibliography

---College Name

INTERNSHIP 2023-24

DEPARTMENT OF ECONOMICS

ACTIVITY LOG BOOK

Internship was done at

From …………to………….

A Log Activity Book submitted in partial fulfilment of the requirements for the award of the degree of Bachelor of Arts

By

STUDENT NAME

Register Number

VI Semester

MENTOR : …………………………

CERTIFICATE

This is to certify that this Log Activity Book is the result of work experience in ……………………………………………………………, carried out by ………………………., a student of Sixth Semester BA, _______________(College Name) affiliated to Bangalore University under my supervision.

Kanakapura

Date :

Signature of Supervisor

PRINCIPAL

DECLARATION

I hereby declare that this Log Activity Book is the result of my work experience at ………………………………………….. between …………….to……………… I also declare that this is my original work and is not copied from anywhere.

Student Name

CERTIFICATE

This is to certify that ……………………………., a student of ________________has completed 90 hours of Internship in our Institution. His/Her candidature was true and behavior was satisfactory during his/her Internship Period.

Signature of the Manger/CEO/Owner

ACKNOWLEDGEMENT

DAY WISE LOG ACTIVITY RECORD BOOK

DATE	ACTIVITY	LEARNING EXPERIENCE/OUTCOME	REMARKS
Signature of the student Signature of the Supervisor			

BSC

Economics

5th & 6th Semester

DR. MANMOHAN SINGH
BENGALURU CITY UNIVERSITY

BENGALURU

2026-2027

BSC-Economics Curriculum and Credit Framework for the Undergraduate Programme with three core subjects in all the three years.

Sem.	Subject: Economics (Credits)	T(L+T+P)	Electives	T(L+T+P)	Compulsory Skill Paper	T(L+T+P)
I	DSC-E1: Microeconomics (5)	4+1=5				
II	DSC-E2: Macroeconomics (5)	4+1=5				
III	DSC-E3: Mathematical Economics(5)	4+1=5	Economics of GST (2) Or Artificial intelligence and machine learning for Economics (2)	2+1=3 2+1=3		
IV	DSC-E4: Statistics for Economist(5)	4+1=5	Entrepreneurial Economics (2) Or Economics of Start-Up (2)	2+1=3 2+1=3		
V	DSC-E5: Basic Econometrics (4) DSC-E5.1: Indian Economics (4)	4+0=4 4+0=4			CSD-5.2: Digital Economics & E-Commerce (2)	1+2=3
VI	DSC-E6: International Economics (4) DSC-E6.1: Karnataka Economics (4)	4+0=4 4+0=4			CSD-6.2: Economics of Personal Finance Management (2) Or Internship (2)	1+2=3 1+2=3

Basic Econometrics
DSC – E5

Program Name	**BSC in Economics**	Semester	**Fifth Semester**
Course Title	**Basic Econometrics**		
Course Code:	**ECO-DSC – E5**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 Hrs**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

- To introduce students to the nature, scope, and methodology of econometrics in economic analysis.
- To develop quantitative and analytical skills for estimating and interpreting economic relationships.
- To provide practical exposure to regression techniques and econometric modelling using real-world data.
- To enable students to identify, test, and resolve common econometric problems in empirical research.
- To strengthen students' ability to apply econometric tools in policy analysis, forecasting, and economic decision-making.

Course Outcomes

After successful completion of the course, students will be able to:

- **CO1:** Explain the role and methodology of econometrics in empirical economic analysis.
- **CO2:** Estimate and interpret simple and multiple regression models using econometric techniques.
- **CO3:** Apply hypothesis testing and evaluate statistical and practical significance in regression analysis.
- **CO4:** Identify and address econometric problems such as multicollinearity, autocorrelation, and heteroskedasticity.
- **CO5:** Use econometric software and data interpretation skills for applied economic research and forecasting.

MODULES	DESCRIPTION	60 Hours
Module I	**Introduction to Econometrics and Simple Regression Analysis**	**15**
	Nature and scope of econometrics, relationship between	**12**

	econometrics, economic theory and mathematical economics, methodology of econometric research, characteristics and limitations of econometric models, concept of population regression function (PRF) and sample regression function (SRF), stochastic error term and its significance, ordinary least squares (OLS) method, assumptions of OLS, properties of estimators, Gauss–Markov theorem, coefficient of determination (R^2), introduction to hypothesis testing, t-test, F-test, p-value and interpretation of statistical significance.	
Practicum	Estimate a simple regression model using economic data. Interpret regression coefficients, R^2 and p-values using spreadsheet or econometric software. Conduct hypothesis testing for regression coefficients using sample datasets.	**03**
Module II	**Functional Forms and Multiple Regression Models**	**15**
	Functional forms of regression models: linear, log-log, log-linear, linear-log and reciprocal models, interpretation of coefficients in different functional forms, introduction to multiple regression analysis, estimation of partial regression coefficients using OLS, multiple coefficient of determination (R^2 and adjusted R^2), testing overall significance of regression models, restricted least squares, equality of regression coefficients, introduction to dummy variables and their applications in economic analysis.	**12**
Practicum	Estimate and compare different functional forms using real-world datasets. Perform multiple regression analysis using econometric software. Use dummy variables to analyse qualitative economic factors such as gender, region, or policy effects.	**03**
Module III	**Econometric Problems and Diagnostic Testing**	**15**
	Multicollinearity: meaning, causes, consequences, detection and remedial measures, autocorrelation: meaning, causes, consequences, detection and remedies, heteroskedasticity: meaning, causes, consequences, detection and correction methods, interpretation of diagnostic test results and model improvement strategies.	**12**
Practicum	Detect multicollinearity using correlation matrix and variance inflation factor (VIF). Test autocorrelation using Durbin–Watson statistics. Identify heteroskedasticity using graphical and statistical methods.	**03**

	Apply remedial measures to improve regression models.	
Module IV	**Applied Econometrics and Economic Forecasting**	**15**
	Applications of econometrics in economic research and policy analysis, forecasting using regression models, interpretation of econometric results for decision-making, model specification and evaluation, introduction to forecasting errors and model reliability, use of econometrics in business, finance, labour, agriculture and macroeconomic studies, basics of report writing and presentation of econometric findings.	**12**
Practicum:	Develop a forecasting model using economic time-series data. Prepare and interpret an econometric report based on empirical analysis. Conduct a mini-project using real economic data and present findings using tables and graphs.	**03**

References	
1	Asteriou, D., & Hall, R. (2015). *Applied econometrics* (3rd ed.). Oxford University Press.
2	Greene, W. H. (1997). *Econometric analysis* (3rd ed.). Prentice Hall.
3	Gujarati, D. N., & Porter, D. C. (2009). *Basic econometrics* (5th ed.). McGraw-Hill International Edition.
4	Hill, R. C., Griffiths, W. E., & Lim, G. C. (2011). *Principles of econometrics* (4th ed.). John Wiley & Sons.
5	Johnston, J., & DiNardo, J. (1997). *Econometric methods* (4th ed.). McGraw-Hill.
6	Maddala, G. S. (2002). *Introduction to econometrics* (3rd ed.). John Wiley & Sons.
7	Pindyck, R. S., & Rubinfeld, D. L. (1998). *Econometric models and economic forecasts* (4th ed.). McGraw-Hill.

Indian Economics
DSC – E5.2

Program Name	**BSC in Economics**	Semester	**Fifth Semester**
Course Title	**Indian Economics**		
Course Code:	**ECO - DSC – E6**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

- To provide an understanding of the structure and development of the Indian economy from the colonial period to the present.
- To familiarise students with economic planning, economic reforms, and policy changes in India.
- To analyse the performance of agricultural, industrial, and infrastructure sectors in the Indian economy.
- To examine major contemporary economic challenges such as poverty, unemployment, inequality, and inclusive development.

Course Outcomes: After completion of the course, students will be able to:

- Understand the historical evolution and structural transformation of the Indian economy.
- Analyse economic planning, reforms, and policy changes in India.
- Evaluate the performance of agricultural, industrial, and infrastructure sectors.
- Critically examine major economic challenges such as poverty, unemployment, inequality, and inclusive development policies in India.

MODULES	DESCRIPTION	60 Hours
Module I	**Development Experience and Economic Planning in India**	**15**
	Low level of economic development under colonial rule, features of the colonial economy, demographic and occupational structure, development and structural changes in the Indian economy since Independence, economic policies pursued between the 1950s and 1980s, mixed economic framework, state intervention and import substitution policy, planning in India, Planning Commission, objectives and strategy of planning, achievements and failures of Five-Year Plans, transition from Planning Commission to NITI Aayog, recent policy initiatives for inclusive and sustainable development.	12

Practicum	• Preparation of timelines on major economic events in post-Independence India. • Comparative analysis of the Indian economy during the colonial and post-colonial periods. • Study of achievements and failures of Five-Year Plans using secondary data. • Classroom seminar on the role of the Planning Commission and NITI Aayog. • Preparation of charts showing structural changes in India's GDP and workforce.	03
Module II	**Economic Reforms and Centre–State Financial Relations**	**15**
	Background and rationale for the New Economic Reforms of 1991, Liberalisation, Privatisation and Globalisation (LPG), appraisal of economic reforms, trends in FDI, FII, disinvestment and foreign trade after reforms, digital economy and start-up ecosystem in India, Centre–State financial relations, Finance Commission and its structure and functions with special reference to the latest Finance Commission, Goods and Services Tax (GST) and fiscal federalism, role of NITI Aayog in policy formulation and cooperative federalism.	12
Practicum	• Analysis of trends in FDI and FII inflows using RBI and government reports. • Case study on LPG reforms and their impact on the Indian economy. • Group discussion on GST and cooperative federalism. • Preparation of reports on disinvestment and privatisation in India. • Seminar presentation on recommendations of the latest Finance Commission.	03
Module III	**Agriculture, Industry and Infrastructure**	**15**
	Agriculture Role of agriculture in the Indian economy, trends in agricultural growth, agricultural investment, rural credit, agricultural subsidies, agricultural marketing and price policy, Minimum Support Price (MSP), Green Revolution and new agricultural strategies, food security, Public Distribution System (PDS) and Targeted Public Distribution System (TPDS), land reforms in India, recent agricultural reforms, sustainable agriculture and digital agriculture initiatives. **Industry and Infrastructure** Industrial growth under planning, industrial structure in India, traditional industries, small-scale industries, village and cottage industries, modern industries, industrial sickness, Industrial Policy Resolutions of 1956, 1977,	12

	1980 and 1991, recent industrial policies such as Make in India, Start-up India and Production Linked Incentive (PLI) schemes, infrastructure development in transport, energy, communication and digital sectors.	
Practicum	• Preparation of state-wise agricultural production charts. • Field visit to agricultural markets, MSMEs or industrial units. • Analysis of MSP trends and food subsidy data. • Comparative study of Industrial Policy Resolutions. • Project report on infrastructure development in India. • Seminar on Green Revolution and Sustainable Agriculture.	03
Module IV	**Contemporary Challenges Facing the Indian Economy**	**15**
	Poverty and Inequality Concept and measurement of poverty, causes of poverty, trends in poverty in India, multidimensional poverty, inequality and inclusive growth, poverty alleviation programmes, Food Security Act 2013, MGNREGS, Direct Benefit Transfer (DBT), recent welfare and social security schemes. **Unemployment and Human Development** Nature and trends of unemployment in India; informalisation of the workforce; gig economy and platform employment; employment generation programmes; skill development initiatives; Start-up India, Digital India; labour market reforms; human development indicators; recent employment and social security schemes.	12
Practicum:	• Analysis of poverty and unemployment data using NSSO and NITI Aayog reports. • Preparation of case studies on MGNREGS and the Food Security Act. • Field survey on employment patterns in rural or urban areas. • Group discussion on the gig economy and informal employment. • Preparation of charts on Human Development Index and poverty indicators. • Seminar presentation on recent government schemes for employment generation.	03

References	
1	Agarwal, A. N. (2025). *Indian economy: Problems of development and planning* (44th ed.). New Age International Publishers.
2	Datt, R., & Sundharam, K. P. M. (2026). *Indian economy* (76th ed.). S. Chand Publishing.
3	*Economic Survey (Latest issue),* Government of India. Ministry of Finance.

4	Jalan, B. (Ed.). (2022). *The Indian economy: Problems and prospects*. Penguin Random House India.
5	Kapila, U. (2024). *Indian economy: Performance and policies* (latest ed.). Academic Foundation.
6	Mishra, S. K., & Puri, V. K. (2023). *Indian economy and its development experience* (23rd ed.). Himalaya Publishing House.
7	NITI Aayog. (2024). *National multidimensional poverty index: A progress review*. Government of India.
8	Organisation for Economic Co-operation and Development. (2024). *OECD economic surveys: India*. OECD Publishing.
9	Reserve Bank of India. (Latest issue). *Handbook of statistics on the Indian economy*. Reserve Bank of India.
10	Reserve Bank of India. (Various issues). *Report on currency and finance*. Reserve Bank of India.

Compulsory Skill Development
Digital Economics & E-Commerce
CSD-5.3

Program Name	**BSC in Economics**	Semester	**Fifth Semester**
Course Title	**Digital Economics & E-Commerce**		
Course Code:	**ECO – CSD-5.3**	No. of Credits	**2+1=3**
Contact hours	**45**	Duration of SEA/Exam	**1.5 Hours**
Formative Assessment Marks	**10**	Summative Assessment Marks	**40**

Course Objectives (COBs)

- To introduce students to the concepts, tools, and applications of the digital economy and e-commerce.
- To develop a practical understanding of digital business models, online marketing, and digital payment systems.
- To enhance analytical and entrepreneurial skills required for digital platforms, online marketplaces, and emerging technologies.
- To provide hands-on exposure to digital tools, data analytics, cybersecurity practices, and digital policy issues.
- To prepare students for employment, entrepreneurship, and research opportunities in the digital economy.

Course Outcomes (COs)

After successful completion of the course, students will be able to:

- CO1: Understand the foundations, technologies, and economic significance of the digital economy.
- CO2: Apply practical knowledge of e-commerce platforms, digital marketing tools, and online business models.
- CO3: Analyse consumer behaviour, pricing strategies, and market trends using digital tools and data analytics.
- CO4: Demonstrate practical understanding of digital payments, financial inclusion, cybersecurity, and digital regulations.
- CO5: Evaluate how emerging technologies such as Artificial Intelligence, Blockchain, and Platform Economies shape the future digital ecosystem.

Modules	Contents	45 Hrs
Module–1	**Foundations of Digital Economy and Digital Business Skills**	**15 Hrs**

	Meaning, scope and evolution of the digital economy, digital transformation and changing business environment, digital technologies such as Artificial Intelligence (AI), Machine Learning, big data analytics, Internet of Things (IoT), cloud computing and automation, digital entrepreneurship and start-up ecosystem, digital business models including B2B, B2C, C2C, subscription and platform-based models, introduction to e-commerce platforms, online business creation, social media and e-marketing strategies, digital branding and customer engagement.	**12**
Practicum	Creating a basic online business profile using free digital platforms. Developing digital marketing content for social media campaigns. Hands-on training in website and e-commerce platform navigation. Case study analysis of successful digital businesses and start-ups. Preparation of digital business model canvases. Conducting online surveys using digital tools.	**03**
Module 2	**E-Commerce Operations, Consumer Analytics and Digital Payments**	**15**
	E-commerce operations and logistics, pricing strategies in e-commerce, consumer behaviour in digital markets, role of ICT in expanding market access and product visibility, online payment systems, Unified Payments Interface (UPI), mobile wallets, digital banking and fintech innovations, digital financial inclusion, cybersecurity challenges in e-commerce, data privacy and consumer protection, introduction to data analytics in digital business decision-making.	**12**
Practicum	• Demonstration and use of digital payment applications and UPI systems. • Analysis of consumer reviews and online buying behaviour. • Preparation of comparative charts on digital payment trends in India. • Hands-on exercises using spreadsheets for basic e-commerce data analysis. • Cybersecurity awareness workshop on digital fraud and safe online practices. • Mini project on digital payment adoption in local businesses or communities.	**03**

Module 3	**Digital Policy, Emerging Technologies and Future Digital Economy**	**15**
	Digital governance and regulatory framework, data protection and privacy issues, net neutrality, intellectual property rights in the digital age, ethical issues in Artificial Intelligence and digital platforms, blockchain technology, cryptocurrency and Web 3.0 concepts, 5G and future communication technologies, platform economy and gig economy, automation and future of work, remote work culture, digital inclusion and sustainable digital development, global trends in the digital economy.	**12**
Practicum	• Group discussion on ethical issues in AI and digital surveillance. • Preparation of policy review reports on data protection and digital governance. • Seminar presentations on blockchain, cryptocurrency and future technologies. • Case study analysis of gig economy platforms such as e-commerce and ride-sharing services. • Debate on automation and employment opportunities in the digital era. • Industry interaction/webinar with digital entrepreneurs or fintech professionals.	**03**

References

10. Azevedo, S. G. (2023). *Digital economy: Emerging technologies and business innovation*. Springer.

11. Bowman, J. P. (1996). *The digital economy: Promise and peril in the age of networked intelligence*. McGraw-Hill.

12. Echeberria, A. L. (2023). *Digital business models for Industry 4.0*. Springer.

13. Kehal, H. S., & Singh, V. P. (Eds.). (2005). *Digital economy: Impacts, influences, and challenges*. IGI Global.

14. Laudon, K. C., & Traver, C. G. (2024). *E-commerce: Business, technology, society* (19th ed.). Pearson Education.

15. Tapscott, D. (2015). *The digital economy: Rethinking promise and peril in the age of networked intelligence* (2nd ed.). McGraw-Hill Education.

16. Urbach, N., & Röglinger, M. (2019). *Digitalisation cases: How organisations rethink their business for the digital age*. Springer.

17. Vulkan, N. (2020). *The economics of e-commerce: A strategic guide to understanding and designing the online marketplace*. Princeton University Press.

18. World Bank. (2021). *World development report 2021: Data for better lives*. World Bank Publication

International Economics
DSC –E6

Program Name	**BSC in Economics**	Semester	**Sixth Semester**
Course Title	**International Economics**		
Course Code:	**ECO - DSC-E6**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Course Objectives:

- Introduce students to the nature, scope, and significance of International Economics in a globalised world.
- Familiarise learners with major theories of international trade and their relevance to economic development.
- Develop an understanding of commercial policies, trade restrictions, regional economic integration, and global trade institutions.
- Enable students to understand foreign exchange mechanisms, balance of payments, and international financial flows with special reference to India.

Course Outcomes

Upon successful completion of the course, students will be able to:

- Understand the scope and importance of International Economics and its role in economic development.
- Explain major theories of international trade and critically analyse their relevance in contemporary global trade.
- Evaluate commercial policies, trade restrictions, and the role of international economic institutions and regional trade blocs.
- Analyse foreign exchange mechanisms, balance of payments issues, and international financial flows with special reference to the Indian economy.

MODULES	DESCRIPTION	60 Hours
Module I	**Introduction to International Economics**	**15**
	Subject matter and importance of International Economics, internal trade and international trade, importance of international trade, international trade and economic development, basic concepts, terms of trade.	12
Practicum	Preparation of charts showing trends in India’s exports and imports.	03

	Comparative study of internal trade and international trade using practical examples. Analysis of India’s major trading partners and traded commodities. Calculation and interpretation of terms of trade using hypothetical data. Group discussion on the role of international trade in economic development.	
Module II	**Theories of International Trade**	**15**
	Mercantilist approach to trade; classical theories of international trade; absolute cost advantage theory; comparative cost advantage theory; Heckscher–Ohlin theory; Leontief paradox; relevance of trade theories in international trade.	12
Practicum	Case studies on comparative advantage in international trade. Identification of countries specialising in production based on factor endowments. Comparative analysis of classical and modern trade theories. Classroom debate on the relevance of Heckscher–Ohlin theory in the present global economy. Preparation of presentations on the Leontief paradox and its implications.	03
Module III	**Commercial Policy and Economic Integration**	**15**
	Free trade, arguments for and against free trade, protection and protectionism, arguments for and against protection, methods of trade restriction, tariff and non-tariff barriers, types of tariffs, new protectionism, export subsidy and countervailing duties, dumping and anti-dumping duties, economic integration, WTO, EU, NAFTA, ASEAN, SAARC.	12
Practicum	Study of tariff and non-tariff barriers adopted by different countries. Analysis of WTO agreements and their impact on developing countries. Comparative study of regional economic blocs such as EU, ASEAN, NAFTA, and SAARC. Preparation of reports on anti-dumping measures and export subsidies. Debate on free trade versus protectionism with contemporary examples	03
Module IV	**Foreign Exchange and Balance of Payments**	**15**
	Foreign exchange market and its functions, foreign exchange and exchange rate concepts, exchange rate changes such as devaluation, revaluation, depreciation, appreciation, overvaluation and undervaluation, fixed and flexible exchange rate systems, hybrid exchange rate systems, managed floating exchange rate system, Mint Parity Theory, Purchasing Power Parity Theory, Balance of Payments Theory, balance of trade and balance of payments, structure of balance of payments, equilibrium and disequilibrium in balance of payments, measures to correct balance of payments disequilibrium, India’s balance of payments since 1991, international	12

	financial flows, Foreign Direct Investment (FDI), portfolio investment, currency convertibility, IMF and its role and functions.	
Practicum:	Collection and interpretation of exchange rate data of the Indian Rupee against major currencies. Analysis of India's Balance of Payments trends using RBI reports. Preparation of charts showing FDI and portfolio investment inflows in India. Case study analysis of exchange rate fluctuations and their economic impact. Seminar presentation on the role and functions of the IMF in the global economy	03

References	
1	Carbaugh, R. J. (2019). *International economics* (17th ed.). Cengage Learning.
2	Cherunilam, F. (2016). *International economics*. McGraw-Hill Education.
3	D'Souza, E. (2008). *Macroeconomics*. Pearson Education.
4	Kindleberger, C. P. (1978). *International economics* (6th ed.). Richard D. Irwin.
5	Mannur, H. G. (2014). *International economics*. Vikas Publishing House.
6	Reserve Bank of India. (Various issues). *RBI Bulletin*. Reserve Bank of India.

Karnataka Economy
DSC-E6.1

Program Name	**BA in Economics**	Semester	**Sixth Semester**
Course Title	**Karnataka Economy**		
Course Code:	**ECO-DSC-E6.1**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**3 Hours**
Formative Assessment Marks	**20**	Summative Assessment Marks	**80**

Curse Objectives

The course aims to:

- To provide students with an understanding of the structure and development of the Karnataka economy.
- To examine demographic, social, agricultural, industrial, and service sector transformations in Karnataka.
- To develop analytical skills for interpreting economic trends, regional disparities, and development indicators.
- To familiarise students with Karnataka's role in information technology, innovation, start-up ecosystems, and industrial growth.
- To encourage practical engagement with state economic policies, planning, and developmental challenges.

Course Outcomes

After successful completion of the course, students will be able to:

- **CO1:** Explain the historical evolution and structural characteristics of the Karnataka economy.
- **CO2:** Analyse demographic trends, employment patterns, poverty, and human development indicators in Karnataka.
- **CO3:** Evaluate the performance and challenges of agriculture, industry, and service sectors in the state.
- **CO4:** Assess the contribution of IT parks, start-ups, MSMEs, and industrial policies to Karnataka's economic growth.
- **CO5:** Interpret state-level economic data and apply economic concepts to regional development issues in Karnataka.

MODULES	DESCRIPTION	60
Module I	**Demographic Profile and Human Development in Karnataka**	**15**

	Historical evolution of the Karnataka economy, demographic characteristics and population trends, rural–urban composition and urbanisation patterns, migration and labour mobility in Karnataka, occupational structure and workforce participation, Human Development Index (HDI) in Karnataka, Skill development programmes, digital literacy, women empowerment initiatives, and demographic dividend in the state economy. Bengaluru as a metropolitan growth centre and its impact on migration, employment, and urban infrastructure, tier 2 and tier 3 cites and their economic growth in Karnataka.	12
Practicum	• Prepare district-wise demographic and human development profiles using Karnataka statistical data. • Analyse migration and urbanisation patterns in Bengaluru and other major cities of Karnataka. • Conduct a comparative study of regional imbalance indicators across different regions of Karnataka. • Prepare charts and presentations on Karnataka's demographic dividend and workforce trends.	03
Module II	**Growth, regional Imbalances, Poverty and Employment in Karnataka**	**15**
	Trends in Gross State Domestic Product (GSDP) and per capita income, sectoral contribution to Karnataka's economy, regional imbalance in Karnataka- Prof D M Nanjunadappa Committee, Prof. Govinda Rao Committee-major findings and recommendations, poverty trends and social welfare programmes, unemployment and underemployment in Karnataka, employment generation schemes and skill initiatives, Karnataka model of growth and development, role of public policy in inclusive growth.	12
Practicum	• Analyze Karnataka GSDP trends using recent Economic Survey data. • Prepare charts and graphs on poverty and unemployment trends in Karnataka. • Conduct a field survey/interview on youth employment or skill development programmes.	03
Module III	**Agriculture and Rural Economy of Karnataka**	**15**
	Structure and growth of agriculture in Karnataka; agricultural production and productivity trends; cropping patterns and crop diversification; irrigation systems and water resource management; agrarian structure and land reforms; food security and public distribution system; challenges of drought, climate change, and farmer	**12**

	distress; rural development programmes and sustainable agriculture initiatives.	
Practicum	• Study district-wise cropping patterns and irrigation sources in Karnataka. • Prepare a case study on farmer producer organizations (FPOs) or organic farming initiatives. • Analyze agricultural productivity data using statistical tools and charts.	**3**
Module IV	**Industry, IT Sector and Start-up Ecosystem in Karnataka**	**15**
	Industrial structure and industrial development in Karnataka, MSMEs and industrial clusters, industrial corridors and Special Economic Zones (SEZs), industrial policy of Karnataka, role of Bengaluru as India's technology hub, IT parks and biotechnology parks, start-up ecosystem and innovation hubs-Tier 2 amd tier 3 cities catching up, venture capital and entrepreneurship in Karnataka, infrastructure development: transport, energy, digital connectivity and communication, tourism and service sector growth.	**12**
Practicum	• Case study of a Karnataka-based start-up or IT company. • Visit/report on an industrial area, MSME cluster, or technology park. • Prepare a presentation on the contribution of Bengaluru to India's digital economy.	**3**

References	
1	Economic Survey of Karnataka. (Recent Issue). Planning Department, Government of Karnataka,
2	Karnataka at a glance (Recent issue). Government of Karnataka, Planning, Programme Monitoring and Statistics Department. Government of Karnataka.
4	Madaiah, M., & Ramapriya. (2018). Karnataka economy: Growth, issues and development. Himalaya Publishing House.
5	Aziz, A., & Vasanti, K. G. (Eds.). (2001). Karnataka economy. Concept Publishing Company.
6	Hanumantha Rao, C. H., & Dev, S. M. (Eds.). (2010). Karnataka development report. Academic Foundation.
7	Puttaswamaiah K (1980) Economic Development of Karnataka: A Treatise in Continuity and Change (Two Volumes), *Oxford and IBH Publishing*

Compulsory Skill Development
Economics of Personal Finance Management
CSD – 6.2

Program Name	**BSC in Economics**	Semester	**Sixth Semester**
Course Title	**Economics of Personal Finance Management**		
Course Code:	**ECO-CSD - 6.2**	No. of Credits	**2+1=3**
Contact hours	**45**	Duration of SEA/Exam	**1.5 hours**
Formative Assessment Marks	**10**	Summative Assessment Marks	**40**

Course Objectives:

- To provide students with practical knowledge of personal financial planning and budgeting.
- To develop an understanding of savings, investment, insurance, and retirement planning.
- To equip students with skills for informed financial decision-making and responsible money management.
- To familiarise students with financial institutions, digital finance, and investment avenues in India.

Course Outcomes:

After successful completion of the course, students will be able to:

- **CO1:** Prepare personal and family financial plans and budgets.
- **CO2:** Evaluate different savings and investment avenues based on risk and return.
- **CO3:** Apply financial decision-making skills related to taxation, insurance, and retirement planning.
- **CO4:** Use digital financial services and understand the role of financial institutions in personal finance management.

MODULES	DESCRIPTION	45 Hours
Module I	**Personal Financial Planning and Budgeting**	**15**
	Meaning and importance of personal finance; objectives of financial planning; income, expenditure, savings, and investment; preparation of personal and family budgets; personal financial statements—income and expenditure	12

	account, balance sheet; banking services; digital banking and UPI payments; consumer credit and debt management; basics of personal income tax planning.	
Practicum	• Preparation of a monthly personal/family budget. • Opening and operating digital payment applications. • Preparation of a simple personal balance sheet. • Case study on household financial planning.	03
Module II	**Savings, Investment, and Insurance**	**15**
	Meaning and objectives of investment; principles of investment—liquidity, safety, and return; savings instruments in banks and post offices; shares, debentures, bonds, mutual funds, and SIPs; investment in gold and real estate; risk and return in investments; life insurance and health insurance; retirement planning and pension schemes.	12
Practicum	• Comparison of returns from different investment avenues. • Analysis of mutual fund and SIP performance. • Preparation of an investment plan for different income groups. • Study of insurance policies and premium calculation.	03
Module III	**Financial Markets and Financial Decision-Making**	**15**
	Introduction to financial markets; stock exchanges—BSE and NSE; role of SEBI; basics of stock trading and demat accounts; financial frauds and investor protection; inflation and interest rates; financial literacy and wealth management; ethical and responsible financial behaviour.	**12**
Practicum	• Observation of stock market movements using financial websites/apps. • Mock trading and portfolio preparation. • Identification of online financial fraud and safety measures. • Preparation of a financial literacy report based on a field survey.	**3**

References	
9.	Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2017). *Personal finance* (13th ed.). McGraw-Hill Education.
10.	Chandra, P. (2021). *Investment analysis and portfolio management* (6th ed.). McGraw Hill Education.
11.	Bhalla, V. K. (2020). *Investment management: Security analysis and portfolio management*. S. Chand Publishing.
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Internship for Under-Graduate (UG) Programme in Economics in VI Semester

Program Name:	Internship for Under-Graduate (UG) Programme in Social Sciences and Humanities
Course title:	Internship discipline-specific
Total contact hours: 90	No of Credits: 02
Internship Hours 90	Teacher **workload: 2 hours/Week or 4 hours practical per week**
	If the student's strength exceeds 50 per teacher for mentoring, the teacher must be given an additional 2 hours per week, totalling 4 hours per week.
Duration of ESA/Exam:	Practical
Formative Assessment Marks: 50	Activity logbook and Viva-Voce

Introduction

Introduction

Internships play an important role in bridging the gap between classroom learning and practical application. They provide students with opportunities to gain first-hand experience in professional environments, develop industry-relevant skills, and explore potential career paths. Exposure to diverse sectors such as government departments, research institutions, educational organisations, private enterprises, start-ups, and local industries enriches students' understanding of the real-world relevance of their academic learning. Through internships, students strengthen both technical competencies and essential soft skills, including communication, teamwork, critical thinking, and problem-solving.

The significance of internships has been increasingly recognised in higher education reforms, culminating in their strong emphasis under the National Education Policy (NEP) 2020. By integrating experiential learning into the curriculum, internships help students connect theoretical concepts with practical realities and prepare them for the dynamic demands of the modern workplace.

Internship in Economics

For students of Economics, internships provide valuable opportunities to apply economic theories, analytical methods, and research skills in real-world settings. Working with organisations in areas such as finance, banking, public policy, development administration, market research, data analytics, entrepreneurship, and social development enables students to gain practical insights into economic decision-making and policy implementation.

The internship programme in the sixth semester is designed to strengthen students' academic foundation while enhancing their professional and employability skills. It encourages students to engage with contemporary economic issues, analyse real-world data, undertake research-based activities, and contribute to organisational objectives. By combining academic knowledge with practical exposure, the programme equips students with the competencies required for higher education, research, entrepreneurship, and employment in a rapidly changing global economy.

For example, a student interning in a financial institution, research organisation, or development agency may assist in data collection, policy analysis, market studies, or project evaluation. Such experiences deepen the student's understanding of economic concepts while fostering analytical, communication, and problem-solving skills.

Objectives of the Internship Programme

The internship programme aims to:

1. Bridge the gap between academic learning and practical application.
2. Familiarise students with professional work environments and career opportunities.
3. Develop analytical, technical, and problem-solving skills relevant to economics.
4. Enhance communication, teamwork, leadership, and decision-making abilities.
5. Provide exposure to contemporary technologies, data analysis tools, and workplace practices.
6. Encourage innovation, entrepreneurship, and professional responsibility.
7. Strengthen research aptitude and project management skills.
8. Improve understanding of workplace culture, ethics, and organisational functioning.
9. Deepen subject knowledge through experiential learning.
10. Enhance employability and career readiness through hands-on professional experience.

Internship Categories

To promote experiential learning and improve graduate employability, internships may be undertaken under the following categories:

- **Employability-Focused Internships** – designed to provide practical workplace exposure and develop industry-relevant skills.
- **Research-Oriented Internships** – focused on research, data analysis, policy studies, project work, and academic inquiry.

Sl.No	Schedule	Duration	Activities	Workload of the teachers	Credits
1.	Full-time during the Sixth semester or holidays after the fifth semester and before the sixth semester	90 hours with a duration of 4 to 6 weeks	Detailed in Table 1	2 Hours per week or 4 hours of Practical, helping students in their internship	2
2.	Part-time during	90 hours with a	Project work,	2 Hours per week	2

	the academic session	duration of 8 to 12 weeks	Seminar /Viva Voce	or 4 hours of Practical, helping students in their internship	

Note: If the student's strength exceeds 50 per teacher for mentoring, the teacher must be given an additional 2 hours per week, totalling 4 hours per week.

Internship Requirements & General Guidelines

A. Nature of Internship

- Each student is obligated to strategically plan their internship program with the help of the teacher HOD, and Principal, engaging with diverse entities such as:

- ✓ Advertisements Firms
- ✓ APMC
- ✓ Centre for Development Economics and Policy (CDEP),
- ✓ Centre for Educational and Social Studies (CESS)
- ✓ Centre for Economic Policy Research (CEPR)
- ✓ Chit Fund Companies
- ✓ Commercial Banks
- ✓ Cooperative Societies
- ✓ Cooperatives Banks
- ✓ Distribution Firms
- ✓ District Cooperative Banks or Central Cooperative Banks (CCBs)
- ✓ District Panchayaths
- ✓ Environment Organizations
- ✓ Farmer-Producer Associations
- ✓ Fiscal Policy Institute
- ✓ Food Processing Units
- ✓ Gold Financing Companies
- ✓ Government bodies,
- ✓ Housing Finance Companies,
- ✓ Indian School of Business (ISB)
- ✓ Institute for Financial Management and Research (IFMR)
- ✓ Institute for Social and Economic Change (ISEC)
- ✓ Insurance Companies
- ✓ Insurance Companies
- ✓ Large Industries
- ✓ Marketing Firms
- ✓ Medium Enterprises
- ✓ Merchant Banking Companies,

- ✓ Micro Enterprises
- ✓ Milk Dairies
- ✓ Multi-National Corporations
- ✓ Mutual fund companies
- ✓ National Council of Applied Economic Research (NCAER)
- ✓ National Institute of Public Finance and Policy (NIPFP)
- ✓ National Institute of Rural Development and Panchayati Raj (NIRDPR)
- ✓ National Institute of Securities Markets (NISM)
- ✓ NGOs,
- ✓ Nidhi Companies or Permanent Fund, or Benefit Funds, or Mutual Benefit Funds, and or Mutual Benefit Companies.
- ✓ NITI Aayog
- ✓ Non-Banking Financial Institutions
- ✓ Non-Profit Organizations
- ✓ primary agricultural credit societies (PACSs).
- ✓ Private Sector Banks
- ✓ Public Sector Banks
- ✓ Public Sector Industries
- ✓ Regulated Markets
- ✓ Reserve Bank of India
- ✓ RRBs
- ✓ SHGs
- ✓ Small Enterprises
- ✓ Start-ups
- ✓ State cooperative banks (SCBs)
- ✓ State Planning Commissions
- ✓ Stock Markets
- ✓ Stock-broking/sub-broking,
- ✓ Taluk Panchayaths
- ✓ Venture Capital Fund Companies,
- ✓ Village Panchayaths

etc, for a minimum duration of 90 hours.

B. General Guidelines

7. The Principal and Head of the Department (HOD) shall facilitate and assist students in securing suitable internship placements relevant to the objectives of the programme.
8. Each student or internship group shall be assigned a faculty supervisor/mentor who will provide academic guidance, monitor progress, and offer support throughout the internship period.

9. Students may undertake internships individually or in groups of two to five members. However, each student must maintain an individual activity logbook and submit an individual internship report.
10. While there is no prescribed minimum number of students required to undertake an internship, participation by at least one-third of the class strength is desirable.
11. Internships may be either paid or unpaid, depending on the policies of the host organisation and mutual agreement between the organisation and the student.
12. Students shall maintain an activity logbook documenting their daily activities, learning experiences, attendance, and hours completed. The logbook should conclude with a reflective summary of the knowledge, skills, and competencies acquired during the internship.

C. Evaluation

The internship shall carry **50 marks** and will be evaluated by the University through continuous documentation and a viva voce examination.

Sl. No.	**Component**	**Marks**
1	Activity Logbook and Internship Report	25
2	Viva Voce Examination	25
	Total	50

The viva voce examination shall be conducted by a committee consisting of the Head of the Department, the faculty supervisor, and an external examiner appointed by the University from the approved panel of Economics examiners.

The evaluation committee may consider the following aspects while awarding marks:

a. Quality and completeness of the activity logbook and internship report.
b. Organisation, presentation, and documentation of internship activities.
c. Skills, competencies, and professional knowledge acquired during the internship.
d. Originality, initiative, and innovative contributions made by the student.
e. Relevance and significance of the work undertaken.
f. Attendance, punctuality, and professional conduct.
g. Certificate and feedback provided by the host organisation or workplace supervisor.

Research Internship

Students undertaking a research-oriented internship shall submit a project report based on the work carried out during the internship period.

The evaluation of the research internship shall be based on:

a. Originality and innovativeness of the research work.
b. Quality of the project report and presentation.
c. Performance in the viva voce examination.

The project report shall include:

- An undertaking by the student regarding the originality of the work.
- A certificate from the research supervisor/mentor stating that the work is original, free from plagiarism, and has not been submitted previously for the award of any degree, diploma, or other academic qualification.

The viva voce examination for research internships shall be conducted by both internal and external examiners in accordance with the examination regulations of the University.

Application for Internship

1.	Name of the candidate (In Block Letters)	
2.	Gender	Male/Female
3.	Complete Permanent Address	
4.	Present mailing address	
5.	Address and person to be contacted in case of emergency, along with phone number	
6.	Email ID of the candidate Phone/Mobile No's	
7.	Course Studying	
8.	Semester, Department and Faculty of the Student	
9.	Name of the supervisor	
10.	Contact No	
11.	Date of joining the Institute/Industry/Firm/ Society/ Agency for internship	
12.	Date of Completion of Internship	

Date **Signature of the Student**

Recommendations of the Head of Department

FORMAT OF INTERNSHIP REPORT

1. Cover Page
2. Certificate Issued by The Company/Firm/Agency
3. Certificate Issued by Mentor and Forwarded by the Principal
4. Student Declaration
5. Executive Summary
6. Description Of the Organisation
7. Internship Activity Logbook: Entered weekly, mentioning date and Time, Hands-On Observed Learning Experience/Outcome
8. Students' Experiential Learning
9. References/Bibliography

---College Name

INTERNSHIP 2023-24

DEPARTMENT OF ECONOMICS

ACTIVITY LOG BOOK

An internship was done at

____

From …………to………….

A Log Activity Book submitted in partial fulfilment of the requirements for the award of the degree of Bachelor of Science

By

STUDENT NAME

Register Number

VI Semester

MENTOR : …………………………

CERTIFICATE

This is to certify that this Log Activity Book is the result of work experience in ………………………………………………………………, carried out by ………………………….., a student of Sixth Semester B.Sc., _______________(College Name) affiliated to Bangalore University under my supervision.

Kanakapura

Date :

Signature of Supervisor

PRINCIPAL

DECLARATION

I hereby declare that this Log Activity Book is the result of my work experience at ………………………………………….. between …………….to……………… I also declare that this is my original work and is not copied from anywhere.

Student Name

CERTIFICATE

This is to certify that ……………………………., a student of _________________has completed 90 hours of Internship in our Institution. His/Her candidature was true, and behaviour was satisfactory during his/her Internship Period.

Signature of the Manger/CEO/Owner

ACKNOWLEDGEMENT

DAY WISE LOG ACTIVITY RECORD BOOK

DATE	ACTIVITY	LEARNING EXPERIENCE/OUTCOME	REMARKS
Signature of the student Signature of the Supervisor			

Formative Assessment

Pedagogy: Classroom lectures, tutorials, Problem-solving exercises, seminars, presentations, activities, group discussions, field visits, project work, etc.,

Formative Assessment	
Assessment Occasion/ type	**Weightage in Marks**
Internal Test	50%
Assignment	20%
Seminar	30%
Total	100
Formative Assessment as per SEP guidelines are compulsory	

Note: Strictly follow the Practicum

Pedagogy; Evaluation process IA MARKS

FORMATIVE ASSESSMENT			
	C 1	**C 2**	**Total**
Assessment Occasion/type			
Internal Test	**5**	**5**	**10**
Assignment	**5**		**5**
Seminar		**5**	**5**
Total			**20**
Semester End Exam Theory			**80**

Note: Strictly follow the Practicum

Question Paper Pattern for 80 Marks for BA/B.Sc. in Economics

Part-A
Conceptual

Answer any **ten** of the following out of 12 questions

(10X2 = 20), 1.

a)
b)
c)
d)
e)
f)
g)
h)
i)
j)
k)
l)

Part-B –Analytical (Questions for testing the knowledge of theories and application) Answer any **six** of the following out of 8 questions (6X5=30)

2.
3.
4.
5.
6.
7.
8.
9.

Part-C-Descriptive (Questions for testing the critical ability of understanding) Answer any **three** of the following out of 5 questions (3 X10=30)

10.
11.
12.
13.
14.