	Start-up Ecosystem	L	T	P	C
		2	0	0	2

Maximum Marks: 50 **Written Exam:35; Time : 02 Hrs**

Credits:2 **Internal assessment:15**

Note for Paper Setter

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Course Objectives: The objective of the course is to understand the concept of a start-up, identify the required strategic resources and entrepreneurial strategies in developing entrepreneurship competencies

Course Outcomes

CO1**:** Understand the concept of entrepreneurship and identify the dimensions and resources required to establish a start-up.
CO2: Identify the various sources of finance for a new venture and role of central and state government in promoting entrepreneurship
CO3: Analyse start-up capital requirement by analysing legal factors

Unit I

Introduction to Start-up **Teaching Hours:10**

Meaning and Definition of Start-up, Concept of Entrepreneur – Features, Types and Functions, Startup Growth Stages: Concept/Idea stage, Pre-Seed/Validation, Seed/Early Stage, Growth Stage/Scaling Stage, Maturity/Exit/IPO/M&A Stage; Identifying Startup Capital Resource requirements, The Legal Environment- Approval for New Ventures-Taxes or Duties Payable for New Ventures. Start Ups Journey in India

Unit II

Financial Issues & Government Support to Start up **Teaching Hours:14**

Feasibility Analysis - The cost and process of raising capital – Unique funding issues of a high-tech ventures - Funding with Equity – Financing with Debt- Funding startups with bootstrapping-crowd funding- strategic alliances.
Start Up India Seed Fund Scheme, Tax Concessions, Other incentives for start ups, Start Up Venture funds, DPIIT and its role in nurturing start ups.

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Suggested Readings:

- Vasant Desai, Small-Scale Enterprises and Entrepreneurship Ecosystem, 6th Edition, Himalaya Publishing House, 2016.
- Robert Hisrich, Michael Peters, and Dean Shepherd, Entrepreneurship, 11th Edition, McGraw Hill Education, 2019.
- Madhukar Shukla, Social Entrepreneurship in India, 1st Edition, SAGE Publications India Pvt Ltd., 2020.
- Peter Thiel & Blake Masters, Zero to One: Notes on Start Ups, or How to Build the Future, Random House, 2014.
- Steven Fisher, Ja-nae' Duane, The Startup Equation -A Visual Guidebook for Building Your Startup, Indian Edition, Mc Graw Hill Education India Pvt. Ltd, 2016.
- Eric Ries, The Lean Start-up: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses, 1st Edition, Crown Publishing, 2011.
- https://www.startupindia.gov.in/

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		L	T	P	C
	Quantitative Research Methods	1	0	1	2

Maximum Marks: 50 **Written exam:35; Time : 02 Hrs**

Credits:2 **Internal assessment:15**

Note for Paper Setter

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Course objective

This course introduces students to essential quantitative techniques used in economic research. Topics covered include statistical analysis, econometrics, and empirical methods relevant to economic modeling and policy analysis.

Course Outcomes

CO1: Understand fundamental quantitative methods used in economic analysis.

CO2: Apply statistical techniques to analyze economic data and draw meaningful conclusions.

CO3: Conduct independent empirical analysis using appropriate econometric methods.

Unit I

Introduction to Quantitative Methods in Economics **Teaching Hours:12**

Overview of quantitative research in economics, Types of data in economic research, Principles of statistical inference, Measures of central tendency and dispersion, Sampling techniques and estimation, Simple and multiple regression models.

Unit II

Time Series & Panel data Analysis **Teaching Hours:12**

Stationarity and trend analysis, Autoregressive and moving average models, Forecasting techniques, Panel data models: fixed effects and random effects.

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Suggested Readings

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). SAGE Publications.
- Trochim, W. M. K., & Donnelly, J. P. (2008). *The research methods knowledge base* (3rd ed.). Cengage Learning.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

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	Micro, Small & Medium Enterprises in India	L	T	P	C
		2	0	0	2

Maximum Marks: 50 **Written exam:35; Time : 02 Hrs**

Credits:2 **Internal assessment:15**

Note for Paper Setter

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Course objective

The objective of this course is to make students understand the meaning of MSMEs, the challenges faced by them and various government initiatives taken in India to promote MSMEs.

Course Outcomes

CO1: Knowledge on Performance, Key Challenges of MSMEs and Role & Importance of MSMEs in India.

CO2: Gain knowledge on various support system of MSMEs and the role of government in promoting MSMEs

Unit I

MSMEs in India **Teaching Hours:10**

MSMEs: MSMED Act 2006, Revised Definition of MSMEs (2020), Features, Role of MSMEs in Economic Development, Challenges Faced by MSMEs.

Unit II

Institutional Support to MSMEs **Teaching Hours:14**

Institutional Support to MSMEs: SIDBI, Mudra Banks, Ministry of MSME, National Service and Technology Entrepreneurship Development Board. Government Initiatives for Promoting MSMEs, Steps Taken in Recent Budget to Encourage MSMEs.

Suggested Readings

- Mishra & Puri, (2015), '*Indian Economy*', Himalaya Publishing House.
- Ministry of MSME ebook https://msme.gov.in/sites/default/files/FlipbookEnglishSchemeBooklet.pdf
- Garg, (2020), *Handbook on MSMEs (Micro, Small & Medium Enterprises)*, Bharat
- *Micro, Small & Medium Enterprises*, Indian Institute of Banking and Finance.
- Kapila, U. (2018), '*Indian Economy since Independence*', Academic Foundation, 28th Edition.
- Latest Union Budget

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Semester- IV

		L	T	P	C
	Qualitative Research Methods	**2**	**0**	**0**	**2**

Maximum Marks:50 **Written exam:35; Time : 02 Hrs**
Credits:02 **Internal assessment:15**
Note for Paper Setter

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Course objective

By the end of this course, students will be able to understand and articulate the key concepts and philosophical foundations of qualitative research. They will design research studies, formulate research questions, and plan data collection methods. Students will apply various data collection techniques, differentiate their advantages and limitations, and analyze primary and secondary data. They will also use statistical methods, conduct regression and correlation analyses, and critically evaluate and apply ethical principles in qualitative research.

Course Outcomes

CO1: Students will be able to explain the key principles and philosophical foundations of qualitative research and distinguish it from quantitative research.
CO2: Students will be able to design a qualitative research study, formulate research questions, and develop a detailed research proposal.
CO3: Students will demonstrate proficiency in various data collection methods, including conducting interviews, observations, and using questionnaires and schedules to gather primary and secondary data.
CO4: Students will be able to perform qualitative data analysis, including coding and thematic analysis, as well as apply statistical methods such as measures of central tendency, dispersion, skewness, and regression analysis to qualitative data.

Unit I

Introduction **Teaching Hours:12**

Introduction to Qualitative Research, Philosophical Foundations, Research Design and Planning, Ethics in Qualitative Research, Data Collection: Collection of Primary Data, Observation Method, Interview Method, Collection of Data through Questionnaires, Collection of Data through Schedules, Difference between Questionnaires and Schedules, Collection of Secondary Data

Unit II

Introduction **Teaching Hours:12**

Elements/Types of Analysis, Statistics in Research, Measures of Central Tendency, Measures of Dispersion, Measures of Asymmetry (Skewness), Measures of Relationship, Simple Regression

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Analysis, Multiple Correlation and Regression, Partial Correlation, Association in Case of Attributes

Suggested Readings:

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE Publications.
- Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). SAGE Publications.
- Silverman, D. (2015). *Interpreting Qualitative Data* (5th ed.). SAGE Publications.
- Kumar, R. (2014). *Research Methodology: A Step-by-Step Guide for Beginners* (4th ed.). SAGE Publications.
- Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford University Press.
- Sapsford, R., & Jupp, V. (2006). *Data Collection and Analysis* (2nd ed.). SAGE Publications.
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences* (3rd ed.). Routledge.
- Agresti, A., & Finlay, B. (2018). *Statistical Methods for the Social Sciences* (5th ed.). Pearson.

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		L	T	P	C
	Introduction to Logic	**2**	**0**	**0**	**2**

Maximum Marks:50 **Written exam:35; Time : 02 Hrs**

Credits:2 **Internal assessment:15**

Note for Paper Setter

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Course objective

This course provides a comprehensive understanding of scientific knowledge and its application in social sciences. Students explore scientific propositions, syllogism, hypothesis, and theoretical frameworks, enhancing critical thinking and analytical skills through deductive and inductive analysis. It covers research design, proposal formulation, sampling techniques, and measurement and scaling methods.

Course Outcomes

CO1**:** Understand the evolution of scientific knowledge from propositions to hypotheses and the scientific method.

CO2**:** Analyze the role of deductive and inductive reasoning in scientific inquiry, including Mill's Method of Experimental Enquiry.

CO3**:** Apply knowledge of different types and levels of research in designing empirical studies.

CO4**:** Demonstrate proficiency in selecting appropriate sampling methods and measurement techniques for different types of data.

Unit I

Evolution of Scientific Knowledge **Teaching Hours:12**

Propositions, Syllogism, Hypothesis, Scientific Method; Science as a Theoretical System; Criteria for choice of a Theory; Nature of Social Sciences vis-a-vis other Sciences; Role of values in Scientific Enquiry; Deductive and Inductive Analysis, Mill's Method of Experimental Enquiry, Fallacies

Unit II

Research Design **Teaching Hours: 12**

Nature, types and levels of Research; Research Design and Research Process; Model building: Formulation and Its Empirical Verification; Formulation of Research Proposal; Types of Sampling and Sampling Procedures;. Measurement and Scaling Techniques: nominal, ordinal, interval and ratio data; Likert's scale, Semantic differential scale, Thrust one scale.

Suggested Readings:

- Hurley, P. J. (2020). *A concise introduction to logic* (13th ed.). Cengage Learning.
- Copi, I. M., Cohen, C., & McMahon, K. (2018). *Introduction to logic* (15th ed.). Pearson.

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- Bergmann, M., Moor, J., & Nelson, J. (2020). *The logic book: Fundamentals of logic* (7th ed.). McGraw-Hill Education.
- Hausman, A., & Kahane, H. (2020). *Logic and philosophy: A modern introduction* (14th ed.). Wadsworth Publishing.
- Sinnott-Armstrong, W., & Fogelin, R. J. (2015). *Understanding arguments: An introduction to informal logic* (9th ed.). Cengage Learning.

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Value Added Courses

Semester- I

	Sustainable Development	L	T	P	C
		2	0	0	2

Maximum Marks:50 **Written exam:35; Time : 02 Hrs.**

Credits:2 **Internal assessment:15**

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Course Objectives

This course has been designed with the objective to inculcate the knowledge of sustainable development with a view to balance the economic, environmental and social needs. This course is designed to train the learners to undertake major initiatives in the efficient management of natural resources with special focus on Sustainable Development Goals.

Course Outcomes

CO1: Gain knowledge about the evolution of the concept of sustainable development.

CO2: Learn the policies and programs for sustainable development

CO3: Knowledge of SDGs and MDGs

Unit I

Introduction **Teaching Hours:12**

Sustainable Development- Definition, Principles of Sustainable Development: History and emergence of the concept of Sustainable Development, Environmental issues and crisis, Sustainable Development programs and policies.

Unit II

SDGs & MDGs **Teaching Hours:12**

Evolution Of Millenium and Sustainable development Goals, Millenium Development Goals, Sustainable Development Goals.

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Suggested Readings:

- The Sustainability Revolution: Portrait of a Paradigm Shift by Edwards, Andres R.,New Society Publishers, 2005.
- Sustainable development in India: Stocktaking in the run up to Rio+20: Report prepared by TERI for MoEF,2011.
- Report of the Department for Policy Coordination and Sustainable Development (DPCSD), United Nations Division for Sustainable Development.

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	Report Writing	L	T	P	C
		2	0	0	2

Max. Marks: 50 **Written Exam:35; Time : 02 Hrs.**

Credits: 2 **Internal Assessment: 15**

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining Four questions, students will attempt 1 out of 2 questions from each of the four units (10 marks each).

Course Objective: To equip students with comprehensive skills in report writing and research ethics, including the creation and documentation of research reports, proper citation practices, ethical considerations in research, and effective presentation techniques.

Course Outcomes

CO1: Mastery in writing research reports and proposals.

CO2: Proficiency in formatting and documenting research work.

CO3: Ability to avoid plagiarism and apply proper citation methods.

CO4: Competence in preparing and delivering effective PPT presentations.

Unit-I

Report Writing **Teaching Hours:12**

Research report – Types of reports- Research proposal, research report; Steps in report writing; Format of the research report; Principles of writing; Documentation; use of tables and graphs, citations and references, chapterization – contents of chapter, Classification and tabulation, Graphical representation, Research presentation.

Unit-II

Research Ethics **Teaching Hours:12**

Avoiding plagiarism, Quotations: short, medium, long, Internet Citations, Foot note, end note., Publication: Instructions: spacing, numbering, heading, margin, ibid. etc. How to prepare a PPT presentation?

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Suggested Readings

- Ary, D., Jacob, L.C & Sorensen, C.(2010). Introduction to research in education, 8th 5th International edition: USA. Wadsworth Cenage Leaning
- Best, J. W. & Kahn J. V. (2005). Research in Education, New Delhi: Prentice Hall.
- Burns, R.B. (1991) Introduction to Research in Education, New Delhi: Prentice Hall.
- Good, C.V. & Douglas, E. S. (1954). Methods in Social Research, New York: Mc Graw Hill.
- Kerlinger, F.N. (1973). Foundation of Behavioral Research, New York: Holt Rinehart and Winston
- Koul, L. (1988). Methodology of Educational Research, New Delhi, Vikas Publications.
- Neuman, W.L. (1997) Social Research Methods: Qualitative and Quantitative Approaches, Boston: Allyn and Bacon.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Cohen, L. & Lawrence, M. (1980). Research methods in education, London: Groom Helm

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Semester- III

	Personal Finance	L	T	P	C
		2	0	0	2

Max. Marks: 50 **Written Exam:35; Time : 02 Hrs.**

Credits: 2 **Internal Assessment: 15**

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining Four questions, students will attempt 1 out of 2 questions from each of the four units (10 marks each).

Course Objectives:

The competencies, which form the basis for this semester course, enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial situations encountered later in life.

Course Outcomes:

CO1: Recognize opportunities inherent with good personal financial planning.

CO 2: Demonstrate the use of economic information to make informed personal financial decisions.

CO 3: Compute interests charges based on various types of borrowing situations.

UNIT-I

Personal Finance **Teaching Hours: 12**

Meaning and importance. Financial planning: meaning, process and role of financial planner. Risk profiling: client data analysis, life cycle, wealth cycle. Asset allocation: Strategic, Tactical, Fixed and Flexible.

UNIT-II

Investment Management **Teaching Hours: 12**

Meaning and importance. Investment avenues: equity, debt, gold, real estate, mutual funds, exchange traded funds. Portfolio management: meaning, construction, evaluation and revision. Loan management: meaning, types, importance and assessment.

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Suggested Readings

- Kapoor Jack R, Personal Finance, The McGraw-Hill companies.
- Huang. Stanley S C and Randall, Maury R., Investment Analysis and Management. Allyn and Bacon.
- Gaungully, Ashok, Insurance Management, New Age Publishers, New Delhi.
- Ahuja, G K & Gupta Ravi, Systematic Approach to Income Tax, Allahabad, Bharat Law House.
- Pandian, Security Analysis and Portfolio Management, Vikas Publishing House, New Delhi.

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	Circular Economy	L	T	P	C
		2	0	0	2

Maximum Marks:50 **Written exam:35; Time : 02 Hrs.**

Credits:2 **Internal assessment:15**

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining Four questions, students will attempt 1 out of 2 questions from each of the four units (10 marks each).

Course Objectives: The course aims to create skilled manpower and entrepreneurship in the field of Circular Economy and to acquaint students about the needs of businesses related to circularity and to create zeal among students to pursue research and development (R&D), and Entrepreneurship in this domain. Creation of entrepreneurs who would promote knowledge in core competencies of environmental education is also aimed by this course.

Course Outcomes

CO1**:** Apply the concept of circular economy to environmental engineering problems

CO2: Understand the concept of circularity and conduct relevant research

CO3: Use the principles of circularity for application to sustainable development

Unit I

Introduction to Circular Economy **Teaching Hours:12**

Linear Economy and Its Emergence, Economic and Ecological Disadvantages of Linear Economy, Replacing Linear Economy by Circular Economy, Development of Concept of Circular Economy, A Differential - Linear Vs Circular Economy

Unit II

Characteristics And Legal Framework **Teaching Hours:12**

Material Recovery, Waste Reduction, Reducing Negative Externalities, Explaining Butterfly Diagram, Concept of Loop; Role of Governments and Networks, Sharing Best Practices, Universal Circular Economy Policy Goals, India and CE Strategy, ESG.

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Suggested Readings:

- The Circular Economy A User's Guide, Walter R Stahel , Routledge; 1st Edition (24 June 2019)
- Circular Economy: (Re) Emerging Movement, Shalini Goyal Bhalla, Invincible Publisher
- The Circular Economy Handbook: Realizing The Circular Advantage, Peter Lacy, Jessica Long, Wesley Spindler, Palgrave Macmillan UK
- Waste to Wealth: The Circular Economy Advantage, Peter Lacy, Jakob Rutqvist, Palgrave Macmillan
- Towards Zero Waste: Circular Economy Boost, Waste to Resources María-Laura Franco-García, Jorge Carlos Carpio-Aguilar, Hans Bressers. Springer International Publishing 2019
- Strategic Management and the Circular Economy Marcello Tonelli, Nicolo Cristoni, Routledge 2018.
- Circular Economy: Global Perspective Sadhan Kumar Ghosh, Springer, 2020
- The Circular Economy: A User’s Guide Stahel, Walter R. Routledge 2019
- An Introduction to Circular Economy Lerwen Liu, Seeram Ramakrishna, Springer Singapore 2021.

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Multi-Disciplinary Courses

Semester- I

		L	T	P	C
	Contemporary Economic Issues in India	3	0	0	3

Max. Marks: 75 **Written Exam: 50; Time : 02 Hrs**

Credits: 3 **Internal Assessment: 25**

Note for the paper Setter:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining six questions, students will attempt 1 out of 2 questions from each of the four units (12 marks each).

Course objective: The course intends to acquaint students with the strategy of economic development of Indian economy. The Course does not require any prior knowledge of economics. The paper also aims at creating an awareness among the students regarding the current issues and trends in Indian Economy. The course will be useful for students aiming towards careers in the government sector, policy analysis and business.

Course Outcomes

CO1: Describe the current problems of Indian Economy

CO2: Identify the factors contributing to the recent growth of the Indian economy

CO3: Analyze the sector specific policies adopted for achieving the aspirational goals

Unit-I

Union Budget and economic Survey **Teaching Hours:12**

Key to budget documents, Economic Survey 2022-23 Chapter 3, Tax Reforms: Direct and Indirect tax reforms since 1991, Fiscal Deficit and FRBM Act, Recommendations of Current Finance Commission

Unit-II

Governance and Development **Teaching Hours:12**

Urbanization and Smart City Mission, Atma Nirbhar Bharat Abhiyan, Agrarian Crisis, Doubling Farm Incomes, MGNREGS, Make in India, development of economic and social infrastructure, Gatishakti national Masterplan, National logistics Policy.

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Unit-III

India and International Trade **Teaching Hours:12**

Composition, direction and volume of India's Balance of Trade, New Foreign Trade Policy 2023, Global Value Chains and India, Recent Trade Agreements of India- UAE, Australia, and EFTA, Benefits of Trade agreements to India.

Suggested Readings

- Agrawal A.N. - Indian Economy- Problems of Development and Planning-Kalyani publishers,2011.
- Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi.
- Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation 11. Mishra S.K & V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House.
- Let's Talk About Budget. Centre for Budget and Governance Accountability. Chapters 4 to 6. Union Budget of India, Making of Union Budget, What does Union Budget papers look like?
- Union Budget of India:
- https://www.indiabudget.gov.in/doc/Budget_at_Glance/budget_at_a_glance.pdf
- Economic Survey:
- https://www.indiabudget.gov.in/economicsurvey/doc/eschapter/echap03.pdf
- Pranab Mukherjee (2012), "Budget Making", in K. Basu and A. Maertens (eds), The New Oxford Companion to Economics in India, OUP.
- Fifteenth Finance Commison Report
- https://fincomindia.nic.in/asset/doc/commissionreports/XVFC%20VOL%20I%20Main%20Report.pdf

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Semester- II

	Data Analysis with Statistical Softwares	L	T	P	C
		0	0	3	3

Max. Marks: 75 **Practical Exam: 50**

Credits: 3 **Practical/ Internal Assessment: 25**

Course objective

The objective of the paper is to make students familiar with theory and application of statistical methods. This course covers the statistical foundations of data analysis including the statistical theory and its applications in Economics through MS Excel and SPSS.

Course Outcomes

CO1: Understand the use of MS Excel and SPSS in data analysis.

CO2: Develop research skills for in-depth analysis of Data

CO3: Ability to use mathematical, statistical, financial, and graphical functions available in MS Excel and SPSS for various computational works related to economics and business.

Unit- I

Data Collection and Fundamentals of Data Analytics

Types of data: qualitative vs quantitative, primary vs. secondary, Use of various data collection techniques across various business domains, Qualitative data collection techniques (FGDs and Depth interviews), Quantitative data collection techniques (Survey), Quantitative data collection techniques (Experiments).

Unit- II

Module I- MS-Excel: Work sheet-entering data and creating work sheets and work book opening and formatting. Concept of Data-Record and File-types of Data-Data Entry-File handling and Operations like opening, appending and cascading-closing and attribute controls-Data Storage and Retrieval Data operations-Preparation and Formatting of Text, Tables and Graphs-Estimation of Descriptive Statistics.

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Unit- III

Module II- Cross Section & Panel Data Techniques and Methods using SPSS- Groups, Tables, Graphs and Objects, Descriptive Statistics, One Way Tabulation, Cross Tables, One Sample T Test, Independent Sample Test, Paired Sample T Test, One Way ANOVA, Correlation-Bivariate Partial, Regression-Least Square, Binary& Logistic Regression, 2 Stage Least Square, Factor Analysis, Principal Component, Panel Regression Analysis.

Suggested Readings

- Ken Black, 2013, Business Statistics, New Delhi, Wiley.
- Lee, Cheng. et al., 2013, Statistics for Business and Financial Economics, New York: Heidelberg Dordrecht.
- Anderson, David R., Thomas A. Williams and Dennis J. Sweeney, 2012, Statistics for Business and Economics, New Delhi: South Western.
- Waller, Derek, 2008, Statistics for Business, London: BH Publications.
- Wayne L. Winston, 6th Edition, Microsoft Excel Data Analysis and Business Modeling.
- U Dinesh Kumar, 2021, Business Analytics: The Science of Data-Driven Decision-Making.
- James Evans, Business Analytics: 2nd Edition.

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Semester- III

		L	T	P	C
	International Trade	3	0	0	3

Max. Marks: 75 **Written Exam: 50; ; Time : 02 Hrs**

Credits:03 **Internal Assessment: 25**

Note For the paper Setter

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining six questions, students will attempt 1 out of 2 questions from each of the three units (12 marks each)

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Course objective

The objective of this course is augmenting the knowledge of students with practices and theories of trade between nations. In addition, it further evaluates the justification usually given for trade restrictions, describes the importance and effects of economic integration and explains the political economy of trade agreements.

Course Outcomes

CO1: Understand, explain, compare and critically evaluate the classical and neo classical trade theories.

CO2: Learn, compare and critically evaluate the new trade theories and their relevance in today's scenario.

CO3: Understand the pattern, scope, potential and related issues of trade in services.

CO4: Understand the theories of protection and develop the ability to appreciate the economic integration and its impacts.

Unit-I

Classical Theories of Trade **Teaching Hours:12**

Mercantilist's views on Trade, Adam Smith's Absolute Cost Advantage theory of trade, Ricardo's Comparative Cost Advantage theory, Haberler's Opportunity cost theory, Offer curves approach: Trade Indifference curves and Trade offer curves.

Unit-II

Trade Barriers and BOP **Teaching Hours:12**

Free Trade Versus Protectionism - Need for Protection, Tariff and Non-Tariff instruments of Trade Policy; Balance of Payment: Concepts, structure and disequilibrium in Balance of payments; BOP under fixed and flexible exchange rates; Recent Trends in BOP in India.

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Unit-III

Economic Integration and Development **Teaching Hours: 12**

Types of integration-Customs union, Regional Trading Blocks, Free trade areas, Emerging issues in SAFTA, ASEAN and EU, Multilateralism vs Regionalism, changing role of WTO in International Trade and Development, Developing economies' issues in WTO, India and WTO.

Suggested Readings

- Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 11th Edition, John Wiley & Sons.
- Sodersten, Bo and Reed, G. (1994), International Economics, 3rd Edition, Macmillan Press Ltd., London.
- Krugman P.R. and Obstfed D. (1994), International Economics: Theory and Policy. Third Edition. Harper Collins. New York.
- Bhagwati, N. Panagariya, A. and T.N. Srinivasan. (1998). Lectures on International
- Trade, MIT Press.
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.
- Suranovic Steven M. (2005), International Trade Theory & Policy Analysis, Http://internationalecon.Com
- Hoekman, Mattoo and English (Ed.) (2002), Development, Trade and the WTO – A Handbook, The World Bank, Washington, D.C.
- Feenstra Robert C (2004), Advanced International Trade- Theory and Evidence, Princeton University Press, Princeton.
- Carbaugh, R.J. (2014), International Economics, 12th Edition, South-Western, USA.
- Barbara Ingham (2015), International Economics, Prentice Hall, England.

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Semester -IV

	Global Economy- Challenges & Prospects	L	T	P	C
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Max. Marks: 75 **Written Exam: 50; Time : 02 Hrs**

Credits: 3 **Internal Assessment: 25**

Note for the paper Setter

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining six questions, students will attempt 1 out of 2 questions from each of the four units (12 marks each).

Course objective: The objective of this course is to impart knowledge about how global economic disturbances impact the domestic economy. The positive as well as negative impacts will be discussed to broaden the horizon of global economy and create analytical skills among students.

Course Outcomes

CO1: Understanding of the basic concepts related to global economy

CO2: Knowledge of Indian economy when relative to global economy.

CO3: Exposure to the complexities and dynamics of current global transitions in the world economy, geo-politics and international relations.

Unit-I

Introduction to Global Economy **Teaching Hours:12**

Brief History of Globalisation, Meaning, Evolution, Components and Significance of Global Economy, Factors Affecting Global Economy, impacts of globalization on developed and developing economies, Institutions ensuring harmonious global economy- IMF, World Bank, WTO.

Unit-II

India and Global Economy **Teaching Hours:12**

India's role in global economy - Share in global trade and capital flows, - BoP position - dependence on capital inflows - FDI and FPI, Impact of global economic crisis - Trade problems and policy changes in India-trade reforms since 1991-implications on BOP, exchange rate and factor movements, Regional and other trade blocks - SAARC, BRICS, IBSA and G20 - India as an emerging global economic power.

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Unit-III

Limitations & Challenges of Global Economy **Teaching Hours:12**

Policy of Self Reliance Vs Globalisation, Consequences of Globalization on domestic economy, Global Sustainability issues: impact on environment and climate, Financial Crisis of 1997 and 2008, - GATS, TRIPs, TRIMs - Trade Problems of Developing Countries.

Suggested Readings

- Ahulwalia I.J. and I.M.D. Little: India's Economic Reforms and Development, Oxford University Press, (1999).
- Bardhan P.K.: The Political Economy of Development in India, Oxford University Press, (1999).
- Bimal Jalan: Indian Economy - Problems and Prospects
- Bimal Jalan: India's Economic Policy - Preparing for twenty first century, Vikas Publishers (1996).
- Brahmananda P.R. and V.R. Panchamukhi: Development Experience in the Indian Economy: Inter- • State Perspectives (2001).
- Dutt R. &Sundaram, K.P.M: Indian Economy, S. Chand & Co. • Mishra & Puri: Indian Economy, Himalaya Publishing Company.
- Kapila, U. (ed.), Indian Economy since Independence, Academic Foundation, 2011-12,22nd edition
- Jalan, B. (ed.), The Indian Economy: Problems and Prospects, Penguin Books, 1992
- Rangarajan, C., Select Essays on Indian Economy, Vol.1&2, Academic Foundation, 2004
- Krueger A. (ed.), Economic Policy Reforms and the Indian Economy, Oxford University Press, 2003
- Sinha Kumar Ajit: India Towards economic Super power: A journey of Economic Reforms, Deep and Deep Publication Pvt Ltd,2005.
- Mungekar, Nachane, Rao (2001) Indian Economy in the new millennium, Himalaya Publishing House
- GhateChetan(ed.) The oxford Handbook of the Indian Economy,2012
- Rajan.R, “Faultlines, how hidden fractures still Threaten the world Economy,2011
- Yusuf Shahid, Simon Everert and Weiping W.U. (ed) 2001,
- Facets of Globalisation: International and Local Dimensions of Development, The World Bank, Washington DC.
- Stiglitz Joseph E. (2002), Globalisation and Its Discontents, W.W. Norton and Company, New York.
- Goldin Ian and Kenneth Reinert (2006), Globalisation for Development World Bank and Palgrave Macmillan, Washington DC.
- Petras James and Henry Vitmeyer (2001), Globalisation Unmasked Madhyam Books, Delhi.

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- Bhagawathi Jagadish (2004), In Defence of Globalisation, Oxford University Press, New Delhi.
- Singh Karlijit (1998), Globalisation of Finance Madhyam Books, New Delhi. Razin and Sadka - The Economics of Globalization - Policy Perspective from Public Economics, 2010.
- Backer, Epstein and Pollin - Globalization and Progressive Economic Policy, 2009

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