# Ministry of Education

# Test Blueprint for National Exit Examination to be held in 2015 E.C

## Band: Two (2)

## Program: Bachelor of Arts Degree in Economics


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## 1. Introduction

The Ministry of Education of Ethiopia has announced the implementation of exit exam for all undergraduate program students (public and private), beginning with the 2022/2023 academic year, in order to improve the quality of graduates produced by higher learning institutions. The exit exam aimed at checking whether students have acquired the required knowledge, skills and attitudes or not. To implement this, it requires determining competency areas for a specific program, which is already completed. Based on the competency areas prepared, it needs to plan the construction of tests.

Planning of a test is a first and vital step in the construction of an achievement test. An achievement test demands very systematic and careful planning, as a fact that good planning is a symbol of success. Tests are the tools that provide scores that measure level of student learning and study program learning outcomes. In order to achieve the valid and reliable measurement of student learning and program learning outcomes, the development of valid and reliable test is the mandatory. Test should be able to measure student performance in all dimensions of knowledge, skill and attitude. The carefully planned test construction contributes to improve the overall quality of the test in terms of test content validity, difficulty level, discrimination power and test reliability. Test preparation is not an easy task; it requires a careful planning and guideline to make the task simple. Test construction needs the preparation of test blue print. Test blueprint is defined as a complete plan that explains how to develop a test. The term refers to a map or specification of assessment to ensure that all aspects of the curriculum and educational domains are covered by the assessment programs over a specified period of time. It helps curriculum developers/test constructors to match various competencies with the course content and the appropriate modality of assessment.

Generally, test blueprint will help to ensure tests: 1) Appropriately assess the achievement of instructional objectives of the course; 2) Appropriately reflect key course goals, objectives and the material learned or covered during the instruction period; and 3) Include the appropriate item formats along with the knowledge and skills being assessed.

Keeping this in mind, the team has prepared this test blueprint document in order to help the test developers or content specialists in their process of valid and reliable test construction. The major points considered in the process of preparing this test blue print guideline were the core

competencies that have been already identified for the themes of courses, the course contents, course credit hours, and the learning outcomes with their corresponding levels of achievement by learning domains. In line with these, the number of test items that should adequately assess the performance of students in all the content topics will be determined through discussion with the content specialists who construct the blueprint and test for their corresponding study program.

Therefore, the main purpose of this manual is to give direction on how to develop blueprint for content specialists so that they can develop a test blueprint for their respective program.

## 2. Objective of test blueprint

Test blueprint preparation is generally opted to assist the preparation of a test that is representative, broadly sampled, and consisting of complete knowledge domain expected of the Ethiopian higher education students on completion of their study program. The specific objectives of test blueprint are to:

- Facilitate the construction of a representative and balanced test items for the selected courses in accordance with the competencies identified.
- Guide test developers or writers to write or set appropriate test items.

## 3. Expected profile of the Graduates

A graduate's profile is the general description of the desirable qualities of graduates in real-world work. Graduates' profile helps to determine the students' conceptual knowledge, skills, and attitude that they possess. A graduate profile can be advanced through experience in the real world. It is known that economics graduates have the necessary understanding of theoretical, analytical tools, and practical implementation of contemporary economic issues. Similarly, they should have knowledge and skills in resource allocation and critical thinking on the various contemporary socio-economic phenomena. Firmly, they do also have good mathematical and analytical knowledge and skill in computer usage and software applications. Accordingly, graduates in economics are expected to present & transfer economic knowledge to the target groups; construct economic models with a practical labor market; use empirical evidence to evaluate an economic argument; develop attitudes that advance states' well-being; genuine & objective comments on economic policies & strategies issues; develop project designing, appraisal, financial and economic analysis, monitoring & evaluation; contribute to

the economic policy formulation & economic advancement of the state; conduct scientific researches & assist in the dissemination of its findings; provide independent consultancy and advisory services for various agents; initiate forum for the discussion of economic issues; create professional linkage with domestic and foreign economists; far-sighted about socio-economic & political issues, and develop a closer link between academic learning and practical problems in analyzing various economic aspects.

## 4. General objective

The aim of the program is to produce high level professionals in Economics and high-level qualified experts in different professions that will benefit the country's sustainable economic development and foster growth and transformation process of Ethiopia to reach the middle-income countries in the near future, through offering students a comprehensive basis for professional and academic careers and further education in any economics specializations, and thesis work. The program will equip students with a solid knowledge of economic theory as applied to development issues, natural resources, and other socio-economic issues concerning the developing countries in particular and the globe in general.

## 5. Specific objectives

- With these general objectives, the prime and specific focuses of the program is:
- to produce Economists (Economic thinkers) with basic skills that would help to teach and do research in areas of economics.
- to better acquaint the students with solid understanding of microeconomic theories, macroeconomic theories, and other economic issues for intelligent applications of economics in a way that improve the quality, relevance and output of undergraduates in economics in Ethiopia.
- to equip the students with the necessary methodologies in economics that enable them explain the economic phenomenon, undertake economic analysis and design economic policy.
- to highlight the different applications of economic theories in various sectors and expose the students to the different sub-disciplines of economics
- produce graduates with a skill of planning, project preparation, monitoring and evaluation.

- to enable the students, undertake theoretical and applied researches relevant to the overall development strategy and vision of the country and address national problems of socio-economic roots; and disseminate research findings through outreach program.
- to promote interdisciplinary collaboration among the various programs in training, research and extension.
- to offer short term training courses and to provide consultancy service for different organizations and community.
- to show students how economic science evolved, its present and future vision of the field and make them up-to-date with the dynamism of the field.

## 6. Themes and list of courses

**National Exit Examination** in economics program for undergraduate students' competency has three themes. These are **basic microeconomics; basic macroeconomics; and quantitative methods in economics with application.** Under the basic microeconomics theme, **three** courses such as microeconomics I, microeconomics II, and development planning & project analysis II would be considered. While, macroeconomics I, macroeconomics II, development economics I, development economics II, international economics I, international economics II, and monetary economics courses are categorized under the basic macroeconomics themes with **seven** core courses. Thus, these told us relatively students are expected to give more emphasis to macroeconomics themes/issues as compared to other themes. Moreover, the final theme takes into account **three** courses such as mathematical economics, econometrics I, and econometrics II. Accordingly, for national exit examination documentation the themes in economics program can be generalized by the table here below.

*Table 1: List of Themes*

| S.No. | List of Themes in Economics Program | Cr.hr | Shares in % |
|---|---|---|---|
| 1 | Basic Microeconomics | 9 | 23.07% |
| 2 | Basic Macroeconomics | 21 | 53.85& |
| 3 | Quantitative Methods in Economics with applications | 9 | 23.07% |
| | **Total Cr.hr** | **39** | **100%** |

## 7. Courses to be Included in the Exit Examination

This document has been compiled with **three themes** and **thirteen courses** for exit examination for achieving the competencies level of graduates that are expected to acquire. In economics BA program the core courses are clearly presented and have been selected in this document. Accordingly, this exit examination document has identified **13 courses** delivered at different semesters and academic calendars.

### *Table 2 List of courses in each theme*

| S. No | List of Themes | List of courses | Course code | Cr.hr |
|---|---|---|---|---|
| 1 | **Basic Microeconomics** | Microeconomics I | Econ2021 | 3 |
| | | Microeconomics II | Econ2022 | 3 |
| | | Development planning & project analysis II | Econ4132 | 3 |
| 2 | **Basic Macroeconomics** | Macroeconomics I | Econ2031 | 3 |
| | | Macroeconomics II | Econ2032 | 3 |
| | | Development economics I | Econ3071 | 3 |
| | | Development economics II | Econ3072 | 3 |
| | | International economics I | Econ3081 | 3 |
| | | International economics II | Econ3082 | 3 |
| | | Monetary economics | Econ4121 | 3 |
| 3 | **Quantitative Methods in Economics with application** | Mathematical economics | Econ3051 | 3 |
| | | Econometrics I | Econ3061 | 3 |
| | | Econometrics II | Econ3062 | 3 |

## 8. Total credit hour of the selected courses

The total credit hours of the courses included in the exit exam is 39. The detail of the credit hour for each course is indicated in table 2.

## 9. Share of the Themes/Courses/Items in Percentage (%)

The share of the theme and the Couse/items are computed as per the following formula

- Share of themes (T) = $\frac{a}{b}\ x100$, Where "a" is the credit hour of a theme and "b" is the total credit hour of all themes. Credit hour of a theme is the sum of credit hours of courses in the theme.
- Share of courses per theme (C) = $\frac{Credit\ hour\ of\ the\ course}{Credit\ hour\ of\ the\ theme}\ x100$
- Share of items per course = $Share\ of\ the\ course\ X\ Total\ number\ of\ items$

Please see Table 3 for details

## *Table 3: Test blueprint Table (Table of Specification)* ***for BA in Economics***

| Themes | Courses under the themes | Cr. H. | Share of theme and courses | Competencies / General Objectives | Contents/ Chapters | Share of contents | Learning Outcome | Learning outcomes and test weight | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Cognitive | | | | | | | Affective | | | | | | Psychomotor | | | | | | |
| | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | T | 1 | 2 | 3 | 4 | 5 | T | 1 | 2 | 3 | 4 | 5 | T | |
| Basic Microeconomics | **Microeconomics I** | 3 | 7.69 | Analyze and interpret economic behaviors of firms and households | Chapter one: Theory of Consumer Behavior and demand | 2.40 | understand the neoclassical theory of consumer behavior, how each consumer makes decision to maximize her/his utility. | | **1** | | | | | | | | 1 | | | | | | | | | | |
| | | | | | Chapter Two: Choice –involving risk and uncertainty | 0.72 | understand how to make rational decision under risk and uncertainty | | **1** | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter three: The Theory of Production | 1.28 | Analyze theories of production and how firms optimize production process. | | | | **1** | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four: Theory of Costs | 0.80 | analyze how firms decide to minimize costs. | | | **1** | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Five: Perfect Competition Market | 1.20 | understand and analyze perfectly competitive firms profit maximazing behaviour. | | | | | **1** | | | | | | | | | | | | | | | |
| | | | | | Chapter Six: Pure Monopoly Market | 1.28 | understand and analyze monopoly's profit maximazing behaviour. | | | | **1** | | | | | | | | | | | | | | | | |
| | **Microeconomics II** | 3 | 7.69 | Analyze and interpret economic behaviors of firms in output and factor market | Chapter One: Monopolistic Competition | 0.96 | understand and analyze profit maximizig behaviour of monopolistically competitive firms | | | | **1** | | | | | | | | | | | | | | | | |
| | | | | | Chapter Two: Oligopoly | 1.92 | Compare and analyze different models and strategies of oligopoly market structure | | | | **1** | **1** | | | | | | | | | | | | | | | |
| | | | | | Chapter Three: Game Theory | 0.96 | Understand and apply game theory in firms decsion making | | | **1** | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four: Pricing of Factors of Production and Income Distribution | 2.40 | Understand how resources are valued under different market structures. | | **1** | | | | | | | | | 1 | | | | | | | | | |
| | | | | | Chapter Five: General Equilibrium and Welfare Economics | 0.96 | Analyze general equilibrium and welfare | | | | | | | | | | 1 | | | | | | | | | | |
| | | | | | Chapter Six: Introduction to Asymmetric Information | 0.48 | understand the effect of asymmetric information on decision making | | **1** | | | | | | | | | | | | | | | | | | |

| | Courses under the themes | Cr. H. | Share of theme and courses | Competencies / General Objectives | Contents/ Chapters | Share of contents | Learning Outcome | Learning outcomes and test weight | | | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Cognitive | | | | | | | Affective | | | | | | Psychomotor | | | | | | | | | |
| | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | T | 1 | 2 | 3 | 4 | 5 | T | 1 | 2 | 3 | 4 | 5 | T | | | | | |
| Basic Microeconomics | **Development planning & project analysis II** | 3 | 7.69 | Know project implementation, monitoring and evaluation | Chapter One: Basic Concepts | 0.96 | Understand project concept and project cycle. | | **1** | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Two: Financial Analysis and Appraisal of Projects | 1.44 | Able to conduct Financial Analysis and differntiate between different project Appraisal methods | | **2** | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Three: Economic Analysis of Projects | 2.40 | Able to condcut economic analysis of a project. | | | **1** | **1** | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four Project Implementation, Monitoring and Evaluation | 1.44 | understand and apply Project Implementation and evaluation tools and techiques | | | | | **1** | | | | | 1 | | | | | | | | | | | | |
| | | | | | Chapter- Five Evaluation: Some Basics of impact evaluation | 1.44 | Evaluate impact of a project | | | | | **1** | | | | | | | | | | | | | | | | | |
| Total | | 9 | 23.07% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Basic Macroeconomics** | **Macroeconomics I** | 3 | 7.69 | Understand how a given economy works and different aggregate economic variables interacts to determine its performance. | Chapter One: The State of Macroeconomics | 0.64 | Recall different macroeconomic school of thought | **1** | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter two: National Income Accounting | 1.60 | Describe and calculate the concept of National Income Accounting. | | | **1** | | | | | | | | | | | | | | | | | | | |
| | | | | | Chpater Three: Aggregate Demand in the closed economy | 2.24 | Explain basic closed economy IS-LM model | | **1** | | **1** | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four: Aggregate Deamand in an open Economy | 1.92 | Explain small open economy IS-LM model | | **1** | | **1** | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter five: Aggregate Supply | 1.28 | understand aggregate supply | | **1** | | | | | | | | | | | | | | | | | | | | |
| | **Macroeconomics II** | 3 | 7.69 | Examine theories of consumption, investment, and macroeconomic debates | Chapter One: Behavioral Foundations: Theories of Consumption | 1.28 | Discuss the different hypothesis of consumption demand | | **1** | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Two: Theories of Investment | 1.60 | Discuss the determinants of investment | | **1** | | | | | | | | 1 | | | | | | | | | | | |
| | | | | | Chapter Three: Money Demand and Money Supply | 0.96 | Analyze the demand for money in relation to money supply | | | | **1** | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four: The Labor Market | 0.80 | understand labor market models | | **1** | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Five: Macroeconomic Policy Debates | 0.80 | understand and analyze policy debates | | | | | | | | | | 1 | | | | | | | | | | |
| | | | | | Chapter Six: Models of Macroeconomic Growth | 1.60 | Explain the various model of growth and economic development | | **1** | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Seven: Macroeconomic Theories and African Economies | 0.64 | Explain the various model of growth and economic development for LDCs | | **1** | | | | | | | | | | | | | | | | | | | |

| | Courses under the themes | Cr. H. | Share of theme and courses | Competencies / General Objectives | Contents/ Chapters | Share of contents | Learning Outcome | Learning outcomes and test weight | | | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Cognitive | | | | | | | Affective | | | | | | | Psychomotor | | | | | | | |
| | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | T | 1 | 2 | 3 | 4 | 5 | T | 1 | 2 | 3 | 4 | 5 | T | |
| Basic Macro economics | Development economics I | 3 | 7.69 | Understand, identify, analyze, and measure economic development of nations and development theories. | chapter one: Economics of Development: Concepts and Approaches | 1.44 | Distinguish between economic development and growth | | 1 | | | | | | | | | | | | | | | | | | | | |
| | | | | | chapter two Structural features and common characteristics of developing countries | 0.96 | Understand and list common features of developing countries | | 1 | | | | | | | | | | | | | | | | | | | | |
| | | | | | chapter three Growth Models and Theories of development | 1.92 | Understand main economic growth and development models | | 2 | | | | | | | | | | | | | | | | | | | | |
| | | | | | chapter four Historic Growth and contemporary Development: Lessons and controversies | 1.44 | Comprehend and analyze history expectation government and development | | | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | chapter five Income Inequality, Poverty and Development | 1.92 | Differentiate Income Inequality, Poverty and Development | | | 1 | 1 | | | | | | | | | | | | | | | | | | |
| | Development economics II | 3 | 7.69 | Analyze economic development and its measurements | chpater one: Population Growth and Economic Development | 1.44 | Understand and analyze the relationship between Population Growth and Economic | | | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | chpater two: human Capital Education and Health in Economic Development | 1.44 | Understand and analyze the relationship between Population Growth and Economic Development | | | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | chapter three: Rural-urban interaction, migration, and unemployment | 0.96 | Understand and analyze Rural-urban interaction, migration, and unemployment | | | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | chapter four: Agriculture and Economic Development | 0.96 | Understand and analyze Agriculture and Economic Development | | | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | chapter five: International trade and economic development: the trade policy debate and Industrialization | 1.44 | understand and analyze International trade and economic development: the trade policy debate and Industrialization | | 1 | | | | | | | | | | | | | | | | | | | | |
| | | | | | chpater six: Foreign aid, debt, financial reform and development | 1.44 | understand and analyze Foreign aid, debt, financial reform and development | | 1 | | 1 | | | | | | | | | | | | | | | | | | |

| | Courses under the themes | Cr. H. | Share of theme and courses | Competencies / General Objectives | Contents/ Chapters | Share of contents | Learning Outcome | Learning outcomes and test weight | | | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Cognitive | | | | | | | Affective | | | | | | | Psychomotor | | | | | | | |
| | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | T | 1 | 2 | 3 | 4 | 5 | T | 1 | 2 | 3 | 4 | 5 | T | |
| Basic Macro econo mics | International economics I | 3 | 7.69 | Know the theories of international trade | Chapter One: Introduction | 0.64 | Acquaint with the concept of international trade | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Two: International Trade Theories | 2.24 | understand international trade theories | 1 | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Three: International Trade Policy | 1.60 | Understand the economic basis behind current policy debates in international economics. | | 2 | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four: International Trade and Economic Development | 1.28 | understand and evaluate contribution of international trade on economic development | | | | 1 | | | | | | | | | | | | | | | | |
| | | | | | Chapter Five: International Trade Institutions and Regional Economic Arrangements | 1.92 | Discuss and analyze nations' international interaction through trade and finance with the rest of the world. | | | | 2 | | | | | | | | | | | | | | | | |
| | International economics II | 3 | 7.69 | Know the theories of international finance | Chapter One: The Foreign Exchange Market | 1.60 | understand The Foreign Exchange Market | 1 | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Two: Theories of Exchange Rate Determination | 0.96 | understand theories of exchange rate determination | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Three: Balance of Payments | 1.92 | understand balance of payments theories | 1 | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four: Macroeconomic Policy in An Open Economy | 1.92 | analyze macroeconomic policy in an open economy | | | | 2 | | | | | | | | | | | | | | | | |
| | | | | | Chapter Five: International Monetary System and Key International Financial Institutions | 1.28 | Demonstrate how to apply economic reasoning to global policy issues in a critical manner. | | | 1 | | | | | | | | | | | | | | | | | |
| | Monetary economics | 3 | 7.69 | Familiarize with the behavior structure and organization of money and monetary policy | Chapter 1: Money and Monetary Theory | 0.48 | understand money and monetary policy | | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter 2: An overview of the Financial System | 0.96 | explain the rationale for the existence and economic role of Banks and non-Bank Financial institutions | | | 1 | | | | | | | | | | | | | | | | | |
| | | | | | Chapter 3: The demand for Money and other assets | 1.76 | familarize theory of Money, money demand and its determinants | | | 1 | 1 | | | | | | | | | | | | | | | | |
| | | | | | Chapter 4: the Money supply Process | 1.92 | understand and demonstrate the money supply process, monetary base, the determinants of money supply, how the behavior of the general public and the banking affect the money creation process | | 1 | | 1 | | | | | | | | | | | | | | | | |
| | | | | | Chapter 5: Central Banking and Monetary Policy | 1.60 | understand the role of central bak in the financial system | | 1 | | | | | | | | 1 | | | | | | | | | | |
| | | | | | Chapter 6: Monetary Policy in Ethiopia | 0.96 | understand and compare ethiopian monetary policy with theories | | | 1 | | | | | | | | | | | | | | | | | |
| Total | | 21 | 53.83 | | | | | | | | | | | | | | | | | | | | | | | | |

| | Courses under the themes | Cr. H. | Share of theme and courses | Competencies / General Objectives | Contents/ Chapter's | Share of contents | Learning Outcome | Learning outcomes and test weight | | | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Cognitive | | | | | | | Affective | | | | | | Psychomotor | | | | | | | | | |
| | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | T | 1 | 2 | 3 | 4 | 5 | T | 1 | 2 | 3 | 4 | 5 | T | | | | |
| Quantitative Methods in Economics with application | Mathematical economics | 3 | 7.69 | Application of mathematical techniques in economic analysis | Chapter One: Derivatives in Use | 1.92 | use derivatives to solve economic problems | | | **1** | | | | | | | | | | | | | 1 | | | | | | |
| | | | | | Chapter Two: Constrained Optimization | 1.44 | solve a range of mathematically formulated economics problems | | | **1** | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Three: Comparative Static Analysis | 0.96 | apply mathematical approach in formulating and analyzing economic problems in static settings | | | **1** | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Four: Differential Equations | 0.96 | apply differential equation for economic analysis | | | **1** | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Five: Difference Equation | 0.96 | apply difference equations to solve economic problems | | | **1** | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Six: Dynamic Optimization | 1.28 | apply mathematical approach in formulating and analyzing economic problems in dynamic settings | | | **1** | | | | | | | | | | | | | | | | | | | | | |
| | Econometrics I | 3 | 7.69 | Introducing the theory and practice of cross-sectional econometrics | Chapter One: Introduction | 0.64 | Distinguish between economic and econometric models | | **1** | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Chapter Two: Simple Linear Regression | 2.72 | able to do simple regression with economic data | | | **1** | | | | | | | | | | | | | | 2 | | | | | | |
| | | | | | Chapter Three: Multiple Linear Regression | 2.08 | able to do simple regression with economic data | | | **1** | | | | | | | | | | | | | | 1 | | | | | | |
| | | | | | Chapter Four: Violations of the Assumptions of the Classical Linear Regression Model | 2.24 | Identify the existence of problems of multicollinearity, heteroscedasticity and autocorrelation as well as suggest how to rectify such problems | | | | | **1** | | | | | | | | | | | | | | | 1 | | | | |

| Themes | Courses under the themes | Cr. H. | Share of theme and courses | Competencies / General Objectives | Contents/ Chapters | Share of contents | Learning Outcome | Learning outcomes and test weight | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Cognitive | | | | | | | Affective | | | | | | | Psychomotor | | | | | | |
| | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | T | 1 | 2 | 3 | 4 | 5 | T | 1 | 2 | 3 | 4 | 5 | T | |
| **Quantitative Methods in Economics with application** | **Econometrics II** | 3 | 7.69 | Introducing the theory and practice of regression on qualitative data, time series and panel data as well as simultaneous equation modeling | Chapter One: Regression Analysis with Qualitative Data | 2.40 | Understand and apply the basic concepts in regression involving independent dummy variables and limited dependent variables | | **1** | **1** | **1** | | | | | | | | | | | | | | |
| | | | | | Chapter Two: Introduction to Simultaneous Equation models | 1.44 | Understand and apply the motivation and estimation methods of simultaneous equation modeling | | **1** | | | | | | | | | | | | | | | | |
| | | | | | Chapter Three: Introduction to Basic Regression Analysis with Time Series Data | 2.88 | understand and apply the theory and practice of elementary time series econometrics | | **1** | **1** | | | | | | | | | | | | | 1 | | | |
| | | | | | Chapter Four: Introduction to Panel Data Regression Models | 0.96 | Understand and apply introductory ideas on linear panel data models | | | **1** | | | | | | | | | | | | | | | |
| Total | | **9** | **23.07** | | | | | **4** | **35** | **20** | **23** | **5** | **0** | | **0** | **0** | **6** | **1** | **0** | | **0** | **0** | **5** | **1** | **0** | | |
| **Grnad Total** | | **39** | **100** | | | | | **87** | | | | | | | **7** | | | | | | **6** | | | | | | **100** |

## 10. Test Blue print table share of Competencies (KSA) per courses

*Table 4: Test Blue print table share of Competencies (KSA) per courses*

| R. no. | Themes | Courses under the themes | Cr. H. | Share of competencies (in %) | | | | Total | Remark |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Share of theme and courses | konowledge | Skill | Attitude | | |
| 1 | Basic Microeconomics | Microeconomics I | 3 | 7.69 | 6 | | 1 | 7 | |
| | | Microeconomics II | 3 | 7.69 | 6 | | 2 | 8 | |
| | | Development planning & project analysis II | 3 | 7.69 | 7 | | 1 | 8 | |
| | Total | | 9 | 23.07 | 19 | 0 | 4 | 23 | |
| 2 | Basic Macroeconomics | Macroeconomics I | 3 | 7.69 | 7 | | | | |
| | | Macroeconomics II | 3 | 7.69 | 6 | | 2 | | |
| | | Development economics I | 3 | 7.69 | 7 | | | | |
| | | Development economics II | 3 | 7.69 | 7 | | | | |
| | | International economics I | 3 | 7.69 | 8 | | | | |
| | | International economics II | 3 | 7.69 | 8 | | | | |
| | | Monetary economics | 3 | 7.69 | 8 | | 1 | | |
| | Total | | 21 | 53.83 | 51 | 0 | 3 | 54 | |
| 3 | Quantitative Methods in Economics with application | Mathematical economics | 3 | 7.69 | 6 | 1 | | | |
| | | Econometrics I | 3 | 7.69 | 4 | 4 | | | |
| | | Econometrics II | 3 | 7.69 | 7 | 1 | | | |
| | Total | | 9 | 23.07 | 17 | 6 | 0 | 23 | |
| | Grnad Total | | 39 | 100 | 87 | 6 | 7 | 100 | |

## 11. Conclusion

Exit examination can have a vital role in producing knowledgeable, skillful and attitudinally matured graduates. It contributes to prepare competent economics graduates as it can serve as a quality check for effectiveness. It also helps in improving the program quality and effectiveness.

In view of this, this document is produced to assist the setting of the exit examinations for economics program, which is being delivered by public and private higher institutes of the country. To meet the graduation profile, competency and learning outcome, exit exam competency selection and identifying core course was done for 2015 EC graduating students. As a result, preparing test blueprint is necessary to prepare fairly distributed items based on the above criteria.