

**Holy Cross College (Autonomous), Nagercoil**  
**Kanyakumari District, Tamil Nadu.**  
**Accredited with A<sup>+</sup> by NAAC - IV cycle – CGPA 3.53**

Affiliated to

**Manonmaniam Sundaranar University, Tirunelveli**



## **DEPARTMENT OF ECONOMICS**



**TEACHING PLAN (PG)**

**ODD SEMESTER**

**2025-2026**

## Vision

We aim at nurturing the knowledge of dynamics of Economics in our students with research thrust and career orientation, enabling them to analyse economic issues from time to time.

## Mission

- To frame suitable study methods and to make teaching student centric
- To train our students to become career oriented
- To tap the talents and analytical skills of our students
- To promote entrepreneurship skill and nurture social responsibility

## Programme Educational Objectives (PEOs)

POs	Upon completion of M.A./ M. Sc. /MSW Degree Programme, the graduates will be able to:	Mapping with Mission
PEO1	apply scientific and computational technology to solve socio ecological issues and pursue research.	M1, M2
PEO2	continue to learn and advance their career in industry both in private and public sectors	M4 & M5
PEO2	develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country.	M2, M5 & M6

## Programme Outcomes (POs)

PO	Upon completion of M.A./MSW Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	enhance in-depth learning by using innovative technological sources	PEO1
PO2	design and undertake individual research which will contribute to the future ideological and societal development	PEO1, PEO 2 & PEO3
PO3	integrate various theories and methodologies relating to social and environmental contexts.	PEO 2
PO4	excel in competitive examinations, face interviews and handle real life situations.	PEO 2& PEO 3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO 2 & PEO3
PO6	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO 2& PEO 3
PO7	learn independently for lifelong to execute professional, social and ethical responsibilities promoting sustainable development	PEO 3

**Programme Specific Outcomes(PSOs)**

<b>PSO</b>	<b>Upon completion of M.A. Economics Programme, the graduates will be able to:</b>	<b>Mapping with POs</b>
<b>PSO1</b>	Demonstrate an understanding of complex economics mechanism that characterize modern society and to develop ability to present economic theory and applications in decision making in real life.	<b>PO5</b>
<b>PSO2</b>	analyse and investigate economic theory and issues in the field of economics as well as contemporary socio-economic problems along with formulation and analyses of policy; and to understand how economy is influenced by economic policy and planning, technological advances and demographic conditions.	<b>PO2</b>
<b>PSO3</b>	To adopt the digital advancement in the field to understand complex economic mechanism using statistical tools and packages and to embrace new opportunity in emerging technology and also to develop the ability to explain core economic terms, concepts, and theories including but not limited to the function of market and prices as allocative mechanisms; benefit/cost analysis; market failure and role of state; and other critical areas of economics.	<b>PO6</b>
<b>PSO4</b>	develop understanding of economic tradeoffs and social values, impact public /private socio- economic policy for the achievement ofintendedoutcomeswhichprovideskillstobecomeempoweredandforecast outcomes of the policy as an entrepreneur employed in various positions.	<b>PO2, PO1</b>
<b>PSO5</b>	demonstrate the ability to employ the “economic way of thinking.” i.e. the ability to use critical thinking skills within the discipline of economics about economic matters, social and moral ethics and to Construct systematic model for analysis and make use of knowledge on finance, health, environmental economics, rural economics, regional economics and Economics of Natural Resources, to formulate policies for sustainability on community and protective environment.	<b>PO6</b>

## Teaching Plan

**Department** : PG & Research Department of Economics  
**Class** : I M.A Economics  
**Title of the Course** : Core Course I : Advanced Micro Economics  
**Semester** : I  
**Course Code** : FP231CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP231CC1	5	1	-	-	4	6	105	25	75	100

### Objectives:

1. To make the students to understand consumer behaviour with the theories of Demand and Production
2. To elaborate various market structure and the theories of distribution

### Course Outcomes

On the successful completion of the course, student will be able to :		
<b>CO1</b>	remember the concepts of consumer behaviour	<b>K1</b>
<b>CO2</b>	understand the theories of under uncertainty.	<b>K2</b>
<b>CO3</b>	apply how price and output is determined in different market situations and analyse the market structures	<b>K3&amp; K5</b>
<b>CO4</b>	analyse the alternative theories of firms.	<b>K4</b>
<b>CO5</b>	evaluate the role of trade unions and explain the theory of distribution.	<b>K5</b>

**K1-** Remember ; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5-** Evaluate

## Teaching plan

**Total Contact hours: 105 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
<b>I</b>	<b>Consumer Choice</b>								
	1	Cardinal and ordinal-utility – Indifference curve approach	2	1	K1(R)	Conceptual Demonstration	Concept Mapping	Interactive PPT	Memory Test
	2	Slutsky's Decomposition of price effect into substitution effect and income effect	2	1	K1(R)	Constructive Teaching	Formulating Questions and Answers	Interactive PPT	Formula Writing
	3	Consumer surplus - Marshall's and Hicksian measures	2	1	K1(R)	Reflective Teaching	Peer instruction	Simulation Based Teaching	Snap Test
	4	Compensatory Demand Curve- Revealed Preference Theorem	2	1	K1(R)	Reflective Teaching	Gamification	Video Clipping	Open Book Test
	5	Derivation of Marginal Utility schedule for money Income	2	1	K1(R)	Experimental Learning	Group Discussion	You tube videos	Unit Test
<b>II</b>	<b>Economics of Information</b>								
	1	Informational asymmetry -- Choice under Uncertainty - N-M Index – Inter-temporal choice -	4	1	K2(U)	Flipped Classroom	In-class discussions	E-Notes	KWL Method I CIA
	2	Market for lemons- Adverse selection Insurance market and adverse selection	2	1	K2(U)	Collaborative Learning	Open discussion Seminar	Youtube videos	Class Test
	3	Insurance market and	2	1	K2(U)	Peer Teaching	Seminar	Interactive	Just a Minute

		adverse selection						PPT	
	4	Solution to principal agent problem- Hidden action (Moral Hazard) -	4	1	K2(U)	Active Learning	Peer instruction Seminar	Video Lecture	Role Play
	5	Signaling and Screening.	2	1	K2(U)	Active Learning	Debate Seminar	Interactive PPT	Chart Making
<b>III</b>	<b>Market Structure Models</b>								
	1	Perfect competition – Price and output determination – Optimum firm- Monopoly – Short run and long run equilibrium -	3	1	K3(A)	Inquiry Based Teaching	Think –Pair-Share Formulating Questions and Answers	Video Lecture	Model Making
	2	Price discrimination monopoly control, and regulation – Contestable Market	3	1	K3(A)	Concept based Teaching	Concept Writing	You tube videos	Quick Test
	3	Monopolistic competition– Chamberlin Model- selling costs - Excess capacity – Oligopoly – Duopoly price game- dominant strategy-Nash Equilibrium	4	1	K3(A)	Experiential Learning	Gamification Quiz	NPTEL Lectures	Open Book Test
	4	Non-collusive Models - Cournot- Bertrand – Chamberlin – Edge worth –Sweezy – Stackelberg	4	1	K5(E)	Experiential Learning	Connect the Word	Online Tutorial	PPT Presentation
	5	Oligopoly - Collusive Models - Cartels and mergers -Price leadership - Base point price system	4	1	K5(E)	Collaborative Learning	Open Discussion	E- Notes	Surprise Test
	6	Monopsony – Price and output determination –	4	1	K5(E)	Experiential Learning	Simulation	Video Lecture	Unit Test

		Workable competition.							
<b>IV</b>	<b>Alternative Theories of Firm</b>								
	1	Full Cost Pricing Rule-Limits pricing theory-Bains Theory- Sylos-Labini	4	1	K4(An)	Context based Learning	Content Writing	Online Seminar	Quiz
	2	Model-Modigliani's Models- Input-output model -	4	1	K4(An)	Model based Learning	Formulating Questions and Answers	NPTEL	Oral Test
	3	Linear programming applications in decision making	3	1	K4(An)	Experimental Learning	Model Making	Video Clipping	Formula Writing II CIA
	4	Peak Load Pricing – Administered Pricing-	3	1	K4(An)	Critical Thinking	One and One teaching	E -Notes	Short Test
	5	Purchasing Power Parity Price.	3	1	K4(An)	Blended Learning	Simulation	Interactive PPT	Quizzes
<b>V</b>	<b>Distribution Theories</b>								
	1	Neo-classical approach – Marginal productivity theory; Product exhaustion theorem; -	2	1	K5(E)	Experimental Learning	Product Patent Creation	Interactive PPT	Over-View Test
	2	Modern theory of distribution – Factor Pricing in imperfect product and factor markets	2	1	K5(E)	Flipped Teaching	Formula Creation	SLO	Formula Test
	3	Determination of Wages –Labour supply and wage determination – Role of trade unions and collective bargaining	4	1	K5(E)	Reciprocal Teaching	Debate	Online Tutorial	Content Writing
	4	Determination of Wages –Labour supply and wage determination	4	1	K5(E)	Discovery Learning	Simulation	E-Notes	Memory Test
	5	Role of trade unions and collective bargaining-	3	1	K5(E)	Collaborative Learning	Think –Pair-Share	NPTEL Lectures	Just a Minute

		Theories of Interest- Theories of Profit.							
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Course Focusing on : Employability

Activities : Market Structure: Model Making

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Solution to principal agent problem: Role Play

Seminar Topic : Role of Trade Unions

## Sample questions

### Part- A

1. Who is a Consumer?
2. Consumption with uncertainty is called -----
3. Write the meaning for Mono
4. What is actual price?
5. When the price increases demand decreases. Say True \ False

### Part- B

- 1.State the Properties of Indifference curves.
- 2.Write down the assumptions of perfect competitions.
- 3.List out the assumptions of Static Models.
- 4.Write a note on Monopoly
5. What are the assumptions of Neo-classical Approach

### Part- C

1. Examine the Revealed Preference Theory.
2. Discuss about market with Symmetric Information.
3. Enumerate Cournot's model of Oligopoly.
4. Narrate the Bain's Limit Pricing theory.
5. Analyse Product Exhaustion Theorem.

## Teaching Plan

**Department** : PG & Research Department of Economics  
**Class** : I M.A. Economics  
**Title of Course** : Core Course II : Indian Economic Development and Policy  
**Semester** : I  
**Course Code** : FP231CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP231CC2	6	1	-	-	5	7	105	25	75	100

### Pre–requisite:

Acquire the Knowledge of availability of resources and Challenges of Indian economy

### Learning Objectives:

1. To provide a macro economic understanding of the Indian Economy
2. The students become aware of various challenges of the Indian Economy

### Course Outcomes

On the successful completion of the course, student will be able to :		
1	remember the structural change in the Indian Economy	<b>K1</b>
2	Remember the Performance of agricultural and industrial sector	<b>K1&amp;K2</b>
3	Ability to learn the trends in the economy	<b>K2&amp;K3</b>
4	Identify the Impact of Poverty	<b>K3&amp;K4</b>
5	Analyze the social issues like unemployment, gender disparities	<b>K5</b>

**K1**-Remember; **K2** –Understand; **K3** –Apply; **K4**– Analyze; **K5**-Evaluate

## Teaching Plan

**Total Contact hours: 105 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	<b>Introduction</b>								
	1	Growth and Structural Change Indian economy at Independence	3	1	K1(R)	Introductory Session Conceptual Demonstration	Concept Mapping	E- Notes	Recall Steps, Memory Test
	2	The policy framework: statist policy, transition to market-oriented policy	4	1	K1(R)	Inquiry Based Teaching	Think –Pair-Share Formulating Questions and Answers	Online Tutorials	Slip Test
	3	role of erstwhile Planning Commission and NITI Aayog	4		K(R)	Chalk & Talk	Discussion	NITI Aayog Reports Preparation	Class Test
	4	Two phases of growth (1950-1980 and 1980 onwards), factors underlying turnaround	4		K1(R)	Blended Teaching	One – one teaching	Video Clipping	Assignment
	5	Structural change in Indian economy.	3	1	K1(R)	Context based Teaching	Context pairing	Video Lecture	MCQ
II	<b>Agricultural and Industrial Sector</b>								
	1	Agricultural and Industrial Sectors -	2	1	K2(U)	Problem Learning	Group Discussion	Video Clipping	Short test

	2	Agricultural Sector Performance of agricultural sector, factors determining agricultural growth	3	1	K2(U)	Debate	Swot Analysis	Lecture with Data Charts	Oral Test
	3	Factors underlying food inflation-	2		K2(U)	Problem – Solving Learning	Brainstorming	Video Clipping	Open Book Test
	4	Agricultural price policy and food security Industrial Growth	4	1	K2(U)	Experimental Learning	Book Review	Lecture with PPT	Memory Test
	5	Industrial growth before and after reforms	2	1	K2(U)	Audio – Visual Learning	Comparative Analysis	SLO	MCQ
	6	Dualism in Indian manufacturing	2	1	K2(U)	Experimental Learning	Formulating Questions and Answers	NPTEL Lectures	Concept Writing Test
	7	Issues in performance of public sector enterprises and privatization	3	1	K2(U)	Collaborative Learning	Think – pair Share	You tube videos	Open Book Test
III	<b>Fiscal Developments</b>								
	1	Fiscal Developments, Finance and External Sector Expenditure trends	4	1	K3 (A)	Collaborative Learning	Think –Pair-Share	You tube Videos	Open Book Test
	2	GST: rationale and impact	3	1	K3 (A)	Lecture with PPT	KWL	E-Notes	Snap Test
	3	Evolution of the financial sector in	3		K3 (A)	Active Learning		Lecture with	Flptest

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	<b>1</b>	Social Issues Gender gap in India and trends in female labour force participation rates	4	1	K5 (E)	Experiential Learning	Peer Teaching	Just a Minute	Case Study
	<b>2</b>	Factors determining female labour force participation	3		K5 (E)	Active Learning	Memory Game	Lecture with E-Notes	Flip test
	<b>3</b>	Employment: changing nature of employment in India	3	1	K5 (E)	Experiential Learning	Peer Teaching	Just a Minute	Case Study
	<b>4</b>	Jobless growth	2	1	K4	News Analysis	Group Discussion	Video Clipping	Content Writing
	<b>5</b>	Labour in informal sector	3		K4	Lecture with PPT	Peer Teaching	SLO	Oral Test
	<b>6</b>	India's graphic transition	3	1		Visual Explanation	Generational Comparison	NPTEL Video	Chart Presentation

Course Focusing on Employability

Activities(Em/En/SD) : Mind Map

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Group Discussion

Assignment : Impact of growth on poverty

Seminar Topic : Jobless Growth

## Sample questions

### Part - A

1. The NITI Aayog replaced the Planning Commission in 2015. Say true or false.
2. Which of the following is a major reason for food inflation in India?
  - a) Low industrial productivity
  - b) Decrease in money supply
  - c) Rising minimum support prices
  - d) Decline in service sector growth
3. **Assertion and Reasoning**  
**Assertion:** GST was introduced to simplify the indirect tax structure in India.  
**Reason:** GST replaces multiple state and central taxes with a single unified tax.
4. What is the term for a proposed government payment to every citizen regardless of income or employment status?
5. The decline in female labour force participation in India is partly due to \_\_\_\_\_ and cultural norms.

### Part-B

1. What was the main policy framework adopted by India immediately after Independence?
2. What do you mean by dualism in Indian manufacturing?
3. Name two key features of India's post-liberalization financial sector.
4. What is the difference between PDS and cash transfers?
5. How has liberalization impacted poverty in India?

### Part-C

1. Explain the structural changes in the Indian economy since independence.
2. Discuss the performance of the industrial sector before and after the economic reforms of 1991.
3. Discuss India's emergence as a major exporter in services.
4. How has liberalization impacted poverty in India?
5. Explain the changing nature of employment in India.

**Head of the Department : Dr. S. Jeni Sanjana**

**Course Instructor : Dr. A. Babila Kingsly**

## Teaching Plan

**Department** : Economics  
**Class** : I M.A Economics  
**Title of the Course** : CORE COURSE III : STATISTICS FOR ECONOMISTS  
**Semester** : I  
**Course Code** : FP231CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP231CC3	4	2	-	-	4	6	90	25	75	100

### Pre-requisite:

Improve the analytical skills

### Learning Objectives:

1. To provide a strong foundation in statistical concepts and develop skills in data handling and research
2. The course facilitates in inferring the intensity of relationship between multiple variables and building appropriate statistical models. The models thus formulated can be tested for their significance and can be used for forecasting

### Course Outcomes

On the successful completion of the course, student will be able to :		
1	Remember the basic Probability rules and understand Theoretical distributions.	K1
2	Understand knowledge on the various sampling methods and testing of Hypotheses	K1&K2
3	apply t test and chi square for analysis	K2&K3
4	Analyse the importance of one and two way ANOVA	K3&K4
5	Evaluate the various Decision making tools available	K5

**K1**-Remember; **K2** –Understand; **K3** –Apply; **K4**– Analyze; **K5**-Evaluate

## Teaching Plan

**Total Contact hours: 105 (Including lectures, assignments and tests)**

Unit	Modul	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I	1.	Probability - Addition and Multiplication Theorems	3	1	K1(U)	Integrative Teaching, Cooperative learning, Lecture	Group Work,	PPT	Worksheets, Recall steps, I CIA
	2.	Conditional Probability - Discrete and Continuous	3		K1(R)	Reflective Thinking, Context based,	Panel Discussion	PPT	Evaluation through MCQ, True/False I CIA
	3.	Random Variables - Mathematical Expectations	2		K1(R)	Lecture, Group Discussion	Group Work,	PPT, Videos	Evaluation through MCQ I CIA
	4.	Bayes Theorem	1	1	K1(R)	Lecture	Panel Discussion	PPT	Evaluation Through True/False I CIA
	5.	Theoretical Distributions	1		K1(R)	Lecture, Group Discussion	Interaction in the Classroom	Interactive PPT	Evaluation through MCQ I CIA
	6.	Binomial	2	1	K1(R)	Lecture, Group Discussion	Worksheet	E-Notes	Evaluation through MCQ, I CIA
	7.	Poisson and Normal	2		K2(U)	Lecture, PPT, Group Discussion	Self-directed active learning	PPT	Evaluation Through short test I CIA
II	1.	Sampling Theory	1	1	K2(U)	KLW, Cooperative learning	Group work	PPT	Evaluation through MCQ, True/False

									I CIA
	2.	Types of Sampling - Sampling Distributions	5		K2(U)	KLW, Lecture,	Group Discussion	Interactive PPT	Evaluation Through shot problems I CIA
	3.	Parameter and Statistic	2	1	K2(U)	Lecture, PPT,	Group Discussion	E-Notes	Evaluation through True/False I CIA
	4.	Testing of Hypothesis - Level of Significance	2		K1(R)	Cooperative learning, Lecture	Self-directed active learning	PPT	Evaluation through shot test I CIA
	5.	Type I and Type II Errors - Standard Error -.	3	1	K1(R)	KLW, Cooperative learning, Lecture,	Group Discussion	PPT	Evaluation through MCQ, I CIA True/False I CIA
	6.	Properties of Estimator	1		K1(R)	Lecture, Group Discussion	Assignment	E-Notes	Evaluation through problems I CIA
III	1.	Difference between Large and Small Samples	1	1	K2(U)	Context based, KLW	Team Teaching	Interactive PPT	Evaluation through MCQ, True/False I CIA
	2.	Standard Deviations	2		K2(U)	Problem Solving Group Discussion	Solving Puzzles	E-Notes	Evaluation through problems I CIA
	3.	Test of Significance for Large Samples	2		K3(A)	Lecture, Group Discussion	Interaction in the Classroom		Evaluation through True/False I CIA

	4.	Test for Two Means and	2	1	K2(U)	Integrative Teaching, Cooperative learning, Lecture, Group Discussion	Memory Game	PPT	Evaluation through True/False I CIA
	5.	Proportion and Confidence Interval	2		K3(A)	Lecture, Group Discussion	Self-directed active learning	E-Notes	Evaluation through shot Test II CIA
	6.	Small Sample Test	2		K3(A)	Integrative Teaching, Cooperative learning, Lecture, Group Discussion	Group Discussion	Interactive PPT	Evaluation Through True/False II CIA
	7.	t-test - Paired t-test - Chi-square Test	3	1	K3(Ap)	Reflective Thinking, Lecture, Group Discussion	Interaction in the Classroom	E-Notes	Evaluation through MCQ, True/False II CIA
	8.	Test of Goodness of Fit.	2		K3(Ap)	Lecture, Group Discussion	Group Discussion	PPT	Evaluation through shot Test II CIA
IV	1.	F Test	1	1	K2(U)	Reflective Thinking,	Assignment	PPT, Videos	Evaluation through shot Test
	2.	Assumptions in F test	2		K2(U)	Integrative Teaching, Cooperative	Team Teaching	Interactive PPT	Evaluation Through True/False II CIA

						learning, Lecture, PPT, Group Discussion			
	3.	Analysis of Variance	1	1	K3(A)	Lecture, Group Discussion	Group Work,	E-Notes	Evaluation through problems, II CIA
	4.	Assumptions	1		K2(U)	KWL, Lecture, Group Discussion	Pannal Discussion	PPT	Evaluation Through True/False II CIA
	5.	One-Way Classifications	2		K2(U)	KLW, Lecture, Group Discussion	Interaction in the Classroom	E-Notes	Evaluation through MCQ, True/False II CIA
	6.	Two-Way Classifications	2		K3(A)	Reflective Thinking, Lecture, Group Discussion	Group Discussion	Interactive PPT	Evaluation through shot test
V	1.	Definitions – Concepts	2	1	K2(U)	Integrative Teaching, Cooperative learning,	Interaction in the Classroom	E-Notes	Evaluation through MCQ, True/False II CIA
	2.	Maximin - Minimax	2		K2(U)	Lecture, PPT, Group Discussion	Group Discussion	PPT	Evaluation Through True/False II CIA
	3.	Bayes Criterion	2		K3(A)	Reflective Thinking, Lecture, Group	Assignment	PPT	Evaluation through shot Test II CIA

					Discussion			
4.	Expected Monetary Value	2	1	K3(A)	Lecture, Group Discussion	Interaction in the Classroom	Interactive PPT	Evaluation through MCQ, True/False II CIA
5.	Decision Tree Analysis: Symbols - Steps - Advantages and Limitations	2		K3(A)	Integrative Teaching, Cooperative learning, Lecture, PPT, Group Discussion	Group Discussion	PPT	Evaluation through problems II CIA

Course Focusing on Employability

Activities(Em/En/SD) : Mind Map

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Group Discussion

Assignment : Types of Sampling

Seminar Topic : ANOVA & Ftest

**Sample questions (minimum one question from each unit)**

**Part A**

1. Write any two concepts of Probability?
2. Write any two non-probability Sampling.
3. Find the number of ways in which 5 out of 8 things?
4. Write the formula of F test.
5. Define Statistical Theory?

**Part B**

6. What are the uses of Probability?
7. What do you mean by Type I Error?
8. Write a Short note on T test.
9. Explain F test.
10. What are the Advantages of Decision Theory?

**Part C**

11. Explain the Binomial Distribution.
12. Briefly explain the types of sampling.
13. Explain the Chi-Square Test.
14. Discuss ANOVA.
15. Explain the Bayes Theorem.

**Head of the Department : Dr. S. Jeni Sanjana**

**Course Instructor : Dr. A. Sameema**

## Teaching Plan

**Department** : PG & Research Department of Economics  
**Class** : I MA Economics  
**Title of the Course** : Elective – I (1) Modern Economic Thought  
**Semester** : I  
**Course Code** : FP231EC1

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
FP231EC1	4	-	-	4	4	75	25	75	100

### Pre – requisite:

Students should understand the modern contribution towards economics

### Learning Objectives:

1. To trace the ideas of Modern Economists
2. To understand the contribution of the Economists

### Course Outcomes

On the successful completion of the course, student will be able to :		
1	understand modern economic concept of role of Entrepreneur innovation	K1
2	ability to understand about Capital Formation, Disguised unemployment, imperfect Competition	K1 & K2
3	understand the ideas of Permanent Income Hypothesis	K3
4	analyse the ideas of Modern Indian Economists-Regional Economics, Ecological Theory of Population	K4
5	evaluate the economic ideas like role of Technological Progress- Poverty -Deficit Financing and Public Expenditure	K5

**K1-** Remember ; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5-** Evaluate

## Teaching plan

**Total Contact hours: 75 (Including lectures, assignments and tests)**

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	1	Ragnar Nurske – Foreign Resources	2	1	K1(R)	Problem-based Learning	Group Discussion	Lecture with interactive PT	Paper presentation
	2	Capital Formation - Disguised Unemployment	2	1	K1(R)	Gamificatio	Brainstorming	Seminar with P T	Seminar
	3	Mrs- Joan Robinson –Imperfect Competition.	2	1	K1(R)	Case Study	Book Review	NPTEL Lectures	Seminar
	4	F.Y.Edgeworth – Mathematical Economic Analysis – Three Dimensional Utility	2	1	K2(U)	Video Clippings	Debate	Online utorials	Seminar
III	<b>Keynesian Economic Thought</b>								
	1	Lord Lional Robins – Definition of Economics, Causes of Depression	2	1	K3(A)	Concept Based Teaching	Brain Storming	Experimental Learning	Concept writing Test
	2	Milton Friedman – Quantity Theory of Money–Permanent Income Hypothesis ,Friedman and Savage Hypothesis	2	1	K3(A)	Experiential Learning	Seminar	Lecture with PPT	Memory Test
	3	Paul A. Samuelson – Impact of Keynesian Economics	2	1	K3(A)	Inquiry Based Teaching	Formulating Questions and Answers	SLO	Oral Test II CIA
	4	RevealedPreference Theory –Business	1	1	K3(A)	Inquiry Based	Formulating Questions and Answers	SLO	Oral Test

		Cycles				Teaching			II CIA
	5	Social Welfare Function-Samuelson's Utility Possibility Approach	2	1	K3(A)	Experimental Learning	Brain Storming Seminar	Online Teaching	Snap Test
<b>IV</b>	<b>Post Keynesian Economics Thoughts</b>								
	1	Ideas of Modern Indian Economists- R.K. Mukerjee - Institutional theory of Economics-Regional Economics	2	1	K4 (An)	Collaborative Learning	Think –Pair-Share	You tube Videos	Open Book Test
	2	Ecological Theory of	2	1	K4(An)		KWL	E-Notes	Snap Test
	3	Population -Planning Economics	2	1	K4(An)	Self Learning	One and One Teaching	Youtube	Oral Test
	4	Economics of Welfare -Economics of Growth and Development	2	1	K4(An)	Active Learning	Gamification	Lecture with E-Notes	Flip test
<b>V</b>	<b>Indian Economists</b>								
	1	C.N.Vakil -Planning-	2	1	K5(E)			Teaching with Video clippings	Oral Test

		Wage -Goods Model-  Role of Technological Progress-Poverty - Deficit Financing and  Public Expenditure				Inquiry Based Teaching	Quiz		
	2	V.K.R.V.Rao Economic Activities - Institutional Development-	2	1	K5(E)	Experiential Learning	Concept Based Teaching	SLO	Group Presentat ion
	3	Deficit Financing- Fiscal Policy	1	1	K5(E)	Experiential Learning	Concept Based Teaching	SLO	Group Presentat ion
	4	Human Factor in Economic Growth- Amartya Kumar Sen – Poverty and Famine	2	1	K5(E)	Experiential Learning	Peer Teaching	Just a Minute	Case Study
	5	Poverty andInequality- Concept of Capability- Entitlement-Choice of Techniques	1	1	K5(E)	Experiential Learning	Peer Teaching	Just a Minute	Case Study

Course Focusing on

: Employability

Activities : Fiscal Policy : Album Making

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Model making. Assignment : Business Cycle

Seminar Topic : Deficit Financing

### **Sample questions**

#### **Part - A**

1. Which is the most appropriate Deductive method?
2. Agriculture sector is based on ----- unemployment
3. Cost of living increases when business cycle is boom. Say True/ False
4. Who wrote population ecology theory?
5. When did “National food for work Programme” launched?

#### **Part- B**

1. State the Quantity theory of money?
2. Explain Disguised unemployment.
3. What is trade Cycle?
4. Differentiate Static and Dynamic Economy.

5. List out the type of deficit Financing.

**Part- C**

1. Critically evaluate the Quantity Theory of Money
2. Examine the three Dimensional concept of Utility.
3. Discuss the Permanent Income Hypothesis
4. Analyse Institutional theory of Economics.
5. Evaluate the role of technological progress

**Head of the Department :** Dr. Jeni Sanjana

**Course Instructor :** Dr. J.M.Vinitha Charles

## Teaching Plan

**Department** : Economics  
**Class** : I M.A Economics  
**Title of the Course** : ELECTIVECOURSE II: a) REGIONALECONOMICS

**Semester** : I  
**Course Code** : FP231EC4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP231EC4	4	1	-	-	3	5	75	25	75	100

### Pre-requisite:

Develop the knowledge of Regional economic growth.

### Learning Objectives:

1. To equip the analytical skills required to analyse the regional economic issues
2. To understand Regional economic growth in India

### Course Outcomes

On the successful completion of the course, student will be able to :		
1	Understand the nature and scope of regional economics	K1&K2
2	Apply the Models of regional, inter-regional and multi-Regional models	K3&K4
3	Evaluate the various theories of regional economic growth	K2 &K4
4	Describes the Measurement of inter regional economic Growth at Statel evel	K4&K4
5	Apply Regional Aspects of Stabilization and Growth Policy	K4&K5

K1-Remember;K2 –Understand;K3 –Apply;K4– Analyze;K5-Evaluate;

### Teaching plan

**TotalContacthours:75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I	1.	Nature and scope of regional economics	3	1	K1(U)	Integrative Teaching, Cooperative learning, Lecture	Group Work,	PPT	Worksheets, Recall steps, I CIA
	2.	Regional economics	1		K1(R)	Reflective Thinking, Context based,	Panel Discussion	PPT	Evaluation through MCQ, True/False I CIA
	3.	regional science	1		K1(R)	Lecture, Group Discussion	Group Work,	PPT, Videos	Evaluation through MCQ I CIA
	4.	Regional and Urban Economics	2	1	K1(R)	Lecture	Panel Discussion	PPT	Evaluation Through True/False I CIA
	5.	Need for a separate study of regional economics	2		K1(R)	Lecture, Group Discussion	Interaction in the Classroom	E-Notes	Evaluation through MCQ I CIA

	6.	Concept and types of regions: Administrative, Planning	2	1	K1(R)	Lecture, Group Discussion	Assignment	Youtube Videos	Evaluation through MCQ, I CIA
	7.	Agro-climatic, Economic and Functional regions	2		K2(U)	Lecture, PPT, Group Discussion	Self-directed active learning	PPT	Evaluation Through short test I CIA
II	1.	Approaches to regional growth	1	1	K2(U)	KLW, Cooperative learning	Group work	PPT	Evaluation through MCQ, True/False I CIA
	2.	Models of regional, inter-regional and multi-regional models	2		K2(U)	KLW, Lecture,	Group Discussion	E-Notes	Evaluation Through shot problems I CIA
	3.	Export base models	2	1	K2(U)	Lecture, PPT,	Group Discussion	Interactive PPT	Evaluation through True/False I CIA
	4.	Location Theory	2		K1(R)	Cooperative learning, Lecture	Self-directed active learning	Youtube Videos	Evaluation through shottest I CIA
	5.	Gravity models	2	1	K1(R)	KLW, Cooperative learning, Lecture,	Group Discussion		Evaluation through MCQ, I CIA True/False I CIA

	6.	Shift-share analysis	1		K1(R)	Lecture, Group Discussion	Assignment	You tube Videos	Evaluation through problems I CIA
III	1.	Neoclassical models	1	1	K2(U)	Context based, K LW	Team Teaching	Interactive PPT	Evaluation through MCQ, True/False I CIA
	2.	Dualistic models: Social dualis	2		K2(U)	Problem Solving Group Discussion	Solving Puzzles	Youtube Videos	Evaluation through problems I CIA
	3.	Labour surplus model	2		K3(A)	Lecture, Group Discussion	Interaction in the Classroom	Interactive PPT	Evaluation through True/False I CIA
	4.	Arthur Lewis-Migration and development: Harris-Todaro	2	1	K2(U)	Integrative Teaching, Cooperative learning, Lecture, Group Discussion	Memory Game	E-Notes	Evaluation through True/False I CIA
	5.	Core-Periphery models	2		K3(A)	Lecture, Group Discussion	Self-directed active learning	Interactive PPT	Evaluation through shot Test II CIA
	6.	Myrdal's Cumulative Casuation	2		K3(A)	Integrative Teaching,	Group Discussion	You tube Videos	Evaluation Through True/False

		Hypothesis				Cooperative learning, Lecture, Group Discussion			II CIA
	7.	Regional Input-output models	3	1	K3(Ap)	Reflective Thinking, Lecture, Group Discussion	Interaction in the Classroom		Evaluation through MCQ, True/False II CIA
	8.	New Economic Geography models: Paul Krugman's model of industrial location and development	3		K3(Ap)	Lecture, Group Discussion	Group Discussion	E-Notes	Evaluation through shot Test II CIA
IV	1.	Administrative regions in India: State, District	1	1	K2(U)	Reflective Thinking,	Assignment	PPT, Videos	Evaluation through shot Test
	2.	Taluk and Village; Urban	2		K2(U)	Integrative Teaching, Cooperative learning, Lecture, PPT,	Team Teaching	Interactive PPT	Evaluation Through True/False II CIA

						Group Discussion			
	3.	Rural regions - Concept, definition and measure of State Income (GSDP)	2	1	K3(A)	Lecture, Group Discussion	Group Work,	You tube Videos	Evaluation through problems, II CIA
	4.	Rural and urban GDP	2		K2(U)	KWL, Lecture, Group Discussion	Pannal Discussion	Interactive PPT	Evaluation Through True/False II CIA
	5.	Differences in estimation of national income (GDP) and State Income (GSDP)	3		K2(U)	KLW, Lecture, Group Discussion	Interaction in the Classroom	E-Notes	Evaluation through MCQ, True/False II CIA
	6.	Measurement of interregional economic growth at State level	2		K3(A)	Reflective Thinking, Lecture, Group Discussion	Group Discussion		Evaluation through shot test
V	1.	Post-war Regional Cyclical Behaviour and Policy Measures for	3	1	K2(U)	Integrative Teaching, Cooperative learning,	Interaction in the Classroom	You tube Videos	Evaluation through MCQ, True/False II CIA

		Stabilization							
	2.	Theories to Explain Regional Differences in Growth, Fiscal Programmes	3		K2(U)	Lecture, PPT, Group Discussion	Group Discussion	Interactive PPT	Evaluation Through True/False II CIA
	3.	Tax and Transfer Programmes	2		K3(A)	Reflective Thinking, Lecture, Group Discussion	Assignment		Evaluation through shot Test II CIA
	4.	Fiscal Responses of Power Level Governments	2	1	K3(A)	Lecture, Group Discussion	Interaction in the Classroom		Evaluation through MCQ, True/False II CIA
	5.	Regional Orientation to Policy Programmes and Central Responsibility	3		K3(A)	Integrative Teaching, Cooperative learning, Lecture, PPT, Group Discussion	Group Discussion	Interactive PPT	Evaluation through problems II CIA

Course Focusing on Employability

Activities (Em/En/SD) : Debate

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Group Discussion

Assignment : Concept and types of regions

SeminarTopic : Urban and Rural regions

### **Part -A**

1. Urban economics focuses specifically on the economic aspects of-----

a.cities                      b. Urban areas                      c. Rural areas                      d.regions

2. NEGModelexploresthespatialdistributionofeconomicactivity.SayTrueor False

3. Write the Gravity Equation

4. How many states are there in India?

5. Property taxes a relieved on-----

### **Part-B**

6. Give an account of Regional Economics

7. Write down the role of place based approach

8. Distinguish between rural and urban unemployment

9. Give your opinion about Human Capital Theory.
10. Choose and construct the common economic models in regional economics

**Part-C**

11. Analyze the Characteristic features of social dualism.
12. Categorize the administrative regions in India
13. Examine the measurement of inter-regional economic growth at state level.
14. Evaluate the post-war regional cyclical behavior and policy measures for stabilization.
15. Determine the fiscal responses of power level governments.

**Head of the Department :** Dr. S. Jeni Sanjana

**Course Instructor :** Dr. A. Sameema

## SEMESTER – III

### Teaching Plan

**Department :** PG & Research Department of Economics  
**Class :** II M.A. Economics  
**Title of Course :** Core Course VII :Advanced Macro Economics  
**Semester :** III  
**Course Code :** FP233CC1

#### CORE COURSE VII: ADVANCED MACRO ECONOMICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP233CC1	5	1	-	-	5	6	90	25	75	100

#### Pre-requisite:

Acquire the knowledge of availability of employment wage and price in the Economy.

#### Learning Objectives:

1. To understand the working of the economy as a whole, integrating the different markets.
2. To provide a strong knowledge on the Classical and Keynesian perspectives.

#### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	remember the concepts of general equilibrium in the economy and its models and approaches	<b>K1</b>
2.	understand the role of rational expectations influencing Macro Economics variables.	<b>K2</b>
3.	apply to understand the functions of the major propositions of new Keynesian macroeconomics	<b>K3</b>
4.	analyze and evaluate the open economy model in post Keynesian era.	<b>K4</b>
5.	apply the role of stabilization policies such as fiscal and monetary policy on the Economy.	<b>K5</b>
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> – Apply; <b>K4</b> - Analyse; <b>K5</b> – Evaluate		

## Teaching Plan

**Total Contact hours: 90 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	<b>Classical, Keynesian and Post Keynesian Macroeconomics</b>								
	1	Classical Theory of Output and Employment- Full employment equilibrium	3		K1(R)	Lecture Method	Concept Mapping	Interactive PPT	Memory Test
	2	AD-AS Model	2		K1(R)	Constructive Teaching	Formulating Questions and Answers	Interactive PPT	Formula Writing
	3	Keynesian Theory of Output and Employment- Under employment equilibrium Effective Demand	4	1	K(R)	Experimental Learning	Group Discussion	You tube videos	MCQ
	4	Hicks -Hansen IS-LM	3		K1(R)	Content Based Learning	Peer instruction	Simulation Based	Snap Test

								Teaching	
	5	BOP Model	3	1	K1(R)	Enquiry Based Learning	Groups discussions	E-Notes	KWL Method
II	<b>The New Classical Macroeconomics</b>								
	1	Assumptions of Rational Expectation Hypothesis- Policy Ineffectiveness Theorem	2	1	K2(U)	Active Learning	Peer instruction Seminar	Video Lecture	Class Test
	2	Aggregate supply hypothesis- Policy implications of new classical Approach	2		K2(U)	Inquiry Based Teaching	Think –Pair-Share Formulating Questions and Answers	Video Lecture	Short Test
	3	Source of Productivity shocks in Real Business Cycle Theory	2	1	K2(U)	Concept based Teaching	Concept Writing	You tube videos	Quick Test
	4	Stabilisation Policy and Unemployment	2		K2(U)	Experiential Learning	Connect the Word	Online Tutorial	Memory Test
	5	Role of money in Real Business Cycle	2	1	K2(U)	Collaborative Learning	Open Discussion	E- Notes	MCQ

		Theory							
	6	Policy implications of real business cycle theory	2		K2(U)	Experiential Learning	Simulation	Video Lecture	Open book Test
	7	DAD-DAS Model	3		K2(U)	Experimental Learning	Model Making	Video Clipping	Oral Test
III	<b>New Keynesian Macroeconomics</b>								
	1	Core propositions of New Keynesian Macro Economics	4		K3 (A)	Experimental Learning	Memory Game	Interactive PPT	Over-View Test
	2	Wage and Price Rigidities	3	1	K3 (A)	Reciprocal Teaching	Debate	Online Tutorial	Content Writing
	3	New Keynesian business cycle theory	4	1	K3 (A)	Discovery Learning	Simulation	E-Notes	Memory Test
	4	Policy implications of New Keynesian Macro Economics.	4		K3 (A)	Collaborative Learning	Think –Pair-Share	NPTEL Lectures	Just a Minute
IV	<b>Open Economy Macroeconomics</b>								
	1	Openness in goods and financial market	3		K4 (Ap)	Experimental Learning	Debate	Video Clipping	MCQ
	2	Output interest rate and Exchange Rate	3		K4 (Ap)	Critical Thinking	One and One teaching	E -Notes	Short Test

	3	Exchange Rate Regimes	3	1	K4 (Ap)	Collaborative Learning	Open Discussion	E- Notes	Poster Presentation
	4	Exchange Rate and Balance of Payments	3	1	K4 (Ap)	Content Based Learning	Connect the Word	You tube Video Clipping	PPT Presentation
	5	Mundell- Fleming Model	3		K4 (Ap)	Experiential Learning	Peer Teaching	Interactive PPT	Oral Test
V	<b>Macroeconomic Policies</b>								
	1	Theory of Stabilization	2	1	K5 (E)	Collaborative Learning	Group Discussion	You Tube Video	Seminar
	2	Tinbergen's Approach	2		K5 (E)	Experiential Learning	Group Discussion	Seminar with PPT	Seminar
	3	Fiscal Policy- Monetary Policy	4		K5 (E)	Collaborative Learning	In – Class Discussion	Seminar PPT with Discussion	Seminar
	4	Optional Policy Mix	2	1	K4(Ap)	Content Based Learning	Memory Game	PPT with Discussion	Seminar
	5	Crowding out effect	1		K4(Ap)	Context based Learning	Content Writing	Online Seminar	Quiz
	6	Bond Financed and Tax Financed Government Expenditure- Rules Vs Discretion	4		(Ap)	Experiential Learning	Gamification Quiz	NPTEL Lectures	Open Book Test

Course Focusing on	: Employability
Activities	: Fiscal Policy : Album Making
Course Focusing on Cross Cutting Issues	: Professional Ethics
Activities related to Cross Cutting Issues	: Model making.
Assignment	: Exchange Rate Regimes
Seminar Topic	: Monetary Policy

### Sample questions

#### Part - A

1. According to Keynes, full employment is a normal situation in a capitalist economy. Say true or false.
2. What is the central idea of the Rational Expectations Hypothesis?
  - a) Government policies are always effective
  - b) People make systematic errors in forecasting
  - c) People use all available information to form expectations
  - d) Prices are sticky in the short run
3. **Assertion and Reasoning**  
**Assertion:** New Keynesians believe that prices and wages are flexible in the short run.  
**Reason:** Flexibility in prices allows quick market adjustments.
4. Which model explains the relationship between exchange rate, interest rate, and output in an open economy?
5. The \_\_\_\_\_ effect refers to a situation where increased government borrowing leads to higher interest rates and reduced private investment.

#### Part-B

1. What is meant by “Effective Demand” in Keynesian economics?
2. What is the Policy Ineffectiveness Theorem?

3. What causes wage and price stickiness in New Keynesian theory?
4. What are the features of a flexible exchange rate regime?
5. Differentiate between rules and discretion in policy-making.

### **Part-C**

1. Explain the IS-LM model.
2. Discuss the role of productivity shocks in Real Business Cycle (RBC) theory.
3. What are the policy implications of New Keynesian macroeconomics?
4. Explain the Mundell-Fleming model in the context of a small open economy.
5. Explain Tinbergen's approach to economic policy.

**Head of the Department :** Dr. S. Jeni Sanjana

**Course Instructor :** Dr. A. Babila Kingsly

### Teaching Plan

**Department** : Economics  
**Class** : II M.A Economics  
**Title of the Course** : CORE COURSE VIII: PUBLIC ECONOMICS  
**Semester** : III  
**Course Code** : FP233CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP233CC2	5	1	-	-	5	6	90	25	75	100

**Pre-requisite:**

Students should know the role of private and public income and expenditure

**Learning Objectives:**

1. To understand the economics of government expenditure and taxation.
2. To educate the implications of policy for efficiency and equity.

### Course Outcomes Teaching plan

On the successful completion of the course, students will be able to:		
1.	remember and understand the basic theories of public finance.	<b>K1&amp; K2</b>
2.	analyse and identify the public expenditure.	<b>K3</b>
3.	evaluate the various tax system.	<b>K4</b>
4.	to organize, examine and evaluate about fiscal policy.	<b>K4</b>
5.	to summarize, develop and explain about Indian public finance.	<b>K5</b>
<b>K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 – Evaluate</b>		

### Teaching Plan

**TotalContacthours:90 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I	1.	Introduction Role of public finance	2	1	K1(U)	Integrative Teaching,  Cooperative learning,  Lecture	Group Work,	PPT	Worksheets, Recall steps, I CIA
	2.	Major Fiscal functions	1		K1(R)	Reflective Thinking,  Context based	Panel Discussion	PPT	Evaluation through MCQ, True/False I CIA
	3.	Private and Public goods	1		K1(R)	Lecture, Group Discussion	Group Work,	PPT, Videos	Evaluation through MCQ I CIA
	4.	Mixed goods	1	1	K1(R)	Lecture	Panel Discussion	PPT	Evaluation Through True/False I CIA
	5.	Merit goods- Social goods	1		K1(R)	Lecture, Group Discussion	Interaction in the Classroom	E-Notes	Evaluation through MCQ I CIA
	6.	Market failure	2	1	K1(R)	Lecture, Group Discussion	Assignment	Youtube Videos	Evaluation through MCQ, I CIA
	7.	Public goods and externalities	1		K2(U)	Lecture, PPT, Group Discussion	Self-directed active learning	PPT	Evaluation Through short test I CIA
II	1.	Taxation: Direct and Indirect	1	1	K2(U)	KLW, Cooperative learning	Group work	PPT	Evaluation through MCQ,

		taxation							True/False I CIA
	2.	Cannons and Principles of Taxation.	2		K2(U)	KLW, Lecture,	Group Discussion	E-Notes	Evaluation Through shot problems I CIA
	3.	Debt: Classification and Sources of public debt	2	1	K2(U)	Lecture, PPT,	Group Discussion	Interactive PPT	Evaluation through True/False I CIA
	4.	Burden of public debt	1		K1(R)	Cooperative learning, Lecture	Self-directed active learning	Youtube Videos	Evaluation through shot test I CIA
	5.	Principles of public debt– Methods of raising public debt	3	1	K1(R)	KLW, Cooperative learning, Lecture,	Group Discussion		Evaluation through MCQ, I CIA True/False I CIA
	6.	Methods of repayment of public debt	1		K1(R)	Lecture, Group Discussion	Assignment	Youtube Videos	Evaluation through problems I CIA
III	1.	Public Expenditure	1	1	K2(U)	Context based, KLW	Team Teaching	Interactive PPT	Evaluation through MCQ, True/False I CIA
	2.	Concepts of Public	1		K2(U)	Problem	Solving Puzzles	Youtube Videos	Evaluation through

		Expenditure				Solving Group Discussion			problems I CIA
	3.	Theories of Public Expenditure	1		K3(A)	Lecture, Group Discussion	Interaction in the Classroom	Interactive PPT	Evaluation through True/False I CIA
	4.	Musgrave	1	1	K2(U)	Integrative Teaching,  Cooperative learning,  Lecture, Group Discussion	Memory Game	E-Notes	Evaluation through True/False I CIA
	5.	Wagner	1		K3(A)	Lecture, Group Discussion	Self-directed active learning	Interactive PPT	Evaluation through shot Test II CIA
	6.	Peacock - Wiseman	1		K3(A)	Integrative Teaching,  Cooperative learning,  Lecture, Group Discussion	Group Discussion	Youtube Videos	Evaluation Through True/False II CIA
	7.	Growth of Public Expenditure	1	1	K3(Ap)	Reflective Thinking,  Lecture,	Interaction in the Classroom		Evaluation through MCQ, True/False

						Group Discussion			II CIA
	8.	Canons and Evaluation of Public Expenditure	2		K3(Ap)	Lecture, Group Discussion	Group Discussion	E-Notes	Evaluation through shot Test II CIA
IV	1.	Fiscal Policy and Fiscal Federalism	1	1	K2(U)	Reflective Thinking,	Assignment	PPT, Videos	Evaluation through shot Test
	2.	Objectives and Instruments of Fiscal policy – Compensator y Fiscal policy	3		K2(U)	Integrative Teaching, Cooperative learning, Lecture, PPT, Group Discussion	Team Teaching	Interactive PPT	Evaluation Through True/False II CIA
	3.	Fiscal policy for Economic stability and growth	2	1	K3(A)	Lecture, Group Discussion	Group Work,	Youtube Videos	Evaluation through problems, II CIA
	4.	Effectiveness of fiscal policy- Fiscal federalism	2		K2(U)	KWL, Lecture, Group Discussion	Pannal Discussion	Interactive PPT	Evaluation Through True/False II CIA
	5.	Role of finance commission – Principles	3		K2(U)	KLW, Lecture, Group	Interaction in the Classroom	E-Notes	Evaluation through MCQ,

						Discussion			True/False II CIA
	6.	Recommendations of recent Finance Commission	2		K3(A)	Reflective Thinking, Lecture, Group Discussion	Group Discussion		Evaluation through shot test
V	1.	Indian Public Finance – Financial Autonomy in India – Resource transfer from union to state – VAT	5	1	K2(U)	Integrative Teaching, Cooperative learning,	Interaction in the Classroom	Youtube Videos	Evaluation through MCQ, True/False II CIA
	2.	GST design, implementation and impact	2		K2(U)	Lecture, PPT, Group Discussion	Group Discussion	Interactive PPT	Evaluation Through True/False II CIA
	3.	Fiscal responsibilities of Central and State- FRBM Act 2003	3		K3(A)	Reflective Thinking, Lecture, Group Discussion	Assignment		Evaluation through shot Test II CIA
	4.	Central and State government Budgets	3	1	K3(A)	Lecture, Group Discussion	Interaction in the Classroom		Evaluation through MCQ, True/False II CIA

	5.	Issues of Fiscal Deficit	1		K3(A)	Integrative Teaching, Cooperative learning, Lecture, PPT, Group Discussion	Group Discussion	Interactive PPT	Evaluation through problems II CIA
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Course Focusing on Employability

Activities(Em/En/SD) : Family Budget

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Group Discussion

Assignment : Taxation

Seminar Topic : Budget

### Questions Part A

- Who is the father of Public Finance?  
a. Dalton      b. Pigou      c. Smith      d. Musgrave
- The Indian tax system is -----
- The largest component of revenue expenditure is unproductive. Say True or False
- The FARM act was passed in  
a. 1991      b. 2001      c. 2003      d. 2011
- The public budget is a statement of the financial plan of the government. Say True or false

### **Part-B**

6. Analyze the subject matter of public finance.
7. Write a short note on Tax
8. Write down the objectives of public expenditure
9. List out the objectives of deficit financing.
10. Write a note on Federal Finance

### **Part-C**

11. Explain the Market failure Public goods and externalities.
12. Analyze the Principles of Taxation.
13. Extend the Wiseman Peacock Hypothesis
14. Explain the financial relationship between centre & states in India.
15. Elaborately explain the principles of Public Debt Management?

**Head of the Department :** Dr.S. JeniSanjana

**Course Instructor :** Dr.A.Sameema

### Teaching Plan

**Department** : Economics  
**Class** : II M.A Economics  
**Title of the Course** : Core IX: Research Methodology  
**Semester** : III  
**Course Code** : FP233CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP233CC3	5	1	-	-	5	6	90	25	75	100

**Pre-requisite:**

Acquire the knowledge of good research.

**Learning Objectives:**

1. To understand the qualities of a good research report.
2. To Develop and equip quality of research.

### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	remember and understand the basic concepts in Research and explain means of data collection	K1& K2
2.	analyse the various sources of primary and secondary data	K3
3.	construct the functions of presenting data in different methods	K4
4.	develop the statistical inference and to explain the errors that can happen during data analysis	K3, K4, K5
5.	evaluate and create the data.	K4, K5
K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5– Evaluate		

### Teaching Plan

**Total contact hours: 90 (Including lectures, assignments and test)**

Unit	Section	Topics	Teaching hours	Assessment Hours	Cognitive Level	Pedagogy	E- Resources	Assessment/ Evaluation
I	1	Research Methods in Economics Nature of Social Science Research – Research Methods in Social Science	3	1	K1 (R)	Experiential Learning	Interactive PPT	Short Test
	2	Formulating the problem- Types and Sources of Hypothesis	3	1	K1 (R)	Context Based Learning	Video Clipping	Quiz
	3	Characteristics of a Good hypothesis- Components and types of research design	2	1	K2 (U)	Concept Based Learning	E-Notes	Brainstorming
	4	Collection of data – sources and methods	2	1	K2 (U)	Blended Learning	NPTEL Teaching	Debate
	5	Presentation of results – Format of a Report.	2	1	K2 (U)	Peer Teaching	Online Teaching	Snap Test
II	1	Sampling and Data collection Sampling; Need	2	1	K3 (Ap)	Seminar	PPT	Snap test & I CIA
	2	types, Probability sampling, random, systematic, stratified, multistage or cluster sampling	2	1	K3 (Ap)	Lecture Brainstorming	PPT	Paper Presentation
	3	Non Probability sampling; Purposive Judgment, quota and snowball sampling	2	1	K3 (Ap)	Seminar	Videos	I CIA
	4	Data collection; Primary and Secondary data. schedule and	2	1	K3 (Ap)	Lecture Brainstorming	Videos	Quiz

		questionnaire						
	5	Methods of data collection	2	1	K3 (Ap)	Reflective Thinking	E-Notes	Flip Test
	6	Tools of data collection;	2	1		Integrative Teaching,	Interactive PPT	Open Book Test
III	1	Data Processing and Presentation	2	1	K4 (An)	Integrative Teaching,	E-Notes	Quiz
	2	Processing and analysis of data: Editing, coding and tabulation	3	1	K4 (An)	Lecture	Interactive PPT	Evaluation through MCQ, True/False
	3	use of computers in social science research-	3	1	K4 (An)	Group Discussion	Interactive PPT	Slip Test
	4	Diagrammatic and graphic representation of data	3	1	K4 (An)	Cooperative Learning	E- Notes	Oral Test
	5	Interpretation of results and Report writing.	3	1	K4 (An)	Group Discussion	E-Notes	Question and Answer session Formative Assessment I 1 CIA
IV	1	Statistical Inferences Census Versus sampling. Estimation	3	1	K3 (Ap)	Gamification based Teaching	Online Teaching	Snap test
	2	Point and interval estimation – Statistics and Parameter	3	1	K4 (An)	Interactive Teaching	PPT	Quizzes

	3	Standard Error – Confidence interval- Null and Alternative	3	1	K4 (An)	Concept Based Teaching	Seminar with PPT	Oral Test
	4	hypothesis – Type I Error and Type II Error,	3	1	K4 (An)	Project Based	Video Clipping	Reading Test
	5	Level of Significance – Steps in Testing of Hypothesis	3	1	K5 (Ev)	Reflective Thinking	SLO	Formula Writing
V	1	Large and small Sample Tests Properties and uses of Normal Distribution	3	1	K4 (An)	Inquiry based Teaching	Video Clipping	Short test
	2	Standard normal ‘Z’ Statistic Z-Test of Significance of proportions, means and Correlation	3	1	K4 (An)	Demonstrative Teaching	Interactive PPT	Open Book Test
	3	‘T’ Test for sample mean and Equality of mean	3	1	K5 (Ev)	Peer Teaching	SLO	Over View Test
	4	Paired ‘t’ Test- Chi-Square Test for Association of Attributes	3	1	K5 (Ev)	KWL	NPTEL	Quizzes

Course Focusing on : Employability

Activities : Report Writing -Debate

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Sampling - Role play

Seminar Topic : Editing and Coding

## **Questions**

### **Part A**

**1. Which of the following statements is true about data in research?**

- a. The data used for research is quantitative
- b. The data used for research can be qualitative but never quantitative
- c. The data used for research can be both quantitative and qualitative
- d. The data used for research can be quantitative but never qualitative

2. Write any one of the Non Probability sampling.

3. A police report is an official statement of fact: True/False.

4. Type I Error is \_\_\_\_\_.

5. A statement about a population developed for the purpose of testing is called:

### **Part B**

1. What are the Characteristics of a Good hypothesis?

2. Write a note on cluster sampling.

3. What is Data Processing?

4. Write a short note on Type II Error.

5. What is Chi-Square Test?

### **Part C**

1. Explain the Format of a Report.
2. Explain the Non Probability sampling.
3. State the importance of Tabulation.
4. Explain the Steps in Testing of Hypothesis.
5. State the Large and small Sample Tests.

**Head of the Department :** Dr. S. Jeni Sanjana

**Course Instructor :** Dr.A.Sameema

### Teaching Plan

**Department** : PG & Research Department of Economics

**Class** : II M.A. Economics

**Title of the Course** : Elective-V: a) Entrepreneurial Development

**Semester** : III

**Course Code** : FP233EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP233EC1	3	1	-	-	3	4	60	25	75	100

**Pre-requisite:**

Students should get the practical entrepreneurial skills.

**Learning Objectives:**

1. To understand the concept of Entrepreneurship.
2. To identify the responsibilities and process of an entrepreneur.

### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	remember and understand the concept of Entrepreneurship	K <sub>1</sub> , K <sub>2</sub>
2.	understand the factors involved in business	K <sub>1</sub> , K <sub>2</sub>
3.	apply the methods of project Appraisal	K <sub>3</sub>
4.	Analysis the knowledge about source of Finance	K <sub>3</sub> , K <sub>4</sub>
5.	evaluate the process involved in the project	K <sub>4</sub>
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> – Apply; <b>K4</b> – Analyse		

## Teaching plan

**Total Contact hours: 60 (Including lectures, assignments and tests)**

Unit	Module	Topics	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E – Resources	Assessment / Evaluation Methods
<b>I</b>	<b>Introduction</b>								
	1	Introduction - Concept of Entrepreneur – Characters of an Entrepreneur	1	1	KI(R)	Conceptual Demonstration	Concept Mapping	SLO	Conceptual Questions, Oral Test
	2	Distinction between Entrepreneur & Manager – functions and Types of Entrepreneur.	1	1	KI(R)	Inquiry Based Teaching	Think –Pair-Share Formulating Questions and Answers	SLO	Group Presentation
	3	Concept Entrepreneurial ship – Role in Economic Development	1	1	KI(R)	Concept Based Teaching	Concept Writing	Simulation Based Teaching	Role Play
	4	Women Entrepreneurial ship	1	1	K2(U)	Experiential Learning	Case Study	SLO	Debate
	5	Functions, problems -recent trends	1	1	K2(U)	Experiential Learning	Gamification	Youtube videos Simulation	Case Study
<b>II</b>	<b>Entrepreneurial Growth</b>								
	1	Entrepreneurial Growth Economic and Non-Economic	2	1	KI(R)	Active Learning	Debate	Online Tutorials	Quiz

		Factors							
	2	Role of Government -	2	1	KI(R)	Interactive Teaching	Brain Storming	Online Tutorials	Role Play
	3	Entrepreneurial Motivation	2	1	KI(R)	Content Based Learning	Seminar	Video Clippings	Topic Sharing
	4	Factors- Theories: Need for achievement theory	2	1	KI(R)	Inquiry-Based Learning	Book Review	NPTEL Lectures	Open Book Test
	5	Entrepreneurial Development – Need.	2	1	K2(U)	Problem- Based Learning	Debate	Video Lecture, E-notes	I CIA
<b>III</b>	<b>Projects and Entrepreneur</b>								
	1	Projects and Entrepreneur Meaning	1	1	K3(A)	Experimental Learning	Writing Project Proposal	Video Lecture, E-notes	Open Book Test
	2	Identification – Selection	1	1	K3(A)	Content based Teaching	Open Discussion		Unit TestI CIA
	3	Project Formation: Meaning and Significance	1	1	K3(A)	Collaborative Learning	Peer Teaching	Interactive PPT E-Notes	Quizzes on Project Formation
	4	Contents of a Project Report – Formation–.	1	1	K3(A)	Self Learning	Report Writing	Interactive PPT E-Notes	KWL
	5	Planning Commission Guidelines	1	1	K3(A)	Blended Learning	Group Discussion	NPTEL	Oral Test
<b>IV</b>	<b>Introduction- Idea Selection</b>								
	1	Introduction- Idea Selection	1	1	K3(A)	Flipped Classroom	Peer Teaching	Video Clippings	Over-View Test

	2	Selection of the Product/Service-	1	1	K3(A)	Context Based Teaching	In-class Discussions	NPTEL	Oral Test
	3	Aspects of a Project	1	1	K3(A)	Collaborative Learning	Open Discussion	Video Clippings	Content Writing
	4	Phase of a Project	1	1	K3(A)	Blended Teaching	Blended Teaching	Interactive PPT	Quizzes
	5	Project Report-Contents of a Project Report.	1	1	K4(An)	Project Based Learning	Survey and Data analysis	Video Clippings	Memory Test
<b>V</b>	<b>Institutional Finance to Entrepreneurs</b>								
	1	Institutional Finance to Entrepreneurs: Commercial Bank	2	1	K4(An)	Active Learning	Debate Peer instruction Seminar	Interactive PPT	II CIA
	2	Industrial Development of India (IDBI), Industrial Finance Corporation of India (IFCI)	2	1	K4(An)	Concept based Learning	Seminar with PPT	Seminar with PPT	Slip Test
	3	Industrial Credit & Investment Corporation of India (ICICI), Unit Trust of India (UTI),	2	1	K4(An)	Blended Learning	Paper Presentation	NPTEL	Open Book Test
	4	State Industrial Development Corporation (SIDCO) - National Small Industries	2	1	K4(An)	Active Learning	Debate Seminar	E-Notes	Think –Pair - Share

		Corporation Ltd.(NSIC)							
	5	Small Industries Development Organisation (SIDO) - District Industries Centre (DICs)	2	1	K4(An)	Active Learning	Peer instruction	Interactive PPT	Patent Creation

Course Focusing on : Skill Development and Employability

Activities : Entrepreneurial Development : Debate

Course Focusing on Cross Cutting Issues : Global

Activities related to Cross Cutting Issues : Institutional Finance to Entrepreneurs : Role play

Seminar Topic : Entrepreneurial Motivation

### Sample Questions Part A

1. The word entrepreneurship has been derived from a ----- root.  
a) American                      b) Indian                      c) French                      d) Russian
2. Who is called as the First Generation Entrepreneur?
3. Partnership is the simplest and easiest way to form. Say True/False.
4. Entrepreneur should prepare a ----- to start a business.
5. Expand SIDO.

## **Part B**

6. Define Entrepreneurship
7. Why there is a need for entrepreneurial development?
8. Give an account of Project formation
9. Write down the aspects of a Project.
10. Write a note on NSIC.

## **Part C**

11. Distinguish between Entrepreneur and Manager.
12. Demonstrate the motivational factors of an entrepreneur.
13. Summarize the significance of the project formation.
14. Draw contents of the Project report.
15. Evaluate the functions of DIC.

**Head of the Department :** Dr. S. JeniSanjana

**Course Instructor :** Dr.J.M.Vinitha Charles

## Teaching Plan

**Department :** PG & Research Department of Economics  
**Class :** II M.A. Economics  
**Title of Course :** Skill Enhancement Course II : Leadership Qualities and Development  
**Semester :** III  
**Course Code :** FP233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FP233SE1	2	1	-	-	2	3	45	25	75	100

### Pre-requisite:

Students should get the knowledge of leadership quality and development.

### Learning Objectives:

1. To educate the knowledge of Leadership quality and development.
2. To cultivate the leadership qualities among students.

## Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the importance of Leadership	<b>K1</b>
2.	summarize the leadership Styles	<b>K2</b>
3.	analyze the Motivation required for an Effective Leader	<b>K3</b>
4.	formulate policies to understand Conflict Management	<b>K4</b>
5.	explain the leadership styles of Women in Politics and Business	<b>K5</b>
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> – Apply; <b>K4</b> - Analyse; <b>K5</b> – Evaluate		

## Teaching Plan

**Total Contact hours : 45 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	<b>Introduction</b>								
	1	Leadership- Definition	1		K1(R)	Introductory Session Conceptual Demonstration	Concept Mapping	E- Notes	Recall Steps, Memory Test
	2	Evolution and Growth of leadership	1	1	K1(R)	Content based Learning	Group Discussion	YouTube (Leadership Timeline)	Quiz
	3	Theories of Leadership- Blake and Mouton's Managerial Grid	2		K(R)	Concept Mapping	KWL	Video Clipping	Assignment
	4	House's Path Goal Theory	2		K1(R)	Inquiry Based Teaching	Think –Pair-Share Formulating Questions and Answers	SLO	Group Presentation
	5	Great Man Theory of	1		K1(R)	Experiential	Gamification	Youtube	Class

		Leadership				Learning	Quiz	videos Simulation	Interaction
II	<b>Traits of a Leader</b>								
	1	Developing Leadership Traits and Skills	2		K2(U)	Interactive Lecture	Peer Teaching	NPTEL Lectures	Open Book Test
	2	Styles of Leadership	2		K2(U)	Experimental Learning	Writing Project Proposal	Video Lecture, E-notes	Open Book Test
	3	Difference between Leadership and Management	2	1	K2(U)	Collaborative Learning	Debate	E- notes	Presentation
	4	Authority Vs Leadership	1	1	K2(U)	Think-Write- Pair	Report Writing	Interactive PPT E-Notes	Short Essay
III	<b>Motivation and Emotional Intelligence</b>								
	1	Leadership and Motivation	1		K3 (A)	Experiential Teaching			
	2	Emotional Intelligence	2	1	K3 (A)	Problem-Based Learning	Debate	Video Lecture, E-notes	MCQ
	3	Traits of an Ethical Leader	2		K3 (A)	Flipped Classroom	Peer Teaching  In-class discussions	Video Clippings	Over-View Test

	4	Cultural Dimensions of Leadership	2		K3 (A)	Active Learning	Debate	Interactive PPT	Essay Writing
	5	Creating Personal Leadership Brand	1	1	K3 (A)	Reflective Thinking	Group Discussion	PPT	MCQ
IV	<b>Group Leadership</b>								
	1	Team Leadership	1		K4 (Ap)	KLW, Cooperative learning	Group work	PPT	Short test
	2	Conflict Management	2	1	K4 (Ap)	Problem Solving	Solving Puzzles	E-Notes	Oral Presentation
	3	Effective Negotiations	2	1	K4 (Ap)	Integrative Teaching	Memory Game	Video Clipping	Short Test
	4	Group culture and dynamics	2		K4 (Ap)	Reflective Thinking,	Gamifying	Video Clipping	Assignment
V	<b>Women and Leadership</b>								
	1	Women Political Leaders	1	1	K5 (E)	Content Based Learning	Role Play	You tube Video, PPT	Seminar
	2	Women in Corporates	2	1	K5 (E)	Enquiry Based Learning	Group Discussion	You tube Video, PPT	Seminar

	3	Concept of Glass Ceiling in the Workplace	2		K5 (E)	Problem Based Learning	Brain Stroming	You tube Video, PPT	Seminar
	4	Influential Indian Women in Corporate	2			One – One way teaching	Memory Game	You tube Video, PPT	Seminar

Course Focusing on :Employability

Activities : Group culture and dynamics : Album Making

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Model making. Assignment : Leadership and Motivation

Seminar Topic : Women Leadership

### Sample questions

#### Part – A

1. The Great Man Theory of Leadership suggests that leaders are made through experience and education. Say true or false.
2. Which of the following best differentiates leadership from management?
  - a) Managers influence, leaders command
  - b) Leaders rely on authority, managers build trust
  - c) Managers administer, leaders innovate
  - d) Leadership requires technical skills, management doesn't

#### 3. Assertion and Reasoning

**Assertion:** Emotionally intelligent leaders are better at managing teams.

**Reason:** Emotional intelligence helps in understanding and managing one's own emotions and those of others.

4. What is the term for a shared system of values and norms within a group?
5. The invisible barrier that prevents women from reaching top leadership roles is called the \_\_\_\_\_.

#### **Part-B**

1. What is the Blake and Mouton Managerial Grid?
2. What is the difference between authority and leadership?
3. What are the traits of an ethical leader?
4. What are the key components of team leadership?
5. Name two influential Indian women leaders in the corporate sector.

#### **Part-C**

1. Explain House's Path-Goal Theory of leadership.
2. Explain the different styles of leadership.
3. Explain the role of emotional intelligence in leadership.
4. Explain the importance of conflict management in team leadership.
5. Explain the concept of the glass ceiling in the workplace.

**Head of the Department: Dr. S. Jeni Sanjana**

**Course Instructor: Dr. A. Babila Kingsly**