

Holy Cross College (Autonomous), Nagercoil – 629 004

Kanyakumari District, Tamil Nadu

Nationally Accredited with A⁺ by NAAC IV Cycle (CGPA 3.35)

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF ECONOMICS

SYLLABUS FOR POST GRADUATE PROGRAMME



PG & RESEARCH DEPARTMENT OF ECONOMICS
Holy Cross College (Autonomous), Nagercoil

TEACHING PLAN

ODD SEMESTER 2024 - 2025

Vision

Imbibing the Spirit of the Holy Cross, the institution envisions a harmonious society by empowering young women for global competency and ecological sustainability through holistic approach with innovative skills.

Mission

1. To provide quality education and to promote scholarly activities catering to global competency.
2. To nurture participatory leadership to enhance social consciousness and social responsibility.
3. To uphold ethical values of honesty, personal accountability and transparency through professional commitment.
4. To create global professionals and entrepreneurs with innovative spirit and zeal.
5. To create empowered women of competence, commitment and compassion.
6. To instill in students the awareness of inter connectedness between human and nature.

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

PG Programme Outcomes (POS) - ARTS

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, PEO2 & 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& PEO3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO2 & PEO3
PO6	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO 2& PEO3

PO7	learn independently for lifelong to execute professional, social and ethical responsibilities promoting sustainable development	PEO3
------------	---	-------------

PROGRAMME OUTCOMES (POs)

Programme Specific Outcomes(PSOs)

PSO	Upon completion of M.A. Economics Programme, the graduates will be able to:
PSO1	demonstrate an understanding of complex economic mechanisms that characterise modern society and to develop ability to present economic theory and applications in decision making in real life.
PSO2	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.
PSO3	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.
PSO4	develop understanding of economic trade-offs and social values, impact public / private socio - economic policy for the achievement of intended outcomes which provide skills to become empowered and forecast outcomes of the policy as an entrepreneur employed in various positions.
PSO5	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.

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

CourseCode	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 behavior 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 :		
CO1	remember the concepts of consumer behaviour	K1
CO2	understand the theories of under uncertainty.	K2
CO3	apply how price and output is determined in different market situations and analyse the market structures	K3& K5
CO4	analyse the alternative theories of firms.	K4
CO5	evaluate the role of trade unions and explain the theory of distribution.	K5

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	Cognitive Level	Pedagogy	Assessment/Evaluation
I	1	Consumer Choice Cardinal and ordinal- utility – Indifference curve approach	5	K1(R)	Introductory Session	Memory Test
	2	Slutsky's Decomposition of price effect into substitution effect and income effect	5	K1(R)	Constructive Session	Formula Writing
	3	Consumer surplus - Marshall's and Hicksian measures	5	K1(R)	Reflective Session	Snap Test
	4	Compensatory Demand Curve- Revealed Preference Theorem- Derivation of Marginal Utility schedule for money Income	6	K1(R)	Blended Learning	Unit Test
II	1	Economics of Information Informational asymmetry – Choice under Uncertainty - N-M Index – Inter-temporal choice -	6	K2(U)	Video Clippings	KWL Method
	2	Market for lemons- Adverse selection – Insurance market and adverse selection	6	K2(U)	Debate	Class Test
	3	Solution to principal	6	K2(U)	Group	Role Play

		agent problem- Hidden action (Moral Hazard) -			Discussion	
	4	Signaling and Screening.	3	K2(U)	Peer Teaching	Chart Making
III	1	Market Structure Models Perfect competition – Price and output determination – Optimum firm- Monopoly – Short run and long run equilibrium -	3	K3(A)	Demonstration	Model Making
	2	Price discrimination monopoly control, and regulation – Contestable Market	3	K3(A)	Inquiry based Teaching	Quick Test
	3	Monopolistic competition– Chamberlin Model- selling costs - Excess capacity – Oligopoly – Duopoly price game-dominant strategy-Nash Equilibrium	3	K3(A)	Experiential Learning	Open Book Test
	4	Non-collusive Models - Cournot- Bertrand – Chamberlin – Edgeworth –Sweezy – Stackelberg	4	K5(E)	Experiential Learning	PPT Presentation
	5	Oligopoly - Collusive Models - Cartels and mergers -Price leadership - Base point price system	4	K5(E)	Collaborative Learning	Surprise Test
	6	Monopsony – Price and output determination – Workable competition.	4	K5(E)	PPT with Interaction	Unit Test
IV	1	Alternative Theories of Firm Full Cost Pricing Rule- Limits pricing theory- Bains Theory- Sylos-	7	K4(An)	Context based Learning	Quiz

		Labini				
	2	Model-Modigliani's Models- Input-output model - Linear programming applications in decision making	7	K4(An)	Incidental Learning	Oral Test
	3	Peak Load Pricing – Administered Pricing- Purchasing Power Parity Price.	7	K4(An)	Critical Thinking	Short Test
V	1	Distribution Theories Neo-classical approach – Marginal productivity theory; Product exhaustion theorem; - Modern theory of distribution – Factor Pricing in imperfect product and factor markets	6	K5(E)	Teaching for memory	Report Writing
	2	Determination of Wages –Labour supply and wage determination – Role of trade unions and collective bargaining	6	K5(E)	Reciprocal Teaching	Written Assessment
	3	Determination of Wages –Labour supply and wage determination	5	K5(E)	Discovery Learning	Album Making
	4	Role of trade unions and collective bargaining- Theories of Interest- Theories of Profit.	4	K5(E)	Teaching Learning strategies	Just a Minute

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.

Head of the Department
Dr.Jeni Sanjana

Course Instructor
Dr.J.M.Vinitha Charles

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

CourseCode	L	T	P	S	Credits	Inst.Ho urs	TotalHo urs	Marks		
								CIA	External	Total
FP231CC2	6	1	-	-	5	7	105	25	75	100

Objectives

1. To provide a 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	K1
2	remember the Performance of agricultural and industrial sector	K1&K2
3	Ability to learn the trends in the economy	K2&K3
4	Identify the Impact of Poverty	K3&K4
5	Analyze the social issues like unemployment, gender disparities	K5

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	Cognitive level	Pedagogy	Assessment/Evaluation
I		Growth and Structural Change Indian economy at Independence	4	K2 (U)	Introductory session, Lecture with PPT	Evaluation through short test
		The policy framework: statist policy, transition to market	4	K1 (R)	Constructive Session	MCQ
		oriented policy, role of erstwhile Planning Commission and NITI Aayog	4	K1 (R)	Blended Learning	Unit Test
		Two phases of growth (1950-1980 and 1980 onwards), factors underlying turnaround	4	K1 (R)	Lecture with PPT	Memory Test
		Structural change in Indian economy	2	K1 (R)	Lecture, Group Discussion	Longer essay
II		Agricultural and Industrial Sectors	1	K2 (U)	Demonstration	Model Making
		Agricultural Sector Performance of agricultural sector	4	K2 (U)	Inquiry based Teaching	Slido
		factors determining agricultural growth	2	K2 (U)	SLO	Evaluation through True/False
		Factors underlying food inflation	3	K1 (R)	Experiential Learning	Open Book Test
		Agricultural price policy and food security Industrial Growth	3	K1 (R)	Collaborative Learning	Surprise Test
		Industrial growth before and after reforms	2	K1 (R)	Incidental Learning	Oral Test
		Dualism in Indian manufacturing	2	K1 (R)	Lecture with PPT	Evaluation through True/False
		Issues in performance of public sector enterprises and privatization	3 ¹⁰	K2 (U)	Context Based Learning	Quiz

III		Fiscal Developments	2	K2 (U)	Incidental Learning	MCQ
		Finance and External Sector Expenditure trends	3	K2 (U)	Teaching for Memory	Report Writing
		GST: rationale and impact	3	K3 (A)	Reciprocal Teaching	Written Assessment
		Evolution of the financial sector in post-liberalization period	4	K2 (U)	Discovery Learning	Short Test
		External sector performance: emergence of India as major exporter in services	3	K3 (A)	Lecture with Group Discussion	Evaluation through short test
		Performance of manufacturing sector	3	K3 (A)	Teaching Learning Strategies	Just a Minute
IV		Poverty and Inequality	4	K3 (A)	Introductory session	Debate
		Measuring poverty in India: Selection of poverty lines	4	K3 (A)	Context Based Learning	Quiz
		Poverty in pre and post liberalization periods	3	K3 (A)	Incidental Learning	Oral Test
		Impact of growth on poverty	3	K4 (An)	Peer Teaching	Memory Test
		PDS vs cash transfers	2	K4 (An)	Lecture with Group Discussion	Snap Test
		Feasibility of universal basic income in India	2	K4 (An)	Lecture with PPT	Memory Test
		Inequality in India in pre and post liberalization periods	4	K4 (An)	Peer Teaching	Evaluation through MCQ test
V		Social Issues Gender gap in India and trends in female labour force participation rates	4	K5 (Ev)	Incidental Learning	Oral Test
		Factors determining female labour force participation	3	K5 (Ev)	Collaborative Learning	Surprise Test
		Employment: changing nature of	3	K5 (Ev)	Experimental Learning	PPT Presentation

	employment in India					
	Jobless growth	3	K5 (Ev)	Lecture with Group Discussion	Play Role	
	Labour in informal sector	3	K5 (Ev)	Lecture with PPT	Longer essay	
	India's graphic transition	3	K5 (Ev)	PPT interaction	Unit Test	

Course Focussing on : Employability
 Activities : Debate
 Course Focusing on Cross Cutting Issues : National
 Activities related to Cross Cutting Issues : Seminar
 Seminar Topic : Poverty & Inequality

Sample questions

Part A

- What is the main cause of export surplus?
 - The country's stringent import policy
 - Developments in national and international markets
 - The country's exports promotion value
 - None of the above
- _____ is the backbone of Indian economy.
- Manufacturing Industries are placed in _____
 - Primary sector
 - Secondary sector
 - Tertiary sector
 - Service sector
- Poverty is about not having enough money to meet basic needs. Say true or false.
- Women participation in India's labour force has been steadily _____.

Part B

- Write a short on Planning Commission.
- Differentiate Agricultural Sector and Industrial Sector.
- What is GST? Give Examples.
- List out the causes of Poverty.
- Give a role of labour in the informal sector.

Part C

- Explain the Structural Change in Indian Economy.
- Discuss the factors determining agricultural growth.
- Summarize the performance of manufacturing sector in India.
- Discuss the inequality in India in pre and post liberalization periods.
- Elaborately explain the jobless growth 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

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; **K6**- Create

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Probability					
	1.	Probability - Addition and Multiplication Theorems	8	K2(U)	Lecture using Chalk and talk	MCQ, True/False,
	2.	Conditional Probability - Discrete and Continuous	3	K1(R)	Lecture using Chalk and talk	Simple definitions, Recall steps,
	3.	- Random Variables - Mathematical Expectations	3	K3(Ap)	Lecture using Chalk and talk	Solve problems, Explain
	4.	Bayes Theorem	3	K4(An)	Lecture using Chalk and talk	Problem-solving question

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

						s,
	5.	Theoretical Distributions - Binomial, Poisson and Normal	5	K3(Ap)	Lecture using Chalk and talk	Solve problems, Explain
II	Sampling and Hypothesis Testing					
	1.	Sampling Theory - Types of Sampling	3	K5(E)	PPT, Problem solving,	Longer essay/ Evaluation essay,
	2.	Sampling Distributions - Parameter and Statistic	4	K6(C)	Lecture using Chalk and talk, Problem solving,	Discussion,
	3.	Testing of Hypothesis - Level of Significance	3	K3(Ap)	Lecture using Chalk and talk	Solve problems, Explain
	4.	Type I and Type II Errors	3	K3(Ap)	Lecture using Chalk and talk	Solve problems, Explain
	5.	Standard Error - Properties of Estimator	4	K3(A)	Lecture using Chalk and talk PPT	Evaluation through short test,
III	Test of Significance Large and Small Sample					
	1.	Difference between Large and Small Samples	3	K1(An)	Lecture using Chalk and talk	Discussion
	2.	Difference between Large and Small Samples	3	K3(An)	Lecture using Chalk and talk, Problem solving,	Solve problems,
	3.	Test of Significance for Large Samples - Test for Two Means and Standard Deviations	5	K2(An)	Lecture using Chalk and talk	Solve problems,
	4.	Proportion and Confidence Interval - Small Sample Test	4	K2(An)	Lecture using Chalk and talk	Discussion
	5.	t-test - Paired t- test - Chi-square Test	4	K2(An)	Lecture using Chalk and talk	MCQ
	6.	Test of Goodness of Fit	4	K2(An)	Lecture using Chalk and talk	True or False
IV	Analysis of Variance					

	1.	F test: Assumptions in F test	4	K2(An)	Lecture using Chalk and talk	Solve problems,
	2.	Analysis of Variance: Assumptions	3	K2(An)	Lecture using Chalk and talk	Simple definitions Explain
	3.	One-Way and Two-Way Classifications	3	K3(An)	PPT	Explain
V	Statistical Decision Theory					
	1.	Definitions – Concepts	3	K2(Ap)	PPT	Simple definitions
	2.	Maximin - Minimax	4	K3(Ap)	Lecture using Chalk and talk	Discussion
	3.	Bayes Criterion	2	K3(Ap)	Lecture using Chalk and talk	Solve problems,
	4.	Expected Monetary Value	4	K3(Ap)	Lecture using Chalk and talk	Discussion
	5.	Decision Tree Analysis: Symbols - Steps - Advantages and Limitations	5	K4(Ap)	Lecture using Chalk and talk Demonstaration	Simple definitions

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability/Skill Activities (Em/ En/SD):

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

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 Ftest.
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.JeniSanjana

Course Instructor
Dr.A.Sameema

Teaching Plan

Department	:	Economics
Class	:	I MA Economics
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)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Classical Economic Thought Economic ideas of Irving Fisher –The Quantity theory of Money- Theory of Interest. Joseph Alois Schumpeter	4	K1(R)	Introductory Session	Recall Steps, Memory Test
	2.	Method of Study – Deductive Method – Inductive Method- Theory of Economic Development.	4	K1(R)	Inquiry Based Teaching	Class Test
	3.	Role of Entrepreneur – Innovation-Business Cycles – Capitalism and Socialism	4	K1(R)	Context based Teaching	Concept Writing
	4.	J.K. Galbraith – The objective of Economic Progress- Concept of Countervailing Power.	3	K1(R)	Blended Teaching	Unit Test
II	1	Neo Classical Economic Thought Ragnar Nurske – Foreign Resources – Capital Formation –	5	K1(R)	Lecture with interactive PPT	Group Discussion
	2	Disguised Unemployment ,Mrs- Joan Robinson – Imperfect Competition .	5	K1(R))	Case Study	Book Review
	3	F.Y.Edgeworth – Mathematical Economic Analysis – Three Dimensional Utility	5	K2(U)	Video Clippings	Debate

III	1	Keynesian Economic Thought Lord Lionel Robbins – Definition of Economics-Causes of Depression	4	K3(A)	Experimental Learning	Writing Project Proposal
	2	Milton Friedman – Quantity Theory of Money–Permanent Income Hypothesis ,Friedman and Savage Hypothesis	4	K3(A)	Lecture with PPT	Memory Test
	3	Paul A. Samuelson – Impact of Keynesian Economics –Revealed Preference Theory – Business Cycles –	4	K3(A)	Self Learning	Report Writing
	4	Social Welfare Function-Samuelson’s Utility Possibility Approach	3	K3(A)	Cooperative Learning	Snap Test
IV	1	Post Keynesian Economic Thoughts Ideas of Modern Indian Economists-R.K. Mukerjee - Institutional theory of Economics-Regional Economics	5	K4(An)	Practical Oriented Teaching	Class Test
	2	Ecological Theory of Population -Planning in India, J.K.Mehta – Static and Dynamic Economics	5	K4(An)	Peer Tutoring,	Over-View Test
	3	Economics of Welfare –Economics of Growth and Development	5	K4(An)	Lecture with E-Resources	Flip test
V	1	Indian Economists C.N.Vakil -Planning-Wage -Goods Model-Role of Technological Progress-Poverty - Deficit Financing and Public Expenditure	3	K5(E)	Teaching with Video clippings	Oral Test
	2	V.K.R.V.Rao	-3	K5(E)	Discovery Learning	Album Making

		Economic Activities - Institutional Development-Deficit Financing-Fiscal Policy				
	3	Human Factor in Economic Growth- Amartya Kumar Sen – Poverty and Famine ,Poverty and Inequality	3	K5(E)	Teaching Learning strategies	Just a Minute
	4	Concept of Capability- Entitlement -Choice of Techniques.	1	K5(E)	Critical Thinking	Concept Explanation

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.

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

Department : **Economics**
Class : **I M.A Economics**
Title of the Course : **Elective II : Regional Economics**
Semester : **I**
Course Code : **FP231GE1**

CourseCode	L	T	P	Credits	Inst.Hours	Total Hours	Marks		
							CIA	External	Total
FP231GE1	4	1	-	3	5	75	25	75	100

Objectives:

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

Course Outcomes

K1-

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 interregional economic Growth at State level	K4&K4
5	Apply Regional Aspects of Stabilization and Growth Policy	K4&K5

Remember; **K2**–Understand; **K3**–Apply; **K4**–Analyze; **K5**-Evaluate; **K6**-Create

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Nature and scope of regional economics – Regionaleconomicsand regional science	5	K1&K2(U)	Lecture using Chalkandtalk, Introductory session	Evaluation throughshort test Concept explanations.
	2.	Regional and Urban Economics:Needfora separate study of regional economics – Concept	5	K1&K2(U)	Peerteaching, Lecture using PPT	MCQ
	3.	Types of regions. Administrative,Planning	3	K1&K2(U)	Mind mapping, Lectureusing PPT	Conceptswith examples,
	4	Agro-climatic,Economic and Functional regions	2	K1&K2(U)	PeerTeaching	Objectivetype Test
II	1	Approachestoregional growth	3	K3&K4(A)	Video clippings, Group Discussion,	Conceptwith examples,
	2	Modelsofregional, inter-regional and	3	K3&K4(A)	LecturewithE-Resources	Differentiate betweenvarious ideas
	3	Multi-regionalmodels, Export base models	5	K1&K2(U)	Lectureusing Chalkandtalk,	Shorttest
	4	Location Theory - Gravitymodels–Shift-shareanalysis	4	K1&K2(U)	Lecturewith PPT, Mind Mapping,	MCQ
III	1	Neoclassical models – Dualistic models: Social dualism	3	K2&K4(An)	Lectureusing PPT	Longer essay
		Labour surplus model of ArthurLewis	3	K2&K4(An)	Lectureusing Chalkandtalk	Evaluation Essay
	2.	Migration and development: Harris-Todaro Core-Periphery models	4	K2&K4(An)	Lecturewith PPT	Check knowledgein specific
	3	Myrdal’s Cumulative Casuation Hypothesis– Regional Input-output models	3	K2&K4(An)	Lecturewith PPT	Discussion

	4.	New Economic Geography models: Paul Krugman's model of industry allocation and development	2	K2&K4(An)	Video clippings, Group Discussion,	Evaluation through short test, Seminar
IV	1.	Administrative regions in India: State, District, Taluk and Village; Administrative regions in India: State, District, Taluk and Village;	5	K4(An)	Lecture using Chalk and talk, Video clippings,	Debating
	2.	Urban and Rural regions - Concept, definition and measure of State Income (GSDP) - Rural and urban GDP	5	K4(An)	Lecture using Chalk and talk, Video clippings,	Snap test, Concept with example
	3.	Differences in estimation of national income (GDP) and State Income (GSDP) - Measurement of interregional economic growth at State level	5	K4(An)	Video clippings, Group Discussion,	Group discussion
V	1	Post-war Regional Cyclical Behaviour and Policy Measures for Stabilization,,	5	K4&K5(E)	Lecture with E-resources	Explanation of the theory, Summary, Explanation of the theories
	2	Theories to Explain Regional Differences in Growth Fiscal Programmes, Tax and Transfer Programmes,	5	K4&K5(E)	Peer Teaching	Explanation of the theory, Summary, Explanation of the theories
	3	Fiscal Responses of Power Level Governments, Regional Orientation to Policy Programmes and Central Responsibility	5	K4&K5(E)	Video clippings, Group Discussion,	Presentations

Course Focusing on : Employability and Skill Development

: Labour Surplus Model and Solution to the Agro – climatic problems in Agriculture

Course Focusing on Cross Cutting Issues : Human Values

Activities related to Cross Cutting Issues : Eradication of disparities in the local areas

Assignment : Paul Krugman's model (Online)

Seminar Topic : Urban and Rural regions

Sample questions (minimum one question from each unit)

Part -A

1. Urban economics focuses specifically on the economic aspects of-----
 a. cities b. urban areas
 c. rural areas d. regions
2. NEG Model explores the spatial distribution of economic activity. Say True or False
3. Write the Gravity Equation
4. How many states are there in India?
5. Property taxes are levied 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

Department : Economics
Class : II M.A. Economics
Title of the Course : Core – VII Advanced Macro Economics
Semester : III
Course Code : FP233CC1

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

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:		
	remember the concepts of general equilibrium in the economy and its models and approaches	K1
	understand the role of rational expectations influencing Macro Economics variables.	K2
	apply to understand the functions of the major propositions of new Keynesian macroeconomics	K3
	analyze and evaluate the open economy model in post Keynesian era.	K4
	apply the role of stabilization policies such as fiscal and monetary policy on the Economy.	K5
K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5– Evaluate		

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
I	1	Classical Theory of Output and Employment	4	K1 (R)	Lecture using Chalk and talk, Introductory session	Evaluation through Short test Concept explanation
	2	Full employment equilibrium- AD-AS Model	5	K1 (R)	Lecture using PPT	MCQ
	3	Keynesian Theory of Output and Employment- Under employment equilibrium	5	K1 (R)	Peer Teaching	Objective type Test
	4	Effective Demand- Hicks Hansen IS-LM- BOP Model.	4	K1 (R)	Mind Mapping, Lecture using PPT	Concepts with examples
II	1	Assumptions of Rational Expectation Hypothesis	3	K2 (U)	Peer Teaching	Objective type Test
	2	Policy Ineffectiveness Theorem- Aggregate supply hypothesis-	5	K2 (U)	Context based Teaching	Short Test

		Policy implications of new classical Approach				
	3	Source of Productivity shocks in Real Business Cycle Theory	4	K2 (U)	Lecture Cooperative Learning	MCQ
	4	Stabilisation Policy and Unemployment	4	K2 (U)	Blended Teaching	Slido
	5	Role of money in Real Business Cycle Theory' - Policy implications of real business cycle theory- DAD-DAS Model	6	K2 (U)	Inquiry based Teaching	Class Test
III	1	Core propositions of New Keynesian Macro Economics	5	K3 (A)	Context based Teaching	Concept Writing
	2	Wage and Price Rigidities	3	K3(A)	Video Clippings	Debate
	3	New Keynesian business cycle theory- Policy implications of New Keynesian Macro Economics	5	K3 (A)	Lecture with interactive PPT	Group Discussion
IV	1	Openness in goods and financial market	3	K (4) An	Lecture with PPT	Memory Test
	2	Output interest rate and Exchange Rate- Exchange Rate Regimes	5	K (4) An	Blended Teaching	Unit Test
	3	Exchange Rate and Balance of Payments	3	K (4) An	Case study	MCQ
	4	Mundell- Fleming Model	3	K (4) An	Context based Teaching	Snap test
V	1	Theory of Stabilization – Tinbergen’s Approach	4	K (5) Ev	Lecture with PPT	Group Discussion
	2	Fiscal Policy- Monetary Policy	4	K (5) Ev	Lecture with Video Clipping	Memory Test
	3	Optional Policy Mix- Crowding out effect	4	K (5) Ev	Lecture with E – Resources	Book Review
	4	Bond Financed and Tax Financed Government Expenditure- Rules Vs	5	K (5) Ev	SLO	Class Test

		Discretion				
						Group Discussion

Course Focusing on : **Employability**
Activities : **Album Making**
Course Focusing on Cross Cutting Issues : **Global**
Activities related to Cross Cutting Issues : **Seminar**
Seminar Topic : **Wage and Price Rigidities**

Sample Questions

PART – A

1. Which economic theory emphasizes the role of effective demand and underemployment equilibrium in explaining fluctuations in output and employment?
 - a) Classical Theory of output and Employment
 - b) AD – AS Model
 - c) Keynesian Theory of output and employment
 - d) Hicks – Hansen IS-LM Model
2. Rational expectations imply that government policies are generally ineffective in changing economic outcomes. Say true or false.
3. In New Keynesian Macroeconomics, wage and price rigidities lead to _____ in the adjustment of prices and wages to changes in demand and supply conditions.
4. In an Open economy, the exchange rate is primarily determined by _____.
 - a) Domestic monetary policy
 - b) Domestic fiscal policy
 - c) Supply and demand for foreign currency
 - d) Wage and price rigidities
5. Which Macroeconomic policy tool involves central bank actions to influence interest rates and money supply?
 - a) Fiscal policy
 - b) Monetary policy
 - c) Exchange rate policy
 - d) Supply side policy

PART – B

6. What are assumption of Keynesian theory of Output and Employment?
7. Explain the concept of rational expectations in macroeconomics.
8. Differentiate Wage and Price Rigidities
9. What is output interest rate?
10. Give a short note on Fiscal Policy.

PART – C

11. Explain the concept of underemployment equilibrium in the Keynesian Theory of Output and Employment.

12. Critically analyze the proposition that rational expectations render government policies generally ineffective in influencing economic outcomes.
13. Discuss the New Keynesian Macro Economics Policy.
14. Explain the Mundell – Fleming Model.
15. Evaluate the Tinbergen’s Approach in Macro Economic Policies.

Head of the Department
Dr. S. Jeni Sanjana

Course Instructor
Dr. A. Babila Kingsly

Department : Economics
Class : II M.A Economics
Title of the Course : Core VIII: Public Economics
Semester : III
CourseCode : 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

On the successful completion of the course, students will be able to:		
	remember and understand the basic theories of public finance.	K1& K2
	analyse and identify the public expenditure.	K3
	evaluate the various tax system.	K4
	to organize, examine and evaluate about fiscal policy.	K4
	to summarize, develop and explain about Indian public finance.	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	Cognitive Level	Pedagogy	Assessment / Evaluation
I	1	Introduction Role of public finance - Major Fiscal functions	4	K1 (R)	Inquiry based Teaching	Short test
	2	Private and Public goods – Mixed goods	3	K1 (R)	Context based Teaching	Short test
	3	Merit goods- Social goods	3	K2 (U)	Demonstrative Teaching	Evaluation through short test Concept explanations.
	4	Market failure Public goods and externalities		K2 (U)	Peer Teaching	MCQ
II	1	Taxation: Direct and Indirect taxation	3	K4(An)	Lecture Cooperative learning	Concepts with examples,
	2	– Cannons and Principles of Taxation.	4	K4(An)	Blended Teaching	Objective type Test
	3	Debt: Classification and Sources of public debt	5	. K4(An)	Peer Teaching	Concept with examples,
	4	Burden of public debt–Principles of public debt	3	. K4(An)	Group Discussion	Quiz
	5	Methods of raising public debt-Methods of repayment of public debt.	4	. K4(An)	Inquiry based Teaching	Evaluation through short test Concept explanations.

III	1	Public Expenditure Theories of Public Expenditure	5	. K3 (Ap)	Cooperative learning	MCQ
	2	Musgrave – Wagner - Peacock Wiseman	3	K3 (Ap)	Lecturebasedon Gamma Discussion	Concepts with examples,
	3	Growth of Public Expenditure – Canons and Evaluation of Public Expenditure.	4	. K3(Ap)	Lecturebasedon Gamma Discussion	Evaluation through short test Concept explanations.
IV	1	Fiscal Policy and Fiscal Federalism Objectives and Instruments of Fiscal policy	4	K4 (An).	Seminar	MCQ
	2	Compensatory Fiscal policy – Fiscal policy for Economic stability and growth	5	K4 (An)	Seminar	Evaluation through short test Concept explanations.
	3	Effectiveness of fiscal policy- Fiscal federalism	4	K4 (An).	Seminar	MCQ
	4	Role of finance commission – Principles – Recommendation s of recent Finance Commission	5	K4 (An)	Seminar	Conceptswith examples,

V	1	Indian Public Finance - Financial Autonomy in India	4	K5(Ev)	Lecture illustration with	Objective type Test
	2	Resource transfer from union to state- VAT	3	K5(Ev)	Lecture Brainstorming	Concept with examples,

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. Jeni Sanjana

Course Instructor
Dr.A.Sameema

Teaching Plan

Department : Economics
Class : II M.A. Economics
SEMESTER : III
Course : Elective-V: a) Entrepreneurial Development
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:		
	remember and understand the concept of Entrepreneurship	K ₁ , K ₂
	understand the factors involved in business	K ₁ ,K ₂
	apply the methods of project Appraisal	K ₃
	Analysis the knowledge about source of Fiancé	K ₃ , K ₄
	evaluate the process involved in the project	K ₄
K1 - Remember; K2 - Understand; K3 – Apply; K4 – Analyse		

Teaching plan

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

Unit	Section	Topics	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
I	Introduction					
	1	Introduction - Concept of Entrepreneur – Characters of an Entrepreneur	3	KI(R)	Introductory Session	Recall Steps, Memory Test
		Distinction between Entrepreneur & Manager – Function and Types of Entrepreneur.	3	KI(R)	Inquiry Based Teaching	Class Test
		Concept Entrepreneurship – Role in Economic Development,.	3	KI(R)	Context based Teaching	Concept Writing
		Women Entrepreneurship – Function,	3	K2(U)	Blended Teaching	Unit Test

		Problems - Recent trends				
II	Entrepreneurial Growth					
	1	Entrepreneurial Growth Economic and Non-Economic Factors – Role of Government	4	KI(R)	Lecture with interactive PPT	Group Discussion
	2	Entrepreneurial Motivation – Factors- Theories: Need for Achievement theory	4	KI(R)	Case Study	Book Review
	3	Entrepreneurial Development – Need.	4	K2(U)	Video Clippings	Debate
III	Project Formulation and Selection					
	1	Projects and Entrepreneur Meaning – Identification – Selection	4	K3(A)	Experimental Learning	Writing Project Proposal
	2	Project Formation: Meaning and Significance	4	K3(A)	Lecture with PPT	Memory Test
	3	Contents of a Project Report – Formation– Planning Commission Guidelines.	4	K3(A)	Self Learning	Report Writing
IV	Project Report					
	1	Introduction- Idea Selection- Selection of the Product/Service-	4	K3(A)	Peer Teaching	Over-View Test
	2	Aspects of a Project- Phase	4	K3(A)	Cooperative Learning	Snap Test

		of a Project-				
	3	Project Report- Contents of a Project Report.	4	K4(An)	Practical Oriented Teaching	Memory Test
V	Institutional Finance					
	1	Institutional Finance to Entrepreneurs: Commercial Bank, Industrial Development of India (IDBI), Industri al Finance Corporation of India (IFCI), Industri al Credit & Investment Corporation of India (ICICI)	4	K4(An)	Lecture with E- Resources	Role Play
	2	Unit Trust of India (UTI), State Industrial Development Corporation (SIDCO) - National Small Industries Corporation Ltd.(NSIC)	4	K4(An)	SLO	Oral Test
	3	Small Industries Development Organisation (SIDO) - District Industries Centre (DICs)	4	K4(An)	Video Clippings	Document Presentation

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 : Economics
Class : II MA Economics
Title of the Course : SEC II – Leadership Qualities and Development
Semester : III
Course Code : FP231EC1

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:		
	understand the importance of Leadership	K1
	summarize the leadership Styles	K2
	analyze the Motivation required for an Effective Leader	K3
	formulate policies to understand Conflict Management	K4
	explain the leadership styles of Women in Politics and Business	K5
K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5– Evaluate		

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I	1	Leadership- Definition - Evolution and Growth of leadership		(R)	Introductory Session	Recall Steps, Memory Test
	2	Theories of Leadership- Blake and Mouton's Managerial Grid		(R)	Context based Teaching	Class Test
	3	House's Path Goal Theory		(R)	Lecture with Interactive PPT	Group Discussion
	4	Great Man Theory of Leadership		(R)	Inquiry based Teaching	Concept Writing
II	1	Developing Leadership Traits and Skill		(U)	SLO	Oral Test

	2	Styles of Leadership- Difference between Leadership and Management		(U)	Lecture with PPT	Slido
	3	Authority Vs Leadership		(U)	Blended Teaching	Debate
III	1	Leadership and Motivation Emotional Intelligence		(Ap)	Peer Teaching	Snap Test
	2	Traits of an Ethical Leader- Cultural Dimensions of Leadership		(Ap)	Lecture with E – Resources	Memory Test
	3	Creating Personal Leadership Brand		(Ap)	Lecture with PPT	Slido
IV	1	Team Leadership - Conflict Management- Effective Negotiations-		(An)	Inquiry based teaching	Short Test
	2	Group culture and dynamics		(An)	Context based Teaching	MCQ
V	1	Women Political Leaders- Women in Corporate		(Ev)	Video Clipping	Documentation
	2	Concept of Glass Ceiling in the Workplace		(Ev)	Peer Teaching	Slip Test
	3	Influential Indian Women in Corporate		(Ev)	Lecture with PPT	Role Play

Course Focusing on : Skill Development
 Activities : Role Play
 Course Focusing on Cross Cutting Issues : Global
 Activities related to Cross Cutting Issues : Debate
 Seminar Topic : Women Political Leaders

Sample Question

Part – A

- The Great Man Theory of Leadership, leaders are believed to _____
 - be born with innate qualities
 - be trained through experience
 - develop skills through education
 - rely on situational factors
- Give one key trait of effective leadership?
- Which of the following traits is most associated with ethical leadership?
 - ambition
 - Charisma
 - integrity
 - assertiveness
- Group culture is shaped by the shared _____, values, and behaviours of the group members.

5. The first Woman Prime Minister of India was Indira Gandhi. Say true or false.

Part – B

6. Give an account of Growth of leadership.

7. Which leadership style is known for providing clear expectations and closely supervising performance?

8. Write a short note on Emotional Intelligence.

9. List out the Team Leadership Qualities.

10. What do you mean by concept of Glass Ceiling in the Workplace.

Part – C

11. Explain the Great Man Theory of Leadership.

12. Difference between Leadership and Management.

13. Discuss the Cultural Dimensions of Leadership.

14. Summarize the Conflict Management.

15. Explain the influential Indian Women in Corporate.

Head of the Department
Dr. S. JeniSanjana

Course Instructor
Dr. A. Babila Kingsly

