

Holy Cross College (Autonomous), Nagercoil

Kanyakumari District, Tamil Nadu.
Accredited with A⁺⁺ by NAAC-V Cycle (CGPA3.53)

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF ECONOMICS



TEACHING PLAN (UG)

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)

PEOs	Upon completion of B.A/B.Sc. degree programme, the graduates will be able to	Mapping with Mission
PEO1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1&M2
PEO2	inculcate practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2,M3,M4 &M5
PEO3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3,M4,M5 &M6

Programme Outcomes (POs)

Pos	Upon completion of B.A. degree programme, the graduates will be able to:	Mapping with PEOs
PO1	Obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	PEO1
PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self- reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2 &PEO3
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2 &PEO3
PO7	participate in learning activities throughout life, through self-paced and self-directed learning to develop knowledge and skills.	PEO1 &PEO3

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of B.A. Economics programme, the graduates will be able to:	Mapping with POs
PSO1	enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.	PO1, PO2
PSO2	sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.	PO1, PO6
PSO3	familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.	PO2, PO3
PSO4	evaluate various social and economic problems in the society and develop answer to the problems as global citizens	PO4, PO7
PSO5	enhance skills of analytical and critical thinking to analyze	PO3, PO5

Department : **Economics**
Class : **I B.A Economics**
Title of the Course : **Core Course I: Micro Economics I**
Semester : **I**
Course Code : **FU231CC1**
SEMESTER I

CORECOURSE I: MICRO ECONOMICS-I

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU231CC1	5	-	-	-	5	5	75	25	75	100

Pre-requisite:

Students should have the knowledge of basic Economics

Learning Objectives:

1. To equip the economic behaviors of individual units of the society.
2. To impart knowledge on demand and supply concepts

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	remember the basic concepts and the need for the study of Micro Economics	K1&K2
2.	identify the types of utility and consumer behavior	K1&K2
3.	explain the various market equilibrium, Demand and Supply Functions	K2&K3
4.	understand the meaning of production functions	K2&K3
5.	present the theory of firms, cost and revenue	K2&K3

K1-Remember; K2-Understand; K3-Apply

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
Basic Concepts									
I	1	Definitions, Nature and Scope of Microeconomics	2	1	K1(R)	Lecture Comparative Discussion	Think–Pair–Share	Interactive PPT,	Quiz, Concept Map
I	2	Positive vs. Normative & Inductive vs.	3		K2(U)	Lecture, Blended Learning	Group Debate	E-notes	Group Presentation, MCQ

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III	1	Law of Demand, Types of Goods, Determinants, Exceptions (Giffen Paradox, Veblen Effect)	3	1	K2, K3(U&Ap)	Flipped class room	Role Play / Open Discussion	SLO	I CIA Quiz, MCQ, Short Notes
III	2	Elasticity of Demand (Price, Income, Cross) – Engel's Law	2		K2, K3(U & Ap)	Case Study Method	Peer Teaching	Interactive PPT	Oral Quiz, I CIA
III	3	Law of Supply, Determinants, Elasticity of Supply	3	1	K2, K3(U & Ap)	Reflective Thinking	Think-Pair-Share: Market Supply Shocks	You Tube Video	MCQ, Concept Map
III	4	Market Equilibrium – Consumer &	2	1	K3	Diagram-Based Teaching, Market Simulation	Equilibrium Model Making, Group Discussion	YouTube: Economics Basics	Assignment Presentation
III	5	Producer Surplus	2		K2, K3(U&Ap)	Blended Learning	Pannel Discussion	E- Content	MCQ Concept Map
Production Analysis									
IV	1	Production Function	2	1	K2, K3(U&Ap)	Concept Illustration, Flowcharts	Think-pair-share, Cost categorization activity	YouTube	Quiz, worksheet, II CIA
IV	2	Law of Variable Proportions	3	1	K2, K3(U&Ap)	Cooperative Learning	Problem-solving in groups, Graph drawing	Virtual graphing tools, Slideshare	Group exercise, Graph test
IV	3	Laws of Returns to Scale	2		K2, K3(U&Ap)	Cooperative Learning	Discussion, Scenario analysis	You Tube video	Case-based MCQ, Short test
IV	4	Isoquants & Types of Production Functions	2	1	K2, K3(U&	KWL	Peer teaching,		MCQ, Diagram

					Ap)		Revenue calculation worksheet		interpretation
IV	5	Economies and Diseconomies of Scale	3		K2, K3(U&Ap)		Debate, Business simulation		II CIA, , Oral quiz
Cost and Revenue Concepts									
V	1	Costs–Fixed and Variable Costs–Average, Marginal, and Total Costs	2	1	K2, K3(U&Ap)	KWL	Think-pair-share, Cost categorization activity	Interactive PPT YouTube	IICIA, Quiz, MCQ worksheet
V	2	Short Run and Long Run Costs	3	1	K2, K3(U&Ap)	Inquiry-Based Learning	Problem-solving in groups, Graph drawing	Virtual graphing tools, Slideshare	Group exercise, Graph test
V	3	Implicit, Explicit, Sunk and Imputed Cost– Revenue–Total	2		K2, K3(U&Ap)	Active Learning	Discussion, Scenario analysis	E- Content	II CIACase-based MCQ, Short test
V	4	Average and Marginal Revenue–Relationship BetweenAR,MR and	2	1	K2, K3(U&Ap)	Active Learning	Peer teaching, Revenue calculation worksheet	Youtube Video	Problem worksheet, Diagram interpretation
V	5	ElasticityofDemand-ProfitMaximizationRule	3		K2, K3(U&Ap)	Graphical analysis, Case study	Debate, Business simulation		Test, Group Case Study, Oral quiz

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability/ Entrepreneurship Skill

Activities (Em/ En/SD): Group Discussion, Concept Mapping

Assignment : Fixed and Variable Costs - Average, Marginal, and Total Costs , Chart Explanation

Sample questions

Part A

1. Adam Smith is the father of Economics. State - True/False.
2. Man is described as a bundle of wants. State True/False.
3. Law of diminishing marginal utility was originally formulated by_____.
a) Goosen b) Karlmarx c) Alfred d) Marshall
- 4 . Give the abbreviation of TFC
5. Which cost increases continuously with the increase in production?
a) average cost b) marginal cost c) variable cost d) total cost

Part B

1. Summarize the growth definition.
2. Estimate the of Law of equimarginal utility.
3. List the types of elasticity of demand?
4. Recall the Isocost curve.
5. Why does the AC curve “U”shaped

Part C

1. Illustrate the Wealth definition of Economics.
2. Illustrate the properties of indifference curve.
3. How will you find the factors determining price elasticity of demand.
4. Explain the CES production function
5. Illustrate the relationship between MR and AR curve.

Head of the Department: Dr. S. Jeni Sanjana

Course Instructor: Dr. Jeni Sanjana

Department : Economics
Class : I B.A Economics
Title of the Course : Core Course II: Statistics for Economics –I
Semester : I
Course Code : FU231CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU231CC2	5	–	–	–	5	5	75	25	75	100

Learning Objectives:

1. To know the nature and scope of statistics and its applications
2. To impart knowledge on Collection, Classification, Analyzing and Presentation of data.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the overview of statistics and basic knowledge of statistical tools	K1(R) & K2(U)
2.	differentiate types of data and its classification	K1(R) & K2(U)
3.	explain the concept of averages and its application	K2(U) & K3(A)
4.	know the concept of dispersion and its application	K2(U) & K3(A)
5.	calculate correlation and estimate values using regression	K2(U) & K3(A)

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation Methods
I	INTRODUCTION AND COLLECTION OF DATA								
	1	Introduction – Nature and Scope of Statistics	3	1	K1(R) & K2(U)	Introductory	Group Discussion	PPT	Class Test
	2	Uses and Limitations of Statistics	2		K1 (R) & K2 (U)	Simulation	Discussion	E - notes	explain
	3	Primary and	4	1	K1(R) &	Brainstorming	Mind map	Video lecture	MCQ

		Secondary Data - Tools for collecting Primary Data			K2(U)				
	4	Requisites of Good Questionnaire	2	1	K1(R) & K2(U)	Demonstration	Role Play		Short test
	5	Sources of Secondary Data	1		K1(R) & K2(U)	KWL	Interaction	PPT	Open book Test
II	CLASSIFICATION AND PRESENTATION OF DATA								
	1	Classification and Tabulation of Data– Types	3	1	K1(R) & K2(U)	Flipped Classroom	Analyse problem situation		Recal steps
	2	Frequency Distribution — Cumulative Frequency Distribution	2		K1(R) & K2(U)	Demonstartion	Constructivism		Class Test
	3	Class Interval, Diagrams – Types	2	1	K1(R) & K2(U)	KWL	Discussion	Excel	Oral Test
	4	Graphical Representation– Histogram	2		K1(R) & K2(U)	Blended Learning	Analyse problem situation	Excel	Home work
	5	Frequency Polygon – Ogive Curve – Lorenz Curve	3	1	K1(R) & K2(U)	Flipped Class room	Peer feedback		Slip Test
III	MEASURES OF CENTRAL TENDENCY								
	1	Measures of Central Tendency- Requisites of a Good Average	2	1	K2(U) & K3(A)	Inquiry based	Group reflection		Concept definition
	2	Calculation of Arithmetic Mean	3		K2(U) & K3(A)	Illustration	Solving problems	Video lecturing	Home work
	3	Calculation of Median	3	1	K2(U) & K3(A)	Illustration	Solving problems	Video	Class Test
	4	Calculation of Mode	3		K2(U) & K3(A)	Illustration	Solving problems	YouTube Video	Formative assessment
	5	Merits and	1	1	K2(U) &	Collaborative	Debate		Oral Test

		Demerits of measures of central tendency			K3(A)	learning			
IV	MEASURES OF DISPERSION								
	1	Absolute and Relative Measures of Dispersion – Range	2	1	K2(U) & K3(A)	Blended Learning	Assignment	Video	JAM
	2	Quartile Deviation – Mean Deviation	3		K2(U) & K3(A)	Illustration	Solving Problem		Home work
	3	Calculation of Standard Deviation	2	1	K2(U) & K3(A)	Flipped Class room	Solving problem		Home work
	4	Variance - Coefficient of Variation	2	1	K2(U) & K3(A)	Computational Thinking	Brainstorming		Class Test
	5	Skewness and Kurtosis.	3		K2(U) & K3(A)	Simulation	Interaction		Class test
V	CORRELATION AND REGRESSION								
	1	Correlation – Types of Correlation – Methods	3	1	K2(U) & K3(A)	Lecture	Think – pair – share	Video	MCQ
	2	Karl Pearson's Co-efficient of Correlation	3	1	K2(U) & K3(A)	Blended Learning	Solving Problems		Home Work
	3	Spearman's Rank Correlation	2		K2(U) & K3(A)	Blended Learning	Solving Problems		Home Work
	4	Regression Equations	3	1	K2(U) & K3(A)	Differentiated Instructions	Self-paced learning		Class Test
	5	Distinction between Correlation and Regression Analysis	1		K2(U) & K3(A)	Peer Teaching	Explain Concepts	PPT	Recall

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Tutorial**

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

Activities related to Cross Cutting Issues:- Team Work

Assignment: Tools for collecting Primary Data (Last date to submit – example: 21-07-2025)

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Statistik' means
 - a) Mathematical Statistics
 - b) Statistical Methods
 - c) Statesman
 - d) Political State
2. Classification is the process of arranging data in different columns. True/False
3. Find the median 10, 15, 5, 3, 4, 9, 8, 7, 11
4. Find range 65, 35, 75, 25, 15
5. The scatter diagrams are also called _____.

Part B (6 marks)

1. What are the limitations of Statistics?
2. Explain the types of tabulation.
3. Calculate median for the following data.

X	10	11	12	13	14	15
f	15	16	18	14	19	16

4. Calculate mean deviation for the following data.

X	30	40	50	60	70	80
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5. Write a note on linear and non – linear correlation .

Part C (12 marks)

1. Explain the importance of Statistics in Economics.
2. Discuss the kinds of frequency distribution.
3. Calculate mean from the following data.

X	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80
F	4	12	24	36	20	16	8	5

4. Calculate standard deviation for the following data.

X	0-10	10-20	20-30	30-40	40-50	50-60	60-70
f	5	12	30	45	50	37	21

5. Discuss the scatter diagram method of studying correlation.

Department : Economics
Class : I B.A Economics
Title of the Course : Generic Elective -I: Introduction to Sociology
Semester : I
Course Code : FU231EC1

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
FU231EC1	4	-	-	4	4	60	25	75	100

Learning Objectives

1. To understand the nature and scope of sociology and its development
2. To know the social change, evolution and revolution

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	PSO addressed
CO - 1	Understand the contributions of sociologists in the field of sociology	PSO - 4	K2 (U)
CO - 2	Understand the basic aspects of Sociology	PSO - 4	K2 (U)
CO - 3	Examine the impact of individuals, groups and society	PSO - 4	K2 (R)
CO - 4	Understand the dimensions of social stratification	PSO - 4	K2 (U)
CO - 5	Analyze and design Policy for social change	PSO - 4	K3 (A)

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/
I	1.	Definition – Nature and Scope of Sociology	2	1	K2(U)	Integrative Teaching, KLW	Group Work	PPT	Recall the steps, I CIA
	2.	Origins and development of Sociology	2		K1 (R)	Context based	Group Discussion	PPT	MCQ, True/ False I CIA

	3.	Founding fathers and their contributions	1		K1 (R)	Lecture, KLW	Group Work, Team Teaching, Describe visual images	YouTube Video	MCQ I CIA
	4.	Auguste Comte, Herbert Spencer,	2	1	K1 (R)	Lecture, Cooperative learning	Group discussion, Describe visual images		True/False I CIA
	5.	Karl Marx, Emile Durkheim	2		K1 (R)	Lecture, Group Discussion	Interaction in the Classroom		Homework, MCQ I CIA
	6.	Max Weber	1	1	K1 (R)	KLW Lecture	Worksheet		MCQ, I CIA
	7.	Sociology and other social sciences	1		K2 (U)	Lecture, Blended Learning	Self-directed active learning		Shorttest I CIA
II	1.	Society, Community	1	1	K2 (U)	KLW, Cooperative learning	Group work	PPT	MCQ, True/False I CIA
	2.	Institutions, Association	2		K2 (U)	KLW, Lecture,	Group Discussion		Shot test I CIA
	3.	Social Structure, Status	2		K2 (U)	Lecture, Blended Learning	Group Discussion	PPT	Homework, True/False I CIA
	4.	Role, Norms, and Values	2	1	K1 (R)	Cooperative learning, Lecture	Self-directed active learning	You Tube Video	Oral Test Shottest I CIA
	5.	Folkways and Mores, Associative and Dissociative processes	2		K1 (R)	KLW, Cooperative learning, Lecture,	Group Discussion		MCQ, True/False I CIA
	6.	Cooperation	2		K1 (R)	Context based	Assignment	PPT	Worksheet, Class test I CIA

	7.	Assimilation-Accommodation	2		K1 (R)	Context based, KLW	Team Teaching		MCQ, True/False I CIA
	8.	Competition and Conflict	2	1	K2 (U)	Cooperative learning, Lecture,	Solving Puzzles		Oral test I CIA
	9.	Sociology and other social sciences	2		K2 (U)	Context based	Interaction in the Classroom		True/False I CIA
III	1.	Individual and Society	1	1	K2 (U)	Integrative Teaching	Group Discussion	PPT	Recall the Steps, True/False I CIA
	2.	Socialization	1		K2 (U)	Lecture, Group Discussion	Self-directed active learning		Shot Test I CIA
	3.	Stages and Agencies of Socialization	2		K3 (A)	Integrative Teaching, Cooperative learning	Group Discussion		Recall the steps, True/False I CIA
	4.	Types of Groups	1	1	K2 (U)	Reflective Thinking Blended Learning	Interaction in the Classroom, Mind Map	PPT	MCQ, True/False II CIA
	5.	Primary and Secondary Groups	2		K3 (A)	Lecture, Group Discussion	Group Discussion		Home Work Test II CIA
	6.	In-Group and Out-group	2		K3 (A)	Reflective Thinking,	Assignment		Worksheet Class Test II CIA
	7.	Reference Group	1		K3 (Ap)	Integrative Teaching	Team Teaching		MCQ True/False II CIA
IV	1.	Social Stratification: Meaning	1	1	K2 (U)	Lecture, Group Discussion	Group Work,	PPT	Class test, II CIA

	2.	Definition and Dimensions	1		K2 (U)	KWL, Lecture,	Group Discussion		True/False II CIA
	3.	Social mobility and its determinants.	2	1	K3 (A)	KLW, Lecture	Interaction in the Classroom	PPT	MCQ, True/False II CIA
V	1.	Meaning and Types: Evolution	1	1	K2 (U)	Reflective Thinking	Group Discussion	PPT	Recall the Steps, Class Test, II CIA
	2.	Revolution	1		K2 (U)	Integrative Teaching	Interaction in the Classroom		MCQ, True/False II CIA
	3.	Progress and Development	2	1	K3 (A)	Lecture, KLW	Group Discussion		Home Work True/False II CIA
	4.	Factors of Social Change	2		K3 (A)	Reflective Thinking, Blended Learning	Assignment	PPT	ShotTest II CIA
	5.	Culture and Civilization	2		K3 (A)	Integrative Teaching	Interaction in the Classroom	You Tube Video	MCQ, True/False II CIA

Course Focussingon: Skill Development

Activities (Em/ En/SD): Group Discussion

Course Focussing on Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues: Role Play

Assignment: Culture and Civilization, Album Making

Sample questions

Part A (1 Mark)

1. Sociology derived from the word _____ and _____
2. _____ refers to people and their community

3. The term _____ refers to the processes whereby individuals are taught the skills, behaviour patterns, values and motivations that are needed for competent functioning in the culture in which they are growing up.
4. The concept of social stratification came into existence in the year
a) 1940 b) 1941 c) 1914 d) 1904
5. Culture defines a typical way in which human beings live. State True/False

Part B (6 Marks)

1. Point out the nature of sociology
2. State the features of social institutions
3. Write the note on reference group
4. Write the principles of social stratification
5. List out the types of evolution

Part C (12 Marks)

1. Explain the origins and development of sociology
2. Discuss the characteristic of community
3. Explain the type of groups
4. Discuss the determinants of social mobility
5. Explain the factors influencing social changes

Head of the Department: Dr. S. Jeni Sanjana

Course Instructor: Dr. S. Vimal Dolli

Department : **Economics**
Class : **I Year**
Title of the Course : **NME - Demography**
Semester : **I**
Course Code : **FU231SE1**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
FU231SE1	2	-	-	2	2	30	25	75	100

Learning Objectives

- To understand the meaning and scope of demography
- To discuss the basic concepts of demographic measurement.

Course outcomes

Co. No	Course Outcomes	Programme Outcomes	Cognitive Level
CO - 1	acquire knowledge on the subject matter of Urban Economics	PO1	K1(R), K2(U)
CO - 2	gain Knowledge on Urbanization and its Impact	PO1,PO2	K1(R), K2(U)
CO - 3	understand and analyse the Urban Infrastructure	PO1,PO2	K2(U), K3(Ap)
CO - 4	analyze the impact of Migration	PO2,PO4	K2(U), K3(Ap)
CO - 5	apply various ideas and policies in Urban Economics.	PO4	K2(U), K3(Ap)

Teaching plan

Total Contact hours*: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction								
	1.	Definition of Urban Economics	1	2	K2(U)	Lecture using Chalk and talk	Group Discussion	PPT	Evaluation through short test, MCQ
	2.	Nature and Scope of Urban Economics	1		K2(U)	Lecture method	Video Clip	E- Notes	Quizzes on urban economics
	3.	Density,	1			Group	Group Work	PPT	Concept definitions

		Urbanization			K1(R)	Discussion			
	4.	Urban structure and Urban growth.	1		K1(R)	Flipped Classroom	Reading Passage	Youtube	Slip Test
	5.	Definition of a City and Metropolitan area	1		K1(R)	Lecture Method	Group Discussion	PPT	Evaluation through short test, MCQ
II	Birth Rate, Death Rate and Fertility								
	1.	Urbanization, Concept	1	2	K2(U)	Blended Learning	Assignment	Interactive PPT	Quiz
	2.	Urban Morphology	1		K2(U)	Lecture Method	Group Discussion	E-Notes	Poster Presentation
	3.	Causes and Issues of Urbanization	1		K2(U) K1(R)	Gamification	Memory Game	E-Content	Short Answer
	4.	Sustainable Urbanization	1		K1(R)	Flipped Classroom	Album Making	PPT	Dictation
III	Migration and Urbanisation								
	1.	Urban Infrastructure	1	1	K2(U)	Lecture	Mind Map	PPT	II CIA
	2.	Transportation	1		K2(U)	Interactive Teaching	Brainstorming	E-Notes	Reading Test
	3.	Electricity, Water Supply, Slums	1		K2(U)	Context Based	Debate	PPT	Slip Test
	4.	Housing and Urban Renewal	1	1	K3(A)	Lecture	Article Collection	Discussion Forum	Evaluation through short test
	5.	Public Health	1		K3(A)	Integrative	Data	Youtube Link	Data Explanation

							Collection		
IV	Population Trends								
	1.	Theories of Rural Urban Migration	1	1	K2(U)	Lecture with group discussion	Brainstorming	PPT	Evaluation through short test
	2.	Ravenstein's Law of Migration	1		K2(U)	Think Pair Share	Group Discussion	Youtube Link	Evaluation through Quizzes
	3.	Stouffer's theory of Mobility	1	1	K3(A)	Lecture with group discussion	Group Work	PPT	Evaluation through short test
	4.	Lee's theory	1		K3(A)	Lecture Method	Peer teaching	Interactive Video clips	Video Presentaion
	5.	Reasons for Migration: Push and Pull factors	1		K3(A)	Flipped Classroom	Group Work	Short Video	Presentation
V	Population Policy in India								
	1.	Policies and Programmes for Urban development	1	1	K2(U)	Peer Teaching discussion	Group Discussion	PPT	Group assessment
	2.	Measures to Control Urban Growth	1		K2(U)	Lecture Method	Group Discussion	E-Content	Dictation
	3.	Integrated Development of Small and Medium Towns	1	1	K3(A)	Peer Teaching discussion	Recent Data Collection	PPT	Group assessment

	4.	Smart Cities in India	1		K3(A)	Gamification	Group Work	Youtube	Puzzle Test
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em/ En/SD): **Group Discussion**

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

Activities related to Cross Cutting Issues: **Group Discussion**

Assignment: **Urban Infrastructure**

Sample questions (minimum one question from each unit)

Part A

- Which year is called the 'demographic divide' in India?
a) 1881 b) 1901 c) 1921 d) 1951
- Most useful single measure of mortality is
a. Case fatality rate b. CDR c. ASDR d. Proportional Mortality rate
- Which of the following is the best indicator of health status of a community?
a. Birth rate b. Infant mortality rate c. Crude death rate d. None of the above
- Mortality experience is taken into consideration when defining:
a. General fertility rate b. Total fertility rate
c. Net reproduction rate d. Gross reproduction rate
- Demographic gap means:
a. Differences in sex ratio b. Differences between age specific birth and death rates
c. Differences between birth and death rates d. Differences in child and women ratio

Part B

- Point out the nature of urban economics.
- Define City.

8. Write the note on urban infrastructure.
9. Discuss the law of migration.
10. List out the reasons for migration.

Part C

6. Explain the urban structure and urban growth.
7. Discuss the causes and issues of urbanisation.
8. Explain the public health.
9. Discuss the Ravenstein's Law of Migration.
10. Explain the Stouffer's theory of Mobility

Head of the Department: Dr. S. Jeni Sanjana

Course Instructor: Ms. J. Josephine Shiny

Department : Economics
Class : II B.A Economics
Title of the Course : Core Course V: Macro Economics -I
Semester : III
Course Code : FU233CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU233CC1	5	–	–	–	5	5	75	25	75	100

Learning Objectives:

1. To understand the national income and its related concepts
2. To analyse the classical theory of full employment and its advantages

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the structure of Macro Economics and the concept of GDP	K2(U)
2.	outline the concepts in classical theory of employment	K1(R) & K2(U)
3.	understand the types and the impact of inflation on economies	K2(U)
4.	examine the theories of consumption function	K3(A)
5.	analyze the Keynesian underemployment theory	K4(An)

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	INTRODUCTION TO MACRO ECONOMICS								
	1	Meaning, Difference between Micro & Macro Economics	2	1	K2(U)	Lecture	Memory game	e-notes	Explain
	2	Macro Statics,	4		K2(U)	Demonstration	Brainstorming	Interactive	Recall

[illegible]

	1	Meaning of full employment, Types of unemployment	2	1	K2(U)	Brainstorming	Analyse problem situation	PPT	MCQ
	2	Classical theory of output and employment. Say's law of Markets , Pigou's view on involuntary unemployment	3		K2(U)	Simulation	Discussion		Class Test
	3	Keynesian Concept of effective demand, Aggregate supply function and Aggregate demand function,	3	1	K2(U)	Cooperative Learning	Role Play	PPT	Open book test
	4	Underemployment equilibrium	1		K2(U)	KWL	Interaction	PPT	Formative assessment
	5	Ex-ante saving and ex- ante investment	2	1	K2(U)	Inquiry based learning	Interaction	Video	Explain
	6	Comparison of classical and Keynesian theory.	1		K2(U)	PBL	Constructivism		Class Test
IV	THEORIES OF CONSUMPTION								
	1	Consumption Function: Meaning and Attributes	2	1	K3(A)	Active Learning	Brainstorming	PPT	Concept definition
	2	Factors determining consumption	3		K3(A)	Lecture	Think – pair – share		Class Test

		function							
	3	Keynesian Absolute Income Hypothesis	2	1	K3(A)	Brainstorming	Discussion		Class Test
	4	Duesenberry’s Relative Income Hypothesis	1		K3(A)	Reflective Thinking	Assignment		Short test
	5	Friedman’s Permanent Income Hypothesis	2	1	K3(A)	Reflective	Discussion		JAM
	6	Anto & Modigliani’s Life Cycle Hypothesis	2		K3(A)	Brainstorming	Interaction		Open book test
V	MULTIPLIER AND ACCELERATOR								
	1	Meaning and assumptions of multiplier	2	1	K4(An)	Lecture	Constructivism	PPT	Explain
	2	Working and leakages of multiplier	2		K4(An)	Demonstrative	Solving problems	Video	Class test
	3	importance and limitations of multiplier	2	1	K4(An)	KWL	Interaction		Slip test
	4	Meaning of accelerator principle and its assumptions	2		K4(An)	Flipped Classroom	Analyse problem situation	PPT	Formative assessment
	5	Operation and limitations of accelerator	3	1	K4(An)	Simulation	Role play		Quiz
	6	A note on foreign trade multiplier.	1		K4(An)	Cooperative Learning	Peer review		Class test

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Tutorial**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): - Professional Ethics
Activities related to Cross Cutting Issues:- Group Discussion

Assignment: National Income: Concepts & Measurement (Last date to submit – example: 28-07-2025)

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. The term Macro Economics was first coined by _____.
a) J.B.Say b) J.S.Mill c) Ragnar Frisch d) Marshall
2. $NNP = GNP - D$. Where D is -
a) Depression b) Direct taxes c) Depreciation d) Development
3. Classical Economists believe that there is always full employment in an Economy – True / False
4. APC is the ratio of _____.
5. _____ shows the effect of a change in consumption on investment.

Part B (6 marks)

6. What are the limitations of Macro Economics?
7. What are the methods of measuring National Income?
8. Explain underemployment equilibrium.
9. List out the importance of consumption function.
10. What are the limitations of multiplier?

Part C (12 marks)

11. Diagrammatically explain Macro Static and Macro Dynamic analysis.
12. Explain the difficulties involved in measuring national income.
13. Differentiate Classical view from Keynesian view of employment.
14. Critically analyze the Keynesian law of consumption.
15. Discuss the forward and backward operations of multiplier.

Head of the Department: Dr.S.JeniSanjana

Course Instructor: Dr.S.Panimaya Mercy

Department : **Economics**
Class : **II B.A Economics**
Title of the Course : **Mathematics for Economics**
Semester : **III**
CourseCode : **FU232CC2**

Course Code	L	T	P	Credits	Inst.Hours	Total Hours	Marks		
							CIA	External	Total
FU232CC2	5	-	-	5	5	75	25	75	100

Learning Objectives:

1. To integrate the concepts of Economics with Mathematical tools.
2. To understand the second order derivatives and its maxi mini function.

Course Outcomes:

On completion of this course, students will be able to:		
1	understand Basic Concepts of Mathematics and its application in Economics.	K1 & K2
2	analyze the relevance of the Types of Matrices	K1 & K2
3	calculate optimal values in the system of Equations and the importance of Input-Output Analysis	K2 & K3
4	gain knowledge of the rules of Differentiation and its Economic Applications	K2 & K3
5	to optimize single variable functions in Economics	K2 & K3

K1– Remember;K2 –Understand; K3– Apply

Teaching plan

Total Contact hours: 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.	Variables, Constants, Equations and its types	1	1	K1(U)	Integrative Teaching, Cooperative learning, Lecture	Group Work,	PPT	Worksheets, Recall steps, MCQ, I CIA
	2.	Uses and limitations of Mathematics in Economics	1		K1(R)	Reflective Thinking, Context based, Lecture	Group Discussion	PPT	MCQ, True/False I CIA
	3.	Linear function, Parabola	1		K1(R)	Lecture, Reflective Thinking,	Group Work, Describing visual images	PPT, Videos	MCQ I CIA
	4.	Rectangular Hyperbola	1	1	K1(R)	Lecture, K LW	Pannel Discussion	PPT	True/False I CIA
	5.	Exponential, Logarithmic, Power function	2		K1(R)	Lecture, Group Discussion	Interaction in the Classroom		Recall the Steps, MCQ I CIA
	6.	Homogenous Function	2	1	K1(R)	Lecture, Group Discussion	Team Teaching		Worksheet, I CIA
	7.	Applications in Economics	2		K2(U)	Lecture, PPT, Group Discussion	Self-directed active learning	PPT	short test I CIA
II	1.	Types of Matrices	1	1	K2(U)	K LW, Cooperative learning	Group work	PPT	Homework MCQ, True/False I CIA

	2.	Matrix Operations: Addition, Subtraction, Matrix multiplication	2		K2(U)	KLW, Lecture,	Group Discussion, Solving problems		Recall the Steps, MCQ, True/False I CIA
	3.	Transpose, Determinants, Inverse and Properties	2	1	K2(U)	Lecture, Integrative teaching	Group Discussion, Solving problems		True/False I CIA
	4.	Solving a system of Linear Equations	2		K1(R)	Cooperative learning, Lecture	Self-directed active learning		Class Test, Homework I CIA
	5.	Cramer's Rule	2	1	K1(R)	KLW, Cooperative learning, Lecture,	Group Discussion, Solving problems		MCQ, True/False I CIA
	6.	Matrix Inverse Method	2		K1(R)	Lecture, Group Discussion	Assignment, Creating a solving puzzles		Homework I CIA
III	1.	Leontief's Input	1	1	K2(U)	Context based, KLW	Team Teaching		MCQ, Homework True/False I CIA
	2.	Output Model	2		K2(U)	Blended Learning, Lecture	Solving Puzzles		Homework I CIA
	3.	Open Model	2		K3(A)	Integrative Teaching	Interaction in the Classroom		True/False I CIA
	4.	Closed Model-Components, Uses	1	1	K2(U)	Integrative Teaching, Cooperative learning, Lecture,	Memory Game		Recall the Steps, True/False I CIA
	5.	Limitations	2		K3(A)	Blended Learning Lecture,	Self-directed active learning		shot Test II CIA

	6.	Hawkins	2		K3(A)	Integrative Teaching, Cooperative learning, Lecture	Group Discussion, Solving problems		True/False II CIA
	7.	Simon Conditions for Viability of Input	1	1	K3(Ap)	Reflective Thinking, Lecture, Group Discussion	Interaction in the Classroom		MCQ, True/False II CIA
	8.	Output Model (Problems)	2		K3(Ap)	Lecture, Group Discussion	Group Discussion		Homework, Class Test II CIA
IV	1.	Limits and Continuity – Differentiability of a Function	1	1	K2(U)	Reflective Thinking, Blended Learning	Assignment, Solving problems	PPT, Videos	Recall the Steps, Class Test II CIA
	2.	Slope of a Curve – Increasing and Decreasing Functions – Rules-	2		K2(U)	Integrative Teaching, Cooperative learning, Lecture, PPT, Group Discussion	Team Teaching		Homework True/False II CIA
	3.	Exponential and Logarithmic Functions	2	1	K3(A)	Lecture, Reflective Thinking	Group Work,		Homework II CIA
	4.	Implicit Differentiation – Economic Applications: Marginal and Elasticity Concepts	2		K2(U)	KWL, Lecture,	Self-directed learning		Worksheet, True/False II CIA
	5.	Relationship between AR, MR, and Price Elasticity of Demand	2		K2(U)	KLW, Lecture	Interaction in the Classroom		MCQ, True/False II CIA
	6.	Relationship Between Average and Marginal Cost.	2		K3(A)	Reflective Thinking, Lecture	Group Discussion		Shortest II CIA
V	1.	Second Order Derivatives – Maximization and Minimization of a Function	2	1	K2(U)	Integrative Teaching, Cooperative learning,	Interaction in the Classroom		MCQ, True/False II CIA
	2.	Economic Applications – Output and Revenue Maximization	2		K2(U)	Lecture, Blended Learning	Group Discussion, Solving problems		Worksheet, True/False II CIA

3.	CostMinimization– ProfitMaximization	2		K3(A)	Reflective Thinking, Lecture,GroupDiscus sion	Assignment, Solving problems		Homework II CIA
4.	Meaning–BasicRulesofIntegration– DefinitionofIntegration	2	1	K3(A)	KLW, Cooperative learning,	Interaction in the Classroom		MCQ,True/Fa lse II CIA
5.	Consumer Surplus – ProducerSurplus	2		K3(A)	Integrative Teaching, Cooperative learning, Lecture	Group Discussion Solving problems		Recall Steps 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 : Equation and its types

Sample Questions

Part - A (1 Mark)

- What are the uses of mathematics in economics?
 - Describing economic phenomena
 - Formulating economic theories
 - Analyzing economic data
 - All of the above
- The _____ function is used to represent the rate of change of a dependent variable with respect to an independent variable.
- Which of the functions is typically used to model exponential growth in economics?
- In matrix algebra, which method can be used to solve a system of linear equations by utilizing the inverse of the coefficient matrix.
 - Cramer's Rule
 - Matrix Inverse Method
 - Gaussian Elimination
 - Leontief's Model
- A function is differentiable at a point if it has a derivative at that point.. State True/False.

Part B(6 Marks)

- Explain the uses and limitations of mathematics in economics.
- Find Higher Order Derivatives if $y = 5x^4 + 2x^3 - 6x + 6$.
- $C = Q^3 - 3Q^2 + 15Q$, Find AC and MC

4. The demand function $P = (12 - Q)^2$ and the function is $C = 15Q^2 + 55$. Find the output

5. Find the determinant of $A = \begin{Bmatrix} 5 & 9 \\ 10 & 5 \end{Bmatrix}$

Part C(12 Marks)

6. Discuss the different types of functions.

7. Explain the various types of in matrix

8. Find the inverse of matrix $A = \begin{Bmatrix} 3 & 2 & 4 \\ 1 & 5 & 6 \\ 3 & 4 & 1 \end{Bmatrix}$

9. Find the maxima and minima of the function $y = 3x^2 - x + 1$

10. Solve the following equation by using Cramer's Rule

$$2x + 3y + 3z = 29$$

$$3x + 2y + 5z = 32$$

$$4x + 3y + 2z = 25$$

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Dr.S.Vimal Dolli

Department : **Economics**
Class : **II B.A Economics**
Title of the Course : **Rural Economics**
Semester : **III**
Course Code : **FU233EC1**

Course Code	L	T	P	Credits	Inst.Hours	TotalHours	Marks		
							CIA	External	Total
FU233EC1	4	-	-	3	4	60	25	75	100

Learning Objectives:

1. To enable the students to understand Rural Environment.
2. To enrich the students about components of the Rural Economy

Course Outcomes:

On completion of this course, students will be able to:		
1	understanding agricultural production including crop cultivation, livestock management and sustainable farming	K1
2	analyse the unique economic challenges and opportunities present in rural resources	K1&K2
3	understand the population size and population tendensity	K2
4	understand the rural occupational structure	K2
5	asses the rural poverty and unemployment	K3

K1– Remember;K2 –Understand; K3– Apply

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	Introduction to Rural Economics								
	1.	Nature and Scope of Rural	2	1	K1(U)	Introductory session	Interactive	Interactive PPT	Recall steps, Concept

		Economics							definitions
	2.	Inter-disciplinary approach of Rural Economics	3	1	K1(R)	Lecture, PPT	Group Discussion	PPT	Evaluation through MCQ, True/False
	3.	Components, Structure and Characteristics	3	1	K1(R)	Lecture, PPT, Group Discussion	Peer Teaching		Evaluation through essay
	4.	Pre and Post-independence.	3	1	K1(R)	Lecture, PPT	Memory Game	Youtubel Link	Evaluation Through True/False
II	Rural resources management in India								
	1.	Rural Resources	3	1	K2(U)	Introductory session	Presentation	Youtube	Evaluation through MCQ, True/False
	2.	Nature Types and Magnitude	3	1	K2(U)	Lecture, Group Discussion	Article Review	PPT	Evaluation Through shot essay
	3.	Rural Resources Management and Development	3		K2(U)	Lecture, PPT, Group Discussion	Group work		Evaluation through True/False
	4.	Application of Technology in Rural Development	3		K1(R)	Lecture, PPT	Brainstorming	E-Content	Evaluation through shottest

	5.	Problems and prospects.	3	1	K1(R)	Lecture, PPT, Group Discussion	Debate	Interactive PPT	Evaluation through MCQ, True/False
III	Rural Demography								
	1.	Population Size	2	1	K2(U)	Introductory session	KWL	PPT	Evaluation through MCQ, True/False
	2.	Sex and Age Composition	3	1	K2(U)	Lecture, PPT	Assignment	E-Content	Evaluation through essay
	3.	Density of Population	3		K3(A)	Lecture, PPT, Group Discussion	Data Collection	Interactive E-Book	Evaluation through True/False
	4.	Population Problems and challenges	2	1	K2(U)	Lecture, PPT, Group Discussion	Experimental Learning	Discussion Forum	Evaluation through True/False
	5.	Family Welfare Measures in Rural India.	3	1	K3(A)	Lecture, Group Discussion	Group Discussion	Video Presentation	Evaluation through hot test
IV	Rural Occupational Structure								
	1.	Nature of Rural Occupations	2	1	K2(U)	Introductory session	Group Work	PPT	Evaluation through hot test
	2.	Occupational Distribution in Rural India	2		K2(U)	Lecture, PPT, Group Discussion	Peer Teaching	Youtube	Evaluation Through True/False
	3.	The Concept of Work Participation Rates.	2		K3(A)	Lecture, Group Discussion	Poster Presentation	E-Content	Evaluation through essay

V	Rural Poverty and Unemployment								
	1.	Rural Poverty, Meaning, Estimates, Causes and Consequences	2	1	K2(U)	Introductory session	Data Collection	E-Content	Evaluation through MCQ, True/False
	2.	Unemployment, Meaning, Types	2	2	K2(U)	Lecture, PPT, Group Discussion	Role Play	PPT	Evaluation through True/False
	3.	Magnitude of Rural Unemployment	2		K3(A)	Lecture, Group Discussion	Role Play	Interactive PPT	Evaluation through hot test
	4.	Causes and Consequences	2		K3(A)	Lecture, Group Discussion	Report Writing	Discussion Forum	Evaluation through MCQ, True/False

Course Focusing on Employability

Activities (Em/En/SD) : Case Study on Rural Resources

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : Group Discussion on Rural Poverty

Assignment : Rural Poverty

Sample Questions

Part A

6. Which of the following describes the nature of rural resources?
a) Homogeneous b) Heterogeneous c) Static d) Non-renewable
7. The interdisciplinary approach of rural economics includes components such as _____, structure, and characteristics.
8. Rural poverty is often measured and analyzed by understanding its _____, causes, and consequences.
9. What is the primary focus of rural demography?
a) Industrial growth b) Technological advancements
c) Population distribution d) Urban planning
10. The application of technology in rural development is without any problems or prospects. State True/False.

Part B

11. Explain the nature and scope of rural economics.
12. Discuss the types and magnitude of rural resources in India.
13. Describe the population problems and challenges faced in rural India.
14. Analyze the concept of work participation rates in the rural occupational structure of India.
15. Outline the causes and consequences of rural unemployment in India.

Part C

16. Explain how rural economics uses an interdisciplinary approach to understand the structure and characteristics of rural areas in both pre- and post-independence India.
17. Discuss the types of rural resources in India, their management challenges, and the role of technology in rural development.
18. Analyze rural demography in India, including population size, composition, density, and the impact of family welfare measures.
19. Evaluate the occupational structure of rural India, focusing on the distribution of occupations and the concept of work participation rates.
20. Critically assess rural poverty and unemployment in India, covering their causes, consequences, and potential solutions.

Head of the Department: Dr. S. Jeni Sanjana

Course Instructor: Ms. J. Josephine Shiny

Department : **Economics**
Class : **II B.A Economics**
Title of the Course : **Indian Agriculture**
Semester : **III**
Course Code : **FU233SE1**

Course Code	L	T	P	Credits	Inst.Hours	TotalHours	Marks		
							CIA	External	Total
FU233SE1	2	-	-	2	2	30	25	75	100

Learning Objectives:

1. To know the pattern and types of agriculture
2. To explain the measures taken by the Government for agriculture.

Course Outcomes:

On completion of this course, students will be able to:		
1	explain the introduction of Indian agriculture	K1
2	understand the cropping patterns	K2
3	recognize agricultural inputs and resources	K1
4	understand the Various technology and training programmes	K2
5	know the Applicability of measures by Government	K1& K2

K1– Remember;K2 –Understand; K3– Apply

Teaching plan

Total Contact hours*: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
Introduction to Indian Agriculture									
I	1	Historical Overview of Agriculture in India	1	1	K1(R)	Lecture	Lecture, Group Discussion	E-content	Short Answer Test, Quiz
I	2	Importance of Agriculture in Indian	1		K1(R)	Blended Learning, Case	Discussion on Rural	RBI Reports, PIB, Economic	I CIA,MCQ, Presentation

		Economy				Study	Economy & Agri GDP	Survey-Video	
I	3	Agro-Climatic Zones in India	1	1	K1(R)	Flipped Class room, Map Teaching	Interactive Mapping Activity	You Tube Video	Recall steps, Concept definitions
I	4	Cropping Patterns	1		K1(R)	Inquiry Based Teaching	Group Work: Cropping Pattern by Zone		Group Chart, MCQ, Concept Map
Cropping Systems and Patterns									
II	1	Major cropping systems: Kharif, Rabi and Zaid	1	1	K2(U)	Active Learning	Memory game	E-notes	Quiz, Labeling Chart
II	2	Crop Diversification and its significance	1		K2(U)	Group reflection Case, Based Examples	Group Activity: Classify Local Cropping Systems	E-notes	I CIAOral, MCQ
II	3	Cash Crops vs. Food Crops	1	1	K2(U)	Case Study ,Active Learning	Mind map,Lecture	Ministry of Agriculture, FAO India	I CIAOral
II	4	Trends, Implications, Economic	1		K2(U)	Inquiry-Based Learning,Discus sion	Debate	Economic Survey, Agri Statistics	Debate , Viva, Assignment
Agricultural Inputs and Resources									
III	1	Seed Industry Varieties, Quality, and Challenges	1	1	K1(R)	Lecture ,	Group Discussion	You Tube Video	MCQ, Concept Note
III	2	Irrigation Systems: Types, Sources and efficiency	1		K1(R)	Diagrammatic Teaching,Inquir y-Based Learning	Role Play	FAO India, agri-irrigation.gov.in	I CIA,Chart Work, True/False
III	3	Fertilizers and Pesticides	1	1	K1(R)	Lecture ,Reflective Thinking	Mind map ,Lecture		True/False Assignment,

III	4	Usage Trends Environmental concerns	1		K1(R)	Peer Teaching	Poster Making: Safe Use of Pesticides	FAO Pesticide Portal, Down To Earth	I CIA,Poster Evaluation,
Agricultural Extension and Technology Transfer									
IV	1	Role of agricultural extension services in technology dissemination	1	1	K2(U)	Lecture, Discussion	Think-Pair-Share, Concept Mapping	PPTs, YouTube (MANAGE, ICAR videos), FAO docs	MCQs, Short answer test
IV	2	Farmer education and training programs	1		K2(U)	Case Study, Reflective Thinking	Group Discussion, Scenario Analysis	e-Krishi, ATMA guidelines	Assignment, Group presentation
IV	3	ICT in agriculture: e-governance initiatives	1	1	K2(U)	Field visit, Role Play	Experiential Learning, Field-based learning	KVK Portals, MANAGE content	II CIA,Oral Quiz
IV	4	Mobile apps, and agri-portals.	1		K2(U)	Interactive Lecture, App Demo	App Testing , Debate	ICAR, Digital India, AgriApp	II CIA,
Government Policies and Schemes									
V	1	Agricultural policy reforms post-liberalization	1	1	K1&K2(R &U)	Lecture + Policy Timeline	Debate	Economic Survey, India.gov.in	MCQ, Short Essay
V	2	Pradhan Mantri Krishi Sinchayee Yojana (PMKSY),	1		K1&K2(R &U)	Visual Teaching , Case Study	Group Work	pmksy.gov.in, FAO	Chart Work,
V	3	Pradhan Mantri Fasal Bima Yojana (PMFBY),and other flagship schemes.-	1	1	K1&K2(R &U)	Brainstorming	Simulation:	pmfby.gov.in, PIB Reports	Assignment, Scenario-based Q&A
V	4	National Mission for Sustainable Agriculture (NMSA) and other initiatives.	1		K1&K2(R &U)	Peer Teaching	Group Discussion	agricoop.nic.in , NMSA Guidelines	Group Presentation, Short Note

Course Focusing on Employability

Activities (Em/En/SD)	:	Debate - ICT in Agriculture
Course Focusing on Cross Cutting Issues	:	Professional Ethics
Activities related to Cross Cutting Issues	:	Group Discussion on Agricultural policy reforms post-liberalization
Assignment	:	Importance of agriculture in the Indian economy

Sample Questions

Part A

21. Which of the following cropping systems in India is primarily associated with the winter season?
a) Kharif b) Rabi c) Zaid d) Both A and C
22. The _____ industry in India faces challenges related to varieties, quality, and distribution.
23. Expand PMFBY
24. Which agricultural input is crucial for improving crop yield and is categorized into macro and micronutrients?
a) Seeds b) Irrigation c) Fertilizers d) Pesticides
25. ICT initiatives in agriculture, such as e-governance initiatives and mobile apps, have not contributed significantly to enhancing agricultural productivity. State True/False.

Part B

26. List out the causes rural unemployment in India.
27. Explain how farming has changed in India over time and why it's important for the economy.
28. Describe the main farming seasons in India
29. Discuss the challenges faced by the seed industry in India.
30. Explain how organizations that share new farming ideas, called agricultural extension services, help farmers in India.
31. Discuss PMKSY

Part C

32. Explain the significance of agro-climatic zones in India and how they influence cropping patterns..
33. Discuss the importance of crop diversification in Indian agriculture.
34. Describe the different types of irrigation used in Indian agriculture.
35. Evaluate the usage trends of fertilizers and pesticides in Indian agriculture.
36. Examine the role of ICT (Information and Communication Technology) in transforming Indian agriculture.

Department : **Economics**
Class : **III B.A Economics**
Title of the Course : **Core Course IX: Monetary Economics**
Semester : **V**
Course Code : **FU235CC1**

Course Code	L	T	P	Credits	Inst.Hours	Total Hours	Marks		
							CIA	External	Total
FU235CC1	5	-	-	4	5	75	25	75	100

Objectives

1. To understand the theories that governs and its application.
2. To explain working of the Monetary System and its uses.

Course Outcome

On the successful completion of the course, student will be able to:		
1.	understand the Theories of Demand for Money	K1&K2
2.	analyze the Concept and Forms of Money	K2&K4
3.	examine the Role of Financial Intermediaries and Banking System	K4
4.	evaluate Monetarism and Keynesianism	K5
5.	assess Monetary Stability and Inflation Dynamics	K5

K1–Remember;**K2**– Understand;**K3**–Apply;**K4** –Analyze;**K5**– 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	Demand for Money								
	1	Demand for Money: Classical	2		K1 (R) & K2 (U)	Collaboration	Interactive	PPT	Reading Test
	2	James Tobin's Portfolio Approach	2	1	K1 (R) & K2 (U)	Interactive Teaching	PPT	Youtube	Group work
	3	Milton Friedman's Reformulated Quantity Theory	2	1	K1 (R) & K2 (U)	Lecture Method	PPT	SLO	Quizzes
	4	Keynesian and Baumol's Inventory theoretic Approach	2		K1 (R) & K2 (U)	Collaboration	Interactive	PPT	Reading Test
II	Money								
	1	Definition, functions	2		K2(U) & K4(An)	Reflective Thinking	Assignment	E-Content	Slip Test
	2.	Importance	1		K2(U) & K4(An)	Reflective Thinking	Assignment	E-Content	Slip Test
	3.	Forms of Money, Supply of Money (M1,M2, M3, M4)	3	1	K2(U) & K4(An)	Flipped Classroom	Assignment	Youtube	Memory Game
	4.	Crypto Currencies	1		K2(U) & K4(An)	Experimental Thinking	Panel Discussion	SLO	Assignment
III	Monetarism Vs Keynesianism								
	1	Monetarism Vs Keynesianism, Comparison	2	1	K5 (Ev)	Cooperative Learning	Group Discussion	Interactive PPT	I CIA
	2	Determinants of Money Supply	2		K5 (Ev)	Blended Learning	Brainstorming	PPT	Dictation Test
	3	Money Multiplier	2	1	K5 (Ev)	Flipped Classroom	Interactive Classroom	PPT	One Word Test

							Games		
	4	Supply Side Policies of Inflation	2	1	K5 (Ev)	Lecture Method	Gamification	Youtube link	Memory Game
IV	Non–Banking Financial Intermediaries								
	1	Commercial Banks, Credit Creation	1	1	K4 (An)	Blended Learning	Group Work	PPT	Assignment
	2	Role of Commercial Banks after Nationalisation	3	1	K4 (An)	Context Based	Group Discussion	Interactive E-Book	Project
	3	Narasimhan Committee Report	1	1	K4 (An)	Reflective Thinking	Peer Teaching	PPT	Class Test
	4	NBFI, Mutual Funds, Share Market	2	1	K4 (An)	Inquiry Based Teaching	Memory Game	Youtube video	Quizzes
	5	Central Bank Functions, Reserve Bank of India (RBI)	2	1	K4 (An)	KWL	Brainstorming	Discussion Forum	Data Collection
	6	Monetary Policy and its Operations in India	3	1	K4 (An)	Lecture Method	Video Making	Watsup Poll	Memory Test
V	Monetary Stability and Central Bank								
	1	Inflation and Deflation: Definition, Types	3	1	K5 (Ev)	Interactive Teaching	MindMap	PPT	Group Work
	2	Causes and Effects	2	1	K5 (Ev)	Reflective Thinking	Article Review	PPT	Slip Test
	3	Demand - Pull and Cost - Push Inflation	2	1	K5 (Ev)	Blended Learning	Group Discussion	PPT	Discussion

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Tutorial

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

Activities related to Cross Cutting Issues: Model Making

Assignment: Budget analysis

Sample questions (minimum one question from each unit)

Part A

1. Assertion (A): The smaller the volume of gold in the country, the lesser the amount of money in supply.
Reason (R) : Amount of money supply is in proportion to gold stock.

a) A & R are true b) A & R are false
c) A is true but R is false d) A is false, but R is true
2. The financial sector in India is regulated by the Reserve Bank of India – state true or false.
3. Narasimhan committee is related to -----.
4. “Money is what money does.” Who said it?
a) Hartley Withers b) Hawtrey c) Thomas d) Keynes
5. The primary purpose of the RBI monetary policy is to be maintained.
a) Wealth b) Exchange Rate c) Income Equality d) Regional Disparity

Part B

6. Write a short note on Barter System.
7. Discuss about the Cambridge version of monetary system.
8. List out the features of Indian money market.
9. Simplify the multiple credit creation.
10. State the objectives of the monetary policy.

Part C

11. Critically analyse Gresham’s law.
12. Explain the measures of money supply in India.
13. Discuss the features of Indian Money Market.
14. Discuss the RBI’s role in Economic Development.
15. Explain the instruments of monetary policy in Developing Economics.

Head of the Department: Dr. S. Jeni Sanjana

Course Instructor: J. Josephine Shiny

Department : **Economics**
Class : **III B.A Economics**
Title of the Course : **Fiscal Economics**
Semester : **V**
Course Code : **FU235CC2**

Course Code	L	T	P	Credits	Inst.Hours	Total Hours	Marks		
							CIA	External	Total
FU235CC2	5	-	-	4	5	75	25	75	100

Learning Objectives:

1. To enable students to acquire Knowledge on the various facts of Fiscal Economics.
2. To evaluate the Budget of the Government of India, central and staterelation.

Course Outcomes:

On the successful completion of the course, student will be able to:		
1.	understand basic fiscal concepts like market failure, public goods, and the role of the government in finance.	K1 &K2
2.	understand public spending and debt, including how they are managed and the impact of deficit financing.	K2
3.	apply knowledge of Indian public finance, including government budgets and the impact of fiscal policies, and evaluate key policies like the FRBM Act.	K3
4.	analyze different fiscal theories and understand how fiscal policy works.	K4
5.	learn about taxes, their types, how they work, and the impact of GST on public revenue.	K5

K1–Remember;K2–Understand;K3–Apply;K4-Analyse;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
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I	1.	Meaning, Nature	1	1	K1(U)	Integrative Teaching	Group Work	PPT	Recall the Steps, I CIA
	2.	Objectives and Instruments	1		K1(R)	Context based	Group Discussion	PPT	MCQ, True/False I CIA
	3.	Major Fiscal Functions	1		K1(R)	Lecture, KLW	Group Work,	YouTube Video	Homework MCQ I CIA
	4.	Public Goods and Private Goods	1	1	K1(R)	Lecture, Cooperative learning	Group discussion		True/False I CIA
	5.	Externalities	2		K1(R)	Lecture, Group Discussion	Interaction in the Classroom		JAM, MCQ I CIA
	6.	Efficiency versus Equity	2	1	K1(R)	KLW Lecture	Describing visual images		MCQ, I CIA
	7.	Principles of Functional Finance	2		K2(U)	Lecture, Group Discussion	Self-directed active learning		Recall the Steps, Homework I CIA
II	1.	The Benefit Approach	1	1	K2(U)	KLW, Cooperative learning	Group work	PPT	MCQ, True/False I CIA
	2.	Cost of Service Approach	2		K2(U)	KLW, Lecture,	Group Discussion		Recall the Steps, I CIA
	3.	The Ability-to-Pay Approach	2	1	K2(U)	Lecture, Blended Learning	Group Discussion	PPT	Recall the Steps, True/False I CIA
	4.	Equal Sacrifice Principle	2		K1(R)	Cooperative learning, Lecture	Self-directed active learning		Recall the Steps, shottest I CIA
	5.	Fiscal Policy and its Instruments	2	1	K1(R)	KLW, Cooperative learning, Lecture,	Group Discussion		MCQ, I CIA
III	1.	Taxation -Features of a Good Tax System	1	1	K2(U)	Context based, Lecture	Assignment, Describing visual images	PPT	Recall the Steps, Homework I CIA

	2.	Direct and Indirect Taxes	2		K2(U)	Context based, KLW	Team Teaching		MCQ, True/False I CIA
	3.	Concept of Impact	2		K3(A)	Cooperative learning, Lecture,	Solving Puzzles		Recall the Steps, I CIA
	4.	Incidence and Shifting of Taxation	2	1	K2(U)	Context based, Integrative Teaching	Interaction in the Classroom		True/False I CIA
	5.	Elasticity and Determination of Tax Burden	2		K3(A)	Integrative Teaching	Group Discussion	PPT	Recall the Steps, True/False I CIA
	6.	Optimal Taxation	2		K3(A)	Lecture, Blended Learning, KLW	Self-directed active learning		MCQ, True/False I CIA
	7.	Sources of Public Receipts	1	1	K3(Ap)	Integrative Teaching, Cooperative learning	Group Discussion		JAM True/False I CIA
	7.	Sources of Public Receipts	1	1	K3(Ap)	Integrative Teaching, Cooperative learning	Group Discussion		JAM True/False I CIA
IV	1.	Meaning, Canons and Classification	2	1	K2(U)	Reflective Thinking	Interaction in the Classroom	PPT	MCQ, True/False II CIA
	2.	Wagner's Law of Public Expenditure	2		K2(U)	Lecture, Group Discussion	Group Discussion		Worksheet II CIA
	3.	Public Debt: Meaning and Types	2	1	K3(A)	Reflective Thinking,	Assignment		Recall the Steps, II CIA
	4.	Burden of Public Debt	2		K2(U)	Integrative Teaching	Team Teaching		JAM True/False II CIA
	5.	Principles of Public Debt Management	2		K2(U)	Lecture, Blended Learning	Group Work,	PPT	Class test, II CIA
	6.	Deficit Financing	2		K3(A)	KWL, Lecture, Reflective Thinking	Self-directed learning		MCQ, True/False II CIA

V	1.	Role of Government in a Modern Economy- Public Budget: Types and Structure	2	1	K2(U)	KLW, Lecture, Group Discussion	Interaction in the Classroom	PPT	MCQ, True/False II CIA
	2.	Budget of the Government of India (Previous Financial Year)- Components of Public Expenditure	2		K2(U)	Reflective Thinking	Group Discussion	PPT	Recall the Steps, II CIA
	3.	Sources of Public Borrowing and Debt Liabilities-Deficits- Appraisal of FRBM Act 2004	2		K3(A)	Integrative Teaching	Interaction in the Classroom		MCQ, True/False II CIA
	4.	Fiscal Federalism: Centre and State Relations	2	1	K3(A)	Lecture, KLW	Group Discussion		Homework True/False II CIA
	5.	15 th Finance Commission Recommendations	2		K3(A)	Reflective Thinking,	Assignment	PPT	Oral Test, Worksheet 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 : Equation and its types

Sample Questions

Part A (1 Mark)

37. What are the uses of mathematics in economics?

a) Describing economic phenomena b) Formulating economic theories c) Analyzing economic data d) All of the above

38. The _____ function is used to represent the rate of change of a dependent variable with respect to an independent variable.

39. Which of the functions is typically used to model exponential growth in economics?

40. In matrix algebra, which method can be used to solve a system of linear equations by utilizing the inverse of the coefficient matrix.

- a) Cramer's Rule b) Matrix Inverse Method c) Gaussian Elimination d) Leontief's Model

41. A function is differentiable at a point if it has a derivative at that point.. State True/False.

Part B (6 Marks)

11. Explain the uses and limitations of mathematics in economics.

12. Find Higher Order Derivatives if $y = 5x^4 + 2x^3 - 6x + 6$.

13. $C = Q^3 - 3Q^2 + 15Q$, Find AC and MC

14. The demand function $P = (12 - Q)^2$ and the function is $C = 15Q^2 + 55$. Find the output

15. Find the determinant of $A = \begin{Bmatrix} 5 & 9 \\ 10 & 5 \end{Bmatrix}$

Part C (12 Marks)

16. Discuss the different types of functions.

17. Explain the various types of in matrix

18. Find the inverse of matrix $A = \begin{Bmatrix} 3 & 2 & 4 \\ 1 & 5 & 6 \\ 3 & 4 & 1 \end{Bmatrix}$

19. Find the maxima and minima of the function $y = 3x^2 - x + 1$

20. Solve the following equation by using Cramer's Rule

$$2x + 3y + 3z = 29$$

$$3x + 2y + 5z = 32$$

$$4x + 3y + 2z = 25$$

Department : Economics
Class : III B.A Economics
Title of the Course : Core Course XI: AGRICULTURAL ECONOMICS
Semester : V
Course Code : FU235CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU235CC3	5	–	–	–	5	5	75	25	75	100

Learning Objectives:

1. To probe into the various issues in agricultural Labour
2. To apply behavioural approaches to economic Problems

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the relevance of Agricultural Economics and Development	K1 & K2
2.	analyze the trends in Agricultural Prices	K3
3.	evaluate the Major issues pertaining to Agriculture	K3
4.	identify the sources and importance of Agricultural Finance	K3
5.	examine the importance of Agricultural Labour in Rural Development	K3

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	INTRODUCTION								
	1	Scope and significance of Agriculture	3	1	K1(R) & K2(U)	Lecture	Memory game		Recall
	2	Role of Agriculture in India's Development	4	1	K1 (R) & K2 (U)	Reflective	Interaction		Explain

	3	Inter-sectoral Linkages	1		K1(R) & K2(U)	Demonstration	Brainstorming		Short Test
	4	Farm Management: Definition and Principles	2	1	K1(R) & K2(U)	Lecture	Memory game	OER	Oral Test
	5	Management of Risks in Agriculture.	2		K1(R) & K2(U)	Peer Teaching	Discussion	PPT	JAM
II	AGRICULTURAL LABOUR								
	1	Agricultural labour: Definition - Types	3	1	K3(A)	Context based	Quiz	Video	Concept definition
	2	Supply of Labour –Problems	2		K3(A)	Reflective Thinking	Analyse Problem Situation	E-content	Class Test
	3	Rural Unemployment: Types, Consequences and Remedial Measures	3	1	K3(A)	KWL	Problem based Learning	PPT	Short Test
	4	Minimum Wages for Agricultural Workers	2	1	K3(A)	Inquiry based	Solving problems		Slip Test
	5	Recent Wage and Self Employment Programmes	2		K3(A)	Demonstration	Mind map		Explain
III	AGRICULTURAL PRICE POLICY								
	1	Objectives and need of Agricultural Price Policy	2	1	K3(A)	Brainstorming	Analyse problem situation		MCQ
	2	Stability and Trends in	3		K3(A)	Cooperative Learning	Role Play	PPT	Class Test

		Agricultural Prices							
	3	Evaluation of Agricultural Price Policy in India	3	1	K3(A)	Inquiry based learning	Interaction	PPT	Explain
	4	Agricultural Exports	1		K3(A)	KWL	Interaction		Formative assessment
	5	Current Issues in Indian Agriculture.	2	1	K3(A)	Simulation	Discussion		Open book test
IV	SUSTAINABLE AGRICULTURE AND FOOD SECURITY								
	1	Development issues: Poverty, Inequality	2	1	K3(A)	Brainstorming	Discussion		Class Test
	2	Unemployment and Environmental Degradation	3		K3(A)	Lecture	Think – pair – share	YouTube Video	Class Test
	3	Green Revolution: Recent Developments– Methods and Issues	4	1	K3(A)	Reflective Thinking	Assignment		Short test
	4	Population and Food Supply	1		K3(A)	Active Learning	Brainstorming	YouTube Video	Concept definition
	5	Food Security and Public Distribution System in India	2	1	K3(A)	Reflective	Discussion		JAM
V	AGRICULTURAL FINANCE								
	1	Agricultural Finance: Meaning, Nature, Types, Sources	3	1	K4(An)	Demonstrative	Constructivism	OER	Explain
	2	Problems of Agricultural	1		K4(An)	Lecture	Solving problems	PPT	Class test

		Finance							
	3	Cooperatives in Rural Finance	2	1	K4(An)	KWL	Interaction		Slip test
	4	Role of Commercial Banks and NABARD	2		K4(An)	Simulation	Analyse problem situation	PPT	Formative assessment
	5	Farm Capital - Meaning, Types and Marginal Efficiency of Farm	3	1	K4(An)	Flipped Classroom	Role play	PPT	Quiz
	6	Crop Insurance	1		K4(An)	Cooperative Learning	Peer review		Class test

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Tutorial**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): - Professional Ethics
Activities related to Cross Cutting Issues:- Group Discussion

Assignment: Role of Agriculture in India's Development (Last date to submit – example: 14-07-2025)

Sample questions (minimum one question from each unit)

Part A (1 mark)

1. Which of the following is a branch of agricultural economics?
a) Monetary economics b) Farm management c) Public finance d) International trade
2. Agricultural labourers in India are mainly seasonal and migratory - True / False
3. **Assertion (A):** Minimum Support Price (MSP) protects farmers from price fluctuations.
Reason (R): MSP is the price at which government purchases crops from farmers.
a) Both A and R are true and R is the correct explanation
b) Both A and R are true but R is not the correct explanation
c) A is true but R is false
d) A is false but R is true
4. Match the following:

A. Green Revolution	–	1. Food grains buffer
B. PDS	–	2. Sustainable practices
C. Organic farming	–	3. Hybrid seeds
D. FCI	–	4. Food distribution

a) A–3, B–4, C–2, D–1
b) A–1, B–2, C–3, D–4
c) A–2, B–3, C–1, D–4
d) A–4, B–1, C–2, D–3
5. NABARD was established in the year:
a) 1980 b) 1982 c) 1984 d) 1986

Part B (6 marks)

6. Explain the nature and scope of agricultural economics?
7. State the causes of low productivity among agricultural labourers?

8. Describe the functioning and objectives of buffer stock policy.
9. Write a note on the Public Distribution System and its importance.
10. Explain the objectives and functions of NABARD?

Part C (12 marks)

11. Discuss the role of agriculture in economic development and explain the various types of farming systems.
12. Analyze the role of MGNREGA in reducing rural unemployment and improving rural livelihoods.
13. Critically evaluate the agricultural price policy in India and its impact on farmers.
14. Examine the challenges in achieving food security and suggest sustainable agricultural practices to overcome them.
15. Describe the institutional and non-institutional sources of agricultural finance and their effectiveness.

Head of the Department: Dr.S.Jeni Sanjana

Course Instructor: Dr.S.Panimaya Mercy

Department : Economics
Class : III B.A Economics
Title of the Course : Elective I -Tamil Nadu Economy
Semester : V
Course Code : FU235DE1

Course Code	L	T	P	S	Credits	Inst.Hours	Total Hours	Marks		
								CIA	External	Total
FU235DE1	4	-	-	-	3	4	60	25	75	100

Learning objectives:

1. To know the strength and weakness of Tamil Nadu's Agricultural and Industrial sector.
2. To analysis the state finances and its development initiatives

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand key economic and social indicators such as poverty index, work participation rate, literacy rate, and gender disparity.	K1 &K2
2	understand the industrial scenario in Tamil Nadu, including trends, MSMEs, and key industrial financial institutions.	K2
3	explore the service sector, focusing on tourism, medical tourism, women empowerment, self-help groups, microfinance, and environmental protection.	K3
4	analyze the agricultural sector, including and use, cropping patterns, irrigation, marketing issues, and agricultural finance.	K4
5	evaluate state finances and development initiatives, including the state budget, poverty alleviation, unemployment programs, and state welfare policies.	K5

K1–Remember;K2–Understand;K3–Apply;K4-Analyse;K5Evaluate

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction								
	1	Salient features, Economic and Social	3		K1 (R)& K2(U)	Interactive Lecture	Brainstroming	PPT	

		Indicators							
	2	Gender Disparity Index	3	1	K1 (R)& K2(U)	Reflective Thinking	Group Discussion	E- Notes	Oral Test
	3	Poverty Index	1		K1 (R)& K2(U)	Group Discussion	Group work	Oral Test	Reflective Thinking
	4	Work Participation Rate, Unemployment Rate	3		K1 (R)& K2(U)	Lecture Method	Panel Discussion	Youtube Link	Group Presentation
	5	Literacy Rate, Life Expectancy, Occupational Patterns	2	1	K1 (R)& K2(U)	Inquiry Based Teaching	Assignment	Online Notes	Quizzes on I Unit
II	Agriculture								
	1	Land Use Patterns,	2		K4(An)	Brainstorming	Gamification	E- Content	Memory Test
	2	Agricultural Marketing	3	1	K4(An)	Reflective Thinking	Peer Teaching	Watsup Poll	KWL
	3	Defects and Remedial measures			K4(An)	Flipped classroom	Group work		
	4	Agricultural Finance, Policy and Issues	1	1	K4(An)	Context Based	Open Discussion	Interactive PPT	Open Book Test
	5	Cropping Pattern, Irrigation			K4(An)	Brainstorming	Gamification	E- Content	Memory Test
III	Industry								
	1	Industrial Scenario in Tamil Nadu, Production Trends	1		K2(U)	Interactive Teaching		SLO	I CIA
	2	MSMEs, Khadi and Village Industries	2	1	K2(U)	Experimental Learning	Analyse Current Situation	PPT	Assignment
	3	Industrial Financial Institutions: TIIC, SIDCO, SIPCOT	3		K2(U)	Lecture Method	Context Based	E- Content	Slip Test
	4	Industrial Estates- DIC, EPZ, SEZ:	3	1	K2(U)	Lecture Method	Interactive with Group	SLO	Abbreviation Test
	5	Tamil Nadu	1		K2(U)	Lecture Method	Context Based	E- Notes	Slip Test

		Perspective							
IV	Service Sector								
	1	Tourism and Medical Tourism	3	1	K3(Ap)	Flipped Classroom	Interactive Classroom Games	Discussion Forum Google Class Room	Reading Test
	2	Women Empowerment Programme			K3(Ap)	Flipped Classroom	Interactive Classroom Games	Discussion Forum Google Class Room	Reading Test
	3	Self Help Groups and Micro Finance	1	1	K3(Ap)	Problem Based Learning	Role Play	E-Content	Role Play
	4	Environmental Protection Measures	1	1	K3(Ap)	Collaborative Learning	Group Work	Youtube	Group Work
V	State Finances and Development Initiatives								
	1	Revenue and Expenditure of the State,	2	1	K5 (Cr)	Integrative Teaching, Blended Learning	Interaction in the Classroom		Recall the Steps, MCQ, True/False II CIA
	2	Tamil Nadu's Recent Budget	1		K5 (Cr)	Cooperative Learning	Pannal Discussion	PPT	Recall the Steps, II CIA
	3	Poverty Alleviation and Unemployment Programmes	2		K5 (Cr)	Lecture,KLW	Group Discussion		Homework True/False II CIA
	4	Education and Health Care and.	2	1	K5 (Cr)	Reflective Thinking	Assignment	PPT	Worksheet II CIA
	5	State Welfare Programmes			K5 (Cr)	Context based, KLW	Self directedactive learning	Youtube Video	Recall the Steps, MCQ II CIA

Course Focussing on Employability/ Entrepreneurship/ Skill Development:Employability

Activities (Em/ En/SD): Seminar

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

Activities related to Cross Cutting Issues :Seminar

Assignment :Human Development Index

Seminar Topic: Major Minerals

Sample questions (minimum one question from each unit)

Part A

1. _____ refers to the composition of population and related statistics in a particular society.
- 2.State Planning Commission (SPC) was established in _____
- 3.Regulated markets provide necessary infrastructure for both farmers and traders. State True/False.
- 4.District Industries Center (DIC) established in _____
a) 1987 b) 1977 c) 1978 d) 1988
- 5.The Tamil Nadu Infrastructure Development Act was introduced in _____

Part B

- 6.Discuss the monsoon of Tamil Nadu.
- 7.Point out the functions of State Planning Commission.
- 8.Describe the cropping pattern in Tamil Nadu.
- 9.Discuss the objectives of industrial estates.
- 10.Evaluate the educational infrastructure in Tamil Nadu

Part C

- 11.Discuss the various minerals in Tamil Nadu.

12. Analyze the Tamil Nadu budget 2022-2023.

13. Explain the sources of irrigation in Tamil Nadu.

14. Discuss the evolution and growth of large industries in Tamil Nadu.

15. Evaluate the different types of energy resources in Tamil Nadu.

Head of the Department: Dr.S.JeniSanjana

Course Instructor: Ms. J. Josephine Shiny

Department : Economics
Class : III B.A Economics
Title of the Course : Core Course HISTORY OF ECONOMIC THOUGHT
Semester : V
Course Code : FU235CC1

Course Code	L	T	P	S	Credits	Inst.Hours	Total Hours	Marks		
								CIA	External	Total
FU235DE4	4	-	-	-	3	4	60	25	75	100

Pre-requisite:

Students should have basic knowledge in Economics

Learning Objectives:

1. To gain knowledge of the origin and development of Economic ideas.
2. To understand the views and commitment of the Economist.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	identify the nature and significance and approaches of economic thoughts	K1&K2
2.	compare the mercantilism and Physiocracy	K2&K3
3.	relate the classical and Neo classical economics	K3&K4
4.	discover the Marxian contribution	K3&K4
5.	analyse the Indian Economic thought	K4&K5

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation Methods
Ancient Economic Thought									
I	1	Nature and Significance of Economic Thought, Approaches to Economic Thought	2	1	K1&K2(R &U)	Lecture, Concept Explanation	Think-Pair-Share, Flash Cards	Interactive PPT,	Quiz, One-minute Paper True/Fals

									e I CIA
I	2	Hebrew Economic Thought	2		K1&K2(R &U)	Reflective Thinking, Case Analysis	Debate and Context Based	E-notes	Group Presentation , MCQ
I	3	Greek Thought: Plato &	2	1	K1&K2(R &U)	Lecture , Discussion, Video Screening	Group Discussion, Concept Mapping	YouTube	True/Fals e I CIA Chart Creation, Analytical Question
I	4	Aristotle Economic Thought	2		K1&K2(R &U)	Lecture with Visual Aids	Role-play	E-Content	MCQ, Assignment
I	5	Roman Economic Thought	1	1	K1&K2(R &U)	Lecture Discussion, Video Screening	Group Discussion, Concept Mapping	YouTube	True/Fals e I CIA ,
Mercantilism And Physiocracy									
II	1	Mercantilism	2	1	K2&K3(U &Ap)	Lecture , Graphical Explanation	Brainstormin g	SLO	Quiz, Short Note, Assignme nt True/Fals e I CIA
II	2	St.ThomasAquinas.	2		K2&K3(U &Ap)	Integrative Teaching, Blended Learning	Group discussion	Interactive PPT	Concept Test, Group Presentation
II	3	DeclineofMercantilis m	2		K2&K(3U &Ap)	Inquiry Based Teaching	Think-pair-share	You Tube Video	Analytical Questions, MCQ
II	4	Physiocracy: Factor that gave rise to Physiocrats	2	1	K2&K3(U &Ap)	Brainstorming	Tableau Model Group Activity		True/Fals e I CIA, Reflection

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II	5	Main ideas of Physiocrats.	1	1	K2&K3(U &Ap)	Integrative Teaching	Panel Discussion		Concept Test, Group Presentation
Classical and Neoclassical Economics									
III	1	The Classical School - Adam Smith – Division of Labour and Theory of Value	2	1	K3&K4(A p&An)	Flipped class room	Group Activity , Peer teaching,	YouTubeh NPTEL	Assignme nt True/Fals e I CIA
III	2	Ricardo Theory of Rent – Comparative Cost Theory	2	1	K3&K4(A p&An)	Case Study Method	Simulation Game	Economics online.co.uk, JSTOR	Class Activity, Short Answer, MCQ
III	3	Stationary State – Malthus Theory of Population	2		K3&K4(A p&An)	Reflective Thinking	Think-pair-share		Concept Test, Group Presentation
III	4	J.B. Say’s Law of Market-Alfred Marshall Contribution	2	1	K3&K4(A p&An)	Diagram-Based Teaching , Market Simulation	Discussion, Scenario analysis	Virtual graphing tools, Slideshare	Assignment , Quiz, Role Play
III	5	Welfare Economics– A.C.Pigou.	1		K3&K4(A p&An)	Blended Learning	Simulation Game		Recall steps, Conce pt definitions, MCQ
Marxian, Keynesian and Modern Economics									
IV	1	Karl Marx Contribution – Materialistic Interpretation of	2	1	K3&K4(A p&An)	Lecture ,Historical Case Study	Interactive Classroom Games	YouTube: The School of Life, Stanford Encyclopedia	Group Discussion, Quiz

		History							
IV	2	Class Struggle – Theory of Surplus Value–	1		K3&K4(Ap&An)	Lecture Comparative Discussion	Problem-solving on	Discussion Forum Google Class Room	Assignment , Analytical Questions
IV	3	– Theory of Employment	2		K3&K4(Ap&An)	Lecture, Blended Learning	Simulation:		Chart Work, MCQ
IV	4	Milton Friedman’s contribution to Economics	2	1	K3&K4(Ap&An)	Real-life Scenario Mapping, K LW, Cooperative learning	Case Study	E-Content	Short Essay, Group Activity, Viva
IV	5	Theory of Consumption & Stagflation	2	1	K3&K4(Ap&An)	Reflective Thinking	Problem-solving		Class test, MCQ Quiz, worksheet, II CIA Assignment ,
Indian Economic Thought & Nobel Laureates									
V	1	Economic Ideas of Thiruvalluvar	2		K4&K5(An&Ev)	Concept Illustration , Flowcharts	Role Play	E- Notes	Assignment , MCQ
V	2	Dadabhai Naroji’s Economic ideas – M.K.Gandhi’s Economic Ideas	2	1	K4&K5(An&Ev)	Cooperative Learning	Group Debate:		Comparative Essay, Quiz, worksheet, II CIA
V	3	Contribution of Dr.B.R.Ambedkar- Amartya Sen’s	2	1	K4&K5(An&Ev)	Cooperative Learning	Seminar	AmartyaSen.net, NPTEL, YouTube Lectures	Presentation , Critical Review

		contribution							
v	4	Manmohanomics	2		K4&K5(A n&Ev)	KWL	Group Presentation on Nobel- winning work	NobelPrize.org , Economic Times, World Bank	MCQ , Concept Map Presentation
v	5	Contributions of recent four Nobel laurates	1	1	K4&K5(A n&Ev)	Case Study, Concept Mapping	Seminar, Peer teaching,		Quiz, worksheet, II CIA

Course Focussing on Employability/ Entrepreneurship/ Skill Development :Employability

Course Focusing on Cross Cutting Issues : Professional Ethics

Activities (Em/ En/SD): Group Discussion, Concept Mapping and Seminar

Assignment :Dadabhai Naroji's Economic ideas – M.K.Gandhi's EconomicIdeas

Sample Questions

PartA

- The Hebrew economic system emphasized:
 - State ownership
 - Ethical living and social justice
 - Industrial production
 - Monetary policy
- Which Greek philosopher advocated for the concept of “just price”?
 - Aristotle
 - Cicero
 - St. Thomas Aquinas
 - Plato
- The Roman economic thought was primarily focused on:
 - Moral philosophy
 - Agrarian economy and legal framework
 - Monetary expansion
 - Industrialization
- Plato believed in unrestricted accumulation of wealth. State True or False
- Aristotle differentiated between “economics” (household management) and “chrematistics” (profit-making). State True or False
- Roman economic thought was deeply influenced by Greek philosophy and focused on agriculture and legal structure. State True or False

Part B

- Explain the main features of Hebrew economic thought.
- Discuss the economic ideas of Aristotle with reference to value and exchange.

3. Highlight the key features of Mercantilism and its impact on European economies.
4. What are the main contributions of the Physiocrats to economic thought?
5. Write a short note on Ricardo's Theory of Rent.
6. Briefly explain Malthus' Theory of Population.

Part C

1. Discuss the evolution of ancient economic thought from Hebrew to Roman traditions, emphasizing the ethical and philosophical foundations.
2. Compare and contrast the major ideas of Mercantilism and Physiocracy. Highlight how the transition happened from one to the other.
3. Explain the major contributions of Adam Smith to classical economics. How did his ideas lay the foundation for future economic thought?
4. Evaluate the contributions of classical economists like Ricardo, Malthus, and J.B. Say in shaping modern economic theory.
5. Write a detailed essay on Alfred Marshall's contributions to Neoclassical Economics and Welfare Economics.

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