

PO – PSO – CO Mapping Matrix

Name of the paper: Economics of Growth and Development (Honours- Old Course)

Class: B.A. 5th Semester

Department: Economics

Academic Year: June 2022- Nov 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the concepts of economic growth and development, differentiate between development and underdevelopment, and analyze the key factors influencing economic growth including the roles of agriculture, industry, and infrastructure.

CO2: Critically evaluate classical theories of economic development proposed by Smith, Ricardo, Malthus, Mills, Marx, and Schumpeter and apply these theories to interpret contemporary development challenges.

CO3: Analyze modern theories of economic growth including those of Harrod-Domar, Solow, Joan Robinson, Kaldor, and Paul Romer's New Growth Theory, and assess their relevance to both developed and developing economies.

CO4: Examine partial theories of growth such as circular causation, Rostow's stages of growth, and strategies like the Big Push and balanced vs. unbalanced growth, and evaluate their application in real-world economic planning.

CO5: Understand the role of investment and economic planning in development, analyze different planning types, apply investment criteria and cost-benefit analysis, and assess the choice of techniques appropriate for less developed countries (LDCs).

Mapping Matrix of COs with POs and PSOs

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓				✓	✓		✓
CO2	✓	✓		✓		✓	✓			✓
CO3			✓	✓		✓	✓	✓		✓
CO4			✓	✓		✓	✓	✓	✓	✓
CO5			✓	✓	✓		✓	✓		✓

Justification for Mapping

CO1: Economic Growth & Development Concepts

- **PO1:** Understanding growth concepts enhances critical thinking about societal progress.
- **PO3:** Recognizing agriculture, industry, and infrastructure links to civic and social applications.
- **PSO2:** Involves interpreting development through historical methods.
- **PSO3:** Connects with the evolution of economic institutions.
- **PSO5:** Practical application in civil services and economic development-related domains.

CO2: Classical Development Theories

- **PO1:** Engaging with foundational thinkers supports reflective and critical inquiry.
- **PO2:** Analyzing classical debates sharpens academic communication.
- **PO4:** Theories help examine historical ideas shaping current narratives.
- **PSO1:** Connects to foundational global intellectual history.
- **PSO2:** Requires understanding methods and interpretation of historical texts.

- **PSO5:** Prepares for academic writing and analytical exams.

CO3: Modern Growth Theories

- **PO3:** Applies interdisciplinary economic thought to current development problems.
- **PO4:** Enhances analytical skills by comparing modern economic narratives.
- **PSO1:** Extends knowledge to more recent historical contexts.
- **PSO2:** Involves interpretation and methodological application.
- **PSO3:** Focuses on institutional change related to economic thought.
- **PSO5:** Useful in planning and teaching contexts.

CO4: Partial Growth Theories & Development Strategies

- **PO3:** Applies real-world policy relevance and planning perspectives.
- **PO4:** Encourages evaluating the development narrative's influence today.
- **PSO1:** Ties into 20th-century and post-colonial development history.
- **PSO2:** Requires methodological insight into economic strategies.
- **PSO3:** Focus on institutional approaches to change.
- **PSO4:** Views development in regional/national integration contexts.
- **PSO5:** Relates to planning, teaching, and policy domains.

CO5: Planning, Investment & Development

- **PO3:** Encourages civic responsibility through planning and economic policy understanding.
- **PO4:** Builds analytical competence in evaluating policy frameworks.
- **PO5:** Promotes ethical and curious engagement with long-term planning.
- **PSO2:** Use of economic/historical sources and analysis.
- **PSO3:** Studies how institutional frameworks support development.
- **PSO5:** Prepares learners for planning-based roles in governance, academia, and development.

Evaluation Structure & Assessment Pattern

Total Marks: 100

- **External (Final Exam): 70 Marks**
- **Internal Assessment: 30 Marks**

External Examination (Descriptive Exam – 70 Marks)

Duration: 3 Hours

Question Paper Pattern:

Long Answer Questions (1 × 14 = 14 Marks)

- Answer **any 5 out of 10 questions**
- Essay-style questions requiring analytical and evaluative responses
- Covers major topics such as growth models, development theories, or planning frameworks

Internal Assessment (30 Marks)

Break-up of Internal Marks:

Component	Marks
Class Test (1 or 2 tests)	10
Assignment / Term Paper	10
Seminar / Presentation / Viva	5
Attendance and Participation	5
Total	30


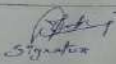
Assessment Objectives

1. **Knowledge** of classical and modern theories of growth and development.
2. **Understanding** the causes and measures of underdevelopment.
3. **Application** of theoretical concepts to real-world economic planning and investment.
4. **Analysis and Evaluation** of policies, strategies, and growth models.
5. **Communication** through structured writing, presentations, and discussions.

Lesson Plan

Teacher : Chubangwang Javis
Semester : B.A. 5th Semester
Paper : Economics of Growth and Development
Academic Session (June 2022 - May 2023)

Unit - I	
Lesson Topic	1. Concept of development and underdevelopment. 2. perpetuation of underdevelopment. 3. Measurement of economic development. 4. Factors affecting economic growth. 5. Importance of Agriculture, industry and infrastructure.
Desired Outcome	1. The student will understand the obstacles to development in less developed countries. 2. The student will understand the importance of agriculture, industry and infrastructure in the economic development. 3. The student will learn important determinants of economic growth.
Teaching/ Learning Method	Lecture method
Materials Needed	Text-book, Marker, duster, board
Assignment/ Follow Up	1. class test 2. Home work 3. presentation 4. Revision.
Lesson Duration	12 classes.

Lesson Plan


Teacher : Chubangwang Javis
Semester : B.A. 5th Semester
Paper : Economics of Growth and Development

Unit - II	
Lesson Topic	1. Adam Smith theory of economic development. 2. Ricardo theory of economic development. 3. Malthus theory of economic development. 4. Mill's theory of economic development. 5. Karl Marx theory of economic development. 6. Schumpeter theory of economic development.
Desired Outcome	Students will comprehend the classical economists' perspectives on economic growth and development.
Teaching/ Learning Method	Lecture method.
Materials Needed	Text-book, board, marker, duster.
Assignment/ Follow Up	1. class test 2. Home work 3. presentation 4. Revision.
Lesson Duration	14 classes.

Lesson Plan

Teacher : Chubangwang Javis
Semester : B.A. 5th Semester
Paper : Economics of Growth and Development

Unit - III	
Lesson Topic	1. Harrod and Domar model 2. Solow model. 3. Joan Robinson 4. Kaldor model. 5. New growth theory.
Desired Outcome	Students will comprehend the modern economists' perspectives on economic growth and development.
Teaching/ Learning Method	Lecture method
Materials Needed	Text-book, duster, marker, board
Assignment/ Follow Up	1. class test 2. Home work 3. presentation 4. Revision.
Lesson Duration	14 classes.



Lesson Plan

Teacher : Subhaningtya Jariy
Semester : B.A. 5th Semester
Paper : Economics of Growth and Development

Lesson Topic	Unit-IV 1. Rostow theory of circular causation. 2. Kuznets stages of growth. 3. Big push theory 4. Balanced versus unbalanced growth
Desired Outcome	The student will understand the various approaches and theories of development.
Teaching/ Learning Method	Lecture method
Materials Needed	Pen, book, cluster, marker, board
Assignment/ Follow Up	1. class test. 2. Home work. 3. Revision. 4. presentation
Lesson Duration	14/ classes

Lesson Plan

Teacher : Subhaningtya Jariy
Semester : B.A. 5th Semester
Paper : Economics of Growth and Development

Lesson Topic	Unit-V 1. Planning 2. cost-benefit analysis (CBA) 3. Investment risk 4. Choice of technique in LDCs
Desired Outcome	1. the student will be able to explain what planning is, why it is necessary and its different types of planning. 2. the student will be able to explain the meaning of CBA and its application. 3. the student will be able to explain different techniques of production and their applications.
Teaching/ Learning Method	Lecture method
Materials Needed	Pen, book, cluster, marker, board
Assignment/ Follow Up	1. class test 2. Home work 3. Revision 4. presentation
Lesson Duration	14/ classes

PO - PSO - CO Mapping Matrix

Name of the Paper: Indian Economy-I (Honors- Old Course)

Class: B.A. 5th Semester

Department: Economics

Academic Session: June 2022- Dec 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1. Understand the **structure and characteristics** of the Indian economy, including population dynamics, natural resources, and occupational distribution.

CO2. Analyze major **economic challenges** in India, such as **poverty, inequality, unemployment, and inflation**.

CO3. Evaluate the **national income** trends in India, with emphasis on growth performance and sectoral contributions.

CO4. Critically assess the **planning process in India**, including the objectives and outcomes of Five-Year Plans, and understand the impact of **economic reforms** like liberalization, privatization, and globalization.

CO5. Examine the **Indian banking system**, focusing on the role and performance of nationalized banks and the **monetary policy** framework of the Reserve Bank of India.

Mapping Matrix of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs),

Mapping Matrix:

COs ↓ / POs & PSOs →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3		✓	✓	✓		✓	✓	✓	✓	✓
CO4		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5		✓	✓	✓	✓	✓	✓	✓	✓	✓

Key:

✓ = Strong correlation

Justification for Mapping:

CO1: Understand the structure and characteristics of the Indian economy

- **PO1 & PO4:** Encourages understanding of demographic and economic structures, promoting reflective thinking about socio-economic trends.
- **PO3:** Ties directly to social awareness and civic responsibility in the economic context.
- **PSO1–PSO5:** Understanding economic structures is essential to grasp historical phases, institutional evolution, regional diversity, and applications in public domains.

CO2: Analyze major economic challenges in India

- **PO1–PO5:** Supports critical inquiry (PO1), communication of socio-economic issues (PO2), and engagement with civic challenges (PO3), with analytical skill development (PO4) and ethical reasoning (PO5).
- **PSO1–PSO5:** Challenges like poverty and inequality are crucial for historical analysis, civil service prep, and understanding social transformations.

CO3: Evaluate national income trends in India

- **PO2–PO4:** Involves interpreting data and engaging with debates on economic performance, enhancing analytical and communication skills.
- **PSO1–PSO5:** Economic trends are part of broader historical narratives and essential for sectoral analysis, institutional understanding, and public service knowledge.

CO4: Critically assess planning and economic reforms

- **PO2–PO5:** Encourages lifelong learning (PO5), ethical evaluation of policies, and reflective analysis of planning outcomes.
- **PSO1–PSO5:** Economic planning is historically grounded and essential for understanding institutional shifts and national development.

CO5: Examine the Indian banking system

- **PO2–PO5:** Requires effective academic communication (PO2), analysis of financial institutions (PO4), and understanding policy impacts.
- **PSO1–PSO5:** Banking reforms are critical in historical and public history contexts, important for civil services and teaching.

Evaluation structure and assessment pattern:

Total Marks: 100

- **External Examination: 70 Marks**
 - Comprises **Descriptive Questions**.
 - Includes **5 Descriptive Questions**, each carrying **14 marks**.
 - **5 × 14 = 70 marks**
 - These are likely distributed across all 5 units of the syllabus.
- **Internal Assessment: 30 Marks**
 - Likely broken down as follows (standard structure used by many universities, unless otherwise specified):
 - **Class tests / Mid-semester exam:** ~10–15 marks
 - **Assignments / Projects / Presentations:** ~10 marks
 - **Attendance / Participation:** ~5 marks

SUBJECT: ECONOMICS
 PAPER: INDIAN ECONOMY-I EDO-501
 CLASS: BA 5th SEMESTER (general)
 TEACHER: Mr. Rony Rengma

LESSON PLAN

Lesson Topic: Unit 1	Basic features of Indian economy. Natural resources of India. Population size and growth rate. Sex composition. Rural-urban migration. Occupation distribution. Population policy.
Desired outcome	1. To let the students understand about the features of India's economy. 2. Students acquire knowledge on the different types of natural resources of India. 3. To make them know about the different stages of population growth, causes of increasing growth rate, policy measures to control it. 4. To let them know about the factors leading to migration in India. 5. To learn about the distribution of labour force in different occupations.
Teaching/learning method	Lecture, questioning, discussion
Materials needed	Board, marker, text book
Assignment/Follow up	Class test and group discussions
Lesson Duration	10 periods

Lesson Topic: Unit 2	Poverty and Inequality. Unemployment. Prices and Inflation.
Desired outcome	1. Students learn about the concept, causes, and types of

	poverty, programmes on poverty alleviation. 2. To make them understand about the causes of inequality in India and measures to reduce it. 3. To make them understand about the causes and measures to reduce unemployment. 4. To make them learn about the problem of inflation and the measures to control it.
Teaching/learning method	Lecture, questioning
Materials needed	Board, marker, text book
Assignment/Follow up	Assignment and class test
Lesson Duration	5 periods

Lesson Topic: Unit 3	Growth performance of national income. Measures of national income. National income by industrial origin.
Desired outcome	1. To make them understand the history of national income estimation in India. 2. Students learn about the growth of national income in India during the planning period. 3. To know about the contribution of different sectors to national income.
Teaching/learning method	Lecture and questioning
Materials needed	Board, marker and text book
Assignment/Follow up	Class test, Questioning
Lesson Duration	5 periods

Lesson Topic: Unit 4	Objectives of planning. Policies and achievements of planning in India. Planning commission and NITI Aayog. New Economic reforms. Liberalization, privatization and globalization.
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	Rationale behind new economic reforms. Progress of privatization and globalization in India.
Desired outcome	1. To let them learn about the objectives of all the five year plans completed. 2. Understand that about the failures and achievements of planning. 3. To know about how planning commission has been replaced by NITI Aayog. 4. To learn about the changes being brought in the Indian economy by new economic policy and factors responsible for introducing NEP. 5. To make them know about the progress of privatization and globalization in the Indian economy.
Teaching/learning method	Lecture
Materials needed	Board, marker, text book
Assignment/Follow up	Asking questions to test their understanding, test.
Lesson Duration	10 periods

Lesson Topic: Unit 5	Growth and performance of nationalised banks. Reserve Bank of India. Monetary regulation in India.
Desired outcome	1. Students learn about the history and causes of nationalisation of banks. 2. To make them understand about the functions and role of reserve Bank of India. 3. To let them know about the various methods of credit control used by the central bank of India.
Teaching/learning method	Lecture and discussion
Materials needed	Board, marker, text book
Assignment/Follow up	Group discussion, class test

PO - PSO - CO Mapping Matrix

Name of the Paper: Industrial Economics (Honors- Old Course)

Class: B.A. 5th Semester

Department: Economics

Academic Session: June 2022- Dec 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the fundamental concepts, scope, and organizational structures in industrial economics.

CO2: Analyze theories of cost, pricing decisions, and profitability measurements in industrial enterprises.

CO3: Evaluate different sources of industrial finance, comprehend basic accounting practices, and assess factors influencing industrial location.

CO4: Examine the trends and patterns of industrial growth in India, including the role of small-scale and public/private sectors.

CO5: Assess the impact of globalization on Indian industries through the roles of FDI, WTO,

and MNCs, with a case study approach to selected large industries like Iron and Steel, Sugar, and Jute.

PO–PSO–CO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓			✓		✓	✓	✓		
CO2			✓	✓			✓	✓		
CO3			✓	✓			✓	✓		✓
CO4	✓		✓	✓		✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification of Mapping

CO1: Understand the fundamental concepts, scope, and organizational structures in industrial economics.

- **PO1, PO4:** Students gain critical and reflective understanding of economic structures, relating them to social sciences.
- **PSO1, PSO2, PSO3:** Introduces historical and economic institutions that relate to historical evolution and interpretation.

CO2: Analyze theories of cost, pricing decisions, and profitability measurements in industrial enterprises.

- **PO3, PO4:** Encourages application of theory to real-world industry scenarios using analytical methods.
- **PSO2, PSO3:** Relates to understanding economic structures and institutional growth over time.

CO3: Evaluate different sources of industrial finance, comprehend basic accounting practices, and assess factors influencing industrial location.

- **PO3, PO4:** Promotes analytical engagement with financial systems and their practical relevance.
- **PSO2, PSO3, PSO5:** Aligns with application of methods and institutional understanding; supports applied knowledge in civil services, public policy, and teaching.

CO4: Examine the trends and patterns of industrial growth in India, including the role of small-scale and public/private sectors.

- **PO1, PO3, PO4:** Develops well-rounded and applied understanding of Indian industrial growth in historical and social contexts.
- **PSO1–PSO5:** Directly tied to understanding Indian history, economic development, institutional evolution, and its relevance to regional/national identity.

CO5: Assess the impact of globalization on Indian industries through the roles of FDI, WTO, and MNCs, with a case study approach.

- **PO1–PO5:** Encourages reflective thinking, ethical awareness, and effective communication about complex global processes.
- **PSO1–PSO5:** Integrates global historical developments with Indian context; supports applied knowledge in contemporary challenges and professional careers.

Evaluation Structure and Assessment Pattern

Total Marks: 100

1. External Assessment: 70 Marks

- **Type:** Descriptive Written Examination
- **Pattern:**
 - **Total Descriptive Questions:** 5 Questions (one from each unit)
 - **Marks per Question:** 14 Marks
 - **Total:** $5 \times 14 = 70$ Marks
- **Nature of Questions:**
 - Long-answer, analytical, or essay-type questions
 - One question to be attempted from each unit

2. Internal Assessment: 30 Marks

- **Components:**
 - **Class Test / Assignments:** 10–15 Marks
 - **Seminar Presentation / Group Discussion:** 5–10 Marks
 - **Attendance and Participation:** 5–10 Marks

SUBJECT: ECONOMICS

PAPER: INDUSTRIAL ECONOMICS ECO- 802 (H)

CLASS: BA 5th SEMESTER (Honours)

TEACHER: MS. ROY RENGNA

LESSON PLAN

Lesson Topic	Unit 1	Concept and scope of Industrial Economics Industrial efficiency concept and measurement Different types of organisational forms Motive of organisational forms
Desired outcome		1. Students learned about the origin, meaning and uses of subject matter of Industrial Economics. 2. To make them know the meaning of industrial efficiency and how it is measured using different methods. 3. To help them learn about the different types of business. 4. Let them know about the different motives of doing business.
Teaching/learning method		Lecture, discussion
Materials needed		Board, marker, text and
Assignment/follow up		Class test and questioning
Lesson Duration		21 periods
Lesson Topic	Unit 2	Theory of cost and production. Pricing decisions. Concept and measurement of profitability. Labour productivity
Desired outcome		1. Students learn about the cost and production functions and different types of cost. 2. To make them know about the different situations of pricing decisions in different markets.

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Associate Professor

	3. To let the understand meaning of profit and how it is being measured. 4. Let them know the importance of labour and it's contribution towards production.
Teaching/learning method	Lecture, questioning
Materials needed	Board, marker
Assignment/follow up	Presentation and class test
Lesson Duration	6 periods

Lesson Topic	Unit 3	Types and sources of finance. Role and functions of financial institutions. Balance sheet and profit-loss account. Industrial location.
Desired outcome		1. To make them learn about the different sources to raise funds. 2. To let them understand the importance and role of financial institutions. 3. To help them understand about the importance of maintaining accounts for industries and it's role helping in making policies. 4. Students understand about the different factors which determine the decision making of selecting an industrial location.
Teaching/learning method		Lecture, discussion, demonstration
Materials needed		Board, marker
Assignment/follow up		Class test
Lesson Duration		9 periods

Lesson Topic	Unit 4	Industrial policies. Industrial licensing. Trends and patterns of industrial development. Cottage and small scale industries
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Desired outcome	Public and private industries 1. To make them learn about the different industrial policies passed in India 2. To make them understand about the importance of licensing and its effects on to the industrial sector 3. To know about the growth of industries in India during the planning period 4. Understand about the importance and role of cottage and small scale industries in India. 5. To learn about the difference between public and private industries.
Teaching/learning method	Lecture, questioning
Materials needed	Board, marker
Assignment/follow up	Questioning, class test
Lesson Duration	7 periods
Lesson Topic	Unit 5 Foreign direct investment (FDI) World Trade organization (WTO) Multi national corporation (MNCs) Large scale industries Iron and steel industries Sugar industry Jute industry
Desired outcome	1. To make the students understand the importance and role of FDI in Indian industries. 2. To let them learn about the role of WTO in Indian industries. 3. To let them know about the advantages and disadvantages of MNCs. 4. Augment the knowledge about the importance and role of different industrial policies with regard to large scale industries in India.

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PO – PSO – CO Mapping Matrix

Name of the paper: Introductory Microeconomics (Honours- CBCS)

Class: B.A. 1st Semester

Department: Economics

Academic Year: June 2022- Nov 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (Cos)

CO1: Demonstrate a clear understanding of the scope, methodology, and basic problems of economics, along with the functioning of different economic systems and the role of the price mechanism.

CO2: Apply the laws of demand and supply to various economic scenarios, understand determinants, shifts, elasticity, and calculate consumer and producer surplus in different contexts.

CO3: Evaluate consumer preferences using both cardinal and ordinal utility approaches, including indifference curves, marginal rate of substitution, and revealed preference theory.

CO4: Analyze the behavior of cost and revenue functions in the short and long run under different market structures, and understand the implications for business decision-making.

CO5: Distinguish between perfect and imperfect market structures and determine firm and industry equilibrium in the short and long run under perfect competition.

CO-PO-PSO Mapping Matrix

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	3	3	2	2	2
CO2	2	1	3	2	2	2	3	2	1	1
CO3	3	2	2	3	2	2	3	3	2	2
CO4	2	2	3	3	3	1	2	3	1	3
CO5	2	2	3	2	3	2	2	3	2	3

Justification for Mapping Matrix

- **CO1** links strongly with **PO1** (understanding of social sciences) and **PSO1/PSO2** as it introduces foundational economic concepts and methodologies relevant to both general and history-specific knowledge frameworks.
- **CO2** focuses on applying demand and supply—key tools in economic analysis—which align well with **PO3** (real-world applications) and **PSO2** (analytical methods), showing practical relevance in economic reasoning.
- **CO3** develops analytical skills through theoretical models, aligning with **PO1**, **PO4** and **PSO2/PSO3** as students critically evaluate consumer behavior using different utility theories.
- **CO4** addresses cost and revenue under varied markets, important for **PO3** and **PO4** (analytical skills and decision-making), and **PSO3** (economic institutions), making it key for understanding economic logic behind historical institutions.
- **CO5** enables differentiation of market structures and equilibrium analysis, which aligns with **PO3/PO5** (lifelong learning, civic responsibility), and **PSO3/PSO5**, especially in the context of teaching, public history, and policy implications.

Evaluation Structure and Assessment Pattern

Total Marks: 100

- External Assessment (Final Exam): 75 Marks
- Internal Assessment: 25 Marks

1. Internal Assessment (25 Marks)

Component	Marks	Description
Class Test / Mid-term Exam	10	One or two tests based on Units I–III to assess conceptual understanding.
Assignments / Projects	05	Individual or group assignments applying economic theory to real scenarios.
Class Participation / Attendance	05	Based on attendance, engagement in discussions, and regularity.
Presentation / Quiz	05	Topic-based presentations or quizzes on current economic issues or theory.

2. External Assessment (Final Exam – 75 Marks)

- **Duration:** 3 Hours
- **Pattern:**

Type of Questions	Number of Questions	Marks per Question	Total Marks
Long Answer / Essay Type (Analytical/Derivations)	10 (Attempt 5)	15	75

3. Coverage:

- Questions from all **five units** to ensure comprehensive coverage.
- Focus on both **theoretical understanding** and **real-life application**.
- Includes graphs, diagrams (especially for consumer theory, market structure).

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2022 - Dec 2022)


Course Name: Introductory Microeconomics

Subject Code: EC1.CC1

Semester: B.A. 1st Semester

Name of Teacher: Chuanungbang Janir

Unit	Chapter	Contents/Topics	No. of Class Required (Duration)
I	Exploring the subject Matter of Economics	1. Concept, scope and methodology of economics; the basic 2. Basic economic problems. 3. Scarcity of resources 4. Role of price mechanism 5. Economic system.	14
II	Demand and Supply	1. Concept of Demand. 2. Concept of Supply. 3. Elasticity and its application 4. Consumer and producer surplus.	13
III	Consumer Theory	1. Cardinal utility approach 2. Ordinal utility approach 3. Revealed preference theory	13
IV	Costs and Revenue	1. Derivation short-run cost curves. 2. Derivation long-run cost curves 3. Revenue curves and perfect and imperfect markets	10
V	Market structure	1. Meaning of market. 2. Concept and features of perfect competition. 3. Concept and features of imperfect competition.	10


Signature


Signature

FORMAT-2

Lesson Plan

Teacher: Chuanungbang Janir

Semester: B.A. 1st Semester

Paper: Introductory Microeconomics

Lesson Topic	1. Exploring the subject matter of economics 2. Demand and Supply. 3. Consumer Theory 4. Costs and Revenue. 5. Market Structure.
Desired Outcome	1. Understand the foundational concepts, scope, and methodologies of microeconomics. 2. Analyse demand and supply mechanisms and their impact on market outcomes. 3. Evaluate consumer behaviour using utility and preference-based approaches. 4. Understand cost and revenue concepts in various market conditions. 5. Assess different market structures and firm behaviour.
Teaching / Learning Method	1. Lecture. 2. Group discussion. 3. Problem-solving.
Materials Needed	1. Text book. 2. White board. 3. Marker pen. 4. Projector 5. Journal 6. Article
Assignment / Follow Up	1. class test. 2. Home work. 3. Assignment. 4. presentation. 5. Quiz. 6. Discussion class 7. Question paper discussion
Lesson Duration	68


Signature

PO - PSO - CO Mapping Matrix

Name of the Paper: Introductory Microeconomics (Minor- CBCS)

Class: B.A. 1st Semester

Department: Economics

Academic Session: June 2022- Dec 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the fundamental concepts, scope, and methodology of microeconomics and its application to real-world economic problems.

CO2: Analyze the functioning of demand and supply in different market settings, including the determination of equilibrium and the impact of shifts and elasticity.

CO3: Explain consumer behavior through utility analysis and indifference curve techniques, and interpret consumer choices using revealed preference theory.

CO4: Describe cost and revenue structures of firms, and derive short-run and long-run cost curves in various market environments.

CO5: Evaluate the behavior of firms under different market structures such as perfect and imperfect competition, and determine firm and industry equilibrium.

PO–PSO–CO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓	✓	✓	✓			✓
CO2		✓	✓	✓		✓	✓			
CO3				✓	✓		✓			✓
CO4			✓	✓			✓	✓		
CO5		✓	✓	✓	✓		✓	✓		✓

Justification for Mapping

CO1: Understand the fundamental concepts, scope, and methodology of microeconomics

- **PO1:** Engages reflective thinking in understanding economic theories within humanities/social science.
- **PO3:** Enables application of economic understanding to civic and social issues.
- **PO4:** Analytical thinking applied to microeconomic models.
- **PO5:** Encourages continual learning in economics.
- **PSO1 & PSO2:** Foundational economic knowledge and methodical understanding.
- **PSO5:** Application in academic and professional fields.

CO2: Analyze the functioning of demand and supply in different market settings

- **PO2:** Requires clear communication and logical presentation of market behavior.
- **PO3:** Applies theoretical knowledge to real-world economic problems.
- **PO4:** Demands analytical problem-solving related to price and quantity changes.
- **PSO1 & PSO2:** Involves understanding of basic economic evolution and methodological analysis.

CO3: Explain consumer behavior through utility and indifference curve techniques

- **PO4:** Deep analytical skills needed to interpret consumer behavior models.
- **PO5:** Supports lifelong learning by integrating various consumer theories.
- **PSO2:** Draws from multiple interpretive strategies.
- **PSO5:** Useful in economic research, public service exams, and teaching.

CO4: Describe cost and revenue structures and derive cost curves

- **PO3:** Helps in connecting theoretical cost analysis to practical scenarios.
- **PO4:** Strong analytical skillset to derive and interpret curves.
- **PSO2 & PSO3:** Understanding economic institutions and methodological tools used in cost and production analysis.

CO5: Evaluate the behavior of firms under different market structures

- **PO2:** Requires effective communication and academic writing skills.
- **PO3:** Application to policy, market analysis, and civic understanding.
- **PO4:** In-depth analytical thinking about different firm behaviors.
- **PO5:** Promotes a foundation for competitive exams and research.
- **PSO2, PSO3, PSO5:** Critical for interpreting economic institutions and applying this to professional pathways.

Evaluation structure and assessment pattern

Total Marks: 100

1. External Assessment: 75 Marks

- The external examination will consist of **descriptive questions**.
- Each descriptive question will carry **15 marks**.
- The total number of descriptive questions in the exam will be structured to sum up to **75 marks**.

2. Internal Assessment: 25 Marks

- The internal assessment will contribute **25 marks** to the total score.
- This may include the following components (depending on the institution's policies):
 - Class tests or quizzes
 - Assignments
 - Attendance and participation
 - Presentations or projects

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Year 2020 - Dec 2021)

Course Name: Intermediate Microeconomics

Subject Code: EC1001

Semester: B.A. 1st Semester

Name of Teacher: Rajy Ranganathan

Unit	Chapter	Contents / Topics	No. of Class Hours (Periods)
I	Exploring the subject History of Economics	1. Concept, scope and methodology of economics; the limits of basic economic problems. 2. Science of Economics 3. Role of 'price mechanism' 4. Economic systems.	14
II	Demand and Supply	1. Concept of Demand. 2. Concept of Supply. 3. Elasticity and its application 4. Consumer and producer surplus.	13
III	Consumer Theory	1. Cardinal utility approach 2. Ordinal utility approach 3. Revealed preference theory.	13
IV	Costs and Revenue	1. Production short-run cost curves. 2. Production long-run cost curves. 3. Revenue curves under perfect and imperfect markets.	10
V	Market Structure	1. Meaning of market. 2. Monopoly and perfect competition. 3. Concept and features of imperfect competition.	10



Mount Mary College
Palayamkottai

Rajy
Signature

FORMAT-2

Lesson Plan

Teacher: Rajy Ranganathan

Semester: B.A. 1st Semester

Paper: Intermediate Microeconomics

Lesson Topic	1. Exploring the subject matter of economics 2. Demand and Supply 3. Consumer Theory 4. Costs and Revenue 5. Market Structure.
Desired Outcome	1. Understand the foundational concepts, scope, and methodologies of microeconomics. 2. Analyse demand and supply mechanisms and their impact on market equilibrium. 3. Evaluate consumer behaviour using utility and preference-based approaches. 4. Understand cost and revenue concepts in various market conditions. 5. Assess different market structures and firm behaviour.
Teaching / Learning Method	1. Lecture 2. Group discussion 3. problem-solving.
Materials Needed	1. Text book 2. White board 3. Marker pen 4. Marker 5. Journal 6. Article
Assignment / Follow Up	1. class test 2. Home work 3. Assignment 4. presentation 5. discussion / class 6. discussion / class 7. Question paper discussion
Lesson Duration	05



Mount Mary College
Palayamkottai

Rajy
Signature

PO – PSO – CO Mapping Matrix

Name of the paper: Macroeconomics-I (Honours- Old Course)

Class: B.A. 3rd Semester

Department: Economics

Academic Year: June 2022- Nov 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1:

Understand the fundamental concepts and methods of National Income and Social Accounting.

- Students will be able to define and explain various components of National Income (NI), its measurement techniques, and the challenges involved in calculating NI.

- Learners will understand the significance of NI in policy formulation and economic planning.
- Gain knowledge of social accounting, flow of funds, balance of payments (BOP), and green accounting practices.

CO2:

Analyze classical and Keynesian theories of output and employment.

- Students will critically examine Say's Law and the classical approach to employment.
- Understand Keynesian objections to classical theories and the concept of effective demand.
- Explore aggregate demand and aggregate supply functions in determining equilibrium levels of income and employment.

CO3:

Evaluate consumption behavior and factors influencing consumption patterns.

- Analyze the short-run and long-run determinants of consumption.
- Understand and interpret Keynes' psychological law of consumption and the Relative Income Hypothesis.
- Study the role of average and marginal propensities to consume in economic modeling.

CO4:

Compare and contrast various theories of interest rate determination.

- Gain insight into classical, neo-classical, Keynesian, and modern perspectives on interest.
- Evaluate how interest rates affect saving and investment decisions in different economic frameworks.

CO5:

Understand investment theories and macroeconomic equilibrium through IS-LM framework.

- Distinguish between autonomous and induced investment.
- Comprehend the concept of marginal efficiency of capital.
- Use the IS-LM model to analyze general equilibrium in goods and money markets.
- Evaluate the role and limitations of the investment multiplier, especially in the context of less developed countries (LDCs).

Mapping Matrix: COs vs POs & PSOs

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓				✓	✓		✓
CO2		✓		✓		✓	✓			
CO3		✓	✓	✓			✓	✓		✓
CO4			✓	✓			✓	✓		
CO5		✓	✓	✓	✓		✓	✓	✓	✓

Justification of CO–PO–PSO Mapping

CO1: Understand the fundamental concepts and methods of National Income and Social Accounting.

- **PO1:** Involves reflective thinking on how income accounting evolved in social sciences.
 - **PO3:** Knowledge of NI and BOP links to social and civic responsibilities like taxation, budgeting, and welfare policies.
 - **PSO2:** Engages with methods of national income estimation.
 - **PSO3:** Supports understanding of socio-economic institutions like national income systems.
 - **PSO5:** Useful in civil services and public finance applications.
-

CO2: Analyze classical and Keynesian theories of output and employment.

- **PO2:** Requires academic language and historical-economic reasoning to debate classical vs Keynesian theories.
 - **PO4:** Understanding of economic history aids in evaluating its present impact.
 - **PSO1:** Places the theories in historical context (Classical, Keynesian periods).
 - **PSO2:** Focuses on interpretive strategies and economic theory analysis.
-

CO3: Evaluate consumption behavior and factors influencing consumption patterns.

- **PO2:** Communication of complex psychological and economic theories.
- **PO3:** Understanding consumption helps in social and civic planning.
- **PO4:** Historical evolution of consumption behavior shows continuity and change.

- **PSO2:** Consumption analysis requires analytical methods and theories.
 - **PSO3:** Consumption behavior is linked to socio-economic institutions.
 - **PSO5:** Consumption analysis is relevant to public policy, teaching, and economics careers.
-

CO4: Compare and contrast various theories of interest rate determination.

- **PO3:** Recognizing the impact of interest rates on social development and investment behavior.
 - **PO4:** Critical examination of interest theories across historical contexts.
 - **PSO2:** Involves theoretical analysis and critical thinking.
 - **PSO3:** Interest rates influence institutional and policy development.
-

CO5: Understand investment theories and macroeconomic equilibrium through IS-LM framework.

- **PO2:** Interpretation of IS-LM models needs academic rigor and precise communication.
- **PO3:** Economic equilibrium models have real-world civic and policy relevance.
- **PO4:** Application of theoretical models to analyze history and current events.
- **PO5:** IS-LM learning encourages long-term thinking and ethical use in policy-making.
- **PSO2:** Involves methods and interpretive strategies.
- **PSO3:** Investment and capital efficiency relate to institutional frameworks.
- **PSO4:** Regional and national planning informed by macroeconomic equilibrium.
- **PSO5:** Valuable for public policy, academics, and competitive exams.

Evaluation structure and assessment pattern:

Total Marks: 100

- **External (University Exam):** 70 Marks
 - **Internal (College Assessment):** 30 Marks
- Time:** 3 Hours (for External Exam)

Assessment Pattern

A. External Examination (70 Marks)

Conducted by the university at the end of the semester.

Question Paper Pattern

Long Answer/Essay Type Questions

- **5 Questions × 14 Marks each = 70 Marks**
- Answer in 400–500 words
- Attempt 5 out of 10 questions
- In-depth questions, requiring explanation, analysis, and examples

Internal Assessment (30 Marks)

Conducted by the college/department through continuous evaluation.

Breakdown of Internal Marks

Component	Marks
Class Test / Mid-Semester Exam	10
Assignment / Project Work	10
Attendance and Participation	5
Presentation / Seminar / Viva	5
Total	30

Weightage of Units in External Exam

Unit	Title	Suggested Weightage (Marks)
I	National Income and Social Accounting	14
II	Output and Employment	14
III	Consumption Function	14
IV	Theories of Interest	14
V	Investment Theory	14

Evaluation Criteria for Answers

- Understanding of concepts and definitions
- Logical organization of ideas
- Use of diagrams/equations where appropriate (e.g., IS-LM, consumption functions)
- Critical thinking and analytical ability
- Application to real-world or economic contexts

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June 2024 - Dec 2024)

Course Name: Macro Economics - 2

Subject Code: Eco-301

Semester: B.A. 3rd Semester

Name of Teacher: Chubanyong Janta

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	National Income and Social Accounting	1. concept of measurement of national income. 2. Social Accounting. 3. Flow of funds accounts 4. Dot account. 5. Green accounting.	18
II	Output and Employment	1. classical theory of employment. 2. Keynesian theory of employment.	15
III	Consumption Function	1. Short-run and long-run consumption function. 2. Factors influencing savings and marginal propensity to consume. 3. Keynes Psychological Law of Consumption.	15
IV	Theory of Interest	1. classical theory of interest. 2. Neo-classical theory of interest. 3. Keynesian theory of interest. 4. modern theory of interest.	10
V	Investment Theory	1. Autonomous and induced investment. 2. marginal efficiency of capital. 3. IS & LM curve. 4. Investment multiplier and its effectiveness.	10

Principal Signature

Signature

FORMAT-2

Lesson Plan

Teacher: Chubanyong Janta

Semester: B.A. 3rd Semester

Paper: Macro Economics - 2

Lesson Topic	① National income and social accounting. ② output and employment ③ consumption function ④ Theory of interest ⑤ Investment theory.
Desired Outcome	① understanding national income and social accounting. ② grouping output and employment theories. ③ Analyzing the consumption function. ④ Exploring interest rate theories. ⑤ understanding investment theory.
Teaching / Learning Method	1. Lecture 2. Group discussion 3. problem solving activities.
Materials Needed	Text book, marker pen, board, chalk, Journal
Assignment / Follow Up	1. class test. 2. Home work. 3. presentation. 4. Assessment classes 5. Quiz 6. Student paper discussion.
Lesson Duration	68

Principal Signature

Signature

PO – PSO – CO Mapping Matrix

Name of the paper: Mathematical Method for Economics (Honours- CBCS)

Class: B.A. 1st Semester

Department: Economics

Academic Year: June 2022- Nov 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

Upon successful completion of this course, students will be able to:

CO1. Understand and apply basic concepts of **sets and functions**, including different types of functions and systems of equations, which are foundational for economic modeling.

CO2. Demonstrate knowledge of the **number system**, including real and complex numbers, their properties, and graphical representation.

CO3. Analyze and interpret **geometric representations**, such as lines, slopes, curves, and conic sections (e.g., circles and parabolas), in economic contexts.

CO4. Apply **differentiation techniques** to solve economic problems related to revenue, cost, and profit analysis, including marginal analysis and optimization (maxima and minima).

CO5. Employ **integration methods**—including substitution, integration by parts, and partial fractions—for deriving total functions and solving problems involving consumer and producer surplus.

Mapping Matrix of COs to POs and PSOs

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓				✓	✓		✓
CO2			✓				✓	✓		✓
CO3			✓	✓			✓	✓	✓	✓
CO4			✓	✓			✓	✓	✓	✓
CO5			✓	✓	✓		✓	✓	✓	✓

Justification for Mapping

CO1: Understand and apply basic concepts of sets and functions

- **PO1:** Involves critical inquiry foundational to logical thinking.
- **PO3:** Applies mathematical understanding to address economic and social realities.
- **PSO2 & PSO3:** Using functions and systems of equations enables students to analyze historical-economic changes.
- **PSO5:** Builds tools useful for economic modeling in teaching or civil services.

CO2: Demonstrate knowledge of number systems

- **PO3:** Real-world applications such as economic transactions or statistical evaluations require number system knowledge.
- **PSO2 & PSO3:** Interpreting historical economic data depends on understanding number systems.
- **PSO5:** Critical for entrance exams and academic applications involving quantitative reasoning.

CO3: Analyze geometric representations in economic contexts

- **PO3:** Helps in visualizing and solving real-life problems.

- **PO4:** Supports analytical thinking crucial for interpreting economic patterns and historical shifts.
- **PSO2, PSO3, PSO4, PSO5:** Geometry assists in spatial-temporal analysis of data related to socio-economic institutions and their evolution.

CO4: Apply differentiation to economic problems

- **PO3:** Encourages application of concepts to practical situations like cost-profit analysis.
- **PO4:** Enhances analytical skills for problem-solving.
- **PSO2, PSO3, PSO4, PSO5:** Builds precision for academic writing, historical trend analysis, and public policy evaluation.

CO5: Employ integration techniques

- **PO3:** Directly applies mathematical reasoning to social-economic contexts (consumer/producer surplus).
- **PO4:** Supports comprehensive analysis of trends and transformations.
- **PO5:** Promotes continuous learning through advanced mathematical techniques.
- **PSO2 to PSO5:** Useful in academic research, civil services, and other history-informed careers requiring quantitative insights.

Evaluation Structure and Assessment Pattern

Total Marks: 100

- **External Exam (University Exam): 75 Marks**
- **Internal Assessment (College/Department): 25 Marks**

External Exam (75 Marks)

Question Paper Pattern (Duration: 3 Hours)

Type	Number of Questions	Marks per Question	Total Marks
Long Answer / Problem Solving	10 (Attempt 5)	15	75

Internal Assessment (25 Marks)

Component	Marks
Class Test / Mid-Sem Exam	10
Assignment / Project Work	5
Class Participation / Attendance	5
Viva / Oral Presentation	5
Total	25

Assessment Objectives

- **Conceptual understanding** (Sets, Number systems, Geometry)
- **Application skills** (Differentiation and Integration in Economics)
- **Analytical skills** (Problem-solving, Maxima/Minima, Surplus analysis)
- **Communication skills** (Assignments, Viva)

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June 2022 - Dec 2022)


Course Name: Mathematical Methods for Economics-I

Subject Code: ECT-EE2

Semester: B.A. 1st Semester

Name of Teacher: Chubunungang Jamir

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Sets and function	1. concept and types of sets. 2. Venn diagram. 3. Cartesian products. 4. Functions - types and applications. 5. System of equation.	14
II	Number System	1. uses of numbers. 2. Axiomatic properties of real number and completeness. 3. Complex numbers. 4. Graphical representation of complex number.	13
III	Analytical Geometry	1. Application of straight line. 2. points and lines. 3. slope of the line and area. 4. Distance and section formulae. 5. parabola. 6. circle.	13
IV	Differentiation	1. function and limits. 2. Differentiation. 3. Rules of differentiation. 4. Maxima & minima. 5. profit maximization.	14
V	Integration of function	1. Indefinite integrals. 2. Application to economic problem. 3. definite integrals. 4. consumer surplus and producer's surplus.	14

Signature: 
 Date: _____

FORMAT-2


Lesson Plan

Teacher: Chubunungang Jamir

Semester: B.A. 1st Semester

Paper: Mathematical Methods for Economics-I

Lesson Topic	1. Sets and function. 2. Number System. 3. Analytical Geometry. 4. Differential. 5. Integration of functions.
Desired Outcome	1. Develop foundation mathematical understanding. 2. Apply mathematical tools to economic context. 3. Interpret economic model mathematically. 4. Enhance problem-solving abilities. 5. Build competence for advanced economic study.
Teaching / Learning Method	1. Lecture 2. Deductive 3. Group discussion 4. Problem-solving
Materials Needed	Text book Master pen White board Marker Journal Article
Assignment / Follow Up	1. Worksheet 2. Home work 3. Assignment 4. Presentation 5. Remedial class 6. Question paper discussion
Lesson Duration	68

Signature: 
 Date: _____

PO - PSO - CO Mapping Matrix

Name of the Paper: Public Finance and Banking (Old Course)

Class: B.A. 3rd Semester

Department: Economics

Academic Session: June 2022- Dec 2022

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the scope, principles, and objectives of public finance and fiscal policy, including their role in economic development.

CO2: Analyze various sources and implications of public debt and expenditure, including theoretical perspectives like Wagner's Law and the Wiseman-Peacock hypothesis.

CO3: Differentiate between direct and indirect taxes and evaluate the impact, incidence, and canons of taxation, especially in the context of India's tax system.

CO4: Examine India’s public finance structure, including Centre-State financial relations, the role of Finance Commissions, and components of the Union Budget.

CO5: Interpret and evaluate different types and techniques of budgeting, including classical, modern, and zero-based budgeting, and understand the characteristics of a good budget.

PO-PSO-CO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓			✓	✓		
CO2			✓	✓			✓	✓		✓
CO3		✓	✓	✓			✓	✓		✓
CO4		✓	✓	✓		✓	✓	✓	✓	✓
CO5			✓	✓	✓		✓	✓		✓

Justification for Mapping

CO1: Scope, principles, objectives of public finance and fiscal policy

- **PO1:** Introduces foundational economic roles of government—aligned with reflective thinking in social sciences.
- **PO3:** Public finance addresses real-world governance and social welfare issues.
- **PO4:** Encourages analytical approach toward economic planning.
- **PSO2, PSO3:** Historical evolution of fiscal systems and their role in institutional development.

CO2: Public debt and expenditure; Wagner’s Law; Wiseman-Peacock

- **PO3, PO4:** Explains how theory impacts policy and society.
- **PSO2, PSO3:** Historical and interpretive frameworks to understand state expenditure evolution.
- **PSO5:** Useful in public policy and academic fields.

CO3: Direct & indirect taxes; Indian tax system

- **PO2:** Requires academic communication and interpretation of tax principles.
- **PO3, PO4:** Real-world application of taxation analysis and impact on economy.
- **PSO2, PSO3:** Interprets tax systems in historical and institutional contexts.
- **PSO5:** Vital for civil services and public administration roles.

C04: India's public finance structure, Finance Commission, Union Budget

- **PO2:** Requires effective communication of complex fiscal arrangements.
- **PO3, PO4:** Engages with real challenges in governance and fiscal federalism.
- **PSO1-PSO5:** Strong link with all PSOs due to coverage of historical context, regional structures, federal dynamics, and career applications.

C05: Budgeting techniques and good budgeting characteristics

- **PO3, PO4:** Applies budgeting analysis to solve governance and planning issues.
- **PO5:** Encourages continued learning of budgeting methods.
- **PSO2, PSO3, PSO5:** Techniques rooted in both theory and practice, applicable in teaching, policy, and civil services.

Evaluation Structure and Assessment Pattern

Evaluation Structure:

Total Marks: 100

- **External Examination:** 70 marks
 - **Internal Assessment:** 30 marks
-

Assessment Pattern:

External Examination (70 Marks):

- The external paper will consist of **descriptive questions**.
- Each descriptive question carries **14 marks**.
- Typically, **5 questions** are to be answered ($5 \times 14 = 70$ marks).

Internal Assessment (30 Marks):

- May include the following components:
 - **Class Tests / Mid-semester Tests**
 - **Assignments / Presentations**
 - **Class Participation**
 - **Attendance**

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2020 - Dec 2022)

Course Name: Public Finance and Banking

Subject Code: ECO-302

Semester: 3rd Semester

Name of Teacher: Ruby Ranganathan

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Public Finance and Fiscal Policy	1. Meaning and scope of public finance. 2. Objectives of fiscal policy. 3. Role of fiscal policy.	15
II	Public Debt and Expenditure	1. Sources of public borrowing. 2. Types, causes and effects of public borrowing. 3. Wagner's Law. 4. Government expenditure. 5. Debt, taxes and public finance.	12
III	Taxation	1. Direct and indirect taxation. 2. Impact and incidence of taxation. 3. Theory of taxation. 4. India's tax structure. 5. Sources of public revenue.	12
IV	Indian public finance	1. Centre - State financial relations. 2. Revenue of the states and local bodies. 3. Finance commissions. 4. Union Budget.	18
V	Budget	1. Meaning, types and techniques of budget. 2. Budgetary theory. 3. Zero based budgeting.	16

Prepared by
Ruby Ranganathan
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Page No.
X-11111

FORMAT-2

Lesson Plan

Teacher: Ruby

Semester: 3rd Semester

Paper: Public Finance and Banking

Lesson Topic	1. Public Finance and Fiscal Policy. 2. Public Debt and Expenditure. 3. Taxation. 4. Indian public Finance. 5. Budget.
Desired Outcome	1. Understand the scope of public finance. 2. Analyse fiscal instruments. 3. Explain public debt and expenditure. 4. Evaluation of tax systems. 5. Understanding Indian public finance framework. 6. Comprehend budgetary process.
Teaching / Learning Method	1. Active method. 2. Discussion method.
Materials Needed	1. Text book. 2. Budget, Budget, Budget. 3. Journal.
Assignment / Follow Up	1. Class test. 2. presentation. 3. Remedial class. 4. Assignment.
Lesson Duration	70

Prepared by
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Thiruvananthapuram, Kerala

PO – PSO – CO Mapping Matrix

Name of the paper: Business Statistics (Honours- Old Course)

Class: B.com. 6th Semester

Department: Commerce

Academic Year: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the fundamental concepts of statistics, including its types, nature, and significance in business decision-making, and apply methods for data collection, classification, tabulation, and graphical representation.

CO2: Apply appropriate measures of central tendency and dispersion to summarize and interpret univariate data, and analyze bivariate data using correlation and regression techniques.

CO3: Construct and interpret index numbers, including price and quantity indices, and perform computations using fixed and chain base methods, base shifting, splicing, and deflating.

CO4: Analyze time series data and apply forecasting techniques such as moving averages and the method of least squares to identify trends and make predictions.

CO5: Understand and apply sampling methods and probability concepts, including laws of probability and conditional probability, for making informed business decisions under uncertainty.

PO–PSO–CO Mapping Matrix

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	✓	✓	✓	-	✓	✓	-	✓
CO2	-	-	✓	✓	✓	-	✓	✓	-	✓
CO3	-	✓	✓	✓	✓	-	✓	✓	✓	✓
CO4	-	✓	✓	✓	✓	-	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification of Mapping

CO1: Fundamental Concepts of Statistics & Data Representation

- **PO3, PO4:** Promotes analytical thinking for real-world decision-making.
- **PO5:** Encourages the development of skills necessary for continuous learning.
- **PSO2, PSO3:** Lays the groundwork for applying statistical analysis in historical studies.
- **PSO5:** Enables interpretation of data relevant to public history and research work.

CO2: Central Tendency, Dispersion, Correlation, and Regression

- **PO3, PO4, PO5:** Applies quantitative analysis to social data, reflecting civic responsibility and analytical skills.
- **PSO2, PSO3:** Enhances ability to use statistical tools in studying historical phenomena.
- **PSO5:** Prepares students for practical applications in academic and civil service contexts.

CO3: Index Numbers and Related Computations

- **PO2:** Supports effective engagement in academic discourse using quantitative data.
- **PO3, PO4, PO5:** Enhances awareness of economic/historical trends and develops lifelong learning tools.
- **PSO2, PSO3, PSO4:** Useful for interpreting economic aspects of historical change.
- **PSO5:** Provides tools for teaching and analytical writing in public history.

CO4: Time Series Analysis and Forecasting

- **PO2, PO3, PO4, PO5:** Builds forecasting abilities that support scholarly inquiry and social relevance.
- **PSO2, PSO3, PSO4:** Offers insights into long-term historical trends and patterns.
- **PSO5:** Critical for policy-related analysis and exam preparation (e.g., UPSC, NET).

CO5: Sampling Methods and Probability

- **PO1–PO5:** Strengthens reasoning under uncertainty, critical and reflective thinking, and decision-making.
- **PSO1–PSO5:** Relevant across the spectrum of historical study, research methodology, and real-world applications.

Evaluation Structure and Assessment Pattern:

Total Marks: 100

- **External Examination:** 70 Marks
 - **Internal Assessment:** 30 Marks
-

1. External Examination – 70 Marks

(Duration: 3 Hours)

A. Descriptive Section – 45 Marks

- **Section A – Long Answer Questions (5 out of 10)**
 - Each question carries **9 marks**
 - Questions will cover all 5 Units
 - Application-based and analytical questions included
 - *Total: $5 \times 9 = 45$ marks*

B. Objective Section – 25 Marks

- **Part I – Multiple Choice Questions (MCQs)**
 - 10 questions \times 1 mark = 10 marks
- **Part II- True or False**
 - 5 question \times 1 mark= 5 marks
- **Part III – Short Notes / Definitions / Conceptual Understanding**
 - 5 questions \times 2 marks = 10 marks

- Short notes from across the syllabus, especially definitions, formulas, steps, and small examples
-

2. Internal Assessment – 30 Marks

A. Class Tests / Mid-Semester Tests – 15 Marks

- Two tests of 15 marks each
- Average of best one considered or cumulative total (as per institution policy)

B. Assignments / Projects – 10 Marks

- Practical application-based tasks like case studies, data collection and analysis, Excel/statistical software use

C. Attendance and Participation – 5 Marks

- Based on class attendance, interaction, and participation in academic activities

Assessment Goals

- **Conceptual clarity** (through descriptive and short note questions)
- **Analytical skills** (through numerical problems and interpretation)
- **Application orientation** (via internal project work or assignments)

Lesson Plan

Teacher : Chubunungang Janis

Semester : B.com 2nd Semester

Paper : Business Statistics

Students Section : On Job - May 2020

Lesson Topic	1. Meaning, scope, importance and limitations of statistics. 2. Census and sampling methods. 3. Primary and secondary data. 4. Classification of data. 5. Methods of representation of data.
Desired Outcome	1. The students will be able to explain the meaning, scope, importance, and limitations of statistics. 2. The students will be able to explain the primary and secondary sources of data. 3. The students will be able to understand the different methods of data collection.
Teaching/ Learning Method	1. Lecture method 2. Deductive method
Materials Needed	Textbook, markers, board, duster
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	12 classes.

Principal
Chubunungang Janis
Signature

Lesson Plan

Teacher : Chubunungang Janis

Semester : B.com 2nd Semester

Paper : Business Statistics

Lesson Topic	Unit - II 1. Measure of central tendency 2. Measure of dispersion 3. Skewness 4. Kurtosis
Desired Outcome	1. The students will understand the purpose of measures of central tendency. 2. The students will be able to calculate and interpret measures of central tendency for a set of data. 3. The students will understand the purpose of measures of dispersion, skewness, kurtosis and kurtosis and to interpret the meaning of a set of data.
Teaching/ Learning Method	1. Lecture method 2. Deductive method
Materials Needed	Textbook, board, markers, duster
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	14 classes.

Lesson Plan

Teacher : Chubunungang Janis

Semester : B.com 2nd Semester

Paper : Business Statistics

Students Section : On Job - May 2020

Lesson Topic	Unit - III 1. Correlation Analysis (Pearson's correlation coefficient and Rank correlation). 2. Regression Analysis: (Least square method and equation method). 3. Standard error of estimate.
Desired Outcome	The students will learn the concept and practical application of correlation and regression analysis.
Teaching/ Learning Method	1. Lecture method 2. Deductive method
Materials Needed	Text Book, duster, markers, board.
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	14 classes.

Principal
Chubunungang Janis
Signature

Lesson Plan

Teacher : Chubunungang Janis

Semester : B.com 2nd Semester

Paper : Business Statistics

Lesson Topic	Unit - IV 1. Concept, uses, limitation of index numbers. 2. Methods of constructing index numbers. 3. Concept and component of time series. 4. Measurement of trend line. (Least square method and Moving average method).
Desired Outcome	1. The students will understand the concept, purpose, limitation of index numbers. 2. The students will be able to compute the indices of the numbers and interpret the changes over a period of time. 3. The students will understand the concept, component of time series. 4. The students will be able to compute trend value and seasonal indices.
Teaching/ Learning Method	1. Lecture method. 2. Deductive method.
Materials Needed	Text Book, board, duster, markers.
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	14 classes.

Lesson Plan

Teacher : Chubeninglang Janis
Semester : A com 3rd Semester
Paper : Business Statistics

Lesson Topic	Unit-V 1. probability. 2. Set theory 3. permutation 4. combination.
Desired Outcome	1. The students will be able to explain the concept of probability and will be able to compute the probability of simple, compound, and complementary events. 2. The students will learn the concept and practical application of sets, permutations and combinations.
Teaching/ Learning Method	1. Lecture method. 2. Inductive method.
Materials Needed	Text-book, Marker, duster, board
Assignment/ Follow Up	1. class work 2. home work 3. Revision 4. Remedial class 5. Question paper discussion
Lesson Duration	15 classes



PO - PSO - CO Mapping Matrix

Name of the Paper: Economics of Environment (Honors- Old Course)

Class: B.A. 6th Semester

Department: Economics

Academic Session: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand and explain the basic concepts of ecology and environmental economics, including the economic-environment linkage and the concept of public goods.

CO2: Apply welfare economic theories to analyze the allocation of resources, particularly renewable and non-renewable ones, and evaluate the social costs and benefits of environmental decisions.

CO3: Analyze common environmental problems using property rights and sustainability frameworks, and examine the relationship between international trade and environmental issues.

CO4: Evaluate and apply methods for the valuation of environmental goods and damages, including both direct and indirect approaches.

CO5: Critically assess environmental regulation instruments, including command-and-control measures and market-based tools, and evaluate Indian environmental legislation and institutional frameworks.

PO–PSO–CO Mapping Matrix

Mapping Matrix (✓ = Strongly Related, ~ = Moderately Related)

CO / PO-PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	~	✓	✓	✓	~	✓	✓	✓	~	✓
CO2	~	~	✓	✓	~	~	✓	✓	~	✓
CO3	~	✓	✓	✓	✓	~	✓	✓	✓	✓
CO4	~	~	✓	✓	~	~	✓	~	~	✓
CO5	~	✓	✓	✓	✓	~	✓	✓	✓	✓

Justifications of Mapping

CO1: Basic Concepts of Ecology & Environmental Economics

- **PO2, PO3, PO4:** Understanding and explaining economic-environment linkages require effective communication (PO2), social awareness (PO3), and analytical abilities (PO4).
- **PSO1, PSO2, PSO3:** Historical context of environmental thought and institutions ties into chronological and institutional understanding.
- **PSO5:** Lays foundation for using such concepts in academic/public discourse.

CO2: Welfare Economics and Resource Allocation

- **PO3, PO4:** Applying welfare economics to environmental issues aligns with real-world interdisciplinary application and analytical thinking.
- **PSO2, PSO3:** Relates to the evolution of resource management institutions and use of analytical tools to assess historical policy impacts.
- **PSO5:** Supports public policy evaluation, civil service prep, and academic usage.

CO3: Common Environmental Problems and Trade

- **PO2, PO3, PO4, PO5:** Strong need for communication, interdisciplinary problem-solving, analytical skills, and lifelong learning in addressing sustainability and trade-environment relationships.
- **PSO2–PSO5:** Involves critical analysis of contemporary and historical institutions dealing with property rights, global trade, and sustainable development.

CO4: Environmental Valuation Methods

- **PO3, PO4:** Quantifying environmental goods requires interdisciplinary application and analysis.
- **PSO2, PSO5:** Reflects methodological tools and interpretation used in both historical and contemporary assessments, useful in academic and professional contexts.

CO5: Environmental Regulation & Legislation

- **PO2–PO5:** Involves communication of legal concepts, application to real-world scenarios, critical analysis of policy, and ethical reasoning.
- **PSO2–PSO5:** Evaluates evolution and impact of policy institutions; essential for public history, academic writing, and exam preparation.

Evaluative structure and assessment pattern

Total Marks: 100

- **External Examination:** 70 Marks
- **Internal Assessment:** 30 Marks

External Examination (70 Marks)

- The external exam consists of **descriptive questions**, each carrying **14 marks**.
- The questions are expected to be **essay-type**, testing deep understanding, analytical ability, and conceptual clarity.

Internal Assessment (30 Marks)

This component typically includes (based on standard academic practice, though not explicitly detailed in the file):

1. **Class Participation / Attendance**
2. **Assignments / Presentations**
3. **Class Tests or Mid-semester Examinations**
4. **Project Work (if applicable)**

General Lesson Plan for the Academic Semester (Dec, 23-June, 24)

Course Name: Economics of Environment
 Subject Code: Eco-602
 Semester: 6th Semester
 Name of Teacher: Roby Rengma

Chapter/Unit	Content	No. of Class Required
UNIT - 1 Environment and Ecology	meaning and elements of ecology, the environment and economic linkages, entropy laws, population environment linkage, environment as a public good, market failure	15
UNIT - 2 Basic Concepts	Pareto optimality and competitive equilibrium, fundamental Theorem of welfare, renewable and non renewable resources, common property resources, social cost benefit analysis	12
UNIT - 3 The Common problems	property rights approach, Sustainable development: concept and indicators, international trade and the environment	12
UNIT - 4 Valuation of Environmental goods	Total Economic valuation of environmental goods, valuation of environmental damages, Direct method and indirect method.	15
UNIT - 5 Environmental Regulation instruments	prevention, control and abatement of pollution, Command and Control, market-based instruments, environmental legislation and institutions in India	16

Total class: 70

Signature: _____



PRINCIPAL
 Mount Mary College
 Chümoukedima : Nagaland

PO – PSO – CO Mapping Matrix

Name of the paper: Financial Institutions and Markets (Honours- Old Course)

Class: B.A. 6th Semester

Department: Economics

Academic Year: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the **structure, role, and functions of the financial system**, and evaluate the **growth of the Indian Financial System** since 1960 along with recent reforms in the financial and banking sectors.

CO2: Explain the **functions and roles of commercial banks**, including credit creation, and analyze the **purpose and outcomes of bank nationalization**. Distinguish between **banks and non-bank financial institutions (NBFIs)** and understand the **functions of development banks**.

CO3: Examine the **functions and roles of central banks** in both developed and developing economies, and understand the **goals, tools, and constraints of monetary policy**, including instruments of monetary regulation.

CO4: Differentiate between **regulated and unregulated credit markets**, and analyze the **structure and features of capital and money markets** in developed and undeveloped economies, with **special reference to India**.

CO5: Understand the **nature, organization, and participants** of foreign exchange markets, and analyze **exchange rate determination** under various regimes. Explain the **role of hedging** in exchange rate management.

Mapping Matrix of Pos, PSOs and COs

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	3	2	2	3	2	3	1	3
CO2	1	2	3	2	2	3	3	3	2	3
CO3	1	2	3	3	2	3	3	3	2	3
CO4	1	2	3	3	2	3	2	3	3	3
CO5	1	2	3	2	3	2	2	2	2	3

The mapping levels are indicated as:

- **3 – Strongly related**
- **2 – Moderately related**
- **1 – Slightly related**
- **0 – Not related**

Justification for Mapping:

CO1: Indian Financial System Growth and Reforms

- **PO3 (3):** Involves understanding financial growth and reforms which aligns with civic responsibility and awareness.
- **PSO1/3/5 (3):** Directly relates to economic history and development, applicable to public domains and civil service.
- **PO4/PSO2 (2):** Analytical and historical evaluation of reforms is required.
- **PO2/PO5 (2):** Communication and lifelong learning are moderately engaged.

- **PO1/PSO4 (1):** Minor relation through broader understanding of systems and their societal impact.

CO2: Commercial & Development Banks, NBFIs

- **PO3, PSO1, PSO2, PSO3, PSO5 (3):** Strong relation through institutional evolution and practical applications in society and economy.
- **PO4, PO2 (2):** Analysis and communication of institutional roles are relevant.
- **PO1, PO5, PSO4 (1-2):** Ethical reasoning and reflective thinking contribute contextually.

CO3: Central Banks and Monetary Policy

- **PO3/PO4/PSO1/2/3/5 (3):** Understanding policy instruments and governance aligns with real-world problem-solving, historical analysis, and public applications.
- **PO2/PO5 (2):** Communication of economic frameworks and ongoing policy shifts require continued learning and effective articulation.
- **PO1/PSO4 (1):** Indirect relevance through socio-economic integration and awareness.

CO4: Credit and Capital Markets

- **PO3/PO4/PSO1/3/4/5 (3):** Strong connection with institutional analysis, national economic structures, and practical applications.
- **PO2/PSO2 (2):** Use of academic tools and interpretation methods.
- **PO1/PO5 (1-2):** Broader reflective and ethical implications tied to markets.

CO5: Foreign Exchange Markets and Hedging

- **PO3/PO5/PSO5 (3):** Direct relevance to contemporary issues, ethical reasoning, and applied history (e.g., currency policy, international trade).
- **PO2/PO4/PSO3/4 (2):** Analytical engagement and institutional evolution.
- **PO1/PSO1/2 (1-2):** Requires understanding international economic contexts and historical patterns.

Evaluation structure and assessment pattern

A **comprehensive evaluation structure and assessment pattern** that aligns with academic standards and the unit-wise breakdown of the syllabus:

Total Marks: 100

- **External Examination:** 70 Marks
- **Internal Assessment:** 30 Marks

External Examination (70 Marks)

Pattern: Descriptive – University Examination

Duration: 3 Hours

Question Paper Format:

Type	No. of Questions	Marks Each	Total Marks
Long Descriptive Answers	5 out of 10	14	70

Internal Assessment (30 Marks)

Component	Marks
Class Test / Mid-term Exam	10
Assignments / Projects	10
Seminar / Presentation	5
Class Participation & Attendance	5
Total	30

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2013 - May 2013)

Course Name: Financial Institutions and Markets

Subject Code: ECO-605(6)

Semester: B.A. 6th Semester

Name of Teacher: Chubonungong Javis

Unit	Chapter	Contents/Topics	No. of Class Required (Duration)
I	Financial System	1. Structure of financial system 2. Role and function of financial system 3. History of the Indian financial system since 1950. 4. Financial and banking reforms and its impact	15
II	Banks & Non-Banks	1. Commercial Banks 2. Nationalization 3. Non-Bank financial institutions 4. Development Bank.	15
III	Central Bank	1. Meaning and functions of Central Bank. 2. Role of central bank. 3. Goals, target, and instruments of monetary policy. 4. Instruments of monetary regulation	14
IV	Financial Markets	1. Regulated & unregulated credit market. 2. Capital and money market 3. Features of develop money and capital market. 4. Features of underdeveloped money and capital market	14
V	Foreign Exchange Markets	1. Meaning of foreign exchange and foreign exchange rate. 2. Features, organization and participants. 3. Fixed and flexible exchange 4. Role of hedging	14



Signature
Chubonungong Javis



Signature

FORMAT-2

Lesson Plan

Teacher: Chubonungong Javis

Semester: B.A. 5th Semester

Paper: Financial Institutions and Markets

Lesson Topic	1. Financial system. 2. Banks & Non-Banks. 3. Central Bank 4. Financial Markets. 5. Foreign Exchange Markets.
Desired Outcome	1. understand the structure and evolution of the financial system. 2. differentiate between financial institutions. 3. Analyze the role of the central bank. 4. interpret the structure and role of financial market 5. Examine foreign exchange markets.
Teaching / Learning Method	1. Lecture 2. Group discussion 3. problem-solving.
Materials Needed	1. Textbook. 2. White board. 3. Marker Pen 4. Duster 5. Journal 6. Article.
Assignment / Follow Up	1. Class test 2. Home work 3. Assignment 4. presentation 5. Remedial class 6. Question paper discussion
Lesson Duration	72



Signature
Chubonungong Javis

PO - PSO - CO Mapping Matrix

Name of the Paper: Indian Economy-II (Honors- Old Course)

Class: B.A. 6th Semester

Department: Economics

Academic Session: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the structure, performance, and challenges of Indian agriculture including productivity trends, land reforms, the Green Revolution, and rural credit systems.

CO2: Analyze the industrial development of India during the planning period, comprehend key industrial policies, and evaluate the role of public sector enterprises and small-scale industries.

CO3: Explain the concepts of public debt and public expenditure, assess their trends and implications for the Indian economy.

CO4: Evaluate India's external sector performance including trade composition, export-import trends, BOP crises, trade policies, and the role of foreign capital such as FDI and MNCs.

CO5: Examine the economic structure and development challenges of Nagaland with focus on population, infrastructure, agriculture, and industry.

CO-PO-PSO Mapping Matrix

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓		✓	✓	✓	✓	
CO2	✓		✓	✓		✓	✓	✓		✓
CO3			✓	✓			✓	✓		
CO4	✓		✓	✓		✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification of CO-PO-PSO Mapping

CO1: Indian Agriculture

- **PO1:** Involves understanding social structure and rural society.
- **PO3:** Agriculture impacts livelihoods; relevant to social awareness.
- **PO4:** Analysis of reforms and productivity requires analytical skills.
- **PSO1:** Agricultural transformation is key to Indian historical phases.
- **PSO2:** Use of data and sources to study land reforms and trends.
- **PSO3:** Agriculture is a socio-economic institution.
- **PSO4:** Regional variation in agricultural development.

CO2: Industrial Development

- **PO1:** Economic planning is part of post-independence history.
- **PO3:** Industry and policy-making involve civic responsibility.
- **PO4:** Evaluating policy effectiveness requires analytical skills.
- **PSO1:** Planning era and industrial policy are historical milestones.
- **PSO2:** Analysis of policy documents and economic reports.
- **PSO3:** Evolution of economic institutions.
- **PSO5:** Useful for civil services and teaching economic history.

CO3: Public Finance

- **PO3:** Involves understanding how the state functions economically.
- **PO4:** Requires evaluation of complex financial data.
- **PSO2:** Uses interpretive tools for analyzing trends.

- **PSO3:** Studies fiscal institutions and their evolution.

CO4: External Sector

- **PO1:** Trade history and policy relate to global and national historical trends.
- **PO3:** Informs understanding of India's role in global economics.
- **PO4:** Analyzing trade data and FDI impact involves critical thinking.
- **PSO1:** Includes phases like liberalization and trade shifts.
- **PSO2:** Requires analysis of data and reports.
- **PSO3:** Understanding international institutions and economic shifts.
- **PSO4:** Studies India's integration in the global economy.
- **PSO5:** Applicable to public policy and academic fields.

CO5: Economy of Nagaland

- **PO1:** Regional understanding builds well-rounded perspectives.
- **PO2:** Communicating regional issues requires academic clarity.
- **PO3:** Focus on state development ties to civic responsibility.
- **PO4:** Evaluating developmental challenges is analytical.
- **PO5:** Promotes continued learning and research in regional history.
- **PSO1:** Regional economic history is part of broader history.
- **PSO2:** Uses government reports and data as sources.
- **PSO3:** Focuses on regional economic structures.
- **PSO4:** Connects local developments to national unity.
- **PSO5:** Useful in public service and policy research.

Evaluation structure and assessment pattern

Total Marks: 100

1. External Assessment (70 Marks)

- **Descriptive Questions:**
 - The external examination comprises **5 descriptive questions**, each carrying **14 marks**.
 - These questions are typically structured to cover one question from each **unit (I–V)** of the syllabus:
 - Unit I: Agriculture
 - Unit II: Industry
 - Unit III: Public Debt and Expenditure
 - Unit IV: External Sector
 - Unit V: Economy of Nagaland
 - **Format:** Essay-type or long-answer questions assessing depth of understanding, analysis, and application of concepts.

2. Internal Assessment (30 Marks)

- The internal marks are likely distributed across:
 - Class Tests / Mid-semester exams (10–15 marks)
 - Assignments / Presentations (10 marks)
 - Attendance / Class Participation (5–10 marks)

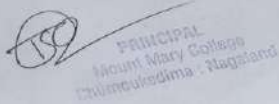
General Lesson Plan for the Academic Semester (Dec, 23-June, 24)

Course Name: INDIAN ECONOMY - II
 Subject Code: Eco-601
 Semester: 6th Semester
 Name of Teacher: Rosy Rengma

Chapter/Unit	Content	No. of Class Required
UNIT - 1 Agriculture	Nature and importance, trends in agricultural production and productivity, factors determining productivity, land reforms, Green Revolution, Rural Credit, agriculture marketing	14
UNIT - 2 Industry	Industrial development during the planning period, industrial policies - industrial licensing, MRTP act, FEMA, Growth & problems of small scale industries, Public sector enterprises	16
UNIT - 3 Public debt and Expenditure	Sources of public debt, Causes of high public debt, measures to reduce public debt - trend in public debt & expenditure, in India, trends of public exp.	13
UNIT - 4 External Sector	Role of foreign trade, Trends in exports & imports, Composition & direction, Export credit and the new foreign resources, export promotion measures, Foreign capital - FDI & FNC	14
UNIT - 5 Economy of Nagaland	Population, Structural Composition, Infrastructure, Agriculture and Industrial sector, Problems & prospects	13

Total class: 70

Signature: [Signature]


 PRINCIPAL
 Mount Mary College
 Chumukedima, Nagaland

PO – PSO – CO Mapping Matrix

Name of the paper: International Economics (Honours- Old Course)

Class: B.A. 4th Semester

Department: Economics

Academic Year: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

By the end of this course, students will be able to:

CO1: Understand and analyze classical and modern theories of international trade.

- Explain the concepts of absolute and comparative advantage, opportunity cost, and critically evaluate the Heckscher-Ohlin theorem and the Leontief paradox.

CO2: Evaluate the effects of tariffs and trade restrictions using economic models.

- Apply partial and general equilibrium analysis to assess the impact of tariffs, and understand the theories of optimum tariffs and import quotas.

CO3: Examine the structure and functioning of the Balance of Payments (BOP).

- Identify and interpret the components of BOP, and analyze causes and solutions for equilibrium and disequilibrium in BOP.

CO4: Gain knowledge of key multilateral financial institutions and their roles in global finance.

- Describe the functions and contributions of the IMF, ADB, IFC, IDA, and World Bank in international economic development and stability.

CO5: Analyze the functioning and significance of major global and regional trading blocks.

- Assess the role and impact of organizations like UNCTAD, WTO, EU, ASEAN, and SAFTA in promoting trade and economic cooperation

Mapping Matrix of COs with POs and PSOs

COs \ POs / PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	2	3	2	2	3	2	1	3
CO2	1	2	3	3	2	1	3	2	1	3
CO3	2	2	3	2	2	2	3	2	2	3
CO4	2	2	3	2	3	2	2	2	2	3
CO5	2	3	3	3	3	2	2	3	3	3

The mapping uses a **3-point scale**:

- **3 = Strongly Related**
- **2 = Moderately Related**
- **1 = Slightly Related**
- **0 = Not Related**

Justification of CO-PO-PSO Mappings

CO1: Understand and analyze classical and modern theories of international trade

- **PO4 (3):** Requires strong analytical skills to evaluate trade theories like comparative advantage.
- **PSO2 (3):** Deeply linked to understanding interpretive strategies and historical economic thought.
- **PSO5 (3):** Knowledge applicable in academic writing and civil service prep.

CO2: Evaluate effects of tariffs and trade restrictions

- **PO3 (3):** Applies economic knowledge to real-world civic challenges.
- **PO4 (3):** In-depth analysis of policy instruments like tariffs.
- **PSO2 (3):** Use of economic models reflects critical historical methods.
- **PSO5 (3):** Skill crucial in policymaking, public administration, and teaching.

CO3: Examine Balance of Payments (BOP) structure

- **PO3 (3):** Understanding BOP contributes to social awareness in economic planning.
- **PSO2 (3):** Involves interpreting statistical and documentary sources.
- **PSO5 (3):** Useful in financial administration, policy analysis, and academic domains.

CO4: Gain knowledge of multilateral financial institutions

- **PO3 (3):** Encourages global civic understanding and responsibility.
- **PO5 (3):** Promotes lifelong learning through institutional roles in development.
- **PSO5 (3):** Prepares for international roles in finance, policy, and development sectors.

CO5: Analyze global and regional trading blocs

- **PO2 (3):** Requires academic language to articulate trade integration.
- **PO3 (3):** Promotes understanding of economic cooperation and its impact on society.
- **PO4 (3):** Analyzes historical context of modern trading blocs.
- **PO5 (3):** Encourages continuous engagement with economic developments.
- **PSO3 (3):** Shows evolution of institutions like WTO and ASEAN.
- **PSO4 (3):** Highlights regional diversity and cooperation.
- **PSO5 (3):** Equips students for practical application in global trade contexts.

Evaluation Structure and Assessment Pattern

Evaluation Structure and Assessment Pattern for the subject **INTERNATIONAL ECONOMICS** (Total Marks: **100**) split into **External (70 marks)** and **Internal (30 marks)** assessment:

Evaluation Structure (Total: 100 Marks)

1. External Examination: 70 Marks

- **Format:** Descriptive Written Exam
- **Duration:** 3 Hours
- **Total Questions:** 5 Questions × 14 Marks = 70 Marks
- **Question Pattern:**
 - One question from each unit.
 - Each question will have internal choices (e.g., either/or type).
 - Questions assess deep understanding, critical evaluation, and application.

Unit	Topic	Marks	Question Type
Unit I	Theories of Trade	14	Long answer with concept evaluation
Unit II	Tariff and Trade Restrictions	14	Analytical/descriptive + model application
Unit III	Balance of Payments	14	Conceptual and interpretative analysis
Unit IV	Financial Institutions	14	Descriptive, analytical & comparative
Unit V	Trading Blocks	14	Evaluation of structure and significance

2. Internal Assessment: 30 Marks

- **Distribution of Marks:**

Component	Marks	Description
Class Test / Mid-semester Exam	10	Two short tests; best one considered (5 marks each)
Assignment / Project Work	10	Case study or report on trade institution, policy analysis, or trade block
Presentation / Seminar	5	Individual/group presentation on a selected topic from the syllabus
Attendance & Class Participation	5	Based on punctuality, participation in discussions, and group activities

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2023 - May 2023)

Course Name: International Economics

Subject Code: ECO-402

Semester: B.A. 4th Semester

Name of Teacher: Chubunungong Jamir

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Theories of Trade	1. absolute advantage, comparative advantage and opportunity cost, Heckscher-Ohlin theorem and Leontief paradox.	14
II	Tariff	1. Effects of tariff (partial and general equilibrium analysis) 2. Theories of optimum tariff. 3. optimum tariff formula and 4. Import duties.	13
III	Balance of Payment	1. Concept of Balance of Trade and payments. 2. Components of BoP 3. Equilibrium and disequilibrium in Balance of payment.	13
IV	Multinational Financial Institutions	1. IMF 2. ADB 3. JFC 4. IDA 5. World Bank	14
V	Trading Blocks	1. UNCTAD 2. WTO 3. EU 4. ASEAN 5. SAPTA	14

Principal
Mount Mary College
Chubunungong Jamir

Signature

FORMAT-2

Lesson Plan

Teacher: Chubunungong Jamir

Semester: B.A. 4th Semester

Paper: International Economics

Lesson Topic	1. Theories of trade. 2. Tariff 3. Balance of payment. 4. Multinational financial institutions 5. Trading Blocks.
Desired Outcome	1. Understand theories of international trade 2. Analyse the effects of trade policies. 3. Comprehend the Balance of payments. 4. Familiarise with Multinational Financial institutions. 5. Evaluate the role of trade organisations.
Teaching / Learning Method	1. Lectures 2. Group discussions 3. problem-solving sessions.
Materials Needed	Textbook, Notes, Board, projector, Journal
Assignment / Follow Up	1. class test 2. Home work 3. presentation 4. Remedial classes 5. Revision. 6. Question paper discussion.
Lesson Duration	68

Principal
Mount Mary College
Chubunungong Jamir

PO - PSO - CO Mapping Matrix

Name of the Paper: Macro Economics-II (Honors- Old Course)

Class: B.A. 4th Semester

Department: Economics

Academic Session: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand various theories of the demand for money including classical and Keynesian approaches and explain the functions and role of money in the economy.

CO2: Analyze the functioning of commercial and central banking systems, including credit creation and instruments of credit control.

CO3: Comprehend the components and determinants of the supply of money, understand the concept of money multiplier, and evaluate the role of the RBI in regulating money supply.

CO4: Identify the different types and causes of inflation, analyze its impact on various sectors, and evaluate measures to control inflation, including the trade-off between inflation and unemployment.

CO5: Explain the nature and phases of trade cycles, study major theoretical contributions

including those of Hawtrey, Keynes, Samuelson, and Hicks, and assess policy measures to control trade cycles.

CO-PO-PSO Mapping Matrix

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓✓		✓	✓	✓		✓✓	✓		✓
CO2	✓	✓	✓✓	✓✓	✓		✓	✓✓		✓
CO3	✓		✓✓	✓	✓		✓✓	✓		✓
CO4	✓✓	✓	✓✓	✓✓	✓		✓✓	✓✓	✓	✓
CO5	✓✓	✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓	✓✓

Legend:

✓✓ = Strongly related

✓ = Moderately related

(blank) = Not directly related

Justification for CO-PO-PSO

CO1: Understand various theories of the demand for money...

- **PO1, PO4:** Encourages analytical and reflective thinking in social sciences and economics.
- **PO3, PO5:** Relates economic theory to societal functions and promotes continuous learning.
- **PSO2, PSO3, PSO5:** Develops interpretation and application of economic history in academic and professional contexts.

CO2: Analyze the functioning of commercial and central banking systems...

- **PO2:** Involves understanding systems and communicating concepts.
- **PO3, PO4:** Applies interdisciplinary learning to real-world financial institutions.
- **PSO2, PSO3, PSO5:** Links economic structures with historical development and enhances public policy awareness.

CO3: Comprehend the supply of money and role of RBI...

- **PO3, PO4:** Applies economic understanding to national financial policies.
 - **PSO2, PSO3:** Encourages understanding the institutional and policy evolution.
 - **PSO5:** Strengthens preparedness for civil services and economic policy analysis.
-

CO4: Identify types and causes of inflation...

- **PO1, PO3, PO4, PO5:** Critical inquiry into social-economic issues and reflective problem-solving.
 - **PSO2, PSO3, PSO4, PSO5:** Helps understand socio-economic impacts and regional effects of inflation historically and in the present.
-

CO5: Explain trade cycles and major theoretical contributions...

- **PO1–PO5:** Integrates historical theories with current applications and ethical reflection.
- **PSO1–PSO5:** Encourages full-spectrum historical and theoretical understanding of economic cycles relevant to academic and civic domains.

Evaluation structure and assessment pattern

Total Marks: 100

1. External Examination: 70 Marks

- The external component consists of **descriptive questions**.
- These questions will cover **all five units** of the syllabus, namely:
 - Theory of Demand for Money
 - Banking
 - Supply of Money
 - Inflation
 - Trade Cycle
- Each unit carries **equal weightage or as per specified (approximately 20 marks each)** based on syllabus design.
- The format typically includes:
 - Long answer-type questions (e.g., 14 marks each)
 - Possibly choice-based (e.g., answer any 5 out of 10)

2. Internal Assessment: 30 Marks

- The internal assessment (IA) contributes **30 marks** out of the total 100.
- Components may include:
 - **Class Tests/Unit Tests**
 - **Assignments**
 - **Presentations**
 - **Attendance or Class Participation**

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2015 - May 2015)

Course Name: Macro Economics - II

Subject Code: ECO-401

Semester: B.A. 4th Semester

Name of Teacher: Pooja Ramesh

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Theory of demand for money	1. Concept of money 2. Quantity theories of money. 3. Meaning of definition of money.	15
II	Banking	1. Commercial Banking 2. Central Banking 3. Instruments of credit control.	12
III	Supply of money	1. Definition, components and determination of supply of money. 2. Money multiplier and high powered money. 3. RBI policies and money supply.	12
IV	Inflation	1. Inflation 2. Measures to control inflation 3. Trade off between inflation and unemployment	15
V	Trade cycle	1. Nature and characteristics of trade cycle. 2. Theory of trade cycle. 3. Concept of accelerator.	8



Pooja
Signature

FORMAT-2

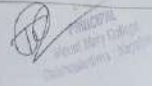
Lesson Plan

Teacher: Pooja Ramesh

Semester: B.A. 4th Semester

Paper: Macro Economics - II

Lesson Topic	1. Theory of demand for money 2. Banking system 3. Supply of money. 4. Inflation. 5. Theory of Trade cycle.
Desired Outcome	1. Understand and evaluate the demand for money. 2. Demonstrate knowledge of the banking system. 3. Analyse the concept and components of money supply. 4. Explain the cause and consequences of inflation. 5. Understand the nature of trade cycle.
Teaching / Learning Method	1. Lecture Method. 2. Discussion Method.
Materials Needed	1. Text book. 2. Board, marker, master 3. Articles of Journal.
Assignment / Follow Up	1. class test. 2. presentation 3. Group discussion 4. Remedial classes.
Lesson Duration	70



Pooja
SIGNATURE

PO – PSO – CO Mapping Matrix

Name of the paper: Mathematical Methods for Economics-II (Honours- Old Course)

Class: B.A. 2nd Semester

Department: Economics

Academic Year: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand and apply fundamental concepts of matrix algebra, including matrix operations, rank, determinants, and methods for solving systems of linear equations such as Cramer's rule.

CO2: Analyze economic functions using partial and total differentiation, including marginal analysis, second-order derivatives, and total differentiation for functions of multiple variables.

CO3: Solve constrained optimization problems using techniques such as the substitution method and the Lagrange multiplier method, applicable to economic models involving equality constraints.

CO4: Apply unconstrained optimization techniques to solve economic problems, including profit maximization and inventory control, using first- and second-order conditions.

CO5: Formulate and solve basic differential and difference equations to model dynamic economic processes, including first-order equations and their applications.

Mapping Matrix: POs, PSOs vs COs

CO / PO-PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	-	-	H	M	-	H	M	-	H
CO2	-	-	M	H	M	-	H	H	-	M
CO3	-	-	H	H	M	-	H	H	-	H
CO4	-	-	M	H	M	-	H	H	-	M
CO5	-	-	H	H	H	-	H	H	-	H

Legend:

H = High Contribution

M = Moderate Contribution

L = Low Contribution

- = No Direct Contribution

Justifications for Mapping

CO1: Matrix Algebra and Linear Systems

- **PO1 (L):** Mathematical structure aids in abstract thinking and logical reasoning—valuable in humanities.
- **PO4 (H):** Strong analytical focus contributes to critical examination methods.
- **PO5 (M):** Provides a foundational skill for lifelong learning in economics and applied social sciences.
- **PSO2 (H):** Understanding structures aligns with historical method analysis and interpretation.
- **PSO3 (M):** Helps model institutional evolutions using systems of equations.
- **PSO5 (H):** Applicable in academic writing and competitive exams requiring quantitative reasoning.

CO2: Partial and Total Differentiation

- **PO3 (M):** Analytical skills applied to socio-economic challenges.
- **PO4 (H):** Sharpens analysis through economic modeling.
- **PO5 (M):** Develops tools necessary for continuous academic growth.
- **PSO2 (H):** Equips learners to interpret historical-economic dynamics quantitatively.
- **PSO3 (H):** Enhances understanding of changing economic systems.
- **PSO5 (M):** Useful for public policy analysis and academic economics.

CO3: Constrained Optimization

- **PO3 (H):** Applies knowledge to real-world challenges like resource allocation.
- **PO4 (H):** Analytical reasoning in constrained environments reflects societal and economic modeling.
- **PO5 (M):** Encourages advanced thinking and modeling beyond the classroom.
- **PSO2 (H):** Supports interpreting structured historical data under constraints.
- **PSO3 (H):** Models decision-making within institutional limits.
- **PSO5 (H):** Useful in economics-based public service exams and policymaking.

CO4: Unconstrained Optimization

- **PO3 (M):** Models ideal socio-economic behavior scenarios.
- **PO4 (H):** Sharpens cause-effect analysis of historical events and outcomes.
- **PO5 (M):** Encourages further independent learning of optimization in social sciences.
- **PSO2 (H):** Strengthens analytical tools for historical interpretation.
- **PSO3 (H):** Models systems without constraints for academic exploration.
- **PSO5 (M):** Supports academic careers and teaching roles requiring economic modeling.

CO5: Differential and Difference Equations

- **PO3 (H):** Helps understand and solve dynamic societal changes.
- **PO4 (H):** Offers a mathematical framework for studying trends over time.
- **PO5 (H):** Encourages learning tools necessary for advanced academic inquiry.
- **PSO2 (H):** Crucial for understanding historical change and continuity quantitatively.
- **PSO3 (H):** Directly relevant to modeling institutional evolution over time.
- **PSO5 (H):** High relevance in civil service, teaching, and public policy forecasting.

Evaluation Structure & Assessment Pattern

Component	Marks	Description
External Examination	75	End-semester written exam (3 hours)
Internal Assessment	25	Continuous evaluation throughout the semester
Total	100	Combined score

External Examination Pattern – 75 Marks

- **Duration: 3 Hours**
- **Type: Descriptive / Analytical**

Question Paper Format

- Total Questions: 5 questions, **one from each unit**
- Each Question: Carries **15 marks**
- Sub-parts allowed: Each question may be split into 2–3 parts (e.g., 7 + 8, or 5 + 5 + 5)

Question	Unit	Marks
Q1	Unit I – Matrix Algebra	15
Q2	Unit II – Differentiation	15
Q3	Unit III – Constrained Optimization	15
Q4	Unit IV – Unconstrained Optimization	15
Q5	Unit V – Differential Equations	15

Total: $5 \times 15 = 75$ Marks

✓ *Evaluation Focus:*

- Conceptual understanding
- Mathematical derivations
- Problem-solving with economic applications
- Application of rules/methods like Cramer’s Rule, Lagrange Multipliers, etc.

Internal Assessment Pattern – 25 Marks

Internal evaluation is continuous and should promote consistent academic engagement and application of knowledge.

Component	Marks	Description
Class Tests / Mid-Sem Exam	10	Two tests (written/numerical); average or best one may be considered
Assignments / Problem Sets	10	Two assignments (preferably unit-based with applied focus)
Attendance + Class Participation	5	Based on interaction, attendance, and effort in class

Summary at a Glance

Component	Details
External Exam	75 marks, 5 descriptive questions (15 each, one per unit)
Internal Assessment	25 marks (10 test + 10 assignment + 5 class participation)

Total Marks

100 marks

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2023 - May 2023)

Course Name: Mathematical Methods for Economics-II

Subject Code: EC2, 504

Semester: B.A. 2nd Semester

Name of Teacher: Chubaneingsang Janta

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Matrix Algebra	1. Matrix - different types and its elementary operation. 2. Determinants 3. Cramer's rule.	14
II	Partial and total differentiation	1. Partial differentiation. 2. Second order partial differentiation. 3. unconstrained optimization with two variables. 4. Total differentiation	15
III	Constrained optimization	1. Constrained optimization by solution. 2. Lagrange multiplier. 3. Constrained maximization and minimization with 2 variables. 4. Constrained optimization with more than 2 variable.	13
IV	Unconstrained optimization	1. First order for maximum and minimum. 2. Second order differential equation. 3. First order differential equation. 4. Definition and solution of difference equation. 5. First order of difference equation.	14
V	Differential and difference equation	1. First order for maximum and minimum. 2. Second order differential equation. 3. First order differential equation. 4. Definition and solution of difference equation. 5. First order of difference equation.	14

FORMAT-2

Lesson Plan

Teacher: Chubaneingsang Janta

Semester: B.A. 2nd Semester

Paper: Mathematical Methods for Economics-II

Lesson Topic	① Matrix Algebra. ② Partial and total differentiation. ③ Constrained optimization. ④ Unconstrained optimization. ⑤ Differential and difference equation.
Desired Outcome	1. understand and apply matrix algebra. 2. apply partial and total differentiation. 3. understand constrained optimization. 4. perform unconstrained optimization. 5. solve basic differential and difference equations. 6. Use mathematical techniques to support of understanding economic theory.
Teaching - Learning Method	1. Lecture 2. Deductive method 3. Group discussion 4. Problem-solving session.
Materials Needed	Textbook Master Plan White board Projector Teaching Aids.
Assignment / Follow Up	1. class work 2. Home work 3. presentation 4. Remedial classes 5. Revision 6. Question paper discussion
Lesson Duration	68

PO - PSO - CO Mapping Matrix

Name of the Paper: Intermediate Microeconomics-II (Minor- CBCS)

Class: B.A. 2nd Semester

Department: Economics

Academic Session: Jan 2023- May 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

1. **CO1:** Understand and apply fundamental concepts of consumer theory, including preferences, utility, indifference curves, and utility maximization in both two-good and n-good cases.
2. **CO2:** Analyze income and substitution effects using Hicksian and Slutsky methods, and interpret consumer choices under different market scenarios, including risk and inter-temporal choices.
3. **CO3:** Examine production functions and technological relationships between inputs and outputs, including special forms like Cobb-Douglas and linear production functions.
4. **CO4:** Evaluate traditional and modern theories of cost, including recent developments, and understand economies of scale and their implications for firms.

5. **CO5:** Understand labour market dynamics including demand for labour, marginal productivity, labour demand curves, and the role of public policy in competitive labour markets.

CO-PO-PSO Mapping Matrix

Mapping Matrix: CO–PO–PSO

CO / Mapping	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓			✓	✓		✓
CO2	✓		✓	✓			✓	✓		✓
CO3	✓		✓	✓		✓	✓	✓	✓	✓
CO4	✓		✓	✓	✓		✓	✓		✓
CO5	✓		✓	✓	✓	✓	✓	✓	✓	✓

Justifications for Mapping:

CO1: Understand and apply fundamental concepts of consumer theory

- **PO1, PO3, PO4:** Builds critical and analytical thinking; applies economic logic to social contexts.
- **PSO2, PSO3, PSO5:** Enhances interpretation of economic behaviour over time, key for academic writing and public policy understanding.

CO2: Analyze income and substitution effects using Hicksian and Slutsky methods

- **PO1, PO3, PO4:** Enhances inquiry skills and real-world analytical abilities.
- **PSO2, PSO3, PSO5:** Strengthens methodological interpretation and relevance for fields like civil services or teaching.

CO3: Examine production functions and input-output relationships

- **PO1, PO3, PO4:** Promotes critical analysis of economic systems and social outcomes.
- **PSO1, PSO2, PSO3, PSO4, PSO5:** Helps connect economic history with theoretical tools—relevant for regional and national historical developments.

CO4: Evaluate cost theories and economies of scale

- **PO1, PO3, PO4, PO5:** Trains students in lifelong learning through updated theories and reflective application.
- **PSO2, PSO3, PSO5:** Connects firm-level behaviour with historical-economic analysis, useful in academic and public history domains.

C05: Understand labour market dynamics

- **PO1, PO3, PO4, PO5:** Encourages interdisciplinary and ethical analysis of social structures like labour markets.
- **PSO1, PSO2, PSO3, PSO4, PSO5:** Supports historical understanding of labour institutions and enhances applicability in teaching, writing, and civic service.

Evaluation structure and assessment pattern

Assessment Pattern:

1. External Assessment – 75 Marks

The external examination is structured into **three components**:

- **Descriptive Questions – 50 Marks**
 - 5 long-answer questions.
 - Each question carries **10 marks**.
 - Designed to test conceptual understanding and analytical depth.
- **Short Notes – 10 Marks**
 - 5 questions of **2 marks** each.
 - Focus on definitions, brief explanations, and key concepts.
- **Multiple Choice Questions (MCQs) – 15 Marks**
 - 15 objective-type questions.
 - Each question carries **1 mark**.
 - Tests factual knowledge and application-based understanding.

2. Internal Assessment – 25 Marks

The internal evaluation (25 marks) is generally distributed as follows (can vary by institution):

- **Class Tests / Assignments – 10 Marks**
- **Presentations / Projects / Tutorials – 10 Marks**
- **Attendance / Participation – 5 Marks**

General Lesson Plan for the Academic Semester (Jan 23 - May 23)

Course Name: INTERMEDIATE MICROECONOMICS - II

Subject Code: ECG - CC7

Semester: BA 4th Sem and B.Com 4th Sem

Name of Teacher: ROSY RANGANA

Chapter/Unit	Content	No. of Class Required
UNIT - 1 Wages and Rent	Wage differential, marginal productivity theory of wages, modern theory of wages, Rent-Concepts, Scarcity Rent, differential rent, quasi rent, Ricardian theory	15
UNIT - 2 Interests and Profit	Interest: Classical and neo-classical; profits innovation, risk and uncertainty	8
UNIT - 3 Welfare Economics	General equilibrium analysis, equilibrium and efficiency, welfare, equity and efficiency, the efficiency of competitive markets, welfare economics - value of money and concept, criticism of measuring social welfare - utilitarian, Cardinalist, Pareto and Kaldor, welfare maximization, value judgement	18
UNIT - 4 Imperfect Market Structure	Monopoly: pricing with market power; price discrimination; monopolistic competition short-run and long-run; Chamberlin's oligopoly Cournot and oligopoly	15

Total class: 80

Signature: 

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Marian Mary College
Changanassery - Kottayam

General Lesson Plan for the Academic Semester (Dec, 23-June, 24)

Course Name:

Subject Code:


Semester:

Name of Teacher:

Chapter/Unit	Content	No. of Class Required
UNIT - 5 Market Failure	Meaning of externalities, externalities in consumption and production, externalities and allocative inefficiency, solution to the externality problem - the Coase theorem, public goods, government intervention of public goods, asymmetric information -	
	Complex Contracts, principal-agent problem, hidden actions, owner-manager relationships, moral hazards, adverse selection, signaling	24

Total class: 80

Signature: 

 PRINCIPAL
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Changanassery - Kottayam

PO – PSO – CO Mapping Matrix

Name of the paper: Business Statistics (Honours- FYUGP)

Class: B.A. 3rd Semester

Department: Economics

Academic Year: June 2023- Dec 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand foundational concepts of statistics.

- Explain the meaning, scope, importance, and limitations of statistics.
- Differentiate between census and sampling methods and demonstrate the techniques for data collection, classification, and graphical representation.

CO2: Analyze univariate data using appropriate statistical measures.

- Calculate and interpret measures of central tendency, dispersion, skewness, and kurtosis.
- Evaluate the relationship between different averages and understand their applications and limitations.

CO3: Apply bivariate statistical methods to examine relationships between variables.

- Interpret and compute correlation coefficients (Pearson's and Rank).
- Formulate and analyze regression equations, and examine the relationship between correlation and regression coefficients.

CO4: Construct and interpret index numbers and analyze time series data.

- Develop different types of index numbers using various methods and assess their applicability.
- Identify components of time series and apply techniques such as moving averages and least squares for trend analysis.

CO5: Apply probability theory to business decision-making.

- Understand basic probability principles, including set theory, permutations, and combinations.
- Calculate probabilities using addition, multiplication, conditional probability rules, and Bayes' Theorem.

PO-PSO-CO Mapping Matrix

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓		✓	✓	✓		✓
CO2		✓	✓	✓			✓	✓		✓
CO3		✓	✓	✓			✓	✓		✓
CO4		✓	✓	✓		✓	✓	✓	✓	✓
CO5	✓		✓		✓		✓	✓		✓

Justification for Mapping**CO1: Understand foundational concepts of statistics**

- **PO1:** Encourages a foundational understanding and critical inquiry—essential for grasping the scope and limitations of statistics.

- **PO3/PO4:** Knowing statistical basics aids real-world applications and interpreting historical/social data.
- **PSO1/PSO2/PSO3:** Basic statistics support chronological and thematic study, especially in demographic or economic history.
- **PSO5:** Foundational statistical knowledge benefits academic writing and competitive exams.

CO2: Analyze univariate data using statistical measures

- **PO2:** Effective communication includes interpreting and explaining statistical data.
- **PO3/PO4:** Analyzing trends in historical/societal data supports civic awareness and contemporary relevance.
- **PSO2/PSO3/PSO5:** Statistical skills are tools for understanding institutional evolution and writing academic or exam-based work.

CO3: Apply bivariate statistical methods

- **PO2:** Developing academic analysis through correlation and regression supports scholarly debate.
- **PO3/PO4:** These tools are essential for recognizing patterns in societal or economic history.
- **PSO2/PSO3/PSO5:** Helps in source analysis, institutional study, and career readiness.

CO4: Construct and interpret index numbers and time series

- **PO2:** Effective engagement in debates often involves temporal and indexed data.
- **PO3/PO4:** Time series analysis helps evaluate socio-economic trends.
- **PSO1–PSO5:** These tools are invaluable across historical timelines and regions for understanding integration, development, and change.

CO5: Apply probability theory

- **PO1:** Enhances reflective reasoning and abstract thinking.
- **PO3:** Supports informed, data-driven civic decisions.
- **PO5:** Encourages lifelong learning via logical and ethical analysis.
- **PSO2–PSO3/PSO5:** Facilitates interpretation of historical uncertainty and prediction; valuable in teaching and public history.

Evaluation Structure and Assessment Pattern

Total Marks: 100

- **External Examination:** 75 Marks
- **Internal Assessment:** 25 Marks

External Assessment (75 Marks)

Pattern: Descriptive examination

Duration: 3 Hours

Format: 5 Descriptive Questions \times 15 Marks each = **75 Marks**

Structure:

- **Q1. (Unit 1)** – Theory-based, covering meaning, scope, data collection & representation.
- **Q2. (Unit 2)** – Numerical and theoretical questions on measures of central tendency, dispersion, skewness, kurtosis.
- **Q3. (Unit 3)** – Correlation and regression problems, theoretical understanding.
- **Q4. (Unit 4)** – Index numbers and time series analysis problems.
- **Q5. (Unit 5)** – Probability questions including permutations, combinations, Bayes' Theorem.

Note:

- Each question may have internal choice (either/or between theory and numerical).
- Emphasis should be on conceptual understanding + problem-solving.
- Statistical tables (if needed) should be provided.

Internal Assessment (25 Marks)

Component	Marks
Class Test / Midterm Exam	10
Assignments / Problem Sets	05
Class Participation / Quizzes	05
Attendance	05
Total	25

Evaluation Objectives

- **Knowledge & understanding** of statistical tools and their applications.
- **Analytical & Problem-solving Skills** in numerical/statistical problems.
- **Interpretation & Reasoning** for diagrams, graphs, and data sets.
- **Application of Concepts** to business/economic situations.

Lesson Plan

Teacher : Chabanunglang Janis
Semester : Acad 2nd Semester
Paper : Business Statistics
Academic Subjects, Janis - 2020 - 2021 - 2nd Sem

Lesson Topic	Unit - 1 1. Meaning, Scope, importance and Limitations of Statistics. 2. Census and Sampling method. 3. Primary and Secondary data. 4. Classification of data. 5. Methods of representation of data.
Desired Outcome	1. The students will be able to explain the meaning, definition, nature, scope, importance, and limitations of statistics. 2. Enable the students to comprehend the primary and secondary sources of data. 3. Enable the students to understand different method of data collection.
Teaching/ Learning Method	1. Lecture method 2. Inductive method.
Materials Needed	Textbook, marker, board, duster
Assignment/ Follow Up	1. class test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	12 classes.

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Chabanunglang College
Chabanunglang, Nagaland

Lesson Plan

Teacher : Chabanunglang Janis
Semester : Acad 2nd Semester
Paper : Business Statistics

Lesson Topic	Unit - 1 1. Measures of central tendency 2. Measures of dispersion 3. Skewness 4. Kurtosis
Desired Outcome	1. The students will understand the purpose of measure of central tendency. 2. The students will able to calculate and interpret measures of central tendency for a set of data. 3. The students will understand the properties of measures of dispersion, skewness, kurtosis and be able to compute the degree of skewness.
Teaching/ Learning Method	1. Lecture method 2. Reductive method
Materials Needed	Textbook, board, marker, duster
Assignment/ Follow Up	1. Class Test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	14 classes.

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Chabanunglang, Nagaland

Lesson Plan

Teacher : Chabanunglang Janis
Semester : Acad 2nd Semester
Paper : Business Statistics

Lesson Topic	Unit - II 1. Correlation Analysis (Pearson's correlation coefficient and Rank correlation) 2. Regression Analysis (Least Square method and regression method) 3. Standard Error of Estimate.
Desired Outcome	The students will learn the concept and practical application of correlation and regression analysis.
Teaching/ Learning Method	1. Lecture method 2. Reductive method
Materials Needed	Text book, duster, marker, board
Assignment/ Follow Up	1. Class Test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	14 classes.

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Lesson Plan

Teacher : Chabanunglang Janis
Semester : Acad 2nd Semester
Paper : Business Statistics

Lesson Topic	Unit - IV 1. Concept index, simulation of index number 2. Methods of constructing index number. 3. Concept and component of time series. 4. Measurement of trend line, (Least Square method and moving average method)
Desired Outcome	1. The students will understand the concept, purpose, classification of index number. 2. The students will be able to compute the index of the measure price and quantity, volume and price level. 3. The students will understand the purpose, concept, component of time series. 4. The students will be able to compute trend line and seasonal index.
Teaching/ Learning Method	1. Lecture method 2. Reductive method.
Materials Needed	Textbook, board, duster, marker.
Assignment/ Follow Up	1. Class Test. 2. Home work. 3. Revision. 4. Remedial classes. 5. Question paper discussion.
Lesson Duration	14 classes.

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Lesson Plan

Teacher : Chubanningang, Janir
Semester : 2nd sem
Paper : Business statistics

Lesson Topic	Unit-V 1. probability. 2. Set theory 3. permutation 4. combination.
Desired Outcome	1. The students will be able to explain the concept of probability and will be able to compute the probability of simple, compound, and complementary events. 2. The students will learn the concept and practical application of sets, permutation and combinations.
Teaching/ Learning Method	1. Lecture method. 2. Socratic method.
Materials Needed	Text-book, Marker, duster, board
Assignment/ Follow Up	1. class test 2. Home work 3. Revision 4. Remedial classes 5. Question paper discussion
Lesson Duration	15 classes



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Mount Mary College
Chandigarh

PO – PSO – CO Mapping Matrix

Name of the paper: Economics of Growth and Development (Honours- Old Course)

Class: B.A. 5th Semester

Department: Economics

Academic Year: June 2023- Dec 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the concepts of economic growth and development, differentiate between development and underdevelopment, and analyze the key factors influencing economic growth including the roles of agriculture, industry, and infrastructure.

CO2: Critically evaluate classical theories of economic development proposed by Smith, Ricardo, Malthus, Mills, Marx, and Schumpeter and apply these theories to interpret contemporary development challenges.

CO3: Analyze modern theories of economic growth including those of Harrod-Domar, Solow, Joan Robinson, Kaldor, and Paul Romer's New Growth Theory, and assess their relevance to both developed and developing economies.

CO4: Examine partial theories of growth such as circular causation, Rostow's stages of growth, and strategies like the Big Push and balanced vs. unbalanced growth, and evaluate their application in real-world economic planning.

CO5: Understand the role of investment and economic planning in development, analyze different planning types, apply investment criteria and cost-benefit analysis, and assess the choice of techniques appropriate for less developed countries (LDCs).

Mapping Matrix of COs with POs and PSOs

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓				✓	✓		✓
CO2	✓	✓		✓		✓	✓			✓
CO3			✓	✓		✓	✓	✓		✓
CO4			✓	✓		✓	✓	✓	✓	✓
CO5			✓	✓	✓		✓	✓		✓

Justification for Mapping

CO1: Economic Growth & Development Concepts

- **PO1:** Understanding growth concepts enhances critical thinking about societal progress.
- **PO3:** Recognizing agriculture, industry, and infrastructure links to civic and social applications.
- **PSO2:** Involves interpreting development through historical methods.
- **PSO3:** Connects with the evolution of economic institutions.
- **PSO5:** Practical application in civil services and economic development-related domains.

CO2: Classical Development Theories

- **PO1:** Engaging with foundational thinkers supports reflective and critical inquiry.
- **PO2:** Analyzing classical debates sharpens academic communication.
- **PO4:** Theories help examine historical ideas shaping current narratives.
- **PSO1:** Connects to foundational global intellectual history.
- **PSO2:** Requires understanding methods and interpretation of historical texts.

- **PSO5:** Prepares for academic writing and analytical exams.

CO3: Modern Growth Theories

- **PO3:** Applies interdisciplinary economic thought to current development problems.
- **PO4:** Enhances analytical skills by comparing modern economic narratives.
- **PSO1:** Extends knowledge to more recent historical contexts.
- **PSO2:** Involves interpretation and methodological application.
- **PSO3:** Focuses on institutional change related to economic thought.
- **PSO5:** Useful in planning and teaching contexts.

CO4: Partial Growth Theories & Development Strategies

- **PO3:** Applies real-world policy relevance and planning perspectives.
- **PO4:** Encourages evaluating the development narrative's influence today.
- **PSO1:** Ties into 20th-century and post-colonial development history.
- **PSO2:** Requires methodological insight into economic strategies.
- **PSO3:** Focus on institutional approaches to change.
- **PSO4:** Views development in regional/national integration contexts.
- **PSO5:** Relates to planning, teaching, and policy domains.

CO5: Planning, Investment & Development

- **PO3:** Encourages civic responsibility through planning and economic policy understanding.
- **PO4:** Builds analytical competence in evaluating policy frameworks.
- **PO5:** Promotes ethical and curious engagement with long-term planning.
- **PSO2:** Use of economic/historical sources and analysis.
- **PSO3:** Studies how institutional frameworks support development.
- **PSO5:** Prepares learners for planning-based roles in governance, academia, and development.

Evaluation Structure & Assessment Pattern

Total Marks: 100

- **External (Final Exam): 70 Marks**
- **Internal Assessment: 30 Marks**

External Examination (Descriptive Exam – 70 Marks)

Duration: 3 Hours

Question Paper Pattern:

Long Answer Questions ($1 \times 14 = 14$ Marks)

- Answer **any 5 out of 10 questions**
- Essay-style questions requiring analytical and evaluative responses
- Covers major topics such as growth models, development theories, or planning frameworks

Internal Assessment (30 Marks)

Break-up of Internal Marks:

Component	Marks
Class Test (1 or 2 tests)	10
Assignment / Term Paper	10
Seminar / Presentation / Viva	5
Attendance and Participation	5
Total	30

Assessment Objectives

6. **Knowledge** of classical and modern theories of growth and development.
7. **Understanding** the causes and measures of underdevelopment.
8. **Application** of theoretical concepts to real-world economic planning and investment.
9. **Analysis and Evaluation** of policies, strategies, and growth models.
10. **Communication** through structured writing, presentations, and discussions.

Lesson Plan

Teacher : Chubuningsang Janir
Semester : B.A. 5th Semester
Paper : Economic of Growth and Development
Academic Session: New 2023 - Dec 2023

Lesson Topic	<u>Unit-1</u> 1. Concept of development and underdevelopment. 2. Population and underdevelopment. 3. Measurement of economic development. 4. Factors affecting economic growth. 5. Importance of Agriculture, industry and infrastructure.
Desired Outcome	1. The student will understand the obstacles to development in less developed countries. 2. The student will understand the importance of Agriculture, industry and infrastructure in economic development. 3. The student will learn different determinants of economic growth.
Teaching/ Learning Method	<u>Lecture method</u>
Materials Needed	<u>Text-book, Markers, chalk, board</u>
Assignment/ Follow Up	1. class test 2. Home work 3. presentation 4. Revision
Lesson Duration	<u>12 classes</u>



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Department of Economics, Angkor


Signature

Lesson Plan

Teacher : Chubuningsang Janir
Semester : B.A. 5th Semester
Paper : Economic of Growth and Development

Lesson Topic	<u>Unit-II</u> 1. Adam Smith theory of economic development. 2. Ricardo theory of economic development. 3. Malthus theory of economic development. 4. Mill's theory of economic development. 5. Karl Marx theory of economic development. 6. Schumpeter theory of economic development.
Desired Outcome	Students will comprehend the classical economists' perspective on economic growth and development.
Teaching/ Learning Method	<u>Lecture method</u>
Materials Needed	<u>Textbook, board, markers, chalk</u>
Assignment/ Follow Up	1. class test 2. Home work 3. presentation 4. Revision
Lesson Duration	<u>14 classes</u>



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Lesson Plan

Teacher : Chubuningsang Janir
Semester : B.A. 5th Semester
Paper : Economic of Growth and Development

Lesson Topic	<u>Unit-III</u> 1. Harrod and Romer model 2. Solow model. 3. Joan Robinson 4. Kaldor model. 5. New Growth Theory.
Desired Outcome	Students will comprehend the Modern economists' perspectives on economic growth and development.
Teaching/ Learning Method	<u>Lecture method</u>
Materials Needed	<u>Textbook, chalk, markers, board</u>
Assignment/ Follow Up	1. class test 2. Home work 3. presentation 4. Revision
Lesson Duration	<u>14 classes</u>



Phnom Penh University
Department of Economics, Angkor

Lesson Plan

Teacher : Chubuningsang Janir
Semester : B.A. 5th Semester
Paper : Economic of Growth and Development

Lesson Topic	<u>Unit-IV</u> 1. Ricardo theory of circular causation. 2. Kaldor's theory of growth. 3. Big push theory 4. Balanced versus unbalanced growth
Desired Outcome	The student will understand the various approaches and strategies of development.
Teaching/ Learning Method	<u>Lecture method</u>
Materials Needed	<u>Text-book, chalk, markers, board.</u>
Assignment/ Follow Up	1. class test 2. Home work 3. Revision 4. presentation
Lesson Duration	<u>14 classes</u>



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Lesson Plan

Teacher : Chubanningang Janis
Semester : B.A 5th Semester
Paper : Economic of Growth and Development

Lesson Topic	Unit - V 1. Planning. 2. cost and benefit Analysis (CBA) 3. Investment decision. 4. Choice of technique in LDCs
Desired Outcome	1. The students will be able to explain what planning is, why it is necessary and different types of planning. 2. The students will be able to explain the meaning, purpose and steps to evaluate CBA. 3. The students will be able to explain different techniques of production and their applications.
Teaching/ Learning Method	Lecture method
Materials Needed	Text book, dustbin, marker, board.
Assignment/ Follow Up	1. Class test 2. Home work 3. Revision 4. presentation
Lesson Duration	14/ classes

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PO - PSO - CO Mapping Matrix

Name of the Paper: Indian Economy-I (Honors- Old Course)

Class: B.A. 5th Semester

Department: Economics

Academic Session: June 2023- Dec 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1. Understand the **structure and characteristics** of the Indian economy, including population dynamics, natural resources, and occupational distribution.

CO2. Analyze major **economic challenges** in India, such as **poverty, inequality, unemployment, and inflation**.

CO3. Evaluate the **national income** trends in India, with emphasis on growth performance and sectoral contributions.

CO4. Critically assess the **planning process in India**, including the objectives and outcomes of Five-Year Plans, and understand the impact of **economic reforms** like liberalization, privatization, and globalization.

CO5. Examine the **Indian banking system**, focusing on the role and performance of nationalized banks and the **monetary policy** framework of the Reserve Bank of India.

Mapping Matrix of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs),

Mapping Matrix:

COs ↓ / POs & PSOs →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3		✓	✓	✓		✓	✓	✓	✓	✓
CO4		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5		✓	✓	✓	✓	✓	✓	✓	✓	✓

Key:

✓ = Strong correlation

Justification for Mapping:

CO1: Understand the structure and characteristics of the Indian economy

- **PO1 & PO4:** Encourages understanding of demographic and economic structures, promoting reflective thinking about socio-economic trends.
- **PO3:** Ties directly to social awareness and civic responsibility in the economic context.
- **PSO1–PSO5:** Understanding economic structures is essential to grasp historical phases, institutional evolution, regional diversity, and applications in public domains.

CO2: Analyze major economic challenges in India

- **PO1–PO5:** Supports critical inquiry (PO1), communication of socio-economic issues (PO2), and engagement with civic challenges (PO3), with analytical skill development (PO4) and ethical reasoning (PO5).
- **PSO1–PSO5:** Challenges like poverty and inequality are crucial for historical analysis, civil service prep, and understanding social transformations.

CO3: Evaluate national income trends in India

- **PO2–PO4:** Involves interpreting data and engaging with debates on economic performance, enhancing analytical and communication skills.
- **PSO1–PSO5:** Economic trends are part of broader historical narratives and essential for sectoral analysis, institutional understanding, and public service knowledge.

CO4: Critically assess planning and economic reforms

- **PO2–PO5:** Encourages lifelong learning (PO5), ethical evaluation of policies, and reflective analysis of planning outcomes.
- **PSO1–PSO5:** Economic planning is historically grounded and essential for understanding institutional shifts and national development.

CO5: Examine the Indian banking system

- **PO2–PO5:** Requires effective academic communication (PO2), analysis of financial institutions (PO4), and understanding policy impacts.
- **PSO1–PSO5:** Banking reforms are critical in historical and public history contexts, important for civil services and teaching.

Evaluation structure and assessment pattern:

Total Marks: 100

- **External Examination: 70 Marks**
 - Comprises **Descriptive Questions**.
 - Includes **5 Descriptive Questions**, each carrying **14 marks**.
 - **5 × 14 = 70 marks**
 - These are likely distributed across all 5 units of the syllabus.
- **Internal Assessment: 30 Marks**
 - Likely broken down as follows (standard structure used by many universities, unless otherwise specified):
 - **Class tests / Mid-semester exam:** ~10–15 marks
 - **Assignments / Projects / Presentations:** ~10 marks
 - **Attendance / Participation:** ~5 marks

SUBJECT: ECONOMICS
PAPER: RIGOR (ECONOMY-I) (CO-001)
CLASS: BA 5th SEMESTER (general)
TEACHER: Mr. Ravi Rengha
LESSON PLAN

Lesson Topic: Unit 1	Basic features of Indian economy. Natural resources of India Population size and growth rate Sex composition Rural-urban migration Occupational distribution Population policy
Desired outcome	1. To let the students understand about the features of Indian economy. 2. Students acquire knowledge on the different types of natural resources of India. 3. To make them know about the different stages of population growth, causes of increasing growth rate, policy measures to control it. 4. To let them know about the factors leading to migration in India. 5. To learn about the distribution of labour force in different occupations.
Teaching/learning method	Lecture, questioning, discussion
Materials needed	Board, marker, text book
Assignment/follow up	Class test and group discussion
Lesson Duration	10 periods
Lesson Topic: Unit 2	Poverty and inequality Unemployment Poverty and inflation
Desired outcome	1. Students learn about the concept, causes, and types of

	poverty, programmes on poverty alleviation. 2. To make them understand about the causes of inequality in India and measures to reduce it. 3. To enable them understand about the causes and measures to reduce unemployment. 4. To make them learn about the problem of inflation and the steps taken to control it.
Teaching/ learning method	Lecture, questioning
Materials needed	Board, marker, text book
Assignment/ follow up	Assignment and class test
Lesson Duration	9 periods

Lesson Topic: Unit 3	Growth performance of national income. Measures of national income National income by industrial origin
Desired outcome	1. To make them understand the history of national income estimation in India. 2. Students learn about the growth of national income in India during the planning period. 3. To know about the contribution of different sectors to national income.
Teaching/ learning method	Lecture and questioning
Materials needed	Board, marker and text book
Assignment/Follow up	Class test, Questioning
Lesson Duration	6 periods

Lesson Topic: Unit 4	Objectives of planning Failures and achievements of planning in India. Planning commission and NITI Aayog. New Economic reforms (Liberalisation, privatisation and globalization)
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	Rationale behind new economic reforms. Progress of privatization and globalization in India.
Desired outcome	1. To let them learn about the objectives of all the five year plans completed. 2. Understand that about the failures and achievements of planning. 3. To know about how planning commission has been replaced by NITI Aayog. 4. To learn about the changes being brought in the Indian economy by new Economic policy and factors responsible for introducing NEP. 5. To make them know about the progress of privatization and globalization in the Indian economy.
Teaching/ learning method	Lecture
Materials needed	Board, marker, text book
Assignment/follow up	Asking questions to test their understanding test.
Lesson Duration	20 periods

Lesson Topic: Unit 5	Growth and performance of nationalized banks Reserve Bank of India Monetary regulation in India
Desired outcome	1. Students learn about the history and causes of nationalization of banks. 2. To make them understand about the functions and role of reserve bank of India. 3. To let them know about the various methods of credit control used by the central bank of India.
Teaching/learning method	Lecture and discussion
Materials needed	Board, marker, text book
Assignment/follow up	Group discussion, class test

PO - PSO - CO Mapping Matrix

Name of the Paper: Industrial Economics (Honors- Old Course)

Class: B.A. 5th Semester

Department: Economics

Academic Session: June 2023- Dec 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the fundamental concepts, scope, and organizational structures in industrial economics.

CO2: Analyze theories of cost, pricing decisions, and profitability measurements in industrial enterprises.

CO3: Evaluate different sources of industrial finance, comprehend basic accounting practices, and assess factors influencing industrial location.

CO4: Examine the trends and patterns of industrial growth in India, including the role of small-scale and public/private sectors.

CO5: Assess the impact of globalization on Indian industries through the roles of FDI, WTO,

and MNCs, with a case study approach to selected large industries like Iron and Steel, Sugar, and Jute.

PO–PSO–CO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓			✓		✓	✓	✓		
CO2			✓	✓			✓	✓		
CO3			✓	✓			✓	✓		✓
CO4	✓		✓	✓		✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification of Mapping

CO1: Understand the fundamental concepts, scope, and organizational structures in industrial economics.

- **PO1, PO4:** Students gain critical and reflective understanding of economic structures, relating them to social sciences.
- **PSO1, PSO2, PSO3:** Introduces historical and economic institutions that relate to historical evolution and interpretation.

CO2: Analyze theories of cost, pricing decisions, and profitability measurements in industrial enterprises.

- **PO3, PO4:** Encourages application of theory to real-world industry scenarios using analytical methods.
- **PSO2, PSO3:** Relates to understanding economic structures and institutional growth over time.

CO3: Evaluate different sources of industrial finance, comprehend basic accounting practices, and assess factors influencing industrial location.

- **PO3, PO4:** Promotes analytical engagement with financial systems and their practical relevance.
- **PSO2, PSO3, PSO5:** Aligns with application of methods and institutional understanding; supports applied knowledge in civil services, public policy, and teaching.

CO4: Examine the trends and patterns of industrial growth in India, including the role of small-scale and public/private sectors.

- **PO1, PO3, PO4:** Develops well-rounded and applied understanding of Indian industrial growth in historical and social contexts.

- **PSO1–PSO5:** Directly tied to understanding Indian history, economic development, institutional evolution, and its relevance to regional/national identity.

CO5: Assess the impact of globalization on Indian industries through the roles of FDI, WTO, and MNCs, with a case study approach.

- **PO1–PO5:** Encourages reflective thinking, ethical awareness, and effective communication about complex global processes.
- **PSO1–PSO5:** Integrates global historical developments with Indian context; supports applied knowledge in contemporary challenges and professional careers.

Evaluation Structure and Assessment Pattern

Total Marks: 100

3. External Assessment: 70 Marks

- **Type:** Descriptive Written Examination
- **Pattern:**
 - **Total Descriptive Questions:** 5 Questions (one from each unit)
 - **Marks per Question:** 14 Marks
 - **Total:** $5 \times 14 = 70$ Marks
- **Nature of Questions:**
 - Long-answer, analytical, or essay-type questions
 - One question to be attempted from each unit

4. Internal Assessment: 30 Marks

- **Components:**
 - **Class Test / Assignments:** 10–15 Marks
 - **Seminar Presentation / Group Discussion:** 5–10 Marks
 - **Attendance and Participation:** 5–10 Marks

SUBJECT: ECONOMICS
 PAPER: INDUSTRIAL ECONOMICS ECO-303(B)
 CLASS: BA 5th SEMESTER (Honours)

TEACHER: MS. ROY RENGNA

LESSON PLAN

Lesson Topic: Unit 1	Concept and scope of industrial Economics. Industrial efficiency concept and measurement. Different types of organizational forms. Motives of organizational forms.
Desired outcome	1. Students learned about the origin, meaning and areas of subject matter of industrial Economics. 2. To make them know the meaning of industrial efficiency and how it is measured using different methods. 3. To help them learn about the different types of business. 4. Let them know about the different motives of doing business.
Teaching/ learning method	Lecture, discussion.
Materials needed	Board, marker, text and
Assignment/follow up	Class test and questioning.
Lesson Duration	11 Periods

Lesson Topic: Unit 2	Theory of cost and production, Pricing decisions. Concept and measurement of profitability. Labour productivity.
Desired outcome	1. Students learn about the cost and production functions and different types of cost. 2. To make them know about the different situations of pricing decisions in different markets.

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	3. To let the understand meaning of profit and how it is being measured. 4. Let them know the importance of labour and it's contribution towards production.
Teaching/ learning method	Lecture, questioning
Materials needed	Board, marker
Assignment/ Follow up	Presentation and class test.
Lesson Duration	6 Periods

Lesson Topic: Unit 3	Types and sources of finance. Role and functions of financial institutions. Balance sheet and profit loss account. Industrial location.
Desired outcome	1. To make them learn about the different sources to raise funds. 2. To let them understand the importance and role of financial institutions. 3. To help them understand about the importance of maintaining accounts for industries and it's role helping in making policies. Students understood about the different factors which determine the decision making of selecting an industrial location.
Teaching/ learning method	Lecture, discussion, demonstration
Materials needed	Board, marker
Assignment/ follow up	Class test
Lesson Duration	8 periods

Lesson Topic: Unit 4	Industrial policies. Industrial licensing. Trends and patterns of industrial development. Cottage and small scale industries.
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Desired outcome	Public and private industries. 1. To make them learn about the different industrial policies passed in India. 2. To make them understand about the importance of licensing and it's effects on to the industrial sector. 3. To know about the growth of industries in India during the planning period. 4. understand about the importance and role of cottage and small scale industries in India. 5. To learn about the difference between public and private industries.
Teaching/ learning method	Lecture, questioning.
Materials needed	Board, marker.
Assignment/follow up	Questioning, class test
Lesson Duration	7 periods

Lesson Topic: Unit 5	Foreign direct investment (FDI) World Trade organization (WTO) Multi national corporations (MNCs) Large scale industries Iron and steel industries Sugar industry Jute industry
Desired outcome	1. To make the students understand the importance and role of FDI for Indian industries. 2. To let them learn about the role of WTO to Indian industries. 3. To let them know about the advantages and disadvantages of MNCs. 4. Acquire the knowledge about the importance and role, difficulties and policies with regard to large e industries in India.

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PO – PSO – CO Mapping Matrix

Name of the paper: Intermediate Macroeconomics (Honours- FYUGP)

Class: B.A. 5th Semester

Department: Economics

Academic Year: June 2024- Dec 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

After successful completion of this course, students will be able to:

CO1: Understand and analyze short-run and long-run consumption functions, along with key concepts such as Average and Marginal Propensities (APC, MPC, APS, MPS), and evaluate

various theories of consumption including Absolute, Relative, Permanent Income, and Life Cycle Hypotheses.

CO2: Explain the components and types of investment (Gross, Net, Induced, and Autonomous), and assess the determinants and implications of Marginal Efficiency of Capital (MEC) and Marginal Efficiency of Investment (MEI), along with understanding the investment multiplier and accelerator principles.

CO3: Compare and critically evaluate different theories of interest determination, including Classical, Loanable Funds, Keynesian Liquidity Preference, and the Modern theory of interest.

CO4: Describe the nature and phases of the business cycle and analyze key theoretical models of trade cycles such as those by Hawtrey, Schumpeter, Kaldor, Samuelson, and Hicks.

CO5: Apply macroeconomic principles to an open economy context by using models like the Mundell-Fleming model, and understand policy implications through expenditure switching, Mint parity, Purchasing Power Parity (PPP), and the Dornbusch Overshooting Model; understand the functioning of international financial markets.

PO–PSO–CO Mapping Matrix

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓			✓	✓		✓
CO2	✓		✓	✓			✓	✓		✓
CO3	✓	✓		✓	✓		✓	✓		✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5		✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification for Mapping

CO1: Consumption Function

- **PO1, PO2:** Understanding consumer behavior theories cultivates critical and reflective thinking.
- **PO4:** Analytical skills are used to differentiate between short-run and long-run functions.
- **PSO2:** Requires interpreting economic models through historical and empirical data.
- **PSO3:** Consumption patterns are key to understanding socio-economic institutions.
- **PSO5:** Skills developed are applicable in civil services and academic research.

CO2: Investment Function

- **PO1:** Understanding macro concepts supports general social science inquiry.
- **PO3:** Connects theory to real-world investment decisions and economic policy.
- **PO4:** Requires analysis of multiplier effects and capital efficiency.
- **PSO2, PSO3:** Involves identifying macroeconomic institutions and financial evolution.

- **PSO5:** Enhances preparedness for economic policy roles and research.

CO3: Theories of Interest

- **PO1, PO2:** Compares classical and modern interest theories critically.
- **PO4:** Students analyze competing frameworks for interest determination.
- **PO5:** Encourages curiosity about changing financial environments.
- **PSO2, PSO3:** Explores historical development and impact of financial institutions.
- **PSO5:** Applicable in economics education and competitive exams.

CO4: Theories of Trade Cycle

- **PO1–PO5:** Covers all aspects—critical analysis, communication, social impact, ethics, and lifelong learning.
- **PSO1–PSO5:** Integrates historical perspectives with theoretical models, national integration, and practical utility.

CO5: Open Economy Models

- **PO2–PO5:** Encourages academic communication, global awareness, analytical rigor, and international financial literacy.
- **PSO1–PSO5:** Helps students understand global macroeconomic interdependence and equips them for applied policy roles.

Evaluation Structure and Assessment Pattern

Total Marks: 100

1. External Assessment – 75 Marks

The external examination consists of three sections:

- **Long Answer Type Questions (10 Marks each)**
 - Designed to evaluate in-depth understanding and analytical skills.
 - Students are expected to elaborate on economic theories, mathematical derivations, and real-world applications.
- **Short Answer Type Questions (2 Marks each)**
 - Focus on testing conceptual clarity and the ability to explain key ideas briefly.
- **Multiple Choice Questions (1 Mark each)**
 - Assess factual knowledge, definitions, and quick application of concepts.

2. Internal Assessment – 25 Marks

The internal assessment includes a combination of the following:

- **Class Participation and Attendance**

- Assignments
- Unit Tests / Mid-Semester Exams
- Presentations or Seminars
- Quizzes or Problem Sets

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (September - see date)

Course Name: Intermediate Macroeconomics

Subject Code: ECY-208

Semester: 5th semester

Name of Teacher: Sage

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>	Consumption Function.	1. Short-run and long-run consumption function. 2. Fundamental psychological laws of consumption and its implication. 3. Theories of consumption.	15
<u>II</u>	Investment Function.	1. Factors, not, included in Keynesian investment. 2. Investment multiplier. 3. Accelerator principle.	12
<u>III</u>	Theories of interest.	1. Classical theory. 2. Neo-classical theory. 3. Keynesian theory. 4. Modern theory.	12
<u>IV</u>	Theories of trade cycle.	1. Meaning and phases of business cycle. 2. Theories of trade cycle.	15
<u>V</u>	Open economy Model.	1. Mundell Fleming model. 2. Export-led growth policy. 3. Role of monetary policy. 4. Dornbusch's overshooting model. 5. International financial markets.	16

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Macroeconomics Department

Sage
Signature

FORMAT-2

Lesson Plan

Teacher: Sage

Semester: 5th semester

Paper: Intermediate Macroeconomics-I

Lesson Topic	1. Consumption Function. 2. Investment Function. 3. Theories of interest. 4. Theories of trade cycle. 5. Open Economy model.
Desired Outcome	1. Understand and analyze consumption behaviour. 2. Evaluate investment theories. 3. Understand and compare theories of interest. 4. Explain theories of trade cycle. 5. Analyze open economy models.
Teaching / Learning Method	1. Lecture method. 2. Discussion method.
Materials Needed	1. Text book. 2. Article & Journal. 3. Notes, board, projector.
Assignment / Follow Up	1. Assignment. 2. class test. 3. Home work. 4. presentation. 5. Remedial class.
Lesson Duration	10

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Macroeconomics Department

Sage

PO - PSO - CO Mapping Matrix

Name of the Paper: Intermediate Microeconomics-I (Minor- FYUGP)

Class: B.A. 3rd Semester

Department: Economics

Academic Session: June 2023- Dec 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand and apply the fundamental principles of consumer theory including preferences, utility, and consumer choice using mathematical tools.

CO2: Analyze income and substitution effects under various goods classifications (normal, inferior, and Giffen) using both Hicksian and Slutsky's methods, and evaluate consumer behavior under risk and over time.

CO3: Examine the production process through different types of production functions and concepts such as isoquants, returns to scale, and elasticity of substitution.

CO4: Interpret and compare traditional and modern theories of cost and understand economies of scale in production.

CO5: Understand the functioning of labour markets, including concepts such as derived demand, marginal productivity of labour, and effects of public policy on labour demand.

PO - PSO - CO Mapping Matrix

COs \ POs / PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓			✓	✓		✓	✓		
CO2	✓		✓	✓			✓	✓		
CO3			✓	✓			✓	✓		✓
CO4			✓	✓	✓		✓	✓		✓
CO5	✓	✓	✓	✓	✓		✓	✓	✓	✓

Justification for Mapping

✓ CO1: Consumer Theory (Preferences, Utility, Choice)

- **PO1:** Develops critical inquiry and reflective understanding through microeconomic reasoning.
- **PO4:** Analytical modeling of consumer behavior enhances analytical thinking.
- **PO5:** Promotes lifelong learning through structured decision-making tools.
- **PSO2 & PSO3:** Uses analytical tools to examine economic behavior as part of social structures.

✓ CO2: Income/Substitution Effects, Risk, and Intertemporal Choice

- **PO1 & PO4:** Enhances logical reasoning and critical reflection through advanced micro concepts.
- **PO3:** Applies understanding of human behavior to socio-economic contexts like risk and future planning.
- **PSO2 & PSO3:** Strengthens interpretive strategies and understanding of institutional economic behavior.

✓ CO3: Production Functions, Isoquants, Returns to Scale

- **PO3:** Ties into real-world economic decision-making by firms.
- **PO4:** Supports analytical interpretation of economic models of production.
- **PSO2 & PSO3:** Applies critical analysis to economic institutions and processes.
- **PSO5:** Useful for applications in academic/civil service contexts.

C04: Cost Theories and Economies of Scale

- **PO3:** Links theory with business and policy relevance in production analysis.
- **PO4 & PO5:** Strengthens analytical and continuous learning capabilities.
- **PSO2 & PSO3:** Involves interpretive reasoning regarding economic systems and institutional change.
- **PSO5:** Applicable in policy, teaching, and analytical careers.

C05: Labour Market and Public Policy

- **PO1:** Encourages interdisciplinary inquiry into labour and society.
- **PO2:** Requires effective communication of complex labour-market concepts.
- **PO3:** Relates directly to social awareness and public policy.
- **PO4 & PO5:** Fosters ongoing ethical and informed engagement with contemporary economic issues.
- **PSO2 – PSO5:** Integrates economic insights with historical understanding and policy analysis.

Evaluation Structure and Assessment Pattern

Total Marks: 100

1. External Assessment – 75 Marks

The external examination consists of three sections:

- **Long Answer Type Questions (10 Marks each)**
 - Designed to evaluate in-depth understanding and analytical skills.
 - Students are expected to elaborate on economic theories, mathematical derivations, and real-world applications.
- **Short Answer Type Questions (2 Marks each)**
 - Focus on testing conceptual clarity and the ability to explain key ideas briefly.
- **Multiple Choice Questions (1 Mark each)**
 - Assess factual knowledge, definitions, and quick application of concepts.

2. Internal Assessment – 25 Marks

The internal assessment includes a combination of the following:


- **Class Participation and Attendance**
- **Assignments**
- **Unit Tests / Mid-Semester Exams**
- **Presentations or Seminars**

- Quizzes or Problem Sets

Lesson Plan

Teacher : Mr. Pooja Ramesh
Semester : B.A. B.Com. 3rd Semester
Paper : Microeconomics - I
Academic Session June 2022 - Nov 2022


Lesson Topic	<u>Unit 1 Consumer Theory I</u> <u>Preference and utility, Analysis of Rational choice, Utility functions, Utility maximization and choice, Indirect utility function, The lump sum principle, expenditure minimization, properties of expenditure functions.</u>
Desired Outcome	<u>Students learn about the difference between preferences and utility.</u> <u>Students acquire knowledge about the different utility function.</u> <u>Students learn about maximization of utility.</u>
Teaching/ Learning Method	<u>Lecture, Discussion and questioning</u>
Materials Needed	<u>Board, marker, text, figures and diagram</u>
Assignment/ Follow Up	<u>Class test, questioning and assignment</u>
Lesson Duration	<u>10 periods</u>


Mr. Pooja Ramesh
Assistant Professor

Lesson Plan

Teacher : Mr. Pooja Ramesh
Semester : B.A. B.Com. 3rd Semester
Paper : Microeconomics - I

Lesson Topic	<u>Unit 2 Consumer Theory II</u> <u>Income and substitution effect - Normal, inferior and Giffen goods, Compensated and ordinary demand curve, buying and selling choice under risk and inter-temporal choice, revealed preference theory.</u>
Desired Outcome	<u>Students learned about the income and substitution effect, they learn how to derive the compensated demand curve from the ordinary demand curve. Students get to know about rational choice.</u>
Teaching/ Learning Method	<u>Lecture, questioning,</u>
Materials Needed	<u>Board, marker, text materials.</u>
Assignment/ Follow Up	<u>Questioning, test, Discussion.</u>
Lesson Duration	<u>12 periods</u>


Mr. Pooja Ramesh
Assistant Professor

Lesson Plan

Teacher : Mr. Ravi Bhatnagar

Semester : B.A. B.Com. 3rd Semester

Paper : Microeconomics - I

Lesson Topic	Unit - B Production Function Technological relationship between inputs and output - Isoquants and isoproducts, marginal rate of technical substitution, expansion path, production function - linear, fixed and Cobb-Douglas
Desired Outcome	Students get to know about the different concepts of costs, the relation between inputs and outputs. Students learn about the isoproducts and its properties.
Teaching/Learning Method	Lecture, questioning, discussion
Materials Needed	Board, marker, test materials, diagrams and figures
Assignment/Follow Up	Class test, assignment and discussions
Lesson Duration	15 periods

Prepared by
Mr. Ravi Bhatnagar
Coordinator, Bhatnagar

Lesson Plan

Teacher : Mr. Ravi Bhatnagar

Semester : B.A. B.Com. 3rd Semester

Paper : Microeconomics - I

Lesson Topic	Unit - B Cost Theories Traditional and modern theory of cost; recent development in cost theory; Analysis of economies of scale - real and pecuniary.
Desired Outcome	Students acquire knowledge about the different stages of the cost curves both in the short run and long-run. Students learn about real and pecuniary economies of scale.
Teaching/Learning Method	Lecture, discussion
Materials Needed	Board, marker, test material
Assignment/Follow Up	Class test, questioning.
Lesson Duration	8 periods

Prepared by
Mr. Ravi Bhatnagar
Coordinator, Bhatnagar

Lesson Plan

Teacher : Mr. Ravi Bhatnagar

Semester : B.A. B.Com. 3rd Semester

Paper : Microeconomics - I

Lesson Topic	Unit - V Labour market Labour market - demand, demand, productivity of an input, marginal productivity of labour, labour demand and supply curves, competitive labour market and public policy.
Desired Outcome	Students get to know about the demand and supply of labour. To let them learn about labour as a scarce demand and its marginal productivity. They learn about the shift in demand and supply of labour.
Teaching/Learning Method	Lecture, questioning and discussion
Materials Needed	Board, marker, test material, diagrams
Assignment/Follow Up	Class test, questioning.
Lesson Duration	7 periods

Prepared by
Mr. Ravi Bhatnagar
Coordinator, Bhatnagar

PO – PSO – CO Mapping Matrix

Name of the paper: Introductory Microeconomics (Minor- FYUGP)

Class: B.A. 1st Semester

Department: Commerce

Academic Year: June 2023- Dec 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs): Introductory Microeconomics

CO1: Understand the fundamental concepts, scope, and methodology of economics and distinguish between different types of economic systems and their mechanisms for solving basic economic problems.

CO2: Analyze the laws of demand and supply, their determinants, and distinguish between individual and market behavior; evaluate the impact of elasticity on market outcomes and measure consumer and producer surplus.

CO3: Apply the utility approach (cardinal and ordinal) and understand consumer preferences through indifference curve analysis and the concept of revealed preference to explain consumer choice.

CO4: Examine short-run and long-run cost and revenue structures of firms under different market conditions, and interpret cost and revenue curves for decision-making.

CO5: Compare and contrast different market structures, especially perfect and imperfect competition, and determine the equilibrium of a firm and industry in the short run and long run under perfect competition.

PO-PSO-CO Mapping Matrix

Mapping Matrix of POs, POSs and COs (✓ = Strong Mapping, ~ = Moderate Mapping)

COs \ Outcomes	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	~	✓			✓	✓	✓		✓
CO2		✓		✓			✓	✓		✓
CO3		~		✓			✓	✓		✓
CO4			✓	✓			✓	✓		✓
CO5		✓	✓	✓	✓		✓	✓	✓	✓

Justifications for CO-PO-PSO Mapping:

CO1: Understand the fundamental concepts, scope, and methodology of economics...

- **PO1:** Economic foundations relate to social sciences and require critical inquiry.
- **PO2:** Basic terminology and economic systems encourage academic discussion.
- **PO3:** Economic understanding supports social awareness and real-world application.
- **PSO1:** Knowledge of economic systems is integral to understanding broader historical contexts.
- **PSO2:** Introduction to economic methodology supports historical analysis skills.
- **PSO3:** Concepts of resource allocation connect with the evolution of institutions.
- **PSO5:** Fundamental knowledge is useful in public-oriented fields like civil services.

CO2: Analyze laws of demand and supply, their determinants...

- **PO2:** Requires use of graphs, analysis, and argumentation to communicate outcomes.

- **PO4:** Involves analytical reasoning and modeling, essential for interpretation.
 - **PSO2:** Builds skills in critical data interpretation similar to analyzing historical sources.
 - **PSO3:** Connects to understanding how market forces shape social structures.
 - **PSO5:** Analytical frameworks applicable in writing and policy domains.
-

CO3: Apply utility approach and understand consumer preferences...

- **PO2:** Understanding and communicating abstract models demand academic precision.
 - **PO4:** Analytical tools like indifference curves build deep analytical capacity.
 - **PSO2:** Applies interpretive strategies essential in both economic and historical analysis.
 - **PSO3:** Insights into consumer behavior reveal socio-economic institutional development.
 - **PSO5:** Important for careers needing applied economic knowledge.
-

CO4: Examine short-run and long-run cost and revenue structures...

- **PO3:** Economic decision-making directly relates to societal and civic contexts.
 - **PO4:** Requires analytical thinking to assess firm behavior.
 - **PSO2:** Trains students in interpreting data and logic structures.
 - **PSO3:** Helps understand the operational structure of economic institutions.
 - **PSO5:** Relevant for career applications in economics-related fields.
-

CO5: Compare and contrast market structures...

- **PO2:** Communicating complex comparisons sharpens academic discourse skills.
- **PO3:** Real-world relevance promotes civic and economic responsibility.
- **PO4:** Encourages critical evaluation of institutional functioning.
- **PO5:** Builds independent, ethical, and critical scholarly engagement.
- **PSO2:** Applies interpretation and critique akin to historical analysis.
- **PSO3:** Explains evolution of economic institutions and systems.
- **PSO4:** Assesses integration and diversity in market behaviors and regional impacts.
- **PSO5:** Directly relevant to teaching, policy, and competitive examinations.

Evaluation Structure and Assessment Pattern for the subject Introductory Microeconomics:

Total Marks: 100

- **External Examination (75 Marks)**
- **Internal Assessment (25 Marks)**

External Examination (75 Marks)

Pattern: Written Examination (3 hours)

1. Section A – Descriptive / Long Answer Questions (50 Marks)

- **5 Questions × 10 Marks each = 50 Marks**
- **Choice Pattern:** Attempt 5 out of 10
- **Coverage:** One question from each unit, allowing optional choice

Focus: In-depth understanding, conceptual clarity, structured reasoning

2. Section B – Short Notes (10 Marks)

- **5 Notes × 2 Marks each = 10 Marks**
- **Choice Pattern:** Attempt 5 out of 8
- **Coverage:** Across all five units

Focus: Key terms, brief explanations, definitions, small diagrams where needed

3. Section C – Objective Type (MCQs) (15 Marks)

- **15 Questions × 1 Mark each = 15 Marks**
- **Format:** Multiple Choice (4 options)
- **Coverage:** Entire syllabus, including definitions, examples, and analytical reasoning

Focus: Testing factual recall, conceptual understanding, and quick application

Internal Assessment (25 Marks)

Components:

1. Class Test / Mid-Semester Test – 10 Marks

- Short and medium answer type questions covering Units I–V

2. Assignments / Projects – 10 Marks

- Individual or group assignments (e.g., real-life demand/supply study, graphical analysis, cost curves, market surveys)

3. Attendance and Class Participation – 5 Marks

- Based on punctuality, attendance percentage, and involvement in class discussions

Lesson Plan

Teacher : Chubamungwang Jamin
 Semester : B.com 1st Semester
 Paper : Introductory Microeconomics
 Academic Session : June 2023 - Dec 2023

Lesson Topic	Unit-I 1. Scope and Methodology of economics 2. The basic economic problem 3. Science of economics 4. role of price mechanism 5. Economic Systems
Desired Outcome	1. The students will be able to explain the scope and subject matter of economics. 2. The students will be able to explain the basic principles and methodology of economics. 3. The students will be able to explain the central problems of economy.
Teaching/ Learning Method	1. Lecture method 2. Discussion method
Materials Needed	Text-Book, Matrypen, board, duster
Assignment/ Follow Up	1. Class Test. 2. Home work. 3. presentation. 4. Revision. 5. Remedial classes
Lesson Duration	10 classes

Signature _____

 CHUBAMUNGWANG JAMIN

Lesson Plan

Teacher : Chubamungwang Jamin
 Semester : B.com 1st Semester
 Paper : Introductory Microeconomics

Lesson Topic	Unit-II 1. Concept of demand and supply. 2. Elasticity and its application 3. consumer and producer surplus.
Desired Outcome	1. The students will be able to explain the meaning, law, and determinants of demand and supply. 2. The students will be able to explain the meaning, types and application of elasticity of demand. 3. The students will be able to explain the concept of consumer and producer surplus.
Teaching/ Learning Method	1. Lecture Method 2. Discussion method
Materials Needed	Text-Book, Markers, board, duster
Assignment/ Follow Up	1. Class Test. 2. Home work. 3. presentation. 4. Revision. 5. Remedial classes
Lesson Duration	12 classes

Signature _____

 CHUBAMUNGWANG JAMIN

Lesson Plan

Teacher : Chubanningkang Jennis
Semester : B.com 1st Semester
Paper : Introductory Microeconomics

Lesson Topic	<u>Unit - III</u> 1. Utility approach - cardinal and ordinal 2. Meaning and properties of indifference curve 3. Marginal rate of substitution 4. Revealed Preference - Theorem and hypothesis
Desired Outcome	1. The student will be able to explain the cardinal and ordinal approaches to utility. 2. The student will be able to explain the meaning and properties of indifference. 3. The student will be able to explain the derivation of the consumer's budgeting line and the indifference curve budgeting line. 4. The student will be able to explain the concept of revealed preference.
Teaching/ Learning Method	1. Lecture method 2. Discussion method
Materials Needed	Text book, Marker, board, duster
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Presentation. 4. Revision. 5. Remedial classes.
Lesson Duration	12 classes.

Principal
Shree Sri College
Mangalore, Karnataka

Lesson Plan

Teacher : Chubanningkang Jennis
Semester : B.com 1st Semester
Paper : Introductory Microeconomics

Lesson Topic	<u>Unit - IV</u> 1. Derivation of short and long run cost curves and their relationship. 2. Revenue curves under perfect competitive market. 3. Revenue curves under imperfect markets.
Desired Outcome	1. The student will be able to explain the various types of short and long run cost curves. 2. The student will be able to explain the average and marginal curves under perfect competition and imperfect markets.
Teaching/ Learning Method	1. Lecture method. 2. Discussion method.
Materials Needed	Text book, Marker, board, duster
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Presentation. 4. Revision. 5. Remedial classes.
Lesson Duration	10 classes.

Principal
Shree Sri College
Mangalore, Karnataka

Lesson Plan

Teacher : Chubanningkang Jennis
Semester : B.com 1st Semester
Paper : Introductory Microeconomics

Lesson Topic	<u>Unit - V</u> 1. Concept and features of perfect and imperfect competition. 2. Short run and long run equilibrium of firms and industry under perfect competition. 3. Short run and long run equilibrium of firms and industry under imperfect competition.
Desired Outcome	1. The student will be able to explain the meaning and characteristics of perfect and imperfect competition. 2. The student will be able to explain the short run and long run equilibrium of firms and industry under perfect and imperfect competition.
Teaching/ Learning Method	1. Lecture method 2. Discussion method
Materials Needed	Text book, Marker, board, duster
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Presentation. 4. Revision. 5. Remedial classes.
Lesson Duration	14 classes.

Principal
Shree Sri College
Mangalore, Karnataka

PO – PSO – CO Mapping Matrix

Name of the paper: Statistical Methods for Economics (Honours- FYUGP)

Class: B.A. 3rd Semester

Department: Economics

Academic Year: June 2023- Dec 2023

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the fundamental concepts, scope, significance, and limitations of statistics, and differentiate between primary and secondary data sources, along with various data collection techniques such as surveys, interviews, and observations.

CO2: Explain the process and principles of sampling, distinguish between probability and non-probability sampling methods, and evaluate the merits and limitations of sampling techniques, including understanding sampling and non-sampling errors.

CO3: Calculate and interpret measures of central tendency (mean, median, mode) and dispersion (range, quartile deviation, mean deviation, standard deviation, variance, coefficient of variation), and understand higher-order statistical moments like skewness and kurtosis.

CO4: Apply elementary probability concepts including sample space, events, probability theorems, conditional probability, independence, Bayes' theorem, and expected value to solve economic and statistical problems.

CO5: Analyze time series data by identifying components such as trend and seasonal variation, and construct and interpret index numbers using various methods (Laspeyres, Paasche, Fisher, family budget, and chain index), while understanding their limitations.

POs, PSOs, COs Mapping Matrix

COs ↓ / POs & PSOs →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓		✓		✓	✓		✓
CO2		✓	✓		✓		✓	✓		✓
CO3				✓	✓		✓	✓		✓
CO4			✓	✓	✓		✓	✓		✓
CO5		✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification for Mapping:

CO1:

- **PO1:** Understanding statistics enhances analytical thinking aligned with critical inquiry.
- **PO3:** Applying statistical data collection methods improves real-world civic and social applications.
- **PO5:** Encourages lifelong learning by developing data literacy.
- **PSO2 & PSO3:** Use of statistical data is essential for analyzing historical methods and institutions.
- **PSO5:** Useful for academic writing and public service exams that require data handling.

CO2:

- **PO2:** Ability to explain sampling methods enhances academic communication.
- **PO3:** Understanding sampling helps in assessing social realities objectively.

- **PO5:** Reflects scholarly curiosity through critical evaluation of data techniques.
- **PSO2 & PSO3:** Sampling is foundational to source analysis and interpreting historical trends.
- **PSO5:** Key for empirical writing, teaching, and research preparation.

CO3:

- **PO4:** Statistical measures help examine patterns and their historical significance.
- **PO5:** Deepens analytical curiosity and commitment to data-based reasoning.
- **PSO2, PSO3:** Understanding historical variations and comparisons needs central tendency and dispersion analysis.
- **PSO5:** Vital for statistical sections in competitive exams and academic research.

CO4:

- **PO3:** Probabilistic thinking helps understand societal behaviors and decisions.
- **PO4:** Probability theorems assist in evaluating cause-effect in historical contexts.
- **PO5:** Supports logical reasoning and lifelong intellectual engagement.
- **PSO2, PSO3:** Supports interpretation of uncertainty in historical analysis.
- **PSO5:** Practical in civil services and policy-related applications.

CO5:

- **PO2:** Analyzing and presenting time series builds academic communication.
- **PO3:** Real-world relevance of index numbers (e.g., inflation, budget data).
- **PO4:** Time-based data supports historical trend analysis.
- **PO5:** Encourages methodical thinking useful in long-term learning.
- **PSO1:** Index numbers help evaluate economic events in history.
- **PSO2, PSO3:** Understanding historical economic shifts and institutions.
- **PSO4:** Time series helps identify patterns in regional and national development.
- **PSO5:** Applied in multiple professional and academic settings.

Evaluation Structure and Assessment Pattern

Evaluation Structure and Assessment Pattern for the subject "Statistical Methods for Economics", based on a total of 100 marks, with 75 marks for external examination and 25 marks for internal assessment.

Evaluation Structure:

1. External Examination (75 Marks)

Duration: 3 Hours

Pattern: Descriptive Type Questions

Total Questions: 5 (each carrying 15 marks)

Each question may have internal choices or sub-parts for structured answering.

Unit	Question Type	Marks	Focus
I – Introduction to Statistics	Descriptive/Analytical	15	Conceptual clarity and data collection techniques
II – Sampling	Applied/Analytical	15	Sampling techniques and related errors
III – Central Tendency & Dispersion	Numerical + Conceptual	15	Calculation and interpretation
IV – Probability	Numerical + Theoretical	15	Theorems and applications
V – Time Series & Index Numbers	Applied + Practical	15	Real-life applications, formulas, and interpretation

- **Note:** Each unit carries **equal weightage** in external evaluation.
- **Questions may include:**
 - Definitions and explanations
 - Problem-solving
 - Interpretation-based scenarios
 - Short notes (in parts of a 15-mark question)

Internal Assessment (25 Marks)

Component	Marks	Description
Class Test / Midterm	10	Based on Units I to III (objective/descriptive)
Assignment / Project	05	Practical application: data collection, survey, graphical representation, or real-life index number analysis
Attendance & Participation	05	Based on engagement and regularity
Quiz / Viva / Group Discussion	05	On probability or index numbers; oral or written

Assessment Focus Areas:

- **Conceptual understanding** of statistical terms and importance
- **Data handling skills:** classification, collection, sampling
- **Calculation accuracy:** central tendency, dispersion, probability, index numbers
- **Application-based reasoning:** using theory in economic situations
- **Interpretation of statistical outcomes**

Lesson Plan	
Teacher	Chubamungang Jamin
Semester	B.A. 3rd Semester
Paper	Statistical Methods for Economics
Lesson Topic	Unit-I 1. Concept, importance and Limitation of statistics 2. primary and secondary data 3. Sampling and census.
Desired Outcome	1. Enable the students to understand the meaning, definition, nature, importance and Limitation of statistics. 2. Enable the students to comprehend the primary and secondary sources of data. 3. Enable the students to understand different methods of data collection.
Teaching/ Learning Method	Lecture and Reductive method
Materials Needed	Text book, Markerpen, board, duster
Assignment/ Follow Up	1. Class Test 2. Home work 3. presentation 4. Revision 5. Remedial class 6. Question paper discussion.
Lesson Duration	10 classes

[Signature]
Chubamungang Jamin

Lesson Plan	
Teacher	Chubamungang Jamin
Semester	B.A. 3rd Semester
Paper	Statistical Methods for Economics
Lesson Topic	Unit-II 1. Concept of Sampling. 2. Methods of Sampling (probability and non-probability) 3. Merits and demerits of sampling. 4. Sampling and non-sampling errors.
Desired Outcome	1. The students will understand the concept and purpose of sampling. 2. Enable the students to understand about different sampling methods.
Teaching/ Learning Method	Lecture and Reductive method
Materials Needed	Text book, Markerpen, board, duster
Assignment/ Follow Up	1. Class Test 2. Home work 3. presentation 4. Revision 5. Remedial class 6. Question paper discussion.
Lesson Duration	12 classes

[Signature]
Chubamungang Jamin

Lesson Plan	
Teacher	Chubamungang Jamin
Semester	B.A. 3rd Semester
Paper	Statistical Methods for Economics
Lesson Topic	Unit-III 1. Measures of central tendency 2. Measures of Dispersion 3. Skewness 4. Kurtosis
Desired Outcome	1. The students will understand the purpose of Measures of central tendency. 2. The students will be able to calculate and interpret measures of central tendency from set of data. 3. The students will understand all measures of measures of dispersion, Skewness, Kurtosis and be able to compute the appropriate degree of skew of data.
Teaching/ Learning Method	Lecture and Reductive method.
Materials Needed	Text book, Markerpen, board, duster
Assignment/ Follow Up	1. Class Test 2. Home work 3. presentation 4. Revision 5. Remedial class 6. Question paper discussion.
Lesson Duration	14 classes

[Signature]
Chubamungang Jamin

Lesson Plan	
Teacher	Chubamungang Jamin
Semester	B.A. 3rd Semester
Paper	Statistical Methods for Economics
Lesson Topic	Unit-IV 1. Concept of probability. 2. Addition and multiplication theorem 3. Conditional probability. 4. Inverse probability. 5. Bayes' theorem. 6. Mathematical expectation.
Desired Outcome	1. The students will be able to explain the concept of probability. 2. The students will be able to compute the probability of simple, compound and complementary events.
Teaching/ Learning Method	Lecture and Reductive Method.
Materials Needed	Text book, Markerpen, board, duster
Assignment/ Follow Up	1. Class Test 2. Home work 3. presentation 4. Revision 5. Remedial class 6. Question paper discussion.
Lesson Duration	14 classes

[Signature]
Chubamungang Jamin

Lesson Plan

Teacher : Chubanyonglang Janin
 Semester : B.A. 3rd Semester
 Paper : Statistical Methods for Economics

Lesson Topic	Unit - V 1. Concept and components of time series. 2. Measurement of trend, determination of seasonal variation. 3. Concept of Index Number. 4. Methods of constructing index number. 5. Problems in construction and limitations of index number.
Desired Outcome	1. The students will understand the concept, purpose, significance and problems in construction of index number. 2. The students will be able to compute the index to measure price and quantity changes over a period of time. 3. The students will understand the purpose, concept, components of index number. 4. The students will be able to compute trend value and seasonal variation.
Teaching/ Learning Method	Inductive and Deductive Method.
Materials Needed	Text book, Marker pen, board, dustier.
Assignment/ Follow Up	1. Class test. 2. Home work. 3. Presentation. 4. Revision. 5. Recycled class. 6. Questions paper discussion.
Lesson Duration	10 classs.



Chubanyonglang Janin
 Chubanyonglang Janin

PO – PSO – CO Mapping Matrix

Name of the paper: Business Statistics (Honours- Old Course)

Class: B.A. 6th Semester

Department: Commerce

Academic Year: Jan 2024- May 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the fundamental concepts of statistics, including its types, nature, and significance in business decision-making, and apply methods for data collection, classification, tabulation, and graphical representation.

CO2: Apply appropriate measures of central tendency and dispersion to summarize and interpret univariate data, and analyze bivariate data using correlation and regression techniques.

CO3: Construct and interpret index numbers, including price and quantity indices, and perform computations using fixed and chain base methods, base shifting, splicing, and deflating.

CO4: Analyze time series data and apply forecasting techniques such as moving averages and the method of least squares to identify trends and make predictions.

CO5: Understand and apply sampling methods and probability concepts, including laws of probability and conditional probability, for making informed business decisions under uncertainty.

PO–PSO–CO Mapping Matrix

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	✓	✓	✓	-	✓	✓	-	✓
CO2	-	-	✓	✓	✓	-	✓	✓	-	✓
CO3	-	✓	✓	✓	✓	-	✓	✓	✓	✓
CO4	-	✓	✓	✓	✓	-	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification of Mapping

CO1: Fundamental Concepts of Statistics & Data Representation

- **PO3, PO4:** Promotes analytical thinking for real-world decision-making.
- **PO5:** Encourages the development of skills necessary for continuous learning.
- **PSO2, PSO3:** Lays the groundwork for applying statistical analysis in historical studies.
- **PSO5:** Enables interpretation of data relevant to public history and research work.

CO2: Central Tendency, Dispersion, Correlation, and Regression

- **PO3, PO4, PO5:** Applies quantitative analysis to social data, reflecting civic responsibility and analytical skills.
- **PSO2, PSO3:** Enhances ability to use statistical tools in studying historical phenomena.
- **PSO5:** Prepares students for practical applications in academic and civil service contexts.

CO3: Index Numbers and Related Computations

- **PO2:** Supports effective engagement in academic discourse using quantitative data.
- **PO3, PO4, PO5:** Enhances awareness of economic/historical trends and develops lifelong learning tools.
- **PSO2, PSO3, PSO4:** Useful for interpreting economic aspects of historical change.
- **PSO5:** Provides tools for teaching and analytical writing in public history.

CO4: Time Series Analysis and Forecasting

- **PO2, PO3, PO4, PO5:** Builds forecasting abilities that support scholarly inquiry and social relevance.
- **PSO2, PSO3, PSO4:** Offers insights into long-term historical trends and patterns.
- **PSO5:** Critical for policy-related analysis and exam preparation (e.g., UPSC, NET).

CO5: Sampling Methods and Probability

- **PO1–PO5:** Strengthens reasoning under uncertainty, critical and reflective thinking, and decision-making.
- **PSO1–PSO5:** Relevant across the spectrum of historical study, research methodology, and real-world applications.

Evaluation Structure and Assessment Pattern:

Total Marks: 100

- **External Examination:** 70 Marks
 - **Internal Assessment:** 30 Marks
-

1. External Examination – 70 Marks

(Duration: 3 Hours)

A. Descriptive Section – 45 Marks

- **Section A – Long Answer Questions (5 out of 10)**
 - Each question carries **9 marks**
 - Questions will cover all 5 Units
 - Application-based and analytical questions included
 - *Total: $5 \times 9 = 45$ marks*

B. Objective Section – 25 Marks

- **Part I – Multiple Choice Questions (MCQs)**
 - 10 questions \times 1 mark = 10 marks
- **Part II- True or False**
 - 5 question \times 1 mark= 5 marks
- **Part III – Short Notes / Definitions / Conceptual Understanding**
 - 5 questions \times 2 marks = 10 marks

- Short notes from across the syllabus, especially definitions, formulas, steps, and small examples
-

2. Internal Assessment – 30 Marks

A. Class Tests / Mid-Semester Tests – 15 Marks

- Two tests of 15 marks each
- Average of best one considered or cumulative total (as per institution policy)

B. Assignments / Projects – 10 Marks

- Practical application-based tasks like case studies, data collection and analysis, Excel/statistical software use

C. Attendance and Participation – 5 Marks

- Based on class attendance, interaction, and participation in academic activities

Assessment Goals

- **Conceptual clarity** (through descriptive and short note questions)
- **Analytical skills** (through numerical problems and interpretation)
- **Application orientation** (via internal project work or assignments)

General Lesson Plan for the Academic Semester (Dec, 23-June, 24)

Course Name: *Business Statistics*

Subject Code: *BC - 605*


Semester: *B. com 6th Semester*

Name of Teacher: *Chubununglang Jamir*

Chapter/Unit	Content	No. of Class Required
<u>Unit - I</u> <i>Introduction</i>	1. Meaning, Types, Nature and importance of statistics 2. primary and secondary data 3. tabular representation of data 4. Diagrammatic representation of data.	<i>12</i>
<u>Unit - II</u> <i>Analysis of univariate and Bi-variate data</i>	1. Measures of central tendency. 2. Measures of Dispersion 3. Correlation and Regression analysis	<i>20</i>
<u>Unit - III</u> <i>Index Number</i>	1. Meaning, Types, uses of index number. 2. Price and Quantity index number. 3. Fixed and Chain index number. 4. Base shifting. 5. Splicing and Deflating index numbers	<i>15</i>
<u>Unit - IV</u> <i>Time series and Forecasting</i>	1. Concept of random Time series 2. Component of a time series 3. Method of moving averages 4. Method of least square 5. Method of forecasting	<i>14</i>
<u>Unit - V</u> <i>Sampling & probability</i>	1. Meaning and objective of Sampling. 2. Principles & steps of sampling. 3. Method and types of Sampling. 4. Meaning & definition of probability 5. Addition & multiplication theorem of probability 6. Conditional probability	<i>15</i>

Total class: *76*

Signature: *[Signature]*


 Mount Mary College
 Imphal
 Imphalukedima : Nagaland

PO - PSO - CO Mapping Matrix

Name of the Paper: Economics of Environment (Honors- Old Course)

Class: B.A. 6th Semester

Department: Economics

Academic Session: Jan 2024- May 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand and explain the basic concepts of ecology and environmental economics, including the economic-environment linkage and the concept of public goods.

CO2: Apply welfare economic theories to analyze the allocation of resources, particularly renewable and non-renewable ones, and evaluate the social costs and benefits of environmental decisions.

CO3: Analyze common environmental problems using property rights and sustainability frameworks, and examine the relationship between international trade and environmental issues.

CO4: Evaluate and apply methods for the valuation of environmental goods and damages, including both direct and indirect approaches.

CO5: Critically assess environmental regulation instruments, including command-and-control measures and market-based tools, and evaluate Indian environmental legislation and institutional frameworks.

PO–PSO–CO Mapping Matrix

Mapping Matrix (✓ = Strongly Related, ~ = Moderately Related)

CO / PO-PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	~	✓	✓	✓	~	✓	✓	✓	~	✓
CO2	~	~	✓	✓	~	~	✓	✓	~	✓
CO3	~	✓	✓	✓	✓	~	✓	✓	✓	✓
CO4	~	~	✓	✓	~	~	✓	~	~	✓
CO5	~	✓	✓	✓	✓	~	✓	✓	✓	✓

Justifications of Mapping

CO1: Basic Concepts of Ecology & Environmental Economics

- **PO2, PO3, PO4:** Understanding and explaining economic-environment linkages require effective communication (PO2), social awareness (PO3), and analytical abilities (PO4).
- **PSO1, PSO2, PSO3:** Historical context of environmental thought and institutions ties into chronological and institutional understanding.
- **PSO5:** Lays foundation for using such concepts in academic/public discourse.

CO2: Welfare Economics and Resource Allocation

- **PO3, PO4:** Applying welfare economics to environmental issues aligns with real-world interdisciplinary application and analytical thinking.
- **PSO2, PSO3:** Relates to the evolution of resource management institutions and use of analytical tools to assess historical policy impacts.
- **PSO5:** Supports public policy evaluation, civil service prep, and academic usage.

CO3: Common Environmental Problems and Trade

- **PO2, PO3, PO4, PO5:** Strong need for communication, interdisciplinary problem-solving, analytical skills, and lifelong learning in addressing sustainability and trade-environment relationships.
- **PSO2–PSO5:** Involves critical analysis of contemporary and historical institutions dealing with property rights, global trade, and sustainable development.

CO4: Environmental Valuation Methods

- **PO3, PO4:** Quantifying environmental goods requires interdisciplinary application and analysis.
- **PSO2, PSO5:** Reflects methodological tools and interpretation used in both historical and contemporary assessments, useful in academic and professional contexts.

CO5: Environmental Regulation & Legislation

- **PO2–PO5:** Involves communication of legal concepts, application to real-world scenarios, critical analysis of policy, and ethical reasoning.
- **PSO2–PSO5:** Evaluates evolution and impact of policy institutions; essential for public history, academic writing, and exam preparation.

Evaluative structure and assessment pattern

Total Marks: 100

- **External Examination:** 70 Marks
- **Internal Assessment:** 30 Marks

External Examination (70 Marks)

- The external exam consists of **descriptive questions**, each carrying **14 marks**.
- The questions are expected to be **essay-type**, testing deep understanding, analytical ability, and conceptual clarity.

Internal Assessment (30 Marks)

This component typically includes (based on standard academic practice, though not explicitly detailed in the file):

5. **Class Participation / Attendance**
6. **Assignments / Presentations**
7. **Class Tests or Mid-semester Examinations**
8. **Project Work (if applicable)**

General Lesson Plan for the Academic Semester

(Jan 2024 - May 2024)

Course Name: Economics of Environment

Subject Code: ECO-602

Semester: 6th Semester

Name of Teacher: Rojib Rengma Soyim

Chapter/Unit	Content	No. of Class Required
UNIT - 1 Environment and Ecology	meaning and elements of ecology, the environment and economic linkages, entropy laws, population environment linkage, environment as a public good, market failure	15
UNIT - 2 Basic Concepts	Pareto optimality and competitive equilibrium, fundamental theorems of welfare, renewable and non renewable resources, common property resources, social cost benefit analysis	12
UNIT - 3 The Common Problems	property rights approaches, sustainable development, concept and indicators, international trade and the environment	12
UNIT - 4 Valuation of Environmental Goods	Total Economic valuation of environmental goods, valuation of environmental damages, Benefit method and indirect method.	15
UNIT - 5 Environmental Regulation Instruments	prevention, control and abatement of pollution, Command and Control, market-based instruments, Environmental legislation and institutions in India	16

Total class: 70



Principal
Mount Mary College
Imphal, Nagaland

Signature: 

PO – PSO – CO Mapping Matrix

Name of the paper: Financial Institutions and Markets (Honours- Old Course)

Class: B.A. 6th Semester

Department: Economics

Academic Year: Jan 2024- May 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the structure, role, and functions of the financial system, and evaluate the growth of the Indian Financial System since 1960 along with recent reforms in the financial and banking sectors.

CO2: Explain the **functions and roles of commercial banks**, including credit creation, and analyze the **purpose and outcomes of bank nationalization**. Distinguish between **banks and non-bank financial institutions (NBFIs)** and understand the **functions of development banks**.

CO3: Examine the **functions and roles of central banks** in both developed and developing economies, and understand the **goals, tools, and constraints of monetary policy**, including instruments of monetary regulation.

CO4: Differentiate between **regulated and unregulated credit markets**, and analyze the **structure and features of capital and money markets** in developed and undeveloped economies, with **special reference to India**.

CO5: Understand the **nature, organization, and participants** of foreign exchange markets, and analyze **exchange rate determination** under various regimes. Explain the **role of hedging** in exchange rate management.

Mapping Matrix of Pos, PSOs and COs

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	3	2	2	3	2	3	1	3
CO2	1	2	3	2	2	3	3	3	2	3
CO3	1	2	3	3	2	3	3	3	2	3
CO4	1	2	3	3	2	3	2	3	3	3
CO5	1	2	3	2	3	2	2	2	2	3

The mapping levels are indicated as:

- **3 – Strongly related**
- **2 – Moderately related**
- **1 – Slightly related**
- **0 – Not related**

Justification for Mapping:

CO1: Indian Financial System Growth and Reforms

- **PO3 (3):** Involves understanding financial growth and reforms which aligns with civic responsibility and awareness.
- **PSO1/3/5 (3):** Directly relates to economic history and development, applicable to public domains and civil service.
- **PO4/PSO2 (2):** Analytical and historical evaluation of reforms is required.
- **PO2/PO5 (2):** Communication and lifelong learning are moderately engaged.

- **PO1/PSO4 (1):** Minor relation through broader understanding of systems and their societal impact.

CO2: Commercial & Development Banks, NBFIs

- **PO3, PSO1, PSO2, PSO3, PSO5 (3):** Strong relation through institutional evolution and practical applications in society and economy.
- **PO4, PO2 (2):** Analysis and communication of institutional roles are relevant.
- **PO1, PO5, PSO4 (1-2):** Ethical reasoning and reflective thinking contribute contextually.

CO3: Central Banks and Monetary Policy

- **PO3/PO4/PSO1/2/3/5 (3):** Understanding policy instruments and governance aligns with real-world problem-solving, historical analysis, and public applications.
- **PO2/PO5 (2):** Communication of economic frameworks and ongoing policy shifts require continued learning and effective articulation.
- **PO1/PSO4 (1):** Indirect relevance through socio-economic integration and awareness.

CO4: Credit and Capital Markets

- **PO3/PO4/PSO1/3/4/5 (3):** Strong connection with institutional analysis, national economic structures, and practical applications.
- **PO2/PSO2 (2):** Use of academic tools and interpretation methods.
- **PO1/PO5 (1-2):** Broader reflective and ethical implications tied to markets.

CO5: Foreign Exchange Markets and Hedging

- **PO3/PO5/PSO5 (3):** Direct relevance to contemporary issues, ethical reasoning, and applied history (e.g., currency policy, international trade).
- **PO2/PO4/PSO3/4 (2):** Analytical engagement and institutional evolution.
- **PO1/PSO1/2 (1-2):** Requires understanding international economic contexts and historical patterns.

Evaluation structure and assessment pattern

A **comprehensive evaluation structure and assessment pattern** that aligns with academic standards and the unit-wise breakdown of the syllabus:

Total Marks: 100

- **External Examination:** 70 Marks
- **Internal Assessment:** 30 Marks

External Examination (70 Marks)

Pattern: Descriptive – University Examination

Duration: 3 Hours

Question Paper Format:

Type	No. of Questions	Marks Each	Total Marks
Long Descriptive Answers	5 out of 10	14	70

Internal Assessment (30 Marks)

Component	Marks
Class Test / Mid-term Exam	10
Assignments / Projects	10
Seminar / Presentation	5
Class Participation & Attendance	5
Total	30

General Lesson Plan for the Academic Semester (Dec, 23-June, 24)

Course Name: Financial Institutions and Markets
Subject Code: ECO-603(C)
Semester: 2nd Semester
Name of Teacher: Chibhanu Singh Jais

Chapter/Unit	Content	No. of Class Required
<u>Unit-I</u> Financial System	1. Structure of financial system 2. Role and functions of financial system 3. Financial system in India 4. Financial and banking system in India	15
<u>Unit-II</u> Banks and Non-banks	1. Commercial Banks 2. Nationalization of banks and reforms 3. Non-bank financial institutions 4. Development Banks	15
<u>Unit-III</u> Central Banks	1. History and functions of central bank 2. Role of central bank 3. Bank rate, reserve and liquidity 4. Monetary policy 5. Instruments of monetary policy	14
<u>Unit-IV</u> Financial Markets	1. Regulated & unregulated credit markets 2. Capital and money markets 3. Features of developed money and capital markets 4. Features of underdeveloped money and capital markets	14
<u>Unit-V</u> Foreign Exchange Markets	1. History of foreign exchange and foreign exchange rate 2. Balance of payments and foreign trade 3. Role of foreign exchange market 4. Role of foreign exchange market	14

Total class: 70

Signature: Chibhanu Singh Jais

Principal
Guru Arjun College
Gurgaon, Haryana

PO - PSO - CO Mapping Matrix

Name of the Paper: Indian Economy-II (Honors- Old Course)

Class: B.A. 6th Semester

Department: Economics

Academic Session: Jan 2024- May 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the structure, performance, and challenges of Indian agriculture including productivity trends, land reforms, the Green Revolution, and rural credit systems.

CO2: Analyze the industrial development of India during the planning period, comprehend key industrial policies, and evaluate the role of public sector enterprises and small-scale industries.

CO3: Explain the concepts of public debt and public expenditure, assess their trends and implications for the Indian economy.

CO4: Evaluate India's external sector performance including trade composition, export-import trends, BOP crises, trade policies, and the role of foreign capital such as FDI and MNCs.

CO5: Examine the economic structure and development challenges of Nagaland with focus on population, infrastructure, agriculture, and industry.

CO-PO-PSO Mapping Matrix

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓		✓	✓	✓	✓	
CO2	✓		✓	✓		✓	✓	✓		✓
CO3			✓	✓			✓	✓		
CO4	✓		✓	✓		✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification of CO-PO-PSO Mapping

CO1: Indian Agriculture

- **PO1:** Involves understanding social structure and rural society.
- **PO3:** Agriculture impacts livelihoods; relevant to social awareness.
- **PO4:** Analysis of reforms and productivity requires analytical skills.
- **PSO1:** Agricultural transformation is key to Indian historical phases.
- **PSO2:** Use of data and sources to study land reforms and trends.
- **PSO3:** Agriculture is a socio-economic institution.
- **PSO4:** Regional variation in agricultural development.

CO2: Industrial Development

- **PO1:** Economic planning is part of post-independence history.
- **PO3:** Industry and policy-making involve civic responsibility.
- **PO4:** Evaluating policy effectiveness requires analytical skills.
- **PSO1:** Planning era and industrial policy are historical milestones.
- **PSO2:** Analysis of policy documents and economic reports.
- **PSO3:** Evolution of economic institutions.
- **PSO5:** Useful for civil services and teaching economic history.

CO3: Public Finance

- **PO3:** Involves understanding how the state functions economically.
- **PO4:** Requires evaluation of complex financial data.
- **PSO2:** Uses interpretive tools for analyzing trends.

- **PSO3:** Studies fiscal institutions and their evolution.

CO4: External Sector

- **PO1:** Trade history and policy relate to global and national historical trends.
- **PO3:** Informs understanding of India's role in global economics.
- **PO4:** Analyzing trade data and FDI impact involves critical thinking.
- **PSO1:** Includes phases like liberalization and trade shifts.
- **PSO2:** Requires analysis of data and reports.
- **PSO3:** Understanding international institutions and economic shifts.
- **PSO4:** Studies India's integration in the global economy.
- **PSO5:** Applicable to public policy and academic fields.

CO5: Economy of Nagaland

- **PO1:** Regional understanding builds well-rounded perspectives.
- **PO2:** Communicating regional issues requires academic clarity.
- **PO3:** Focus on state development ties to civic responsibility.
- **PO4:** Evaluating developmental challenges is analytical.
- **PO5:** Promotes continued learning and research in regional history.
- **PSO1:** Regional economic history is part of broader history.
- **PSO2:** Uses government reports and data as sources.
- **PSO3:** Focuses on regional economic structures.
- **PSO4:** Connects local developments to national unity.
- **PSO5:** Useful in public service and policy research.

Evaluation structure and assessment pattern

Total Marks: 100

1. External Assessment (70 Marks)

- **Descriptive Questions:**
 - The external examination comprises **5 descriptive questions**, each carrying **14 marks**.
 - These questions are typically structured to cover one question from each **unit (I–V)** of the syllabus:
 - Unit I: Agriculture
 - Unit II: Industry
 - Unit III: Public Debt and Expenditure
 - Unit IV: External Sector
 - Unit V: Economy of Nagaland
 - **Format:** Essay-type or long-answer questions assessing depth of understanding, analysis, and application of concepts.

2. Internal Assessment (30 Marks)

- The internal marks are likely distributed across:
 - Class Tests / Mid-semester exams (10–15 marks)
 - Assignments / Presentations (10 marks)
 - Attendance / Class Participation (5–10 marks)

Jan 2024 - May 2024

General Lesson Plan for the Academic Semester ()

Course Name: INDIAN ECONOMY - II
 Subject Code: Econ 601
 Semester: 6th Semester
 Name of Teacher: Pooja Ramesh Sago

Chapter/Unit	Content	No. of Class Required
UNIT - 1 Agriculture	Nature and importance, trends in agricultural production and productivity, factors determining productivity, land reforms, Green Revolution, Rural credit, agriculture marketing	14
UNIT - 2 Industry	Industrial development during the planning period - industrial policies - industrial licensing, MRTP, PEST, FEMA, Growth of industries of small scale industries, Public sector enterprises	16
UNIT - 3 Public debt and Expenditure	Sources of public debt, Causes of high public debt, measures to reduce public debt - Trend in public debt & expenditure in India, Trends of public exp.	13
UNIT - 4 External Sector	Role of foreign trade, Trends in exports & imports, Composition of exports, Composition of imports, Cop cases and the new foreign trade reforms, Export promotion measures, Foreign capital - FDI & FVE	14
UNIT - 5 Economy of Nagaland	Population, Structural Composition, Infrastructure, Agriculture and industrial sector, Problems & prospects	13

Total class: 70

Signature: Sago

Principal
Mount Mary College
Chamoukedima - Nagaland

PO – PSO – CO Mapping Matrix

Name of the paper: Intermediate Macroeconomics (Honours- FYUGP)

Class: B.A. 4th Semester

Department: Economics

Academic Year: Jan 2024- May 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

After successful completion of this course, students will be able to:

CO1: Understand and analyze short-run and long-run consumption functions, along with key concepts such as Average and Marginal Propensities (APC, MPC, APS, MPS), and evaluate

various theories of consumption including Absolute, Relative, Permanent Income, and Life Cycle Hypotheses.

CO2: Explain the components and types of investment (Gross, Net, Induced, and Autonomous), and assess the determinants and implications of Marginal Efficiency of Capital (MEC) and Marginal Efficiency of Investment (MEI), along with understanding the investment multiplier and accelerator principles.

CO3: Compare and critically evaluate different theories of interest determination, including Classical, Loanable Funds, Keynesian Liquidity Preference, and the Modern theory of interest.

CO4: Describe the nature and phases of the business cycle and analyze key theoretical models of trade cycles such as those by Hawtrey, Schumpeter, Kaldor, Samuelson, and Hicks.

CO5: Apply macroeconomic principles to an open economy context by using models like the Mundell-Fleming model, and understand policy implications through expenditure switching, Mint parity, Purchasing Power Parity (PPP), and the Dornbusch Overshooting Model; understand the functioning of international financial markets.

PO–PSO–CO Mapping Matrix

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓			✓	✓		✓
CO2	✓		✓	✓			✓	✓		✓
CO3	✓	✓		✓	✓		✓	✓		✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5		✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification for Mapping

CO1: Consumption Function

- **PO1, PO2:** Understanding consumer behavior theories cultivates critical and reflective thinking.
- **PO4:** Analytical skills are used to differentiate between short-run and long-run functions.
- **PSO2:** Requires interpreting economic models through historical and empirical data.
- **PSO3:** Consumption patterns are key to understanding socio-economic institutions.
- **PSO5:** Skills developed are applicable in civil services and academic research.

CO2: Investment Function

- **PO1:** Understanding macro concepts supports general social science inquiry.
- **PO3:** Connects theory to real-world investment decisions and economic policy.
- **PO4:** Requires analysis of multiplier effects and capital efficiency.
- **PSO2, PSO3:** Involves identifying macroeconomic institutions and financial evolution.

- **PSO5:** Enhances preparedness for economic policy roles and research.

CO3: Theories of Interest

- **PO1, PO2:** Compares classical and modern interest theories critically.
- **PO4:** Students analyze competing frameworks for interest determination.
- **PO5:** Encourages curiosity about changing financial environments.
- **PSO2, PSO3:** Explores historical development and impact of financial institutions.
- **PSO5:** Applicable in economics education and competitive exams.

CO4: Theories of Trade Cycle

- **PO1–PO5:** Covers all aspects—critical analysis, communication, social impact, ethics, and lifelong learning.
- **PSO1–PSO5:** Integrates historical perspectives with theoretical models, national integration, and practical utility.

CO5: Open Economy Models

- **PO2–PO5:** Encourages academic communication, global awareness, analytical rigor, and international financial literacy.
- **PSO1–PSO5:** Helps students understand global macroeconomic interdependence and equips them for applied policy roles.

Evaluation Structure and Assessment Pattern

Subject: Intermediate Macroeconomics

Total Marks: 100

- **External Exam:** 75 marks
- **Internal Assessment:** 25 marks

◆ External Assessment (75 Marks)

Pattern: Descriptive Questions

- **Duration:** 3 Hours
- **Question Type:** Long Answer / Essay-type
- **Total Questions:** 5 questions × 15 marks = 75 marks
- **Question Distribution:** One question from each unit

Example Format:

- **Q1. (Unit I – Consumption Function)** – 15 marks
- **Q2. (Unit II – Investment Function)** – 15 marks
- **Q3. (Unit III – Theories of Interest)** – 15 marks
- **Q4. (Unit IV – Theories of Trade Cycle)** – 15 marks
- **Q5. (Unit V – Open Economy Model)** – 15 marks

Note: Students may be given internal choice in each unit (e.g., answer either Q1(a) or Q1(b)).

Internal Assessment (25 Marks)

Breakdown:

- **Class Tests (Written / MCQs):** 10 marks
- **Assignments / Term Papers:** 10 marks
- **Attendance / Class Participation / Presentation:** 5 marks

Summary Table

Component	Marks	Details
External Assessment	75	5 descriptive questions (15 marks each) from each unit
Internal Assessment	25	Class tests (10), assignments (10), attendance/participation (5)
Total	100	

General Lesson Plan for the Academic Semester (Dec, 23-June, 24)

Course Name: Intermediate Macroeconomics-1

Subject Code: EC4. CC8

Semester: B.A. 4th Semester

Name of Teacher: Chubunungsang Jamsi

Chapter/Unit	Content	No. of Class Required
Unit - I Consumption function	1. Short and Long run consumption function. 2. Fundamental psychological law of consumption. 3. Ab Theories of consumption function.	102
Unit - II Investment function	1. Gross and Net Investment. 2. Induced & Autonomous Investment. 3. MEI 4. MEC 5. Investment Multiplier and accelerator principle.	12
Unit - III Theories of interest	1. Classical theories of interest. 2. Loanable fund theory 3. Keynes liquidity preference theory of interest 4. Modern theory of interest.	12
Unit - IV Theories of trade cycle	1. Meaning & phases of business cycle. 2. Kuznets's theory 3. Schumpeter's theory 4. Kaldor's theory 5. Samuelson's theory 6. Hicks model	14
Unit - V Open Economy Model	1. Short-run open economy model 2. Mundell Fleming model 3. Expenditure switching policies. 4. Mint parity theory. 5. purchasing power parity 6. Dornbusch's overshooting model 7. International Financial Markets	14

Total class: 64

Signature:



Chubunungsang Jamsi
Chumoukedima : Nagaland

PO - PSO - CO Mapping Matrix

Name of the Paper: Intermediate Microeconomics-II (Minor-FYUGP)

Class: B.A. 4th Semester

Department: Economics

Academic Session: Jan 2024- May 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Explain and analyze the theories of factor pricing, including wages and rent, using both classical and modern frameworks.

CO2: Evaluate different theories of profit, including innovation, risk, rent, and uncertainty theories, and apply them to real-world business contexts.

CO3: Interpret and assess various welfare economics concepts, including Pareto optimality, Benthamite criteria, and value judgments in policy-making.

CO4: Examine different forms of imperfect market structures—monopoly, monopolistic competition, and oligopoly—and analyze their pricing and output decisions.

CO5: Identify causes of market failures such as externalities, public goods, and asymmetric information, and assess potential policy solutions including the Coase theorem and government interventions.

Mapping Matrix Table

Course Outcome	Program Specific Outcomes (PSOs)	Program Outcomes (POs)	Justification
CO1 (Factor Pricing)	PSO3 (evolution of institutions), PSO2 (historical methods)	PO3 (interdisciplinary real-world application), PO4 (analytical skills)	Applying classical and modern factor-pricing theories requires historical understanding of labor, capital and land institutions (PSO3). It builds analytical frameworks (PO4) and uses interdisciplinary civic reasoning (PO3).
CO2 (Theories of Profit)	PSO1 (broad historical knowledge), PSO2	PO1 (reflective thinking), PO4	Analyzing profit theories—innovation, risk, etc.—necessitates knowledge of historical economic developments (PSO1) and critical evaluation (PO2), fostering reflective thinking (PO1) and analytical skills (PO4).
CO3 (Welfare Economics)	PSO2, PSO3	PO1, PO3, PO5	Welfare concepts like Pareto and Benthamite criteria rely on evaluating diverse viewpoints (PO1) and affect social policy applications (PO3), encouraging ethical curiosity (PO5) through the use of evidence-based methods (PSO2).
CO4 (Imperfect Markets)	PSO2, PSO3	PO4, PO2	Examining monopoly, oligopoly, etc. demands analytical deconstruction of markets (PO4) and application of economic models (PO2), while grounding them in historical evolution of markets and firms (PSO3).

CO5 (Market Failures & Policy)	PSO3, PSO4 (regional diversity & integration), PSO2	PO3, PO5	Studying externalities, public goods, Coase, etc. links historical institutional evolution (PSO3) and regional socio-economic variation (PSO4) to civic policy application (PO3) and ethical reasoning (PO5).
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Summary of Alignments

- **PO1** (critical inquiry) is supported by CO 2 & 3 through reflective evaluation of economic theories.
- **PO2** (academic communication) links to CO 2 & 4 where academic tools are used for analysis.
- **PO3** (civic responsibility) aligns with CO 1, 3 & 5 as they address real-world economic and policy challenges.
- **PO4** (analytical skills) is inherent to CO 1, 2 & 4 via quantitative and theoretical model evaluation.
- **PO5** (lifelong learning & ethics) is nurtured in CO 3 & 5 by engaging with welfare ethics and policy reasoning.

Evaluation structure and assessment pattern

Total Marks: 100

- **External Examination (University Exam): 75 Marks**
- **Internal Assessment: 25 Marks**

External Examination (75 Marks)

Pattern:

- Long Answer Type Questions (10 Marks each)**
 - **Total Marks:** 50
 - **No. of Questions:** 5 questions \times 10 marks = 50 marks
 - **Expected Answers:** Analytical/descriptive answers with explanation, derivations, diagrams (if applicable).
- Short Answer Type Questions (2 Marks each)**
 - **Total Marks:** 10
 - **No. of Questions:** 5 questions \times 2 marks = 10 marks
 - **Expected Answers:** Concise definitions, explanations, and short conceptual responses.
- Multiple Choice Questions (MCQs - 1 Mark each)**
 - **Total Marks:** 15
 - **No. of Questions:** 15 questions \times 1 mark = 15 marks
 - **Expected Answers:** Objective type with one correct option.

Internal Assessment (25 Marks)

Components may vary by institution but typically include:

- **Class Tests / Quizzes:** 10–15 Marks
- **Assignments / Presentations / Projects:** 5–10 Marks
- **Attendance & Participation:** Up to 5 Marks

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2024 - May 2024)

Course Name: Intermediate Microeconomics - II

Subject Code: ECH.CC4

Semester: 4th Semester

Name of Teacher: Sago

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Wage and Rent	1. Wage differential 2. Marginal productivity theory of wages. 3. Modern theory of wages. 4. Theory of Rent.	14
II	Theories of profit	1. Innovation theory of profit. 2. Risk theory of profit. 3. Economic theory of profit. 4. Uncertainty theory of profit.	13
III	Welfare Economics	1. Nature, scope and concept of welfare economics. 2. Extension of Measuring Social Welfare.	13
IV	Imperfect Market Structure	1. Monopoly market. 2. Monopsonistic market. 3. Oligopoly market.	10
V	Market Failure	1. Concept of Externalities 2. Coase theorem 3. Public goods. 4. Asymmetric information.	10

Signature _____

FORMAT-2

Lesson Plan

Teacher: Sago

Semester: 4th Semester

Paper: Intermediate Microeconomics - II

Lesson Topic	1. Theory of Rent 2. Theories of profits. 3. Welfare Economics. 4. Imperfect market structure. 5. Market failure.
Desired Outcome	1. Conceptual clarity in Microeconomic theory. 2. Application of Mathematical tools. 3. Understanding of market structures. 4. Insight into factor market. 5. Grasp of welfare and Market failure.
Teaching / Learning Method	1. Lecture Method 2. Discussion Method
Materials Needed	1. Textbook 2. Marker pen 3. Board 4. Duster 5. Articles
Assignment / Follow Up	1. Class test 2. Presentation 3. Home work 4. Remedial class
Lesson Duration	60

Signature _____

PO – PSO – CO Mapping Matrix

Name of the paper: Introductory Macroeconomics (Minor- FYUGP)

Class: B.A. 2nd Semester

Department: Economics

Academic Year: Jan 2024- May 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the **nature, scope, and basic concepts of macroeconomics**, including the methods and challenges in measuring national income and interpreting the circular flow of income in two- and three-sector models.

CO2: Analyze and compare the **Classical and Keynesian theories of income and employment**, including the role of aggregate demand and supply in determining equilibrium output, and evaluate the effects of fiscal and monetary multipliers.

CO3: Demonstrate a comprehensive understanding of **money and its functions**, the quantity theory of money, measures of money supply, the process of credit creation, and the tools of monetary policy used by central banks.

CO4: Evaluate the causes and effects of **inflation and deflation**, including demand-pull and cost-push inflation, the concept of the inflationary gap, hyperinflation, and analyze policy measures to control inflation and the trade-off between inflation and unemployment through the Phillips Curve.

CO5: Explain the structure and components of the **Balance of Payments (BOP)**, identify the causes and remedies of disequilibrium in BOP, and distinguish between BOP and BOT while understanding adjustment mechanisms.

PO-PSO-CO Mapping Matrix

Mapping Matrix (✓ shows relevance; H = High, M = Medium, L = Low)

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	H	M	L	M	H	M	M
CO2	L	M	M	H	M	M	H	H	M	M
CO3	L	M	M	M	M	L	H	H	L	H
CO4	M	M	H	H	M	M	M	H	M	H
CO5	L	M	H	M	M	H	M	H	H	H

Justification for CO–PO/PSO Mapping

CO1: Macroeconomics concepts and national income

- **PO1 (M):** Encourages reflective thinking about national development and economic well-being.
- **PO3 (M):** Links to civic responsibility through understanding economic indicators.
- **PO4 (H):** Supports analysis of economic narratives in historical context.
- **PSO3 (H):** Connects macroeconomic concepts to the evolution of economic institutions.
- **PSO2 (M):** Engages with economic data as a source for historical-economic interpretation.

CO2: Classical & Keynesian theories

- **PO2 (M):** Involves communicating economic theories clearly.
- **PO3 (M):** Supports application of theory to real-world economic challenges.
- **PO4 (H):** Deepens analytical thinking via theoretical comparison.
- **PSO2 (H):** Strengthens interpretive skills.

- **PSO3 (H):** Theories help understand policy and institutional development.

CO3: Money, credit, monetary policy

- **PO3 (M):** Enhances awareness of financial systems and their societal role.
- **PO4 (M):** Helps analyze how monetary tools impact historical trends.
- **PSO2 (H):** Uses economic tools and strategies for historical analysis.
- **PSO3 (H):** Links monetary mechanisms to economic institutional development.
- **PSO5 (H):** Valuable for careers involving economic policy and public understanding.

CO4: Inflation, deflation, Phillips Curve

- **PO3 (H):** Teaches consequences of inflation on different social groups.
- **PO4 (H):** Enables examining economic crises and recovery mechanisms.
- **PSO3 (H):** Reveals impact of inflation on socio-economic institutions.
- **PSO5 (H):** Supports preparation for public service and policy roles.

CO5: Balance of Payments and trade

- **PO3 (H):** Encourages global economic awareness and policy comprehension.
- **PO4 (M):** Supports critical analysis of global economic issues in historical context.
- **PSO1 (H):** BOP analysis is tied to global and regional historical economic patterns.
- **PSO3 (H):** Offers insights into institutional response to trade and finance.
- **PSO4 (H):** Relates to national integration via trade and economic policy.

Evaluation Structure and Assessment Pattern for the subject Introductory Microeconomics:

Total Marks: 100

- **External Examination (75 Marks)**
- **Internal Assessment (25 Marks)**

External Examination (75 Marks)

Pattern: Written Examination (3 hours)

1. Section A – Descriptive / Long Answer Questions (50 Marks)

- **5 Questions × 10 Marks each = 50 Marks**
- **Choice Pattern:** Attempt 5 out of 10
- **Coverage:** One question from each unit, allowing optional choice

Focus: In-depth understanding, conceptual clarity, structured reasoning

2. Section B – Short Notes (10 Marks)

- **5 Notes × 2 Marks each = 10 Marks**
- **Choice Pattern:** Attempt 5 out of 8
- **Coverage:** Across all five units

Focus: Key terms, brief explanations, definitions, small diagrams where needed

3. Section C – Objective Type (MCQs) (15 Marks)

- **15 Questions × 1 Mark each = 15 Marks**
- **Format:** Multiple Choice (4 options)
- **Coverage:** Entire syllabus, including definitions, examples, and analytical reasoning

Focus: Testing factual recall, conceptual understanding, and quick application

Internal Assessment (25 Marks)

Components:

1. Class Test / Mid-Semester Test – 10 Marks

- Short and medium answer type questions covering Units I–V

2. Assignments / Projects – 10 Marks

- Individual or group assignments

3. Attendance and Class Participation – 5 Marks

- Based on punctuality, attendance percentage, and involvement in class discussions

General Lesson Plan for the Academic Semester (Dec, 23-June, 24)

Course Name: Introductory Macro Economics

Subject Code: EC2, CC3

Semester: B.COM 2nd Semester

Name of Teacher: Chubansang Jamih

Chapter/Unit	Content	No. of Class Required
Unit-I Introduction to Macroeconomics	1. Meaning, Nature and scope of Macroeconomics 2. Concept, definition, importance and methods of measuring national income 3. Difficulties in measuring national income 4. Circular flow of income	12
Unit-II Theories of income and Employment	1. Classical theory of Employment. 2. Keynesian theory of Employment 3. Fiscal and Monetary multipliers.	12
Unit-III Money	1. Definition of money. 2. Functions of money. 3. Quantity theory of money. 4. Money supply & measures of money supply. 5. Credit creation. 6. Monetary policy	14
Unit-IV Inflation	1. meaning, types, causes and effects of inflation. 2. meaning, types, causes and effects of inflation. 3. types of inflation 4. anti-inflationary & discretionary measures 5. Philip's curve	14
Unit-V Balance of payment	1. Meaning and components of BOP. 2. causes of disequilibrium in the BOP. 3. Measures to control deficit in the BOP 4. Adjustment mechanism of BOP	12

Total class:

64

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PRINCIPAL
Mount Mary College
Chümoukedima, Nagaland

PO – PSO – CO Mapping Matrix

Name of the paper: Indian Economy (Honours- FYUGP)

Class: B.A. 5th Semester

Department: Economics

Academic Year: June 2024- Dec 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes: Indian Economy

CO1: Analyze the evolution and transformation of India's economic development strategies

- Understand the dualistic, mixed, and planned nature of the Indian economy.
- Evaluate the role of Public Sector Undertakings (PSUs) in national development.

- Explain the causes and consequences of the 1991 economic crisis and the New Economic Policy (NEP).
- Assess fiscal and monetary reforms in the post-NEP era.

CO2: Examine demographic trends and socio-economic challenges

- Analyze India's demographic features, rural-urban migration, and occupational structure.
- Evaluate unemployment and poverty in India, along with government strategies for mitigation.
- Understand income inequality and related policy responses.
- Study the demographic and socio-economic issues specific to Nagaland.

CO3: Evaluate policies and performance in agriculture, industry, and services

- Understand structural changes and productivity trends in Indian agriculture, including the Green Revolution and WTO implications.
- Assess industrial growth, disinvestment, privatization, and policy reforms in the post-reform period.
- Examine the growth and contribution of the service sector and its role in international trade through WTO frameworks.

CO4: Understand economic planning and national income estimation

- Explain the rationale, objectives, and outcomes of economic planning in India.
- Evaluate the shift towards inclusive development under NITI Aayog.
- Understand the measurement of national income, especially by industrial origin.

CO5: Analyze India's external sector and trade policy evolution

- Study the trends and composition of India's foreign trade.
- Evaluate the balance of payments in the pre- and post-liberalization periods.
- Understand export promotion strategies, trade policies, and the role of FDI and MNCs in India's economic development.

Mapping Matrix: POs, PSOs, and COs

COs ↓ / POs & PSOs →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	2	3	3	3	2	3
CO2	3	2	3	2	2	2	3	3	3	2
CO3	2	1	3	2	2	3	2	3	2	3
CO4	1	2	2	2	3	2	3	2	1	2
CO5	2	2	3	2	3	3	3	3	2	3

The strength of the correlation is marked as:

- **3** – Strongly Correlated
- **2** – Moderately Correlated
- **1** – Slightly Correlated
- **0** – Not Correlated

Justification for Mapping

CO1: Analyze the evolution and transformation of India's economic development strategies

- **PO1–PO4:** Students develop critical understanding of India's economic evolution—historically and analytically.
- **PO3:** Strong link to civic responsibility through analyzing public sector and planning.
- **PSO1–PSO5:** Involves historical context, methods, and application in public domains.

CO2: Examine demographic trends and socio-economic challenges

- **PO1, PO3, PO4:** Students analyze societal trends, inequalities, and demographic shifts—promoting social awareness and reflective thinking.
- **PSO2–PSO4:** Understanding historical methods in the socio-economic framework; focus on national and regional diversity (Nagaland).
- **PSO5:** Data skills applicable to policy and civil service.

CO3: Evaluate policies and performance in agriculture, industry, and services

- **PO3:** Students examine structural change and reforms relevant to development.
- **PSO1–PSO3:** Links economic shifts with historical institutions and structures.
- **PSO5:** Develops practical application skills in teaching/public domains.

CO4: Understand economic planning and national income estimation

- **PO5:** Promotes lifelong learning via understanding planning evolution and income systems.
- **PSO2, PSO3:** Engages with methods and structural analysis, linking history with current practices.

CO5: Analyze India's external sector and trade policy evolution

- **PO3, PO5:** Strong focus on economic development and external engagement.
- **PSO1–PSO5:** Connects historical trade patterns with current policies and applications.

Evaluation Structure and Assessment Pattern

Subject: Indian Economy

Total Marks: 100

- **External Examination (Descriptive Written Exam): 75 Marks**
 - **Internal Assessment: 25 Marks**
-

I. External Examination – 75 Marks

Format: Descriptive Type Questions

- **Duration:** 3 Hours
- **Question Pattern:**
 - **5 Long Answer Questions × 15 Marks = 75 Marks**
 - **Internal Choice:** Two questions per unit (Choose 1 out of 2 in each unit)

Unit-Wise Distribution (One Question from Each Unit):

Unit	Topic	Marks
I	Economic Development Strategy since Independence	15
II	Demographic Features and Growth Distribution	15
III	Policies and Performance in Economic Sectors	15
IV	Economic Planning and National Income	15
V	External Sectors	15
Total		75

II. Internal Assessment – 25 Marks

Component	Description	Marks
Class Test / Mid-Sem Exam	Written test on key units	10
Assignment / Project Work	On specific topics such as NEP 1991, Poverty in Nagaland, Role of PSUs, WTO & Agriculture, etc.	10
Class Participation / Attendance / Presentation	Based on participation in discussions, attendance, and/or short presentations	5
Total		25

Evaluation Focus:

- Conceptual clarity on mixed/planned economy, economic reforms, and sectoral performance.
- Analytical understanding of demographic trends and socio-economic indicators.
- Awareness of region-specific issues (Nagaland context) to encourage local economic insight.
- Critical appraisal of policy reforms (e.g., NEP 1991, NITI Aayog, Trade Policy).
- Balanced integration of theoretical frameworks and current data (where applicable).

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Indian Economy

Subject Code: EGS. CC93

Semester: B.A. 3rd Semester

Name of Teacher: Chubuningsang Jamin

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I: Economic development Strategy Since Independence	Economic growth and development in India Since Independence	1) Characteristics of Indian Economy 2) Determinants of economic growth and development. 3) Key and strategic role of PSUs. 4) Economic crises and NEP 1991. 5) Fiscal & monetary reforms in the context of new economic policy.	10
II: Demographic Trends and Growth Distribution.	Characteristics of population and growth pattern.	1) Demographic features. 2) Unemployment. 3) Poverty. 4) Income inequality. 5) Nagaland	5
III: Policies and performance in Economic Sectors	Economic Sectors	1) Agriculture 2) Industry. 3) Services.	8
IV: Economic Planning and National Income	National income and economic planning	1) Planning: meaning, objectives, national strategies, and achievements. 2) Inclusive development - NITI Aayog. 3) Measures for growth performance. 4) National income by industrial origin.	8
V: External Sectors	External sectors of India	1) Role of foreign trade. 2) Trends in export and imports. 3) Deficit and composition of India's foreign trade. 4) Balance of payment. 5) Foreign exchange - FDI and FNCI.	8

Signature: [Signature]

FORMAT-2

Lesson Plan

Teacher: Chubuningsang Jamin

Semester: B.A. 3rd Semester

Paper: Indian Economy - C II

Lesson Topic	1) Characteristics of Indian Economy. 2) Determinants of economic growth and development. 3) Key and strategic role of PSUs. 4) Economic crises and NEP 1991. 5) Fiscal & monetary reforms in the context of new economic policy.
Desired Outcome	1) The students will understand the qualitative, mixed, and developing nature of the Indian economy. 2) The students will be able to learn the meaning and difference between economic growth and economic development. 3) The students will be able to understand the reasons for economic crisis and NEP 1991. 4) The students will understand the role of PSUs in Indian economy.
Teaching / Learning Method	lecture method
Materials Needed	White board, Marker, chalk, eraser, textbook, etc.
Assignment / Follow Up	1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class
Lesson Duration	10 classes.

Signature: [Signature]

FORMAT-2

Lesson Plan

Teacher: Chandrashekar Singh

Semester: B.A. 5th Semester

Paper: Indian Economy - C.H.

Lesson Topic	<ol style="list-style-type: none"> ① Demographic features. ② unemployment. ③ poverty. ④ income inequality. ⑤ Regional.
Desired Outcome	<ol style="list-style-type: none"> ① The students will understand the meaning and features of demography. ② The students will understand meaning, causes, types of unemployment. ③ The students will be able to handle meaning and causes of poverty and income inequality. ④ The students will be able to know the features of Regional economy.
Teaching / Learning Method	Lecture method
Materials Needed	White board, markers, chalks, textbook, etc.
Assignment / Follow Up	<ol style="list-style-type: none"> 1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class.
Lesson Duration	8 class.

Chandrashekar Singh
Principal
Chandrashekar Singh
Chandrashekar Singh

FORMAT-2

Lesson Plan

Teacher: Chandrashekar Singh

Semester: B.A. 5th Semester

Paper: Indian Economy - C.H.

Lesson Topic	<ol style="list-style-type: none"> ① Agriculture. ② Industry. ③ Services.
Desired Outcome	<ol style="list-style-type: none"> ① The students will learn about the primary, secondary, and tertiary sector of an Indian economy. ② The students will learn the role of agriculture sector in the economic development of a country. ③ The students will understand the role of industrial and service sector in the economic development of a country.
Teaching / Learning Method	Lecture method.
Materials Needed	White board, markers, chalks, textbook, etc.
Assignment / Follow Up	<ol style="list-style-type: none"> 1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class.
Lesson Duration	8 class.

Chandrashekar Singh
Principal
Chandrashekar Singh
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FORMAT-2

Lesson Plan

Teacher: Chandrashekar Singh

Semester: B.A. 5th Semester

Paper: Indian Economy - C.H.

Lesson Topic	<ol style="list-style-type: none"> ① Rate of foreign trade. ② trends in export and imports. ③ balance of payments.
Desired Outcome	<ol style="list-style-type: none"> ① The students will understand the role and importance of foreign trade. ② The students will understand the trends of India's export and imports since independence. ③ They will be able to understand the meaning and structure of balance of payments.
Teaching / Learning Method	Lecture method
Materials Needed	White board, markers, chalks, textbook, etc.
Assignment / Follow Up	<ol style="list-style-type: none"> 1. class test. 2. Home work. 3. presentation. 4. Revision. 5. Remedial class.
Lesson Duration	8 class.

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PO – PSO – CO Mapping Matrix

Name of the paper: Intermediate Macroeconomics-II (Honours- FYUGP)

Class: B.A. 5th Semester

Department: Economics

Academic Year: June 2024- Dec 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1:

Understand the concept and determinants of money supply, high-powered money, and the money multiplier. Analyze mechanistic and behavioral models of money supply determination.

CO2:

Evaluate Post-Keynesian theories of money demand, including Patinkin's real balance effect, Tobin's portfolio theory, Baumol's inventory approach, and Friedman's quantity theory.

CO3:

Examine the objectives, instruments, and effectiveness of monetary policy, including the 'H' theory of money and recent developments in India's monetary framework.

CO4:

Analyze fiscal policy objectives and its role in economic stabilization, including the crowding-out effect and contemporary issues in India's fiscal system.

CO5:

Gain knowledge of the structure and functioning of the banking sector, including the role of the central bank, commercial and regional banks, cooperatives, NBFCs, and microfinance institutions.

CO–PO–PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1			✓	✓			✓	✓		✓
CO2	✓			✓			✓	✓		
CO3		✓	✓	✓			✓	✓	✓	✓
CO4		✓	✓	✓	✓		✓	✓	✓	✓
CO5		✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification for CO–PO–PSO Mapping**CO1: Money Supply and Models**

- **PO3:** Connects economic mechanisms to social awareness and civic responsibilities, e.g., financial literacy and policy awareness.
- **PO4:** Analytical thinking is developed through models like the money multiplier.
- **PSO2:** Requires understanding of historical and economic sources/models.
- **PSO3:** Tracks evolution of financial systems as institutions.
- **PSO5:** Useful in academic and practical domains (banking, policymaking).

CO2: Post-Keynesian Theories of Money Demand

- **PO1:** Encourages critical inquiry via economic philosophies.
- **PO4:** Analysis of multiple theories deepens interpretive skills.
- **PSO2:** Engages with different interpretive strategies.
- **PSO3:** Tied to socio-economic institutional analysis.

CO3: Monetary Policy Analysis

- **PO2:** Uses academic tools to evaluate policy, connecting with current debates.
- **PO3:** Applies interdisciplinary understanding in economic policymaking.
- **PO4:** Requires analysis of theory and practical impact.
- **PSO2:** Understands source-based and theoretical tools.
- **PSO3:** Reflects on state–economy interactions.
- **PSO4:** Connects national integration with monetary developments.
- **PSO5:** Useful for roles in policy, teaching, and public engagement.

CO4: Fiscal Policy and Economic Stabilization

- **PO2:** Enhances academic debate on fiscal strategies.
- **PO3:** Shows how policy tackles real-world challenges.
- **PO4:** Analytical skills sharpened by evaluating policy impact.
- **PO5:** Encourages continued inquiry into evolving fiscal issues.
- **PSO2:** Engages critical interpretive skills.
- **PSO3:** Direct relation to political-economic institutional evolution.
- **PSO4:** Links regional/national fiscal strategies.
- **PSO5:** Supports applications in civil service, public policy, etc.

CO5: Banking System and Institutions

- **PO2:** Helps students communicate effectively about financial systems.
- **PO3:** Knowledge of banking supports social development and civic engagement.
- **PO4:** Analytical insights into institutional mechanisms.
- **PO5:** Prepares students for careers in finance and public history.
- **PSO1:** Understands how financial systems evolved over time.
- **PSO2:** Requires methodological engagement.
- **PSO3:** Studies institutional growth.
- **PSO4:** Connects banking to regional development and national cohesion.
- **PSO5:** Direct applications in practical domains (teaching, public policy).

Evaluation Structure & Assessment Pattern

Total Marks: 100

- **External Examination (Descriptive): 75 Marks**
- **Internal Assessment: 25 Marks**

External Assessment (75 Marks)

Duration: 3 Hours

Pattern: Descriptive Questions – 5 Questions × 15 Marks each = **75 Marks**

- **Section-wise Distribution** (Choice-based paper; answer any 5 out of 10 questions).

Internal Assessment (25 Marks)

Component	Marks	Description
Class Test / Mid-Sem Exam	10	Written test based on Units I–III (short answers or MCQs)
Assignments / Projects	5	Individual or group assignments on recent economic policies or RBI reports
Presentation / Seminar	5	Topic-based presentations (e.g., "Post-Keynesian Money Demand Theories")
Attendance & Participation	5	Class interaction, punctuality, and engagement
Total	25	

FORMAT-1

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024–Dec, 2024)

COURSE NAME: Intermediate Microeconomics – II
SUBJECT CODE: EC5, EC9
SEMESTER: B.A. 5th Semester
NAME OF TEACHER: Chibbarungang Jami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I: Supply of money	Concepts of money supply	① Money supply and high-powered money. ② Multiplier model of bank deposit determination. ③ Behavioural model of money supply determination.	7
II: Price levels and the velocity of circulation	Theories of demand for money	① Portfolio balance approach. ② Real balance approach. ③ Transaction demand theory approach.	2
III: Monetary policy	Introduction to monetary policy	① Monetary policy objectives and targets. ② Money multiplier. ③ Role of monetary policy. ④ Fiscal development in Indian monetary system.	10
IV: Fiscal policy	Introduction to fiscal policy	① Fiscal policy objectives and targets. ② Role of fiscal policy and automatic stabilizers. ③ Fiscal development and expenditure on fiscal policy. ④ Fiscal development in Indian policy system.	3
V: Banking Sector	Banks and non-banks	① Concepts and functions of central bank. ② Commercial banks. ③ Non-banking financial institutions. ④ Monetary and credit institutions.	8

(Signature)

FORMAT-2

Lesson Plan

Teacher: Chibbarungang Jami
Semester: B.A. 5th Semester
Paper: Intermediate Microeconomics – II

Lesson Topic	① Money supply and high-powered money. ② Multiplier model of bank deposit determination. ③ Behavioural model of money supply determination.
Desired Outcome	① The students will understand the meaning and forms of money supply. ② The students will be able to derive the multiplier model of bank deposit determination. ③ The students will be able to derive the behavioural model of money supply determination.
Teaching / Learning Method	Teacher's method.
Materials Needed	White board, chalk, markers, textbook.
Assignment / Follow Up	1. Home work. 2. Class test. 3. Presentation. 4. Discussion. 5. Remedial class.
Lesson Duration	7 classes

(Signature)

FORMAT-2

Lesson Plan

Teacher: Chandrashekhari Jeyaraj

Semester: III 5th Semester

Paper: Intermediate Macroeconomics-II

Lesson Topic	<ol style="list-style-type: none"> ① International trade balance effect ② trade portfolio approach. ③ Samuelson monetary approach. ④ Friedman quantity theory approach.
Desired Outcome	The students will be able to learn about the post Keynesian theories of demand for money.
Teaching / Learning Method	Lecture method
Materials Needed	Maple, chalk, text book, white board.
Assignment / Follow Up	<ol style="list-style-type: none"> 1. Home work. 2. class test 3. presentation. 4. Revision. 5. Remedial class
Lesson Duration	8 classes

(Signature)
Chandrashekhari Jeyaraj

FORMAT-2

Lesson Plan

Teacher: Chandrashekhari Jeyaraj

Semester: III 5th Semester

Paper: Intermediate Macroeconomics-II

Lesson Topic	<ol style="list-style-type: none"> ① Monetary policy objective and targets. ② money multiplier ③ RBI's monetary policy ④ Role of monetary policy.
Desired Outcome	<ol style="list-style-type: none"> ① The students will understand the meaning, objectives, and targets of monetary policy. ② The students will understand the concept of money multiplier. ③ The students will be able to learn about RBI's monetary and credit supply of money in the country through its monetary policy.
Teaching / Learning Method	Lecture method
Materials Needed	White board, Marker, chalk, text book.
Assignment / Follow Up	<ol style="list-style-type: none"> 1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class.
Lesson Duration	10 classes.

(Signature)
Chandrashekhari Jeyaraj

FORMAT-2

Lesson Plan

Teacher: Chandrashekhari Jeyaraj

Semester: III 5th Semester

Paper: Intermediate Macroeconomics-II

Lesson Topic	<ol style="list-style-type: none"> ① Fiscal policy objectives and targets. ② Role of fiscal policy and economic stabilization. ③ crowding-out effect and effectiveness of fiscal policy. ④ fiscal development in Indian fiscal system.
Desired Outcome	<ol style="list-style-type: none"> ① The students will understand the meaning, objectives and targets of fiscal policy. ② The students will learn about the role of fiscal policy in the economic development of a country. ③ The students will be able to learn about the role of fiscal development in Indian fiscal system.
Teaching / Learning Method	Lecture method.
Materials Needed	White board, chalk, marker, textbook etc.
Assignment / Follow Up	<ol style="list-style-type: none"> 1. Home work. 2. class test 3. presentation. 4. Revision. 5. Remedial class
Lesson Duration	8 classes.

(Signature)
Chandrashekhari Jeyaraj

FORMAT-2

Lesson Plan

Teacher: Chandrashekhari Jeyaraj

Semester: III 5th Semester

Paper: Intermediate Macroeconomics-II

Lesson Topic	<ol style="list-style-type: none"> ① concepts and function of central bank ② Commercial banks. ③ Non-Banking financial corporations ④ Non-finance institutions.
Desired Outcome	<ol style="list-style-type: none"> ① The students will be able to learn the meaning and function of central bank. ② The students will understand the meaning and function of commercial banks. ③ The students will learn the meaning, function, types of non-bank financial institutions. ④ The students will learn the meaning, function, types and structure of non-finance institutions.
Teaching / Learning Method	Lecture method.
Materials Needed	White board, marker, chalk, textbook.
Assignment / Follow Up	<ol style="list-style-type: none"> 1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class
Lesson Duration	8 classes.

(Signature)
Chandrashekhari Jeyaraj

PO – PSO – CO Mapping Matrix

Name of the paper: Introductory Econometrics (Honours- FYUGP)

Class: B.A. 5th Semester

Department: Economics

Academic Year: June 2024- Dec 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the fundamentals of econometrics

Learners will be able to define econometrics, understand its scope, describe the methodology of econometric research, distinguish between statistical and deterministic relationships, and identify key sources and types of data used in econometric analysis.

CO2: Apply key statistical concepts in econometric analysis

Learners will be able to explain and apply normal, chi-square, t-, and F-distributions; understand the concepts of hypothesis testing, including test statistics, types of errors, and power of a test; and perform parameter estimation and hypothesis tests for single and two-sample problems.

CO3: Estimate and interpret simple linear regression models

Learners will be able to estimate parameters using Ordinary Least Squares (OLS), explain the assumptions behind the method, evaluate the properties of estimators (BLUE), and perform hypothesis tests on regression coefficients and overall model significance.

CO4: Analyze and interpret multiple linear regression models

Learners will be able to extend the regression analysis to multiple predictors, understand partial regression coefficients, calculate and interpret R^2 and adjusted R^2 , and evaluate the overall fit and significance of the multiple regression model.

CO5: Identify and address violations of classical regression assumptions

Learners will be able to identify common issues such as multicollinearity, heteroscedasticity, and autocorrelation; understand their consequences on model estimates; and apply appropriate detection and corrective methods.

CO-PO-PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓		✓		✓	✓		✓
CO2					✓		✓			✓
CO3			✓	✓	✓		✓	✓		✓
CO4			✓	✓	✓		✓	✓		✓
CO5			✓	✓	✓		✓	✓		✓

Justification for Mapping**CO1: Understand the fundamentals of econometrics**

- **PO1:** Introduces reflective thinking through the understanding of quantitative and qualitative social research methods.
- **PO3:** Prepares students to apply quantitative tools for analyzing real-world social issues.
- **PO5:** Builds foundational analytical curiosity necessary for lifelong learning.
- **PSO2:** Introduces historical methods that align with data interpretation and model formulation.
- **PSO3:** Helps analyze long-term institutional changes with data-backed understanding.
- **PSO5:** Prepares students with tools useful in research and public history engagements.

CO2: Apply key statistical concepts in econometric analysis

- **PO5:** Reinforces continuous learning through applied statistical reasoning.
- **PSO2:** Sharpens methodological and interpretive strategies for past events.
- **PSO5:** Builds skills necessary for academic and policy-related careers.

CO3: Estimate and interpret simple linear regression models

- **PO3:** Applies econometric tools to social and civic issues.
- **PO4:** Enables critical analysis of historical patterns via empirical tools.
- **PO5:** Encourages curiosity-driven learning and evaluation.
- **PSO2:** Aligns with critical use of historical data and interpretation.
- **PSO3:** Helps interpret institutional shifts using quantitative models.
- **PSO5:** Enhances writing and analysis skills relevant to civil services and academia.

CO4: Analyze and interpret multiple linear regression models

- **PO3:** Develops competencies to assess multi-variable social problems.
- **PO4:** Empowers learners to build nuanced understanding of history using data.
- **PO5:** Builds long-term analytical learning.
- **PSO2:** Integrates complex data interpretations into historical methods.
- **PSO3:** Advances analysis of multifactor historical processes.
- **PSO5:** Supports careers requiring complex data-based interpretation.

CO5: Identify and address violations of classical regression assumptions

- **PO3:** Enables better decision-making and awareness of model limitations in social applications.
- **PO4:** Encourages deeper critique and evaluation of quantitative models in history/social sciences.
- **PO5:** Promotes scholarly persistence in resolving complex analytical problems.
- **PSO2:** Reinforces method awareness and data handling in historical research.
- **PSO3:** Enhances accuracy of institutional analyses through model correction.
- **PSO5:** Directly supports historical and social data analysis in professional domains.

Evaluative Structure and Assessment Pattern

Subject: Introductory Econometrics

Total Marks: 100

- **External Examination (University Exam): 75 Marks**
- **Internal Assessment: 25 Marks**

External Assessment (75 Marks)

Pattern: Descriptive Questions

- **Total Questions to Attempt:** 5 out of 8
- **Marks per Question:** 15
- **Total Marks:** $5 \times 15 = 75$ Marks

Question Distribution:

Questions will be based on each of the five units, ensuring broad coverage of the syllabus. Units may have more than one question option.

Unit	Expected Coverage	Number of Questions
Unit I: Introduction	Theory-based	1-2
Unit II: Statistical Concepts	Conceptual + numerical	1-2
Unit III: SLRM	Estimation, testing, interpretation	1-2
Unit IV: MLRM	Application, interpretation	1-2
Unit V: Assumption Relaxation	Problem identification + solutions	1-2

Internal Assessment (25 Marks)

Component	Marks
Class Tests / Mid-term Exam	10
Assignments / Project Work	05
Presentation / Seminar / Viva	05
Attendance and Participation	05
Total	25

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Introduction to Economics

Subject Code: 215-CC-10

Semester: B.A. 5th Semester

Name of Teacher: Chibumungang Janya

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I: Introduction to Economics	Introduction to Economics	<ul style="list-style-type: none"> 1. Definitions and scope of economics 2. Methodology of economic research 3. Statistical and econometric relationship 4. Regression as illustration of relationship in economics 5. Correlation and causation 6. The nature and scope of the economic process 	10
II: Statistical Concepts	5	<ul style="list-style-type: none"> 1. Normal distribution, Chi-square, t and F distributions 2. Estimation of parameters 3. Testing of hypothesis 4. Types I and type II errors 5. Power of a test 	10
III: Simple Linear Regression Model	5	<ul style="list-style-type: none"> 1. Two variable data, estimation of model by OLS method 2. Properties of least square estimators 3. Gauss-Markov Theorem 4. Faints standard errors 5. Testing of regression coefficient 6. Test for regression as a whole 	10
IV: Multiple Linear Regression Model	5	<ul style="list-style-type: none"> 1. Multiple regression analysis 2. Partial regression coefficients 3. Multiple coefficient of correlation 4. Partial correlation coefficient 5. Interpretation of multiple regression equation 	10
V: Relating the regression model	4	<ul style="list-style-type: none"> 1. Multiple model 2. Econometric modelling 3. Multiple model 4. Interpretation and econometric modelling 	10

(Signature)

Signature

FORMAT-2

Lesson Plan

Teacher: Chibumungang Janya

Semester: B.A. 5th Semester

Course: Introduction to Economics - C10

Lesson Topic	<ul style="list-style-type: none"> 1. Definition and scope of Economics 2. Methodology of economic research 3. Statistical and econometric relationship 4. Regression vs causation, Regression vs correlation
Desired Outcome	<ul style="list-style-type: none"> 1. The student will be able to learn the meaning, nature, and scope of economics 2. The student will understand the methodology of economic research 3. The student will be able to learn the statistical and econometric relationship 4. The student will understand the difference between regression and correlation, regression and correlation
Teaching / Learning Method	lecture method
Materials Needed	White board, Marker, chalk, Notebook etc.
Assignment / Follow Up	<ul style="list-style-type: none"> 1. Home work 2. Class test 3. Presentation 4. Revision 5. Remedial class
Lesson Duration	10 classes

(Signature)

Mount Mary College
Chibumungang Janya

FORMAT-2

Lesson Plan

Teacher: Chibumungang Janya

Semester: B.A. 5th Semester

Course: Introduction to Economics - C10

Lesson Topic	<ul style="list-style-type: none"> 1. OLS method 2. Least Square method 3. Gauss-Markov Theorem 4. Testing of regression coefficient 5. Test for regression as a whole
Desired Outcome	<ul style="list-style-type: none"> 1. The student will be able to learn the two variable data estimation of model by OLS method 2. The student will understand the estimation and properties of least square 3. The student will be able to learn the Gauss-Markov theorem, testing of regression coefficient
Teaching / Learning Method	Lecture method
Materials Needed	White board, Marker, chalk, Notebook etc.
Assignment / Follow Up	<ul style="list-style-type: none"> 1. Home work 2. Class test 3. presentation 4. Revision 5. Remedial class
Lesson Duration	10 classes

(Signature)

Mount Mary College
Chibumungang Janya

FORMAT-2

Lesson Plan

Teacher: Chibumungang Janya

Semester: B.A. 5th Semester

Course: Introduction to Economics - C10

Lesson Topic	<ul style="list-style-type: none"> 1. Multiple regression analysis 2. Partial regression coefficient 3. Multiple coefficient of correlation 4. Partial correlation coefficient 5. Interpretation of multiple regression equation
Desired Outcome	<ul style="list-style-type: none"> 1. The student will be able to learn the concept and applications of multiple and partial regression coefficient 2. The student will be able to learn the concept and application of partial correlation analysis and multiple coefficient of correlation
Teaching / Learning Method	lecture method
Materials Needed	White board, Marker, chalk, Notebook etc.
Assignment / Follow Up	<ul style="list-style-type: none"> 1. Home work 2. Class test 3. presentation 4. Revision 5. Remedial class
Lesson Duration	10 classes

(Signature)

Mount Mary College
Chibumungang Janya

Teacher: Chinningsang Jamin

Semester: B.A. 5th Semester

Paper: Introductory Econometrics - C10

Lesson Topic	<ol style="list-style-type: none"> ① Multicollinearity. ② Heteroscedasticity. ③ Autocorrelation.
Desired Outcome	<ol style="list-style-type: none"> ① Students will be able to learn the problems for the problem of multicollinearity, consequences of multicollinearity, post test for multicollinearity, and Remedial measures. ② The students will understand the meaning and causes of autocorrelation. ③ The students will understand the reasons for the problem of heteroscedasticity, consequences, test for heteroscedasticity and Remedial measures.
Teaching / Learning Method	Lecture Method.
Material Needed	White board, duster, marker, textbook etc.
Assignment / Follow Up	<ol style="list-style-type: none"> ① Home work. ② Class test. ③ presentation. ④ Revision. ⑤ Remedial class.
Lesson Duration	10 classes

(Signature)

PO – PSO – CO Mapping Matrix

Name of the paper: Introductory Microeconomics (Minor- FYUGP)

Class: B.A. 1st Semester

Department: Economics

Academic Year: June 2024- Dec 2024

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs): Introductory Microeconomics

CO1: Understand the fundamental concepts, scope, and methodology of economics and distinguish between different types of economic systems and their mechanisms for solving basic economic problems.

CO2: Analyze the laws of demand and supply, their determinants, and distinguish between individual and market behavior; evaluate the impact of elasticity on market outcomes and measure consumer and producer surplus.

CO3: Apply the utility approach (cardinal and ordinal) and understand consumer preferences through indifference curve analysis and the concept of revealed preference to explain consumer choice.

CO4: Examine short-run and long-run cost and revenue structures of firms under different market conditions, and interpret cost and revenue curves for decision-making.

CO5: Compare and contrast different market structures, especially perfect and imperfect competition, and determine the equilibrium of a firm and industry in the short run and long run under perfect competition.

PO-PSO-CO Mapping Matrix

Mapping Matrix of POs, POSs and COs (✓ = Strong Mapping, ~ = Moderate Mapping)

COs \ Outcomes	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	~	✓			✓	✓	✓		✓
CO2		✓		✓			✓	✓		✓
CO3		~		✓			✓	✓		✓
CO4			✓	✓			✓	✓		✓
CO5		✓	✓	✓	✓		✓	✓	✓	✓

Justifications for CO-PO-PSO Mapping:

CO1: Understand the fundamental concepts, scope, and methodology of economics...

- **PO1:** Economic foundations relate to social sciences and require critical inquiry.
- **PO2:** Basic terminology and economic systems encourage academic discussion.
- **PO3:** Economic understanding supports social awareness and real-world application.
- **PSO1:** Knowledge of economic systems is integral to understanding broader historical contexts.
- **PSO2:** Introduction to economic methodology supports historical analysis skills.
- **PSO3:** Concepts of resource allocation connect with the evolution of institutions.
- **PSO5:** Fundamental knowledge is useful in public-oriented fields like civil services.

CO2: Analyze laws of demand and supply, their determinants...

- **PO2:** Requires use of graphs, analysis, and argumentation to communicate outcomes.

- **PO4:** Involves analytical reasoning and modeling, essential for interpretation.
 - **PSO2:** Builds skills in critical data interpretation similar to analyzing historical sources.
 - **PSO3:** Connects to understanding how market forces shape social structures.
 - **PSO5:** Analytical frameworks applicable in writing and policy domains.
-

CO3: Apply utility approach and understand consumer preferences...

- **PO2:** Understanding and communicating abstract models demand academic precision.
 - **PO4:** Analytical tools like indifference curves build deep analytical capacity.
 - **PSO2:** Applies interpretive strategies essential in both economic and historical analysis.
 - **PSO3:** Insights into consumer behavior reveal socio-economic institutional development.
 - **PSO5:** Important for careers needing applied economic knowledge.
-

CO4: Examine short-run and long-run cost and revenue structures...

- **PO3:** Economic decision-making directly relates to societal and civic contexts.
 - **PO4:** Requires analytical thinking to assess firm behavior.
 - **PSO2:** Trains students in interpreting data and logic structures.
 - **PSO3:** Helps understand the operational structure of economic institutions.
 - **PSO5:** Relevant for career applications in economics-related fields.
-

CO5: Compare and contrast market structures...

- **PO2:** Communicating complex comparisons sharpens academic discourse skills.
- **PO3:** Real-world relevance promotes civic and economic responsibility.
- **PO4:** Encourages critical evaluation of institutional functioning.
- **PO5:** Builds independent, ethical, and critical scholarly engagement.
- **PSO2:** Applies interpretation and critique akin to historical analysis.
- **PSO3:** Explains evolution of economic institutions and systems.
- **PSO4:** Assesses integration and diversity in market behaviors and regional impacts.
- **PSO5:** Directly relevant to teaching, policy, and competitive examinations.

Evaluation Structure and Assessment Pattern for the subject Introductory Microeconomics:

Total Marks: 100

- **External Examination (75 Marks)**
- **Internal Assessment (25 Marks)**

External Examination (75 Marks)

Pattern: Written Examination (3 hours)

1. Section A – Descriptive / Long Answer Questions (50 Marks)

- **5 Questions × 10 Marks each = 50 Marks**
- **Choice Pattern:** Attempt 5 out of 10
- **Coverage:** One question from each unit, allowing optional choice

Focus: In-depth understanding, conceptual clarity, structured reasoning

2. Section B – Short Notes (10 Marks)

- **5 Notes × 2 Marks each = 10 Marks**
- **Choice Pattern:** Attempt 5 out of 8
- **Coverage:** Across all five units

Focus: Key terms, brief explanations, definitions, small diagrams where needed

3. Section C – Objective Type (MCQs) (15 Marks)

- **15 Questions × 1 Mark each = 15 Marks**
- **Format:** Multiple Choice (4 options)
- **Coverage:** Entire syllabus, including definitions, examples, and analytical reasoning

Focus: Testing factual recall, conceptual understanding, and quick application

Internal Assessment (25 Marks)

Components:

1. Class Test / Mid-Semester Test – 10 Marks

- Short and medium answer type questions covering Units I–V

2. Assignments / Projects – 10 Marks

- Individual or group assignments (e.g., real-life demand/supply study, graphical analysis, cost curves, market surveys)

3. Attendance and Class Participation – 5 Marks

- Based on punctuality, attendance percentage, and involvement in class discussions

FORMAT-I

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Introductory Microeconomics
Subject Code: EC1:CC1
Semester: B.Com. 1st Semester
Name of Teacher: Chandrashekar Jeyaraj

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I: Exploring the Subject Matter of Economics	Introduction to microeconomics	1. Meaning, nature and scope of economics. 2. Methodology of economics. 3. The basic economic problems. 4. Science of economics. 5. Role of price mechanism. 6. Economic Systems.	8
II: Demand and Supply	Concept of demand and supply	1. Law of demand and supply. 2. Determinants of individual demand and supply. 3. Assumptions of individual demand and supply. 4. Shifts in the demand and supply curves. 5. Elasticity and its application. 6. Producer and Producer Surplus.	8
III: Consumer Theory	Theory of Consumer Behaviour	1. Cardinal and ordinal utility approach. 2. Consumer Preferences. 3. Indifference curves. 4. The marginal rate of substitution. 5. Revealed preference: Theorem and hypothesis.	8
IV: Costs and Revenue	Theory of cost and Revenue	1. Costs and cost curves. 2. Derivation of short and long run cost curves and their relationships. 3. Break-even and various curves under perfect market. 4. Break-even and various curves under imperfect market.	8
V: Market Structure	Theory of market	1. Concept and features of perfect competition. 2. Concept and features of imperfect competition. 3. Short-run equilibrium of firm and industry under perfect competition. 4. Long-run equilibrium of firm and industry under perfect competition.	8

Signature: _____

FORMAT-II

Lesson Plan

Teacher: Chandrashekar Jeyaraj
Semester: B.Com. 1st Semester
Paper: Introductory Microeconomics

Lesson Topic	Unit - I 1. Meaning, nature and scope of economics. 2. Methodology of economics. 3. The basic economic problems.
Desired Outcome	1. The students will understand the meaning, nature and scope of economics. 2. The students will understand the methodology of economics. 3. The students will learn about the use of deductive and inductive methods in formulating economic laws and generalizations. 4. The students will develop the critical thinking skills, which will help them to analyse and evaluate the economic issues.
Teaching / Learning Method	Method of discussion method.
Materials Needed	Text book, Notes, classmate board.
Assignment / Follow Up	1. Class test. 2. Home work. 3. presentation. 4. Quiz.
Lesson Duration	87 classes.

Signature: _____

FORMAT-2

Lesson Plan

Teacher: Shubhanshu Singh, Jharkhand

Semester: 8th Sem. 1st Semester

Topic: Introductory Microeconomics

Lesson Topic	Unit-1 1. Science of economics 2. Role of price mechanism. 3. Economic Systems.
Desired Outcome	1. The students will understand the science of economics. 2. The students will be able to learn about the role of price mechanism. 3. The students will be able to learn about the different economic systems, their characteristics, advantages and disadvantages.
Teaching / Learning Method	Lecture & discussion method.
Materials Needed	Textbook, markers, slides, board.
Assignment / Follow Up	1. class test 2. Discussion 3. presentation 4. Revision 5. Remedial class.
Lesson Duration	41 class.

FORMAT-2

Lesson Plan

Teacher: Shubhanshu Singh, Jharkhand

Semester: 8th Sem. 1st Semester

Topic: Introductory Microeconomics

Lesson Topic	Unit-II 1. Cardinal and ordinal utility approach. 2. Consumer's preference. 3. Indifference curves. 4. The marginal rate of substitution. 5. Revealed preference, axioms and hypothesis.
Desired Outcome	1. The students will understand the cardinal and ordinal utility approaches to consumer equilibrium. 2. The students will learn the derivation of consumer equilibrium. 3. The students will be able to learn about meaning and properties of indifference curve. 4. The students will learn meaning and types of MRS. 5. The students will learn the concept of revealed preference hypothesis.
Teaching / Learning Method	Lecture & discussion method.
Materials Needed	Blackboard, markers, slides, text book.
Assignment / Follow Up	1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class.
Lesson Duration	8 class.

FORMAT-2

Lesson Plan

Teacher: Shubhanshu Singh, Jharkhand

Semester: 8th Sem. 1st Semester

Topic: Introductory Microeconomics

Lesson Topic	Unit-IV 1. Costs and cost curves. 2. Derivation of short and long run cost curves and their relationship. 3. Perfect and imperfect competition under perfect and imperfect competition.
Desired Outcome	1. The students will be able to learn about the meaning, function of cost and different types of cost curves. 2. The student will understand the derivation of the short run and long run cost curves and their relationship. 3. The students will be able to learn about the meaning of perfect and imperfect competition under perfect and imperfect competition.
Teaching / Learning Method	Lecture and discussion method.
Materials Needed	White board, markers, slides, text book.
Assignment / Follow Up	1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class.
Lesson Duration	8 class.

FORMAT-2

Lesson Plan

Teacher: Shubhanshu Singh, Jharkhand

Semester: 8th Sem. 1st Semester

Topic: Introductory Microeconomics

Lesson Topic	Unit-V 1. Concept and pattern of perfect competition. 2. Concept and pattern of imperfect competition. 3. Short-run equilibrium of firm and industry under perfect competition. 4. Long-run equilibrium of firm and industry under perfect competition.
Desired Outcome	1. The students will understand the meaning and features of perfect and imperfect competition. 2. The students will be able to understand how the short-run equilibrium of firm and industry is determined in perfect competition. 3. The students will be able to understand how the long-run equilibrium of firm and industry is determined in perfect competition.
Teaching / Learning Method	Lecture & discussion method.
Materials Needed	White board, slides, markers, textbook.
Assignment / Follow Up	1. Home work. 2. class test. 3. presentation. 4. Revision. 5. Remedial class.
Lesson Duration	8 class.

PO – PSO – CO Mapping Matrix

Name of the paper: Business Economics (Honours- FYUGP)

Class: B.com 6th Semester

Department: Economics

Academic Year: Jan 2025- Dec 2025

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1:

Understand the meaning, nature, and scope of Business Economics and apply basic economic theories and principles in business decision-making.

CO2:

Analyze consumer behavior and demand patterns using utility theories and elasticity concepts, and apply demand forecasting techniques for effective business planning.

CO3:

Examine the production process, cost structures, and derive short-run and long-run cost curves to make optimal production decisions.

CO4:

Evaluate different pricing strategies and understand market structures to determine price and output decisions under various competitive conditions.

CO5:

Interpret macroeconomic indicators like national income and analyze the impact of business cycles, inflation, and deflation on business operations.

PO-PSO-CO Mapping Matrix

COs ↓ / POs & PSOs →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓				✓	✓		✓
CO2			✓				✓	✓		✓
CO3			✓	✓			✓	✓		✓
CO4		✓	✓	✓			✓	✓		✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification for CO–PO/PSO Mapping**CO1: Understanding Business Economics & Decision-Making**

- **PO1:** Supports critical inquiry into economic behaviors as part of social sciences.
- **PO3:** Applies economic theories to real-world business scenarios.
- **PSO2 & PSO3:** Involves interpreting sources and understanding institutional economic structures.
- **PSO5:** Prepares students for real-world applications such as civil services or teaching.

CO2: Consumer Behavior & Demand Forecasting

- **PO3:** Ties economic behavior to social awareness and market trends.
- **PSO2:** Encourages use of historical methods and economic analysis.
- **PSO3:** Links evolution of economic institutions with consumer behavior.
- **PSO5:** Demand forecasting is a practical skill needed in multiple careers.

CO3: Production & Cost Structures

- **PO3:** Demonstrates civic responsibility in managing production costs efficiently.
- **PO4:** Analyzes cost and production from a critical, historical-economic lens.
- **PSO2 & PSO3:** Studies development of economic institutions over time and their cost functions.
- **PSO5:** Practical production and cost analysis is useful in professional practice.

CO4: Pricing Strategies & Market Structures

- **PO2:** Involves academic communication of pricing theory and strategies.
- **PO3:** Real-world applications of pricing and market behavior.
- **PO4:** Develops analysis skills for competitive market environments.
- **PSO2 & PSO3:** Critical interpretation of economic systems and strategies.
- **PSO5:** Directly connects to business, policy-making, and teaching roles.

CO5: Macroeconomic Indicators & Business Cycles

- **PO1 – PO5:** Integrates broad humanities understanding with analytical, ethical, and lifelong learning.
- **PSO1 – PSO5:** Encompasses historical trends in macroeconomic conditions and prepares students for careers that require such understanding.

Evaluation Structure and Assessment Pattern

Subject: Business Economics

Total Marks: 100

- **External Examination:** 75 Marks
- **Internal Assessment:** 25 Marks

Evaluation Structure

External Examination (75 Marks)

- **Duration:** 3 Hours
- **Pattern:** Descriptive Type Questions
- **Total Questions:** 5 Questions (One from each unit)
- **Marks per Question:** 15 Marks
- **Choice Pattern:** Internal choice (Either/Or type) per unit

Unit	Topic	Marks	Question Type
I	Basic Concepts	15	Descriptive
II	Consumer Behavior & Elasticity	15	Descriptive
III	Production and Cost	15	Descriptive
IV	Pricing & Market	15	Descriptive
V	Macro Aspects	15	Descriptive
Total		75	

Internal Assessment (25 Marks)

- **Class Tests / Quizzes:** 10 Marks
 - Two short class tests or quizzes based on objective/short answer questions
- **Assignments / Projects:** 10 Marks
 - One individual or group assignment/project related to real-world applications of business economics concepts (e.g., demand forecasting, cost analysis, market structure analysis)
- **Attendance & Participation:** 5 Marks
 - Based on class attendance and active participation in discussions, presentations, and group activities

Component	Description	Marks
Class Tests/Quizzes	Based on syllabus coverage	10
Assignment/Project	Practical application	10
Attendance & Participation	Engagement in class	5
Total		25

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan - June, 2025)

Course Name: Business Economics

Subject Code: C15

Semester: B.Com 6th Semester

Name of Teacher: Chaba

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Basic concept	1. Meaning, nature & scope of Business Economics. 2. Basic problems of an economy. 3. Application of economic theory in decision making. 4. Steps in decision making.	12
II	Consumer Behaviour and Elasticity of demand	1. Theory of demand and supply. 2. Demand forecasting. 3. Cardinal utility analysis.	12
III	Production & Cost	1. Theory of production. 2. Theory of cost.	12
IV	Pricing & Market	1. Theory of pricing. 2. Concept of market. 3. Factors pricing.	12
V	Macro Market of Business Economics	1. Meaning & concept of National Income. 2. Measurement of National Income. 3. Theory of Business cycle. 4. Inflation, interest, saving, investment.	12

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FORMAT-2

Lesson Plan

Teacher: Chaba

Semester: B.Com 6th Semester

Paper: Business Economics

Lesson Topic	Unit-1 1. Meaning, nature & scope of Business Economics. 2. Basic problem of an economy. 3. Application of economic theory in decision making. 4. Steps in decision making.
Desired Outcome	1. The students will be able to explain the meaning, nature & scope of business economics. 2. The students will be able to compare the central problems of economy. 3. The students will understand how economic theory provides answers in decision making. 4. Students will be able to understand the steps in decision making.
Teaching / Learning Method	1. Lecture method. 2. Speed teaching method.
Materials Needed	Journal, textbook, White board, Marker, Maps etc.
Assignment / Follow Up	1. class test. 2. Assignment. 3. Group discussion. 4. Remedial class. 5. Question paper discussion.
Lesson Duration	12 classes

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FORMAT-2

Lesson Plan

Teacher: Chaba

Semester: B.Com 6th Semester

Paper: Business Economics

Lesson Topic	Unit-2 1. Theory of demand. 2. Theory of supply. 3. Demand forecasting. 4. Utility analysis.
Desired Outcome	1. The students will be able to explain the meaning, nature, elasticity of demand. 2. The students will be able to explain the meaning, nature, elasticity of supply. 3. Students will be able to understand the meaning and methods of demand forecasting. 4. The students will be able to compare and contrast the cardinal and ordinal utility approaches.
Teaching / Learning Method	1. Lecture method. 2. Speed teaching method.
Materials Needed	Journal, textbook, Whiteboard, Marker, Maps etc.
Assignment / Follow Up	1. Class test. 2. Assignment. 3. Group discussion. 4. Remedial class. 5. Question paper discussion.
Lesson Duration	12 classes

FORMAT-2

Lesson Plan

Teacher: Chaba

Semester: B.Com 6th Semester

Paper: Business Economics

Lesson Topic	Unit-3 1. Theory of pricing. 2. Concept of market. 3. Factors pricing.
Desired Outcome	1. The students will be able to explain the factors of pricing, perfect pricing, imperfect pricing, perfect competition, monopoly, oligopoly, monopolistic competition. 2. The students will be able to compare and contrast the perfect and imperfect market.
Teaching / Learning Method	1. Lecture method. 2. Speed teaching method.
Materials Needed	Journal, textbook, Whiteboard, Marker, Maps etc.
Assignment / Follow Up	1. Class test. 2. Assignment. 3. Group discussion. 4. Remedial class. 5. Question paper discussion.
Lesson Duration	12 classes

Teacher: Chaba
 Subject: Business Economics
 Topic: Business Economics

Lesson Topic	Unit-5 1. Meaning of concept of National income. 2. Measurement of National income. 3. Theory of Business cycle. 4. Consumption, Income, savings investment.
Desired Outcome	1. The students will be able to explain the meaning, concept of national income. 2. Enable the students to understand the various production, expenditure means of measuring national income. 3. The students will understand the meaning, phase of business cycle.
Teaching / Learning Method	1. Lecture method. 2. Spaced teaching method.
Materials Needed	Journal, textbook, white board, marker pen, slides.
Assignment / Follow Up	1. Class test. 2. Assignment. 3. Group discussion. 4. Remedial class. 5. Question paper discussion.
Lesson Duration	12 classes.

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PO - PSO - CO Mapping Matrix

Name of the Paper: Development Economics-I (Honors-FYUGP)

Class: B.A. 6th Semester

Department: Economics

Academic Session: Jan 2025- May 2025

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand and distinguish key concepts of economic growth and development, including their indicators, measurement, and relevance in the context of underdevelopment.

CO2: Analyze classical and modern theories of economic development proposed by economists such as Adam Smith, Ricardo, Malthus, J.S. Mill, Karl Marx, Schumpeter, and Amartya Sen.

CO3: Evaluate various models of economic growth including Harrod-Domar, Solow, Joan Robinson, Kaldor, and Romer, and understand the convergence hypothesis in cross-country contexts.

CO4: Interpret and assess partial theories of growth such as circular causation, stages of growth, big push theory, and strategies like balanced and unbalanced growth.

CO5: Apply concepts of investment and economic planning in the context of less developed countries (LDCs), including investment criteria, choice of techniques, and cost-benefit analysis for project evaluation.

CO-PO-PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO5
CO1	3	2	2	2	2	3	2	2	2
CO2	3	3	2	2	2	3	3	2	2
CO3	3	3	3	3	2	3	3	3	3
CO4	2	3	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3

Justifications for CO-PO Mappin

- **CO1: Understanding Economic Growth and Development**
 - *PO1:* Develops a foundational understanding of economic concepts, fostering critical inquiry.
 - *PO2:* Enhances communication skills through the explanation of economic indicators.
 - *PO3:* Encourages civic responsibility by linking economic development to societal welfare.
 - *PO4:* Promotes analytical skills by examining the relevance of economic indicators.
 - *PO5:* Instills a commitment to lifelong learning in economic theories and practices.
- **CO2: Analyzing Classical and Modern Theories**
 - *PO1:* Broadens understanding of economic thought, integrating humanities and social sciences.
 - *PO2:* Develops the ability to engage in historical and cultural debates using academic tools.
 - *PO3:* Applies interdisciplinary knowledge to real-world challenges through civic responsibility.
 - *PO4:* Enhances analytical skills in examining historical narratives and their impact.
 - *PO5:* Encourages lifelong learning through the study of diverse economic theories.
- **CO3: Evaluating Economic Growth Models**
 - *PO1:* Deepens understanding of economic models, fostering critical inquiry.
 - *PO2:* Enhances communication skills by explaining complex economic models.
 - *PO3:* Applies interdisciplinary knowledge to assess real-world economic challenges.

- *PO4*: Develops analytical skills in evaluating the effectiveness of growth models.
 - *PO5*: Promotes lifelong learning through the study of various economic growth models.
 - **CO4: Interpreting Partial Theories of Growth**
 - *PO1*: Expands understanding of partial growth theories, integrating social sciences.
 - *PO2*: Enhances communication skills by interpreting and discussing growth theories.
 - *PO3*: Applies interdisciplinary knowledge to interpret partial growth theories.
 - *PO4*: Develops analytical skills in assessing the impact of partial growth theories.
 - *PO5*: Encourages lifelong learning through the exploration of diverse growth theories.
 - **CO5: Applying Investment and Planning Concepts**
 - *PO1*: Applies understanding of investment and planning in economic contexts.
 - *PO2*: Enhances communication skills by presenting investment and planning concepts.
 - *PO3*: Applies interdisciplinary knowledge to evaluate investment and planning strategies.
 - *PO4*: Develops analytical skills in assessing investment and planning decisions.
 - *PO5*: Promotes lifelong learning through the application of investment and planning concepts.
-

Justifications for CO-PSO Mapping

- **CO1: Understanding Economic Growth and Development**
 - *PSO1*: Provides foundational knowledge of economic growth and development.
 - *PSO2*: Enhances understanding of economic indicators and their implications.
 - *PSO3*: Develops the ability to assess economic development strategies.
 - *PSO5*: Applies economic concepts to real-world scenarios in public history.
- **CO2: Analyzing Classical and Modern Theories**
 - *PSO1*: Deepens understanding of classical and modern economic theories.
 - *PSO2*: Enhances ability to analyze and interpret economic theories.
 - *PSO3*: Develops skills to assess the applicability of economic theories.
 - *PSO5*: Applies theoretical knowledge to practical scenarios in public history.
- **CO3: Evaluating Economic Growth Models**
 - *PSO1*: Provides insights into various economic growth models.
 - *PSO2*: Enhances ability to evaluate the effectiveness of different growth models.
 - *PSO3*: Develops skills to assess the impact of growth models on economic development.
 - *PSO5*: Applies knowledge of growth models to real-world economic challenges.
- **CO4: Interpreting Partial Theories of Growth**
 - *PSO1*: Expands understanding of partial growth theories.
 - *PSO2*: Enhances ability to interpret and analyze partial growth theories.
 - *PSO3*: Develops skills to assess the relevance of partial growth theories.

- *PSO5*: Applies understanding of partial growth theories to practical scenarios.
- **CO5: Applying Investment and Planning Concepts**
 - *PSO1*: Provides knowledge of investment and planning concepts in economic contexts.
 - *PSO2*: Enhances ability to evaluate investment and planning strategies.
 - *PSO3*: Develops skills to apply investment and planning concepts in real-world scenarios.
 - *PSO5*: Applies investment and planning knowledge to public history and teaching.

Evaluation structure and assessment pattern

Total Marks: 100

- **External Examination (University/Board): 75 Marks**
- **Internal Assessment (College/Department): 25 Marks**

External Examination (75 Marks)

Pattern:

- **Long Answer Type Questions**
- Each question carries **15 marks**
- **5 Questions in total** to be answered

Suggested Structure:

Section	Type of Question	Number of Questions	Marks per Question	Total
A	Long Answer (Essay Type)	5 (out of 10 choices)	15	75

- Each question may be set from a different **Unit** to ensure coverage of the full syllabus:
 - Unit I: Concepts of Growth and Development
 - Unit II: Theories of Economic Development
 - Unit III: Theories of Economic Growth
 - Unit IV: Partial Theories of Growth and Development
 - Unit V: Investment and Planning

Internal Assessment (25 Marks)

Suggested Breakdown:

Component	Marks
Class Test / Mid-Sem Exam	10
Assignment / Term Paper	5
Presentation / Seminar	5
Attendance / Participation	5
Total	25

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2025 - May 2025)


Course Name: Development Economics-I

Subject Code: EC6.CC12

Semester: B.A. 6th Semester

Name of Teacher: Sago

Unit	Chapter	Contents/Topics	No. of Class Required (Duration)
<u>I</u>	<u>Concept of growth and development</u>	1. Concept of economic development and growth. 2. Concept of development and underdevelopment. 3. Importance of agriculture, industry and infrastructure.	<u>14</u>
<u>II</u>	<u>Theories of Economic development</u>	1. Adam Smith theory 2. Ricardo theory 3. Marx & Lenin theory 4. Karl Marx and Schumpeter 5. development as freedom - A Sen's view.	<u>13</u>
<u>III</u>	<u>Theories of Economic Growth</u>	1. Harrod-Domar model 2. Solow model 3. John Robinson model 4. Kaldor model 5. Romer model 6. convergence hypothesis.	<u>13</u>
<u>IV</u>	<u>Partial theories of growth and development</u>	1. Circular causation. 2. Stages of growth. 3. Big push theory 4. Balanced & unbalanced growth.	<u>10</u>
<u>V</u>	<u>Investment and planning</u>	1. Meaning and need for planning. 2. Types of planning. 3. Investment criterion 4. choice of technique in LDC 5. Cost-benefit analysis.	<u>10</u>

 Sago
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FORMAT-2


Lesson Plan

Teacher: Sago

Semester: B.A. 6th Semester

Page: Development Economics-I

Lesson Topic	1. concepts of growth and development. 2. Theories of Economic development. 3. Theories of Economic growth. 4. partial theories of growth and development. 5. investment and planning
Desired Outcome	1. Conceptual clarity 2. Analytical skills. 3. Comparative perspective. 4. application of theories 5. understanding investment and planning 6. critical engagement with literature.
Teaching / Learning Method	1. Lecture Method. 2. Discussion Method.
Materials Needed	1. Text book 2. Model, Poster, Board, 3. Article 4. Journal
Assignment / Follow Up	1. Class test. 2. Home work. 3. presentation. 4. Remedial class 5. Question paper discussion
Lesson Duration	<u>60</u>

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PO - PSO - CO Mapping Matrix

Name of the Paper: Intermediate Microeconomics-II (Minor-FYUGP)

Class: B.A. 4th Semester

Department: Economics

Academic Session: Jan 2025- May 2025

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Explain and analyze the theories of factor pricing, including wages and rent, using both classical and modern frameworks.

CO2: Evaluate different theories of profit, including innovation, risk, rent, and uncertainty theories, and apply them to real-world business contexts.

CO3: Interpret and assess various welfare economics concepts, including Pareto optimality, Benthamite criteria, and value judgments in policy-making.

CO4: Examine different forms of imperfect market structures—monopoly, monopolistic competition, and oligopoly—and analyze their pricing and output decisions.

CO5: Identify causes of market failures such as externalities, public goods, and asymmetric information, and assess potential policy solutions including the Coase theorem and government interventions.

Mapping Matrix Table

Course Outcome	Program Specific Outcomes (PSOs)	Program Outcomes (POs)	Justification
CO1 (Factor Pricing)	PSO3 (evolution of institutions), PSO2 (historical methods)	PO3 (interdisciplinary real-world application), PO4 (analytical skills)	Applying classical and modern factor-pricing theories requires historical understanding of labor, capital and land institutions (PSO3). It builds analytical frameworks (PO4) and uses interdisciplinary civic reasoning (PO3).
CO2 (Theories of Profit)	PSO1 (broad historical knowledge), PSO2	PO1 (reflective thinking), PO4	Analyzing profit theories—innovation, risk, etc.—necessitates knowledge of historical economic developments (PSO1) and critical evaluation (PO2), fostering reflective thinking (PO1) and analytical skills (PO4).
CO3 (Welfare Economics)	PSO2, PSO3	PO1, PO3, PO5	Welfare concepts like Pareto and Benthamite criteria rely on evaluating diverse viewpoints (PO1) and affect social policy applications (PO3), encouraging ethical curiosity (PO5) through the use of evidence-based methods (PSO2).
CO4 (Imperfect Markets)	PSO2, PSO3	PO4, PO2	Examining monopoly, oligopoly, etc. demands analytical deconstruction of markets (PO4) and application of economic models (PO2), while grounding them in historical evolution of markets and firms (PSO3).

CO5 (Market Failures & Policy)	PSO3, PSO4 (regional diversity & integration), PSO2	PO3, PO5	Studying externalities, public goods, Coase, etc. links historical institutional evolution (PSO3) and regional socio-economic variation (PSO4) to civic policy application (PO3) and ethical reasoning (PO5).
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Summary of Alignments

- **PO1** (critical inquiry) is supported by CO 2 & 3 through reflective evaluation of economic theories.
- **PO2** (academic communication) links to CO 2 & 4 where academic tools are used for analysis.
- **PO3** (civic responsibility) aligns with CO 1, 3 & 5 as they address real-world economic and policy challenges.
- **PO4** (analytical skills) is inherent to CO 1, 2 & 4 via quantitative and theoretical model evaluation.
- **PO5** (lifelong learning & ethics) is nurtured in CO 3 & 5 by engaging with welfare ethics and policy reasoning.

Evaluation structure and assessment pattern

Total Marks: 100

- **External Examination (University Exam): 75 Marks**
- **Internal Assessment: 25 Marks**

External Examination (75 Marks)

Pattern:

- Long Answer Type Questions (10 Marks each)**
 - **Total Marks:** 50
 - **No. of Questions:** 5 questions × 10 marks = 50 marks
 - **Expected Answers:** Analytical/descriptive answers with explanation, derivations, diagrams (if applicable).
- Short Answer Type Questions (2 Marks each)**
 - **Total Marks:** 10
 - **No. of Questions:** 5 questions × 2 marks = 10 marks
 - **Expected Answers:** Concise definitions, explanations, and short conceptual responses.
- Multiple Choice Questions (MCQs - 1 Mark each)**
 - **Total Marks:** 15
 - **No. of Questions:** 15 questions × 1 mark = 15 marks
 - **Expected Answers:** Objective type with one correct option.

Internal Assessment (25 Marks)

Components may vary by institution but typically include:

- **Class Tests / Quizzes:** 10–15 Marks
- **Assignments / Presentations / Projects:** 5–10 Marks
- **Attendance & Participation:** Up to 5 Marks

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan 2025 - May 2025)


Course Name: Intermediate Microeconomics - II

Subject Code: ECH.CC4

Semester: 4th Semester

Name of Teacher: Sage

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Wage and Rent	1. Wage Differential 2. Marginal productivity theory of wages. 3. Production theory of wage. 4. Theory of Rent.	14
II	Theories of profit	1. Innovation theory of profit. 2. Risk theory of profit. 3. Economic theory of profit. 4. Uncertainty theory of profit.	13
III	Welfare Economics	1. Nature, Scope and concept of welfare economics. 2. Extension of Measuring Social Welfare.	13
IV	Imperfect Market Structure	1. Monopoly market. 2. Monopolistic market. 3. Oligopoly market.	10
V	Market Failure	1. Concept of Externalities 2. Coase theorem 3. Public goods. 4. Asymmetric Information	10

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FORMAT-2


Lesson Plan

Teacher: Sage

Semester: 4th Semester

Page: Intermediate Microeconomics - II

Lesson Topic	<ol style="list-style-type: none"> 1. Theory of Rent 2. Theories of profits. 3. Welfare Economics. 4. Imperfect market structure. 5. Market failure. 6.
Desired Outcome	<ol style="list-style-type: none"> 1. Conceptual clarity in Microeconomic theory 2. Application of Mathematical tools 3. Understanding of market structures. 4. Indirect into factor market 5. Group of welfare and Market failure.
Teaching - Learning Method	<ol style="list-style-type: none"> 1. Lecture Method 2. Discussion Method
Materials Needed	<ol style="list-style-type: none"> 1. Textbook 2. Marker pen 3. Board 4. Duster 5. Articles
Assignment / Follow Up	<ol style="list-style-type: none"> 1. Class test 2. Presentation 3. Home work 4. Remedial class
Lesson Duration	60

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PO – PSO – CO Mapping Matrix

Name of the paper: International Economics (Honours- FYUGP)

Class: B.A. 6th Semester

Department: Economics

Academic Year: Jan 2025- May 2025

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the **meaning, features, and significance of international trade** and distinguish between **inter-regional and international trade**, including an overview of current global trade dynamics.

CO2: Analyze classical and modern **theories of international trade**, including the **Ricardian, Specific Factors, Heckscher-Ohlin models**, and **New Trade Theories** such as the **Product Cycle Theory** and **Krugman's Model**; evaluate the role of **outsourcing** and **Multinational Enterprises (MNEs)** in the global economy.

CO3: Evaluate various **trade policy instruments**, understand the **political economy behind trade policies**, and critically examine **contemporary trade policy debates and controversies**.

CO4: Understand and assess **international macroeconomic policies**, including the debate over **fixed versus flexible exchange rates**, the role of the **international monetary system**, and the effects of **financial globalization** and **import quotas**.

CO5: Gain knowledge of major **international economic institutions and regional trading blocs** such as the **IMF, World Bank, WTO, ADB, and ASEAN**, and understand India's engagement through initiatives like the **Look East/Act East Policy**.

PO–PSO–CO Mapping Matrix

Course Outcomes (COs) ↓ / Outcomes →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1: Understanding international trade basics	✓		✓	✓		✓	✓	✓		✓
CO2: Theories of trade & MNEs		✓	✓	✓	✓	✓	✓	✓		✓
CO3: Trade policy instruments & debates		✓	✓	✓	✓	✓	✓	✓		✓
CO4: International macroeconomic policies		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5: Institutions & India's foreign trade policies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justifications for Mappings

CO1: Understanding international trade basics

- **PO1:** Global trade's evolution connects with humanities and socio-economic shifts.
- **PO3:** Real-world trade understanding builds civic and global awareness.
- **PO4:** Trade patterns and structures offer insights into historical impacts on modern society.
- **PSO1:** Understanding historical contexts of trade.
- **PSO2:** Applying interpretive strategies to trade phenomena.
- **PSO3:** Analysis of political and economic institutions tied to trade.
- **PSO5:** Knowledge supports civil service, academic, and public engagement.

CO2: Theories of trade & MNEs

- **PO2:** Requires academic language and conceptual communication.
- **PO3:** Links theory with real-world corporate and economic dynamics.
- **PO4:** Analytical examination of evolving trade theories.
- **PO5:** Encourages continued inquiry into economic thought.
- **PSO1–PSO3:** Theories reflect evolution of economic and institutional systems.
- **PSO5:** Foundations for careers in policy and education.

CO3: Trade policy instruments & debates

- **PO2:** Involves effective communication of complex policy topics.
- **PO3:** Directly tied to policy relevance and societal debates.
- **PO4:** Requires critical and analytical thinking.
- **PO5:** Develops skills for informed debate and lifelong learning.
- **PSO1–PSO3:** Grounded in historical development of trade and statecraft.
- **PSO5:** Relevance in government service and academia.

CO4: International macroeconomic policies

- **PO2:** Involves advanced academic discourse.
- **PO3:** Connects economic institutions with real-world effects.
- **PO4:** Understanding implications on society.
- **PO5:** Invites ethical reasoning on global finance.
- **PSO1–PSO5:** Links institutional evolution with national development and policy applications.

CO5: Institutions & India's foreign trade policies

- **PO1:** Involves multidisciplinary understanding (economics, history, political science).
- **PO2:** Critical communication of institutional roles.
- **PO3:** Understanding trade institutions' role in global and national development.
- **PO4:** Assessing institutional impact historically and currently.
- **PO5:** Fosters lifelong engagement with policy and development.
- **PSO1–PSO5:** Involves comprehensive historical, institutional, and civic understanding applicable in multiple career domains.

Evaluation Structure and Assessment Pattern

Evaluation Structure

Component	Marks	Description
External Examination	75	University-conducted written exam with descriptive questions
Internal Assessment	25	Conducted by the institution (classroom-based)
Total	100	

Assessment Pattern

External Examination (75 Marks)

- **Duration:** 3 Hours
- **Question Pattern:** Descriptive Essay-Type Questions
- **Structure:**
 - **5 Questions × 15 Marks each = 75 Marks**
 - Each question will be from a different unit, ensuring coverage of all five units.
 - Internal choice can be provided within each question (Answer **1 out of 2** options per question).

Internal Assessment (25 Marks)

The internal component will be distributed as follows:

Component	Marks	Details
Class Test(s)	10	At least one mid-semester test based on Units I–III
Assignment/Project	10	Written assignment or presentation on topics from Units IV or V
Class Participation/Attendance	5	Based on punctuality, regularity, and participation in class discussions

Notes:

- Students must **score a minimum of 40%** in the external exam (i.e., 30 marks) to qualify.
- Internal marks are added only if the external pass mark is achieved.
- Assignments may include contemporary analysis of international trade policies, case studies on WTO disputes, or regional trade agreements.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2019-2020)


Course Name: International Economics


Subject Code: EE6, EE10

Semester: B.A. 2nd Semester

Name of Teacher: Chhabra

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>	<u>Introduction</u>	1. Meaning, features and importance of international trade. 2. Inter-Regional and international trade. 3. Types of trade. 4. An overview of world trade.	<u>10</u>
<u>II</u>	<u>Theories of International Trade</u>	1. Ricardian theory of international trade. 2. Heckscher-Ohlin model. 3. New trade theories. 4. Export-led vs. import-led growth and welfare.	<u>10</u>
<u>III</u>	<u>Trade Policies</u>	1. Instruments of trade policies. 2. Political economy of trade policies. 3. Constraints in trade policies.	<u>10</u>
<u>IV</u>	<u>International Monetary Policy</u>	1. Fixed versus Flexible Exchange Rates. 2. International Monetary System. 3. Financial Globalisation. 4. Import Quota.	<u>10</u>
<u>V</u>	<u>International Economic Institutions and Trading Blocks</u>	1. IMF 2. World Bank 3. WTO 4. ADB 5. ASEAN	<u>10</u>

 Chhabra
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Colaba, Mumbai

 Chhabra
Signature


FORMAT-2

Lesson Plan

Teacher: Chhabra

Subject: B.A. 2nd Semester

Paper: International Economics

Lesson Topic	Unit-1
Lesson Topic	1. Meaning, features of importance of international trade. 2. Inter-Regional & international trade. 3. Types of Trade 4. An overview of world trade.
Desired Outcome	1. The students will be able to explain the meaning, features of importance of international trade. 2. The students will be able to comprehend inter-regional & international trade. 3. The students will understand the meaning and types of trade.
Teaching / Learning Method	1. Lecture method 2. Spaced teaching method.
Materials Needed	Textbook, Marker pen, white board, duster
Assignment / Follow Up	1. Class test. 2. Home work. 3. Presentation. 4. Revision. 5. Remedial class. 6. Guest paper discussion.
Lesson Duration	<u>10 classes</u>  <u>Chhabra</u> Mount Mary College Colaba, Mumbai

FORMAT-2

Lesson Plan

Teacher: Chitra
 Semester: B.A. 6th Semester
 Paper: International Economics

Lesson Topic	<u>Unit-2</u> 1. Ricardian theory of international trade. 2. Heckscher-Ohlin model 3. New trade theories 4. Export in the global economy - knowledge and trade.
Desired Outcome	1. The students will be able to comprehend the classical and modern theory of trade. 2. The student will understand, in the presence of NMC in a country, effect on production, income and consumption.
Teaching / Learning Method	1. Lecture method. 2. Spaced teaching method.
Materials Needed	Textbook, Journal, Markers, board, Auster.
Assignment / Follow Up	1. Class test. 2. Home work. 3. Presentation - 4. Revision 5. Remedial class. 6. Question paper discussion
Lesson Duration	10 classes.

FORMAT-2

Lesson Plan

Teacher: Chitra
 Semester: B.A. 6th Semester
 Paper: International Economics

Lesson Topic	<u>Unit-3</u> 1. Instrument of trade policy 2. Political economy of trade policies 3. Interests in trade policy
Desired Outcome	1. The students will be able to explain different instruments of trade policy. 2. Understand the students to understand political economy of trade policies. 3. The students will understand interrelations in trade policies.
Teaching / Learning Method	1. Lecture method. 2. Spaced teaching method.
Materials Needed	Textbook, Journals, Marker, board, Auster.
Assignment / Follow Up	1. Class test. 2. Home work. 3. Presentation 4. Revision 5. Remedial class 6. Question paper discussion
Lesson Duration	10 classes

60
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 at: Shri. K. S. Chandra

FORMAT-2

Lesson Plan

Teacher: ChitraSemester: B.A. 8th SemesterPaper: International Economics

Lesson Topic	<u>Unit-4</u> 1. Fixed vs flexible exchange rates 2. International monetary system 3. Financial Globalization 4. Import quota.
Desired Outcome	1. The student will be able to explain the meaning of foreign exchange & exchange rate. 2. Analyze the student's understanding of international of foreign exchange rate. 3. The student will be able to comprehend the fixed & flexible exchange rate. 4. The student will understand the use of import quota for the benefit of a country.
Teaching / Learning Method	1. Lecture method. 2. Spaced teaching method.
Materials Needed	Textbook, Journal, Notes, board, duster
Assignment / Follow Up	1. Class test. 2. Home work. 3. presentation 4. Assignment. 5. Remedial class 6. Revision 7. Question paper discussion
Lesson Duration	10 classes

FORMAT-2

Lesson Plan

Teacher: ChitraSemester: B.A. 8th SemesterPaper: International Economics

Lesson Topic	<u>Unit-5</u> 1. IMF 2. World Bank 3. WTO 4. ADB 5. ASEAN
Desired Outcome	The student will be able to comprehend the history, organizational structure, functions of various international organizations.
Teaching / Learning Method	1. Lecture method. 2. Spaced teaching method
Materials Needed	Textbook, Journal, board, marker, duster
Assignment / Follow Up	1. Class test. 2. Assignment. 3. presentation 4. Remedial class. 5. Question paper discussion
Lesson Duration	10 classes

PO – PSO – CO Mapping Matrix

Name of the paper: Introductory Macroeconomics (Minor- FYUGP)

Class: B.A. 2nd Semester

Department: Economics

Academic Year: Jan 2025- May 2025

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the **nature, scope, and basic concepts of macroeconomics**, including the methods and challenges in measuring national income and interpreting the circular flow of income in two- and three-sector models.

CO2: Analyze and compare the **Classical and Keynesian theories of income and employment**, including the role of aggregate demand and supply in determining equilibrium output, and evaluate the effects of fiscal and monetary multipliers.

CO3: Demonstrate a comprehensive understanding of **money and its functions**, the quantity theory of money, measures of money supply, the process of credit creation, and the tools of monetary policy used by central banks.

CO4: Evaluate the causes and effects of **inflation and deflation**, including demand-pull and cost-push inflation, the concept of the inflationary gap, hyperinflation, and analyze policy measures to control inflation and the trade-off between inflation and unemployment through the Phillips Curve.

CO5: Explain the structure and components of the **Balance of Payments (BOP)**, identify the causes and remedies of disequilibrium in BOP, and distinguish between BOP and BOT while understanding adjustment mechanisms.

PO-PSO-CO Mapping Matrix

Mapping Matrix (✓ shows relevance; H = High, M = Medium, L = Low)

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	H	M	L	M	H	M	M
CO2	L	M	M	H	M	M	H	H	M	M
CO3	L	M	M	M	M	L	H	H	L	H
CO4	M	M	H	H	M	M	M	H	M	H
CO5	L	M	H	M	M	H	M	H	H	H

Justification for CO–PO/PSO Mapping

CO1: Macroeconomics concepts and national income

- **PO1 (M):** Encourages reflective thinking about national development and economic well-being.
- **PO3 (M):** Links to civic responsibility through understanding economic indicators.
- **PO4 (H):** Supports analysis of economic narratives in historical context.
- **PSO3 (H):** Connects macroeconomic concepts to the evolution of economic institutions.
- **PSO2 (M):** Engages with economic data as a source for historical-economic interpretation.

CO2: Classical & Keynesian theories

- **PO2 (M):** Involves communicating economic theories clearly.
- **PO3 (M):** Supports application of theory to real-world economic challenges.
- **PO4 (H):** Deepens analytical thinking via theoretical comparison.
- **PSO2 (H):** Strengthens interpretive skills.

- **PSO3 (H):** Theories help understand policy and institutional development.

CO3: Money, credit, monetary policy

- **PO3 (M):** Enhances awareness of financial systems and their societal role.
- **PO4 (M):** Helps analyze how monetary tools impact historical trends.
- **PSO2 (H):** Uses economic tools and strategies for historical analysis.
- **PSO3 (H):** Links monetary mechanisms to economic institutional development.
- **PSO5 (H):** Valuable for careers involving economic policy and public understanding.

CO4: Inflation, deflation, Phillips Curve

- **PO3 (H):** Teaches consequences of inflation on different social groups.
- **PO4 (H):** Enables examining economic crises and recovery mechanisms.
- **PSO3 (H):** Reveals impact of inflation on socio-economic institutions.
- **PSO5 (H):** Supports preparation for public service and policy roles.

CO5: Balance of Payments and trade

- **PO3 (H):** Encourages global economic awareness and policy comprehension.
- **PO4 (M):** Supports critical analysis of global economic issues in historical context.
- **PSO1 (H):** BOP analysis is tied to global and regional historical economic patterns.
- **PSO3 (H):** Offers insights into institutional response to trade and finance.
- **PSO4 (H):** Relates to national integration via trade and economic policy.

Evaluation Structure and Assessment Pattern for the subject Introductory Microeconomics:

Total Marks: 100

- **External Examination (75 Marks)**
- **Internal Assessment (25 Marks)**

External Examination (75 Marks)

Pattern: Written Examination (3 hours)

1. Section A – Descriptive / Long Answer Questions (50 Marks)

- **5 Questions × 10 Marks each = 50 Marks**
- **Choice Pattern:** Attempt 5 out of 10
- **Coverage:** One question from each unit, allowing optional choice

Focus: In-depth understanding, conceptual clarity, structured reasoning

2. Section B – Short Notes (10 Marks)

- **5 Notes × 2 Marks each = 10 Marks**
- **Choice Pattern:** Attempt 5 out of 8
- **Coverage:** Across all five units

Focus: Key terms, brief explanations, definitions, small diagrams where needed

3. Section C – Objective Type (MCQs) (15 Marks)

- **15 Questions × 1 Mark each = 15 Marks**
- **Format:** Multiple Choice (4 options)
- **Coverage:** Entire syllabus, including definitions, examples, and analytical reasoning

Focus: Testing factual recall, conceptual understanding, and quick application

Internal Assessment (25 Marks)

Components:

1. Class Test / Mid-Semester Test – 10 Marks

- Short and medium answer type questions covering Units I–V

2. Assignments / Projects – 10 Marks

- Individual or group assignments

3. Attendance and Class Participation – 5 Marks

- Based on punctuality, attendance percentage, and involvement in class discussions

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan-June, 2025)

Course Name: Introductory Macro Economics

Subject Code: ECR 103

Semester: 3rd Sem

Name of Teacher: Chibba

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction to Macroeconomics	1. Meaning, nature & scope of Macro Economics. 2. Concept, importance, measurement of national income. 3. Circular flow of income.	11
II	Theories of Income & Employment	1. Classical Model 2. Keynesian Model 3. Fiscal & Monetary Multiplier	11
III	Money	1. Meaning & function of money 2. Quantity theory of money 3. Money supply 4. Credit creation 5. Tools of monetary policy	11
IV	Inflation	1. Concept of inflation 2. Concept of deflation 3. Concept of hyperinflation	11
V	Balance of Payment	1. Meaning and components of BoP 2. Causes of disequilibrium in BoP 3. Measures to correct BoP 4. Adjustment mechanism of BoP	11

Signature: Chibba

FORMAT-2

Lesson Plan

Teacher: Chibba

Semester: 3rd Sem

Subject: Introductory Macro Economics

Unit: 1

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1. Meaning, nature & scope of macro-economics. 2. Concept, importance, measurement of national income. 3. Circular flow of income.	1. The student will be able to explain the meaning & nature of macro-economics. 2. The student will understand the concept of GDP, GNP, private income, personal income, disposable income. 3. The student will understand the concept of national income and its expenditure. 4. The student will understand the flow of income in the circular flow of income.	1. Lecture method. 2. Spaced teaching method.	Textbook, Marker pen, board, duster.	1. Class test 2. Home work 3. Presentation 4. Revision 5. Remedial class 6. Question paper discussion.	11 classes.

Signature: Chibba

FORMAT-2

Lesson Plan

Teacher: Chibba

Semester: 3rd Sem

Subject: Introductory Macroeconomics

Unit: 2

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1. Classical Model of income, output and employment. 2. Monetary model. 3. Fiscal & monetary multiplier.	1. The students will be able to compare the classical and modern perspective of income, output and employment. 2. The students will be able to understand the Keynesian model and the multiplier effect on the supply of money.	1. Lecture method 2. Spaced teaching method	Textbook, Marker pen, white board, duster	1. Class test 2. Home work 3. Presentation 4. Revision 5. Remedial class 6. Question paper discussion	11 classes

Signature: Chibba

FORMAT-2

Lesson Plan

Teacher: Chibba

Semester: 3rd Sem

Subject: Introductory Macroeconomics

Unit: 3

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1. Meaning & function of money 2. Quantity theory of money 3. Money supply 4. Credit creation 5. Tools of monetary policy.	1. The students will be able to explain the meaning and function of money. 2. The students will be able to comprehend the Quantity theory of money. 3. The students will understand the concept of various measures of money supply. 4. The students will be able to explain the credit creation by banks. 5. The students will be able to explain the tools of monetary policy.	1. Lecture method 2. Spaced teaching method	Textbook, Marker pen, white board, duster	1. Class test 2. Home work 3. Presentation 4. Revision 5. Remedial class 6. Question paper discussion	11 classes

Signature: Chibba

Teacher: Alvin
 Semester: 2nd Sem
 Paper: Introductory Microeconomics

Lesson Topic	<u>Unit-4</u> 1. Concept of Inflation 2. Concept of deflation 3. Concept of hyperinflation
Desired Outcome	1. The students will be able to explain the meaning, causes and effects of inflation. 2. The students will understand the meaning, cause & effects of deflation. 3. The student will understand the causes of hyperinflation. 4. The students will learn the different measures to control inflation & hyperinflation.
Teaching / Learning Method	1. Lecture Method 2. Spaced reading Method
Materials Needed	Textbook, Newspaper, White board, chalk
Assignment / Follow Up	1. class test 2. Home work 3. Presentation 4. Revision 5. Remedial classes 6. Question paper discussion
Lesson Duration	11 classes

Alvin
 Head of the Department
 Economics

Teacher: Alvin
 Semester: 2nd Sem
 Paper: Introductory Microeconomics

Lesson Topic	<u>Unit-5</u> 1. Meaning and components of Balance of Payments 2. Causes of disequilibrium in the BoP. 3. Measures to control deficit in BoP
Desired Outcome	1. The students will be able to explain the meaning & components of BoP. 2. The students will be able to comprehend the current account & capital account. 3. The students will be able to explain the types & causes of disequilibrium in the BoP. 4. The students will understand different methods of correcting BoP disequilibrium.
Teaching / Learning Method	1. Lecture Method 2. Spaced reading method
Materials Needed	Textbook, Newspaper, White board, chalk
Assignment / Follow Up	1. class test 2. Home work 3. Presentation 4. Revision 5. Remedial classes 6. Question paper discussion
Lesson Duration	11 classes

Alvin
 Head of the Department
 Economics

PO - PSO - CO Mapping Matrix

Name of the Paper: Political Economy (Honors-FYUGP)

Class: B.A. 6th Semester

Department: Economics

Academic Session: Jan 2025- May 2025

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

1. **CO1:** Explain the historical evolution and foundational concepts of political economy, particularly in relation to capitalist development from the pre-World War II era to the post-war "golden age".
2. **CO2:** Analyze the changing dynamics of capitalist production, including the transformation from Fordist to Post-Fordist systems, and assess implications for labor processes and employment conditions.
3. **CO3:** Evaluate the impact of globalization on state functions, with particular emphasis on welfare, development, and state autonomy.
4. **CO4:** Interpret the social consequences of globalization, especially in terms of inequality, exclusion, and uneven development patterns.

5. **CO5:** Critically assess new perspectives in political economy involving gender roles, environmental challenges, and the pursuit of sustainable development.

Mapping Matrix

CO	POs Aligned	PSOs Aligned	Justification
CO1: Explain the historical evolution and foundational concepts of political economy...	PO1, PO2, PO5	PSO1, PSO2, PSO3	CO1 requires critical inquiry and interdisciplinary understanding of economic history (PO1), uses academic reasoning and discourse (PO2), and promotes lifelong scholarly curiosity (PO5). It draws upon chronological knowledge (PSO1), method analysis (PSO2), and institutional evolution (PSO3).
CO2: Analyze the changing dynamics of capitalist production...	PO1, PO2, PO4	PSO2, PSO3	CO2 engages analytical skills (PO4), critical inquiry into labor processes (PO1), and demands effective use of academic tools (PO2). It also revolves around methods & sources (PSO2) and institutional changes in production systems (PSO3).
CO3: Evaluate the impact of globalization on state functions...	PO3, PO4, PO5	PSO2, PSO3, PSO4	CO3 directly supports civic responsibility and social awareness (PO3), analytical examination of narratives (PO4), and lifelong ethical learning (PO5). It calls for evaluating globalization's impact on institutions and state functions (PSO3), while leveraging historical interpretive strategies (PSO2) and regional/national perspectives (PSO4).
CO4: Interpret the social consequences of globalization...	PO3, PO4, PO5	PSO2, PSO4	CO4 emphasizes ethical reasoning and lifelong learning (PO5), analytical skills (PO4), and social awareness (PO3). It also requires source-based analysis (PSO2) and regional vs. national interpretations (PSO4).
CO5: Critically assess new perspectives in political economy...	PO1, PO3, PO5	PSO2, PSO3, PSO4	CO5 cultivates critical inquiry and interdisciplinary awareness (PO1), civic responsibility (PO3), and lifelong scholarly curiosity (PO5). It draws on historical methods (PSO2), explores institutional evolution (PSO3), and examines regional diversity/sustainable development (PSO4).

Summary of Alignments

POs

- **PO1 (Humanities & social sciences thinking)**
CO1, CO2, CO5 — involve critical and reflective analysis of historical and economic processes.
- **PO2 (Academic communication)**
CO1, CO2, CO3, CO4, CO5 — require structured academic discourse and argumentation.
- **PO3 (Civic responsibility & social awareness)**
CO3, CO4, CO5 — address real-world challenges like globalization, inequality, sustainability.
- **PO4 (Analytical skills and historical narratives)**
CO2, CO3, CO4 — center on analytical evaluation of historical-economic narratives.
- **PO5 (Lifelong learning & ethics)**
CO1, CO3, CO4, CO5 — promote ethical reasoning and ongoing scholarly inquiry across disciplines.

PSOs

- **PSO1 (Chronological historical knowledge)**
CO1 — builds understanding of economic history in global context.
- **PSO2 (Historical methods & source use)**
CO1, CO2, CO3, CO4, CO5 — all outcomes rely on interpreting and evaluating sources and methods.
- **PSO3 (Institutional evolution)**
CO1, CO2, CO3, CO5 — focus on evolution of political, economic, socio-cultural institutions.
- **PSO4 (Regional diversity & national integration)**
CO3, CO4, CO5 — emphasize diversity, regional narratives, and national/global linkages.
- **PSO5 (Application in civil service, teaching, writing, public history domains)**
While not directly tied to a specific CO, all COs reinforce transferable skills suitable for academic writing, civil services, and public history.

Evaluation structure and assessment pattern:

Total Marks: 100

1. External Assessment – 75 Marks

This component evaluates students through a **descriptive written examination** at the end of the term. The exam includes:

- **5 Descriptive Questions**
- **Each question carries 15 marks**
- **Total: $5 \times 15 = 75$ Marks**

These questions likely cover key themes from the following units:

- Unit I: Introduction and Historical Overview
- Unit II: Changing Dynamics in Production
- Unit III: Globalization and the State
- Unit IV: Social Dimensions of Globalization
- Unit V: New Perspectives (Gender, Environment, Sustainability)

Each question might require analytical essays, case analysis, or critical discussions drawing from the reading list and lectures.

2. Internal Assessment – 25 Marks

This component is assessed during the semester and may include a combination of:

- **Class Tests / Quizzes – 10 Marks**
- **Assignments / Term Papers – 10 Marks**
- **Presentations / Class Participation – 5 Marks**

FORMAT-1

MOUNT MARY COLLEGE

(General Lesson Plan for the Academic Session 2022-23 - May 2023)

Course Name: Political Economy-I

Subject Code: EC6, CC15A

Semester: 6th Semester

Name of Teacher: Bojpin

Unit	Chapter	Contents/Topics	No. of Class Required (Duration)
I	Introduction and Overview	1. Perspective on political economy within a historical context. 2. Capitalist development in the pre-war and war period. 3. The golden age and later.	14
II	Changing dynamics in production	1. Changing dynamics of capitalist production. 2. Post-War production. 3. Changing nature of job security and labour status.	13
III	Era of Globalization	1. The role in the era of globalization. 2. Limits of development. 3. Development and global economy.	13
IV	Social Dimension	1. New perspectives gender in work. 2. Issues in environment and sustainability. 3. Alternative approach.	10
V	New Perspectives	1. The social dimension. 2. Globalization and uneven development. 3. Inequality & exclusion.	10

Signature: _____
Date: _____

FORMAT-2

Lesson Plan

Teacher: Bojpin

Semester: 6th Semester

Subject: Political Economy-I

Lesson Topic	1. Introduction and overview. 2. Changing dynamics in production. 3. Era of globalization. 4. Social Dimension. 5. New perspectives.
Desired Outcome	1. Understanding historical development. 2. Analyzing production dynamics. 3. Evaluating labour market transformation. 4. Understanding globalization and the state. 5. Analysing socioeconomic inequality. 6. Exploring gender and environmental dimensions.
Teaching / Learning Method	1. Lecture method. 2. Discussion method.
Materials Needed	1. New book. 2. Article. 3. Marker, board, whiteboard.
Assignment / Follow Up	1. class test. 2. Home work. 3. Assignment. 4. presentation. 5. Remedial classes.
Lesson Duration	60

Signature: _____
Date: _____

PO – PSO – CO Mapping Matrix

Name of the paper: Public Economics (Honours- FYUGP)

Class: B.A. 6th Semester

Department: Economics

Academic Year: Jan 2025- May 2025

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs):

CO1: Understand the fundamental concepts of public finance including its meaning, scope, and the distinctions between public and private finance; analyze the nature of public goods, market failure, and the role of government in correcting externalities.

CO2: Explain the theories and patterns of public expenditure, including Wagner's Law and Peacock-Wiseman hypothesis; evaluate the effects of public expenditure using the principle of

maximum social advantage and cost-benefit analysis.

CO3: Analyze various approaches to taxation such as the benefit, ability-to-pay, and neutrality approaches; assess the incidence, shifting, elasticity, and buoyancy of taxes along with an understanding of VAT and public debt strategies.

CO4: Evaluate fiscal policy objectives and instruments, including income redistribution, stabilization, and development; understand the federal financial structure, Centre-State financial relations, and direct and indirect tax structures in India.

CO5: Interpret and classify government budgets, including performance, programming, and zero-based budgets; understand the implications of budget deficits and the features of state and central budgets.

Mapping Matrix: COs to POs and PSOs

Course Outcomes (COs)	Mapped POs	Justification for PO Mapping	Mapped PSOs	Justification for PSO Mapping
CO1: Understand fundamental concepts of public finance and market failure	PO1, PO3, PO4	PO1: Builds conceptual foundations in social science; PO3: Helps relate economic theories to real-world challenges and civic issues; PO4: Encourages analytical skills about the state's economic role	PSO2, PSO3	PSO2: Critical understanding of historical economic systems; PSO3: Evolution of state finance as part of socio-political institutions
CO2: Explain theories of public expenditure and apply evaluative principles	PO2, PO3, PO5	PO2: Uses academic tools to engage in debates on public spending; PO3: Links expenditure with social responsibility; PO5: Encourages critical evaluation as part of lifelong learning	PSO2, PSO3	PSO2: Analysis of economic ideas in history; PSO3: Understanding fiscal evolution through political phases
CO3: Analyze taxation theories and tax systems	PO3, PO4, PO5	PO3: Direct application of economic policy tools in civic and public spheres; PO4: Develops analytical skills for economic narratives; PO5: Encourages ethical and informed civic reasoning	PSO2, PSO3, PSO5	PSO2: Historical understanding of taxation; PSO3: Institutional analysis of state revenue; PSO5: Prepares for public service and academic writing
CO4: Evaluate fiscal policy and Centre-State	PO2, PO3, PO4	PO2: Engage in fiscal debates; PO3: Applies civic knowledge to real-world policy; PO4:	PSO3, PSO4, PSO5	PSO3: Understand evolution of governance; PSO4: Federalism as part of

financial relations		Analyzes federal structures in historical contexts		national integration; PSO5: Applicable to civil services and governance roles
CO5: Interpret and classify government budgets	PO2, PO3, PO5	PO2: Develops academic and technical analysis of budgets; PO3: Links fiscal issues to public and social concerns; PO5: Encourages ongoing financial literacy	PSO3, PSO5	PSO3: Understanding of fiscal institutions; PSO5: Relevant to careers in policy, teaching, public history

Legend for Mapping Logic

- **Strong correlation:** Outcome is directly and explicitly supported by the PO or PSO (✓✓✓).
- **Moderate correlation:** Outcome is indirectly or contextually supported (✓✓).
- **Low/Implied correlation:** Outcome is only peripherally related (✓).

Evaluation Structure and Assessment Pattern

Total Marks: 100

- **External Examination:** 75 Marks
- **Internal Assessment:** 25 Marks

I. External Examination (75 Marks)

- **Mode:** University/Board Examination
- **Duration:** 3 Hours
- **Type:** Descriptive/Essay-type

Question Paper Pattern (5 Questions × 15 Marks = 75 Marks)

- The question paper will consist of **five questions**, each carrying **15 marks**.
- **One question will be set from each unit.**
- **Choice Pattern:** Either/or internal choice for each unit (e.g., answer **either Q1(a)** or **Q1(b)**).

Unit	Question Type	Marks
Unit I	Descriptive/Analytical	15
Unit II	Descriptive/Analytical	15
Unit III	Descriptive/Analytical	15

Unit IV	Descriptive/Analytical	15
Unit V	Descriptive/Analytical	15
Total		75

II. Internal Assessment (25 Marks)

Components of Internal Assessment:

Component	Marks
Class Test / Mid-Semester Test	10
Assignment / Seminar / Case Study	10
Attendance / Participation	5
Total	25

Note: Internal components can be adjusted by the department/teacher with prior notice, but should include academic and participatory elements.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Jan - June, 2021)

Course Name: Public Economics
 Subject Code: EEB-EEB3
 Semester: B.A. 6th Semester
 Name of Teacher: Chitra

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction	1. Meaning of scope of public finance. 2. Distinction between public and private finance. 3. Public good versus private good. 4. Impact of public finance on growth. 5. Externalities.	11
II	Public & External Finance	1. Keynesian hypothesis. 2. Keynesian hypothesis. 3. Principle of Keynesian fiscal policy. 4. Impact of public finance on growth. 5. Impact of public expenditure. 6. Social benefit analysis.	11
III	Revenue of Public Finance	1. Marginal approach. 2. Elasticity of tax approach. 3. Microeconomic approach. 4. Social cost and benefit of taxation. 5. Incidence of taxation on different groups. 6. Impact of taxation on growth. 7. Application of public debt.	11
IV	Public Policy and Public Finance	1. Meaning of revenue and public policy. 2. Fiscal policy for redistribution of income, social and administrative. 3. Fiscal policy for developing country. 4. Fiscal policy for developing country. 5. Fiscal policy for developing country. 6. Fiscal policy for developing country. 7. Fiscal policy for developing country.	11
V	Budget	1. Meaning of revenue and public policy. 2. Fiscal policy for redistribution of income, social and administrative. 3. Fiscal policy for developing country. 4. Fiscal policy for developing country. 5. Fiscal policy for developing country. 6. Fiscal policy for developing country. 7. Fiscal policy for developing country.	11

FORMAT-2

Lesson Plan

Teacher: Chitra
 Semester: B.A. 6th Semester
 Paper: Public Economics

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1. Meaning of scope of public finance. 2. Distinction between public and private finance. 3. Public good versus private good. 4. Impact of public finance on growth. 5. Externalities.	1. The students will understand the meaning, scope of public finance. 2. The students will be able to differentiate between public and private finance. 3. The students will be able to understand the difference between public and private goods. 4. The students will understand the meaning and scope of public finance. 5. The students will be able to explain the meaning of externalities.	1. Lecture method. 2. Spaced teaching method.	Text book, Notes, board, duster, Journal.	1. Class test 2. Assignment 3. Presentation 4. Remedial class 5. Question paper discussion	11 Class

FORMAT-1 Lesson Plan

Teacher: Chitra
 Semester: B.A. 2nd Semester
 Paper: Public Economics

Lesson Topic	Unit-3
1. Program's hypothesis 2. Benefit & revenue hypothesis 3. principle of maximum social advantage 4. Growth and pattern of public expenditure 5. Effect of public expenditure 6. Cost-benefit analysis	
Desired Outcome	1. The student will be able to understand the classical theory of public expenditure. 2. The student will be able to state the principle of maximum social advantage. 3. He/she will be able to understand the pattern of public expenditure in a developing country. 4. He/she will be able to understand the effect of public expenditure on economic growth.
Teaching / Learning Method	1. Lecture Method 2. Spaced teaching method.
Materials Needed	Text book, Journal, Notes, Board, Chalk.
Assignment / Follow Up	1. Class test 2. Assignment 3. Group discussion 4. Remedial class 5. Question paper discussion
Lesson Duration	11 classes

FORMAT-2 Lesson Plan

Teacher: Chitra
 Semester: B.A. 2nd Semester
 Paper: Public Economics

Lesson Topic	Unit-3
1. Benefit approach 2. Benefit to pay approach 3. Axiomatic approach 4. Elasticity and buoyancy of taxation 5. Incidence of shifting of taxation 6. Types and classification of taxes of VAT 7. Approaches to public debt	
Desired Outcome	1. The student will be able to compare and contrast the approaches of taxation. 2. He/she will be able to understand elasticity and buoyancy of taxation. 3. The student will be able to explain the incidence of shifting of taxation, types of classification of taxes of VAT.
Teaching / Learning Method	1. Lecture 2. Spaced teaching method.
Materials Needed	Text book, Journal, Board, Notes, Chalk.
Assignment / Follow Up	1. Class test 2. Assignment 3. Group discussion 4. Remedial class 5. Question paper discussion
Lesson Duration	11 classes

FORMAT-2 Lesson Plan

Teacher: Chitra
 Semester: B.A. 2nd Semester
 Paper: Public Economics

Lesson Topic	Unit-4
1. Meaning of objective of fiscal policy 2. Fiscal policy for redistribution of income, wealth and taxation 3. Fiscal policy in a developing country 4. Distribution of income tax	
Desired Outcome	1. The student will be able to explain the meaning and objective of fiscal policy. 2. He/she will be able to understand how the government can reduce the inequality of income and wealth and bring equality in the economy with the help of fiscal policy. 3. He/she will be able to understand the objective of fiscal policy in a developing country. 4. He/she will be able to explain the meaning, types, distribution of direct & indirect tax.
Teaching / Learning Method	1. Lecture Method 2. Spaced teaching method
Materials Needed	Journal, Text book, Newspaper, Notes, etc.
Assignment / Follow Up	1. Class test 2. Assignment 3. Group discussion 4. Remedial class 5. Question paper discussion
Lesson Duration	11 classes

