PG DEPARTMENT OF ECONOMICS (SSC)
MA ECONOMICS
Course Structure

Course	Course. Code	Course Title	Hrs/ Week	Credit	Maximum Marks		
					CIA	ESE	Total
Core I	21PECC11	Advanced Microeconomic Analysis-I	6	4	40	60	100
Core II	21PECC12	Advanced Macroeconomic Analysis-I	6	4	40	60	100
Core III	21PECC13	Statistics for Economists-I	6	4	40	60	100
Core IV	21PECC14	Labour Economics	6	4	40	60	100
Core V	21PECC15	Economics of Farm Business	6	4	40	60	100
MOOC (Compulsory)				+2 (Extra)			
		Total	**30**	**20**	**240**	**360**	**600**

Semester-II

Course	Course. Code	Course Title	Hrs/ Week	Credit	Maximum Marks		
					CIA	ESE	Total
Core V	21PECC21	Advanced Microeconomic Analysis–II	5	4	40	60	100
Core VI	21PECC22	Advanced Macroeconomic Analysis– II	5	4	40	60	100
Core VII	21PECC23	Statistics for Economists-II	5	4	40	60	100
Core VIII	21PECC24	Demography	5	4	40	60	100
Core IX	21PECC25	International Business	5	4	40	60	100
Core Elective I	21PECE21	Fiscal Economics	5	4	40	60	100
		Total	**30**	**24+2**	**240**	**360**	**600**

Semester-III

| Course	Course. Code	Course Title	Hrs/ Week	Credit	Maximum Marks		
					CIA	ESE	Total
Core XI	21PECC31	History of Economic Thought	6	4	40	60	100
Core XII	21PECC32	Indian Economy	6	4	40	60	100
Core XIII	21PECC33	Rural Development	5	4	40	60	100
Core XIV	21PECC34	Research Methodology	5	4	40	60	100
Core XV	21PECC35	Public Finance	4	4	40	60	100
Core Elective II	21PECE31	Human Resource Management	4	4	40	60	100
Self-Study Course /MOOC	21PECSS1	Women Entrepreneurship		+2 (Extra)			
		Total	**30**	**24+2**	**240**	**360**	**600**

Semester-IV

Course	Course. Code	Course Title	Hrs/ Week	Credit	Maximum Marks		
					CIA	ESE	Total
Core-XVI	21PECC41	Monetary Economics	6	4	40	60	100
Core-XVII	21PECC42	Environmental Economics	6	4	40	60	100
Core-XVIII	21PECC43	Financial Institutions and Market	6	4	40	60	100
Core-XIX	21PECC44	Digital Economy	6	4	40	60	100
Project	21PECP41	Project	6	6	40	60	100
		Total	**30**	**22**	**200**	**300**	**500**

Lesson Plan

Programme	MA Economics
Semester	I
Course Title	Advanced Micro Economic Analysis - I
Code	21PECC11
Hours	6
Total Hours	90
Credits	4
Max Marks	60
Unit & Title	Unit II Demand Analysis
Name of the Faculty	Dr. P. Anuradha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge : Basic understanding of the law of demand and supply and Factors affecting consumer demand.

Micro- Planning   : 60 minutes
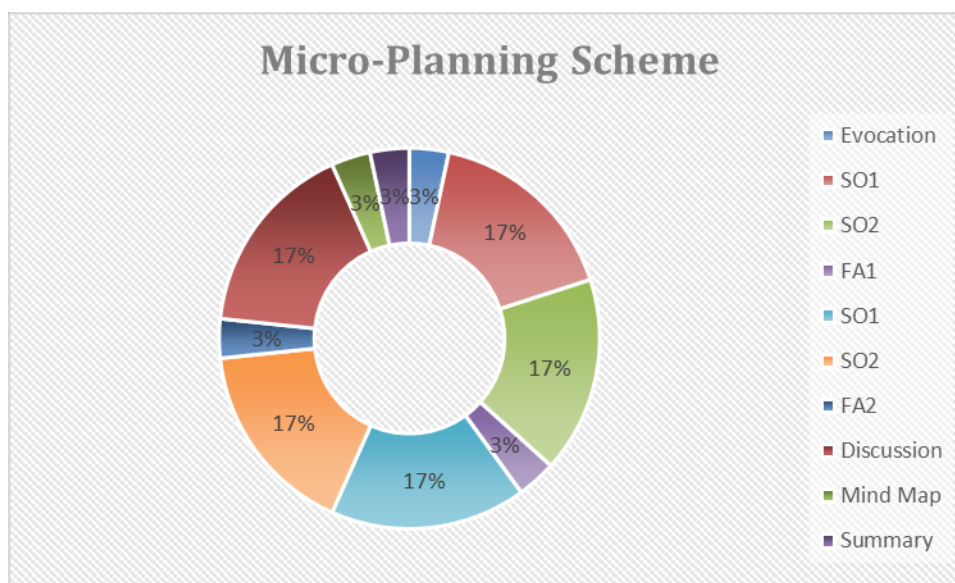
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion   : 10 min

Mind Map   : 2 min

Summary   : 2 min

1. **Topics for learning through Evocation:**

Brief explanation about how prices of goods fluctuate in the market and Discuss real-life examples of demand, such as festival sales, seasonal demand, and luxury vs. necessity goods

Topic Introduction:

2.1: General Objective:
- To understand the concept of demand,
- To learn to its determinants, and elasticity

2.2: Specific Outcomes:
- To know about the concept of elasticity of demand
- To evaluate real-world applications of demand analysis
-

First Phase:
SO1 (10 minutes): Explain the meaning of demand and its types (individual demand, market demand, derived demand, composite demand, etc.).
SO2 (10 minutes): Discuss the law of demand, demand schedule, demand curve, and factors influencing demand.

Second Phase:
SO1 (10 minutes): Explain price elasticity, income elasticity, and cross elasticity of demand.
SO2 (10 minutes): Discuss exceptions to the law of demand and analyze real-life case studies.

Mind Map (2 minutes)

Create a simple mind map that a simple diagram showing relationships between demand types, elasticity, and influencing factors.

Summary (2 minutes)
Summarize the key concepts, including demand, elasticity, and factors affecting demand.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:

Demand, Elasticity, Law of Demand, Demand Curve, Demand Function.

2.5: Key Diagrams (if any)

Powerpoint Presentation

https://www.slideshare.net/slideshow/demand-analysis/1991843

3. Discussion:

Students will discuss how demand changes for different products (e.g., luxury cars vs. essential food items). and a case study on demand fluctuations due to economic factors (e.g., COVID-19 impact on demand for travel).

4. Mind Map
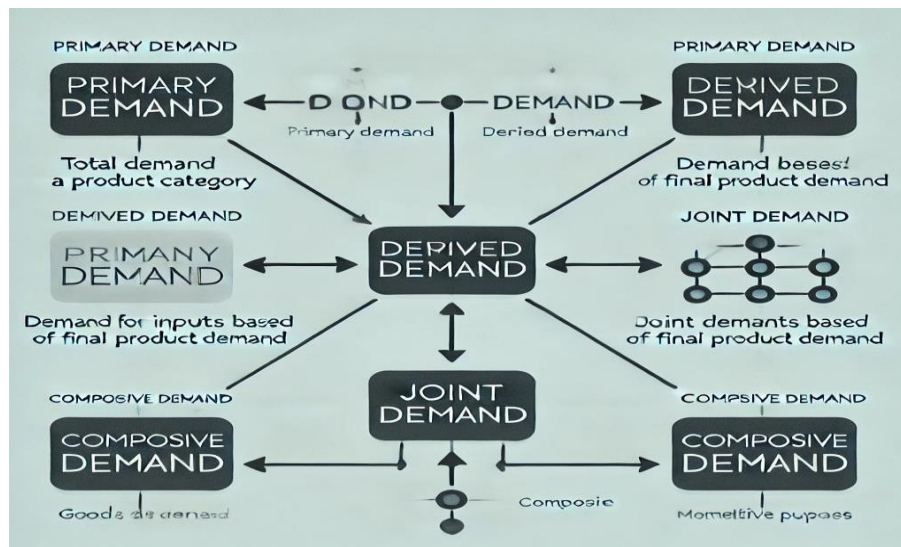
5. Summary

Demand refers to the quantity of a good or service that consumers are willing and able to purchase at different price levels over a given period. It can be categorized into individual demand (demand by a single consumer) and market demand (total demand by all consumers). Additionally, demand can be classified as derived demand (demand for inputs based on the final product), joint demand (demand for complementary goods), and composite demand (goods used for multiple purposes). The concept of elasticity of demand measures how responsive the quantity demanded is to changes in various factors. Price elasticity of demand (PED) indicates the sensitivity of demand to price changes, where demand is elastic if PED > 1 (luxury goods) and inelastic if PED < 1 (necessities). Income elasticity of demand (YED) measures how demand changes with income, distinguishing between normal goods (YED > 0) and inferior goods (YED < 0). Factors affecting demand include price, consumer income, tastes and preferences, the prices of related goods (substitutes and complements), future expectations, population size, and government policies such as taxes and subsidies. These elements collectively determine consumer purchasing behaviour in a market.

6.Assessment

Formative Assessment 1 (FA1) (2 minutes)

Students will provide real-life examples of how demand shifts due to price changes.

Formative Assessment 2 (FA2) (2 minutes)

A quick discussion on price elasticity and how businesses use it for pricing decision.

7.FAQ' s : MSQ's/ Descriptive questions:

1. What is demand? Explain its types.

2. How do substitutes and complementary goods affect demand?

8.References:

Ahuja, H. L. *Modern Microeconomics*. New Delhi: S. Chand & Co.

Mankiw, N. G. *Principles of Microeconomics*. Cengage Learning.

9.Verified by Subject Expert:

P. Anuradha

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	M. A
Semester	I
Course Title	Advanced Macroeconomics Analysis- I
Code	21PECC12
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit II : Keynes Psychological law of Consumption
Name of the Faculty	Dr. A. Sudha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge : ☐ Basic understanding of consumption and saving.
☐ Familiarity with income and expenditure concepts in economics.

Micro-Planning: 60minutes
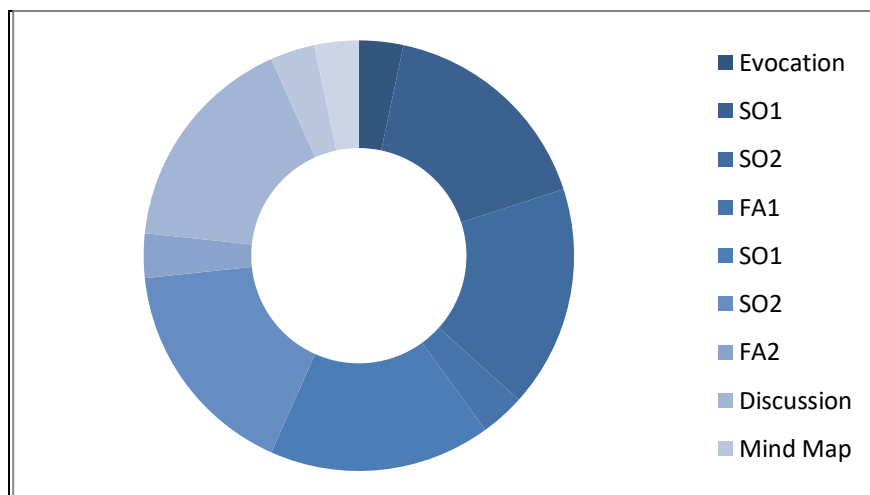
Evocation	2min
SO1	10 min
SO2	10 min
FA1	2 min
SO1	10 min
SO2	10 min
FA2	2 min
Discussion	10 min
Mind Map	2 min
Summary	2 min

Topics for learning through Evocation:
         ☐ Brief introduction to John Maynard Keynes and his contribution to economics.
         ☐ Ask students how they think people decide how much to consume versus save

1. **Topic Introduction:**
   2.1:General Objective:
   - To understand Keynes' Psychological Law of Consumption.
   - To apply the law in real-world economic situations.

2. **Specific Outcomes:**
   ☐ To explain the meaning and assumptions of Keynes' Psychological Law.
   - To analyze the relationship between income, consumption, and saving.

First Phase
SO1 (10 minutes):
- Define **Keynes' Psychological Law of Consumption**:
  - As income increases, consumption also increases, but not as much as income.
- Explain the three propositions of the law:
  1. **MPC (Marginal Propensity to Consume) is positive but less than one**.
  2. **Consumption increases with income, but not proportionally**.
  3. **Higher income leads to higher saving**.

SO2 (10 minutes):
- Discuss real-life examples:
  - How do people spend when they get a salary hike?
  - Why do rich countries have higher savings rates than poor countries?

Second Phase
SO1 (10 minutes):
- Explain **Marginal Propensity to Consume (MPC)** and **Marginal Propensity to Save (MPS)**.
- Illustrate with a simple mathematical example.

SO2 (10 minutes):
- Case Study: The impact of government stimulus payments on consumption.
- Discuss how Keynes' law influences government policies like tax cuts and subsidies.

Mind Map (2 minutes)

     Create a simple mind map showing the relationship between income, consumption, and saving.

Summary (2 minutes)
     Recap Keynes' Psychological Law of Consumption and its importance in economic policies.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						

2.4 Key Words:
- Marginal Propensity to Consume (MPC)
- Marginal Propensity to Save (MPS)
- Consumption Function
- Saving Function

Power point Presentation

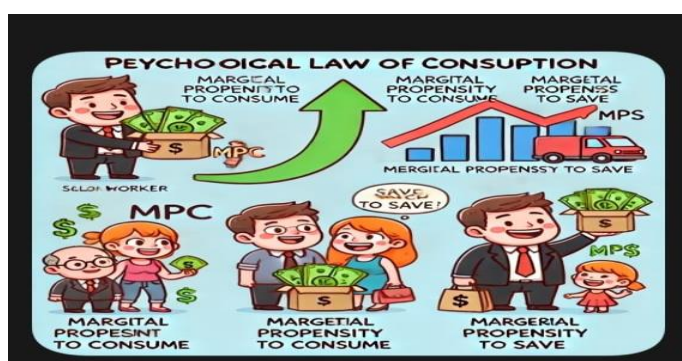https://www.scribd.com/archive/plans?slideshare=true

3. Discussion (10 minutes)
- Ask students:
    1. If income increases, why doesn't consumption increase at the same rate?
    2. How can government policies influence consumption behavior?

4. Mind Map
- Diagram showing the relationship between income, consumption, and saving.

5. Summary
      In short, consumption and saving depends upon the income of a person. When income increases consumption and saving also increase but not at the same ratio, at which ratio the income is increasing. When consumption increases it does not change

the habits distribution of income a person earn. In fact, people are free to make their choices regarding consumption and savings.

6. Assessment

Formative Assessment 1 (FA1) (2 minutes)

- Quick question: What are the three key propositions of Keynes' Psychological Law of Consumption?

Formative Assessment 2 (FA2) (2 minutes)

- Compare and contrast **MPC and MPS** with examples.

7. FAQs / MSQs / Descriptive Questions

1. What is Keynes' Psychological Law of Consumption? Explain its assumptions.
2. Why does Keynes say that consumption increases with income but not proportionally?
3. Explain MPC and MPS with numerical examples.
4. How does Keynes' law help in economic policy-making?

8. References

1. Keynes, J.M. (1936). *The General Theory of Employment, Interest, and Money*.
2. Dornbusch, R., Fischer, S., & Startz, R. (2017). *Macroeconomics*.
3. Froyen, R.T. (2013). *Macroeconomics: Theories and Policies*.

Verified by Subject Expert:

A. Qudha

A. Qudha
Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	M A Economics
Semester	I
Course Title	Statistics for Economics
Code	21PECC13
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit V Type I and Type II errors
Name of the Faculty	Dr. P. Anuradha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge   : Basics of hypothesis testing and Concept of null and alternative hypothesis

Micro- Planning   : 60 minutes
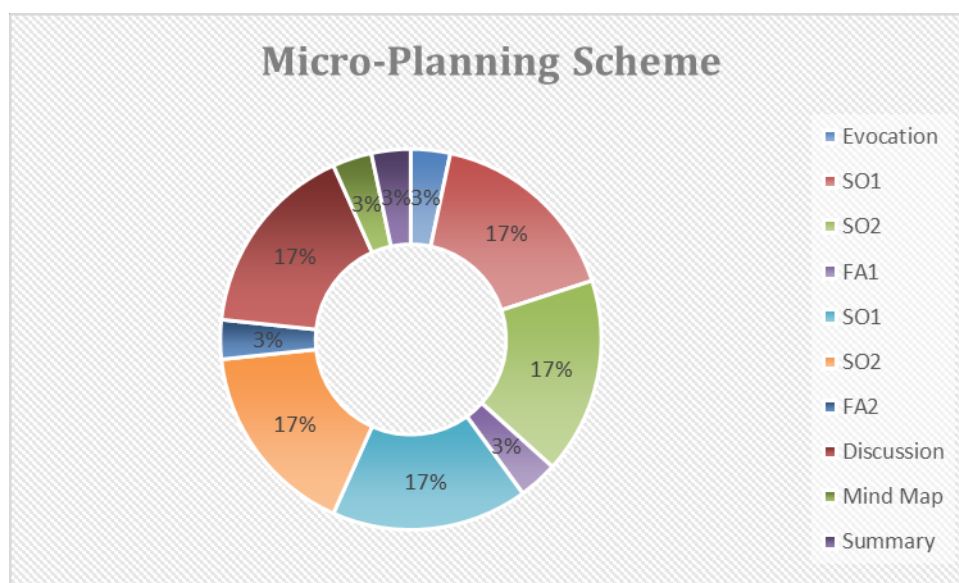
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion   : 10 min

Mind Map   : 2 min

Summary   : 2 min

1.Topics for learning through Evocation:

Briefly explain hypothesis testing in decision- making. Ask students about real – life situation where errors in decision making occur (e.g., medical tests, court trials).

2.Topic Introduction:

2.1: General Objective:
- To understand the definition of Type I and Type II errors in hypothesis
- To learn how these errors impact decision – making.

2.2: Specific Outcomes:
- To identify the causes and consequences of these errors.
- To have a learn how to minimize the probability of errors.

First Phase:
SO1 (10 minutes): Explain Type I error ( ):rejecting a true null hypothesis and Explain Type II errors ():Failing to reject a false null hypothesis.
SO2 (10 minutes): Discuss the consequences ofType I and Type II errors with examples(e.g., in medical testing, court decision, and product quality control).

Second Phase:
SO1 (10 minutes): Compare Type I and Type II errors with practical scenarios
SO2 (10 minutes): Explore ways to minimizeerrors (e.g., increasing sample size, choosing an appropriate significance level).

Mind Map (2 minutes)

Create a simple diagram showing the relationship between null hypothesis, alternative hypothesis, Type I Error (False Positive) and Type II Errors (False Negative).

Summary (2 minutes)
Summarize the definitions, consequences, and importance of controlling Type I and Type II errors.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:

Type I Error, Type II Error, Significancelevel, Hypothesis Testing, False Positive, and False Negative.

2.5: Key Diagrams (if any)

Powerpoint Presentation
https://www.slideshare.net/slideshow/type-i-and-type-ii-errors/16295024

6. Discussion:

Students were asked to discuss real -world examples where Type I and Type II Errors occur and were asked to frame a case study on decision- making errors in a specific industry.

7. Mind Map

Reality

	True	False
True	Correct ☺	**Type 1 error** False Positive
False	**Type 2 error** False Negative	Correct ☺

Measured or Perceived

8. Summary

Type I and Type II errors are fundamental concepts in statistical hypothesis testing. A Type I error, also known as a false positive, occurs when a test incorrectly rejects a true null hypothesis, leading to the perception that an effect exists when it actually does not. This error is represented in the confusion matrix as a scenario where reality is false, but the measured or perceived outcome is true. On the other hand, a Type II error, also called a false negative, happens when a test fails to reject a false null hypothesis, meaning it incorrectly concludes that there is no effect when one actually exists. This occurs in the matrix when reality is true, but the measured or perceived outcome is false. While Type I errors can lead to unnecessary actions based on incorrect conclusions, Type II errors can result in missed opportunities or undetected problems. Balancing these errors is crucial in decision-making, scientific research, and fields like medical testing, where accuracy is essential.

9. Assessment

Formative Assessment 1 (FA1) (2 minutes)

Students are asked to explain the impact of Type I and Type II errors in healthcare.

Formative Assessment 2 (FA2) (2 minutes)

A quick review on how to reduce the probability of errors in hypothesis testing.

10. FAQ' s : MSQ's/ Descriptive questions:

3. What is a Type I error and Type II error?

4. Compare and Contrast Type I and Type II errors.

11. References:

- Levin & Rubin, *Statistics for Management*, Pearson Education
- Gupta S.C. & Kapoor V.K., *Fundamentals of Applied Statistics*, Sultan Chand & Sons

12. Verified by Subject Expert:

*P. Anuradha*   *A. Qudha*

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	M.A
Semester	I
Course Title	Labour Economics
Code	21PECC14
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit II- Wage determination in various sector
Name of the Faculty	Dr. G. Sumathi
T-L Tools	Mind Map, Power point, Group Discussion

Pre- requisite Knowledge: Basic of wage and salaries.
                            Understanding of labour market.
Micro- Planning   : 60 minutes

Evocation	: 2 min
SO1	: 10 min
SO2	: 10 min
FA1	: 2 min
SO1	:10 min
SO2	: 10 min
FA2	: 2 min
Discussion	: 10 min
Mind Map	: 2 min
Summary	: 2min
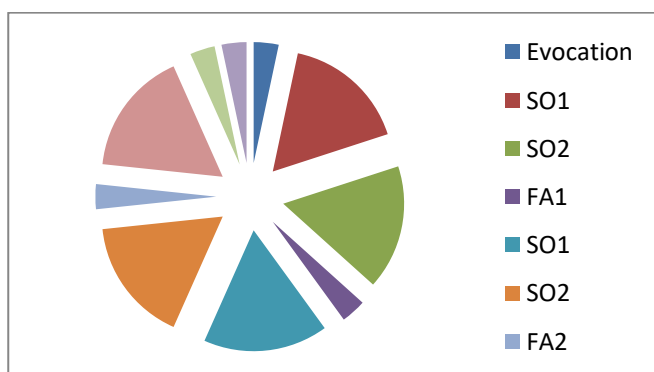
Topics for learning through Evocation:
     Brief discussion on what students know about wages.
    Ask students how wages are determined in different industries.
1.Topic Introduction:
2.1: To understand how wages are determined in different labor markets.
     To learn how various factors influence wages.
Specific Outcomes:

❖ To explore the types of wage determination.
❖ To analyze factors affecting wages, including demand and supply, minimum wages, and bargaining power.

First Phase: Basic understanding
SO1 (10 minutes): Define wage determination and explain its importance.
Discuss the types of wages (Nominal, Real, Minimum, Fair, Living).
SO2 (10 minutes): Explain the Key Factors Affecting Wages:
Demand and supply of labor
Government policies (minimum wage laws)
Inflation and cost of living
Skills and education level
Formative Assessment 1(FA1) (2 Minutes): Ask students to give examples of industries with high and low wages.

Second Phase: Advanced Understanding
SO1 (10 minutes): Explain Theories of Wage Determination:
Subsistence Theory
Marginal Productivity Theory
Bargaining Theory
Efficiency Wage Theory

SO2 (10 minutes): Discuss how wages are determined in different economic systems:
Capitalist economies (market-driven wages)
Socialist economies (state-controlled wages)
Mixed economies (combination of both)
Formative Assessment 2(Fa2) (2 Minutes): Quick review on the advantages and disadvantages of wage regulations.
Discussion (10 min): Students discuss how wages impact economic growth and worker motivation
Mind Map (2 minutes): Create a simple mind map showing different wage theories and factors.
Summary (2 minutes): Summarize the key factors affecting wage determination.

2.3: Taxonomy of objectives:

Taxonomy						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1	1				
B. Conceptual Knowledge		2	1	1		
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key Words: Wage Determination, Minimum Wage, Wage Theories, Labor Market, And Inflation

2.5: Key Diagrams (if any)
Power point Presentation: https://in.docworkspace.com/d/sIB2a5eWjAay-u70G?sa=601.1123

Discussion: Students discuss how wages impact economic growth and worker motivation.
Mind Map: Create a simple mind map showing different wage theories and factors.

Summary: Summarize the key factors affecting wage determination.
1. **Assessment:**
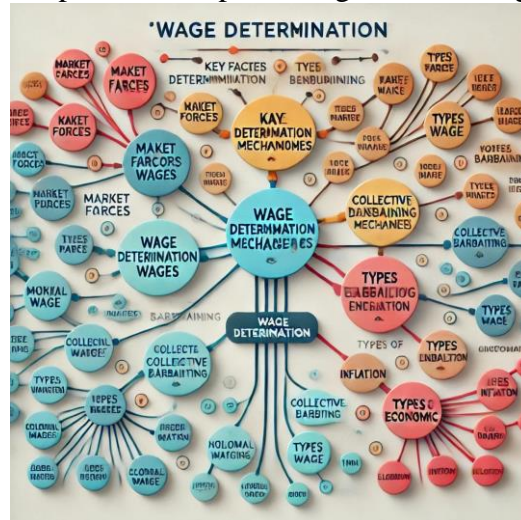
Formative Assessment 1 (FA1) (2 minutes)
   Ask students to compare wages in different sectors (e.g., IT vs. Agriculture).
Formative Assessment 2 (FA2) (2 minutes)
   Review the impact of minimum wages on employment and living standards.

2. **FAQ'S : MSQ'S / Descriptive questions:**
   1. What is wage determination? Explain its importance.
   2. Compare wage theories and their real-world applications.
   3. How do demand and supply affect wages?
   4. Discuss the role of the government in wage regulation.
3. **Reference:**
   1. Ahuja, H. L. Labour Economics (Latest Edition)
   2. McConnell, C.R., Brue, S.L., & Macpherson, D.A. Contemporary Labour Economics

   Verified Subject Expert:

   G. Sumathi

   A. Sudha
   Approved by HoD
   PG Department of Economics (SSC)
   St. Mary's College
   Thoothukudi

Lesson Plan

Programme	MA
Semester	V
Course Title	Economics of Farm Business
Code	21UCOC52
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit IV: Types of Agricultural Labour
Name of the Faculty	Dr. A. Sudha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge : Basic understanding of agricultural activities and labour types.

Micro-Planning : 60 minutes
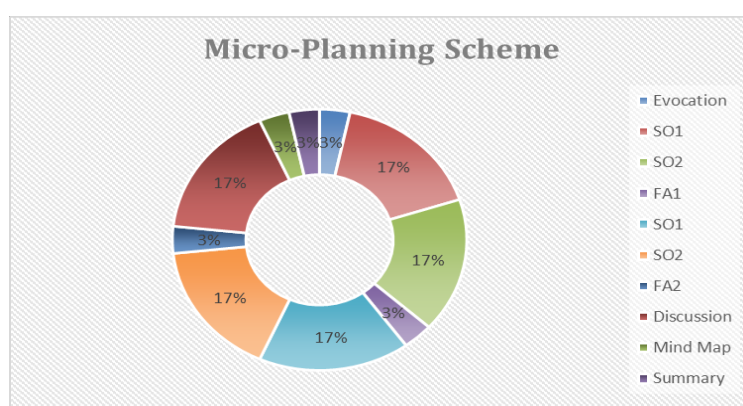
Phase	Duration	Activity
Evocation	2min	Brief discussion on labour in agriculture and students' prior knowledge
SO1	10min	Explanation of **agricultural labour** and its significance in farm business
SO2	10min	Discussion on different **types of agricultural labour** (Family Labour, Permanent Labour, Casual Labour, Migrant Labour, etc.)
FA1	2min	Quick oral quiz to check students' understanding of basic terms
SO1	10 min	Case studies on how different types of labour are used in real farm settings
SO2	10min	Compare and contrast the role of casual and permanent labour in farm business
FA2	2min	Rapid assessment through multiple-choice questions
Discussion	10min	Group discussion on challenges faced by different types of agricultural labour

Mind Map	2 min	Creating a visual map showing interconnections between different types of labour
Summary	2 min	Recap of key points and their impact on the farm economy

1. **Topics for learning through Evocation:**
   - Ask students what they know about agricultural labour.
   - Discussion on why different types of labour are needed in farm business.
2. **Topic Introduction:**

   :General Objective:
   - To understand the different types of agricultural labour.
   - To analyze the role of labour in farm management and productivity.

Specific Outcomes:
   - To identify **different types of agricultural labour**.
   - To compare their roles, advantages, and challenges.

First Phase:

   SO1 (10 minutes): Explanation of agricultural labour and its types (Family, Permanent, Casual, Migrant).

   SO2 (10 minutes): Real-life examples and case studies showing their usage.

Second Phase:

   SO1 (10 minutes): Discussion on wage differences, working conditions, and dependency on seasons.

   SO2 (10 minutes): Impact of mechanization and government policies on labour.

Mind Map(2 minutes)

   A diagram showing connections between different types of labour, their roles, and their importance in farm business.

Summary (2minutes)

   Summarizing how agricultural labour contributes to farm productivity and sustainability.

Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1					
B. Conceptual Knowledge		2				
C. Procedural Knowledge			1			
D. Meta Cognitive Knowledge				1		

Keywords:

   Family Labour, Casual Labour, Permanent Labour, Migrant Labour, Contract Labour, Mechanization
   .

Key Diagrams (if any)

3. Discussion:

- The importance of each type of labour in different types of farms (small vs. large).
- The impact of seasonal changes on labour demand

4. **Mind Map**

6. Assessment:

FA1 (2 minutes): Short quiz on types of agricultural labour.

FA2 (2 minutes): Quick group reflection on labour-related challenges in agriculture.

7. FAQ – MSQs / Descriptive Questions:

1. What are the different types of agricultural labour?
2. Compare and contrast casual and permanent labour in farm business.
3. How does mechanization affect labour employment in agriculture?

8. References:

- Agricultural Economics Textbooks
- Government Labour Reports
- Case Studies on Farm Labour

Summary

Summarizing how agricultural labour contributes to farm productivity and sustainability and how labour contributes to farm productivity and challenges they face.

Verified by Subject Expert:

Approved by HoD

Lesson Plan

Programme	MA Economics
Semester	II
Course Title	Advanced Micro Economic Analysis - II
Code	21PECC21
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit III Welfare Economics
Name of the Faculty	Dr. P. Anuradha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge   :Basic understanding of economic efficiency, market failures, and government interventions.

Micro- Planning   : 60 minutes
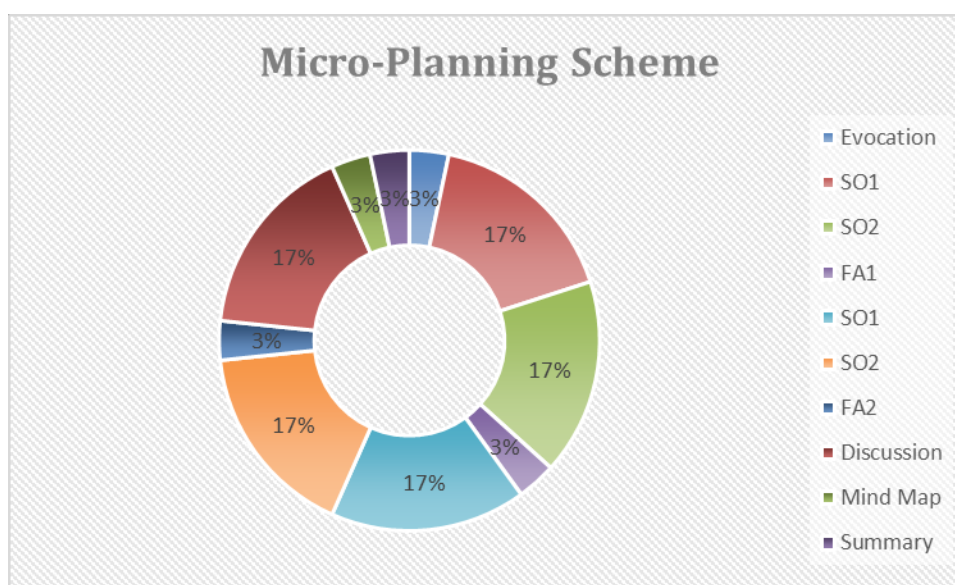
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion   : 10 min

Mind Map   : 2 min

Summary   : 2 min

2. **Topics for learning through Evocation:**
   Brief explanation of welfare economics, key objectives, and real-life applications. Students are asked to share their understanding of social welfare**.**

3. **Topic Introduction:**
   2.1: General Objective:
   - To understand different social welfare functions.
   - To learn the practical application of welfare economics in policymaking.

   2.2 : Specific Outcomes:
   - To know about the types of social welfare functions.
   - To differentiate between Pareto efficiency, the compensation principle, and social choice theories.

First Phase:
SO1 (10 minutes): Explain the concept of social welfare functions and its role in economic decision-making..
SO2 (10 minutes): Discuss the differences between Bergson-Samuelson welfare functions..

Second Phase:
SO1 (10 minutes): Analyse how welfare functions are applied in public policy and economic planning.
SO2 (10 minutes): Explore real-world examples where social welfare functions have influenced economic policies.

Mind Map (2 minutes)
   Create a visual representation comparing different social welfare functions and their implications.
Summary (2 minutes)
   Summarize the advantages and limitations of different welfare approaches.
   .
   2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:

Welfare Economics, Social Welfare Functions, Pareto Efficiency, Compensation Principle, Public Policy.

2.5: Key Diagrams (if any)

Powerpoint Presentation

https://www.slideshare.net/ramonnoriel/welfare-economics-14288689

13. Discussion:

Students will discuss case studies where welfare economics principles were applied to policymaking, such as income redistribution, taxation policies, and public goods provision.

14. Mind Map

15. Summary

Different social welfare functions offer unique advantages and limitations. Utilitarianism maximizes total utility, promoting efficiency but often neglecting fairness in distribution. Rawlsian welfare prioritizes the least advantaged, ensuring equity but potentially sacrificing overall efficiency. The Bergson-Samuelson function provides a flexible framework for policymaking, but it requires subjective value judgments. Sen's Capability Approach emphasizes individual freedoms and opportunities, offering a broader perspective on well-being, though it can be difficult to measure and implement. Egalitarianism ensures equal distribution, promoting social justice, but may reduce incentives for productivity. Each approach balances equity and efficiency differently, making them suitable for different policy goals.

6. Assessment

Formative Assessment 1 (FA1) (2 minutes)
Students are asked to explain how the compensation principle justifies policy changes.
Formative Assessment 2 (FA2) (2 minutes)
A quick review of the advantages and disadvantages of social welfare functions.

7. FAQ' s : MSQ's/ Descriptive questions:

5. What is a social welfare function?
6. Compare and contrast the Benthamite and Rawlsian approaches.

8. References:

- Amartya Sen, *Welfare Economics and Social Choice Theory*.
- Nicholas Barr, *The Economics of the Welfare State*.

9. Verified by Subject Expert:

P. Anuradha

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA
Semester	V
Course Title	Advanced Macroeconomic Analysis- II
Code	21PECC22
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit III: Schumpeterian Theories
Name of the Faculty	Dr. A. Sudha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge : ☐ Basics of macroeconomics

☐ Understanding of economic growth and business cycles

Micro-Planning : 60 minutes
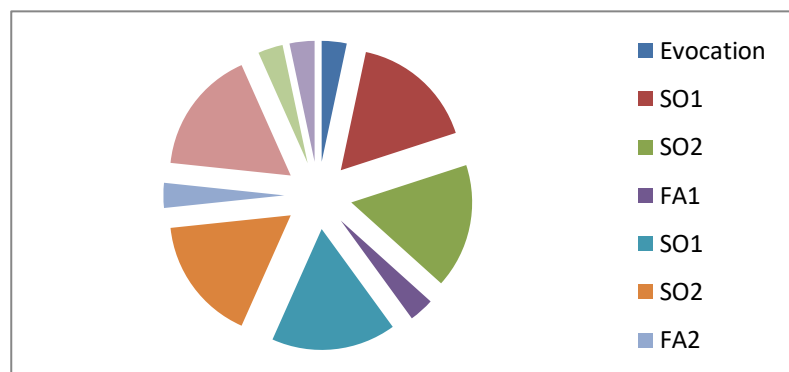
Evocation (2 min) Brief introduction to Joseph Schumpeter and his contributions

SO1: (10 min) Explain Schumpeter's theory of innovation and its role in economic growth

SO2: (10 min)Discuss the concept of "Creative Destruction"

FA1: (2 min)Quick Q&A on the key concepts

SO1: (10 min) Explain Schumpeter's Business Cycle theory

SO2: (10 min) Discuss real-world examples of Schumpeterian innovation

FA2: (2 min) Short quiz on Schumpeter's theories

Discussion: (10 min)Group activity on modern applications of Schumpeter's theories

Mind Map: (2 min)Visual representation of Schumpeterian economic principles

Summary: (2 min) Key takeaways from Schumpeter's theories

1. **Topics for learning through Evocation:**
   - ☐ Brief discussion on Joseph Schumpeter's life and contributions.
   - Ask students to share their knowledge of innovation and how businesses evolve over time.
2. **Topic Introduction:**
 2.1: General Objective:
   - ☐ To understand Schumpeter's key theories in macroeconomics.
   - ☐ To analyze how innovation drives economic growth and business cycles.

 2.2 Specific Outcomes:
   - ☐ To explain Schumpeter's theory of economic development and innovation.
   - ☐ To evaluate the role of entrepreneurship in economic growth.
   - ☐ To understand "Creative Destruction" and its impact on industries.
   - ☐ To apply Schumpeter's Business Cycle theory in real-world scenarios.

First Phase

- **SO1 (10 minutes)**: Explain Schumpeter's innovation theory – how entrepreneurs introduce new technologies, products, and processes to drive economic growth.
- **SO2 (10 minutes)**: Discuss "Creative Destruction" – how innovation disrupts existing industries and creates new ones.

Second Phase

- **SO1 (10 minutes)**: Explain Schumpeter's Business Cycle theory – how innovation leads to booms and recessions in economic cycles.
- **SO2 (10 minutes)**: Analyze real-world examples (e.g., tech revolutions, rise and fall of industries).

Mind Map (2 minutes)

- Create a simple mind map linking Innovation, Entrepreneurship, Creative Destruction, and Business Cycles.

Summary (2 minutes)
- Recap the significance of Schumpeter's theories in modern macroeconomics.

2.3:Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1	1				
B.Conceptual Knowledge		1	1			
C. Procedural Knowledge				1	1	
D.Meta Cognitive Knowledge						1

2.4 Key Words
Innovation, Creative Destruction, Business Cycles, Entrepreneurship

Power point Presentation

https://www.slideshare.net/slideshow/theory-of-innovation-by-scumpeter/250317972

2.5 Key Diagrams (if any)
- Mind map of Schumpeter's economic concepts
- Graph of Business Cycles

---

3. Discussion
- Students will discuss how innovation has changed different industries.
- Case study: The impact of technology on economic growth (e.g., the rise of smartphones, electric cars).

4. Mind Map
- A visual representation of Schumpeter's key theories.
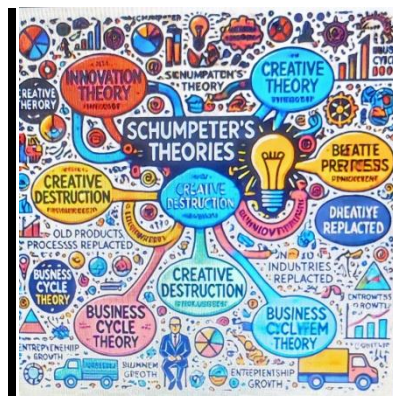
5. Summary
Joseph Schumpeter's theories emphasize the role of **entrepreneurial innovation** in driving economic growth. His concept of **Creative Destruction** explains how industries evolve, and his **Business Cycle theory** describes how innovation leads to economic fluctuations.

---

6. Assessment

Formative Assessment 1 (FA1) (2 minutes)

- Quick Q&A on Schumpeter's innovation theory.

Formative Assessment 2 (FA2) (2 minutes)

- A short quiz on key concepts of Creative Destruction and Business Cycles.

---

7. FAQ – MSQs/Descriptive Questions

1. What is Schumpeter's theory of innovation?
2. How does Creative Destruction impact economic growth?
3. Explain Schumpeter's Business Cycle theory.
4. Provide examples of industries that experienced Schumpeterian innovation.

---

8. References

- Schumpeter, J. A. (1942). *Capitalism, Socialism and Democracy*.
- Dornbusch, R., Fischer, S., & Startz, R. (2017). *Macroeconomics*.
- Other relevant macroeconomic textbooks.

Verified by Subject Expert

A. Qudha

A. Qudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA Economics
Semester	II
Course Title	Statistics for Economics - II
Code	21PECC23
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit IV: Index Number
Name of the Faculty	Dr. P. Anuradha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge   :Basic understanding of averages, percentages, and price fluctuations.

Micro- Planning   : 60 minutes
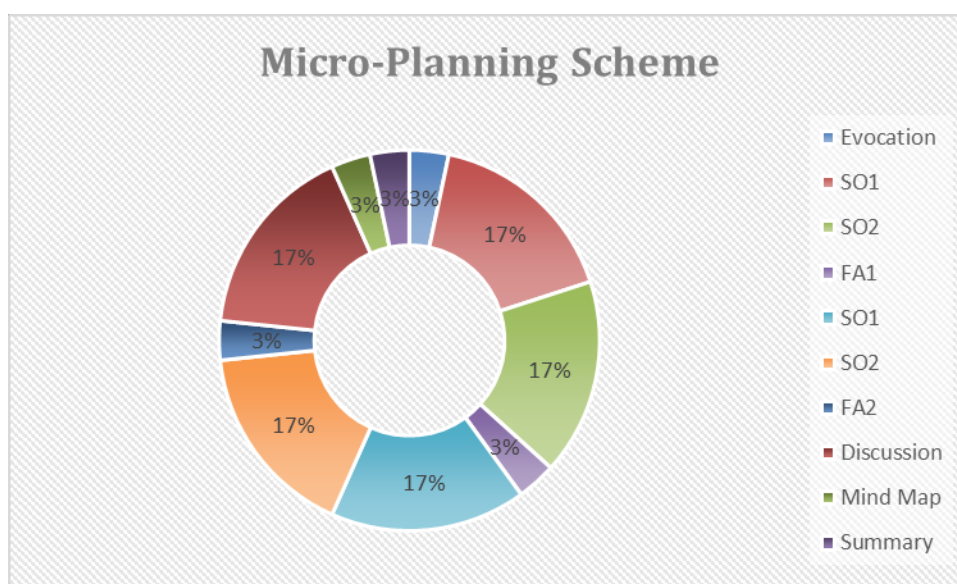
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion   : 10 min

Mind Map   : 2 min

Summary   : 2 min

4. **Topics for learning through Evocation:**

Brief discussion on how price changes affect consumers.Asking students where they have heard about terms like inflation rate, cost of living index, or consumer price index (CPI).

2.Topic Introduction:

2.1: General Objective:
- To understand the concept and significance of index numbers.
- To learn different methods of constructing index numbers.

2.2: Specific Outcomes:
- To define and explain index numbers.
- To differentiate between various types of index numbers.

First Phase:
SO1 (10 minutes): Explain what index numbers are and their role in economic analysis.
SO2 (10 minutes): Discuss different types of index numbers with examples.

Second Phase:
SO1 (10 minutes): Explain simple and weighted index numbers, including their formulas.
SO2 (10 minutes): Explain Laspeyres' and Paasche's Index with numerical examples.

Mind Map (2 minutes)
Create a visual representation of types, uses, and methods of index numbers.

Summary (2 minutes)
Conclude with the importance of index numbers in economic analysis and business decisions.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:
Index Numbers, Inflation, Price Index, Quantity Index, Value Index, Laspeyres' Index, Paasche's Index.

2.5: Key Diagrams (if any)
Powerpoint Presentation
https://www.slideshare.net/slideshow/index-number-3485341/3485341

16. Discussion:
Students will be asked to analyse a case study on inflation and how index numbers are used to measure it. They will also discuss the importance of index numbers in business and government decision-making.

17. Mind Map

18. Summary

Index numbers are essential statistical tools used to measure changes in economic activities such as inflation, cost of living, and production levels. They provide a quantitative basis for analyzing trends over time, allowing businesses and policymakers to make informed decisions. By comparing data across different periods, index numbers help assess price fluctuations, economic growth, and shifts in consumer behavior. Common types include price indices, quantity indices, and value indices, each serving specific analytical purposes. Their widespread application in economic planning, market analysis, and policy formulation makes them crucial for understanding and managing economic dynamics effectively.

6.Assessment

Formative Assessment 1 (FA1) (2 minutes)

Students will be asked to list real-life examples of index numbers.

Formative Assessment 2 (FA2) (2 minutes)

A quick review of the advantages and limitations of index numbers.

7. FAQ' s : MSQ's/ Descriptive questions:

7. What is an index number? State its types.

8. Explain the significance of index numbers in economic analysis.

8. References:

Gupta, S.C. (2021). *Fundamentals of Statistics*. Himalaya Publishing House.

Elhance, D.N. (2022). *Fundamentals of Applied Statistics*. Kitab Mahal.

## 9. Verified by Subject Expert:

P. Anuradha

A. Qudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA
Semester	II
Course Title	Demography
Code	21PECC22
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit I: Components of Population Growth
Name of the Faculty	Dr. A. Sudha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge : • Basics of population dynamics, factors influencing population growth

Micro-Planning : 60 minutes
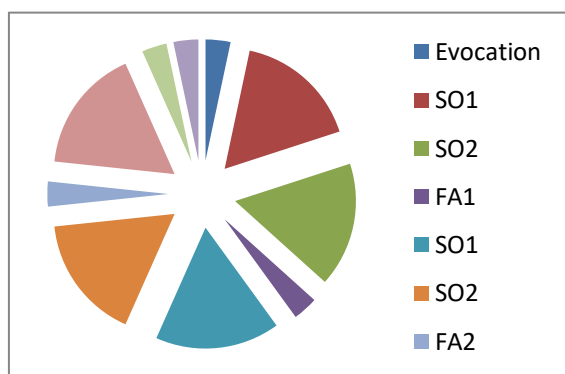
Evocation (2 min)

- Briefly explain the concept of population growth.
- Ask students about factors they think influence population growth.

1. Topics for Learning through Evocation:
- Introduction to population growth and its impact on society
- Students share their ideas on why populations grow or decline

2. Topic Introduction:
2.1 General Objective:
- To understand the key components of population growth
- To analyze how these components interact in different societies

2.2 Specific Outcomes:
- Identify the main components of population growth: Birth rate, Death rate, and Migration
- Understand how each component contributes to population change
- Apply concepts to real-world demographic trends

First Phase:

SO1 (10 minutes): Explain the components of population growth:

- **Birth Rate (Natality):** Definition, factors affecting birth rates
- **Death Rate (Mortality):** Definition, causes, and its role in population change
- **Migration:** Types (immigration & emigration) and impact on population size

SO2 (10 minutes): Discuss real-world examples of population changes due to these factors.

Second Phase:

SO1 (10 minutes): Discuss demographic transition theory and its relation to population growth.

SO2 (10 minutes): Explore case studies of countries with high and low population growth rates.

Mind Map (2 minutes):

- Create a simple mind map linking birth rate, death rate, and migration to overall population growth.

Summary (2 minutes):
- Summarize the factors influencing each component of population growth through group discussion.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge		2				
B. Conceptual Knowledge		1	1			
C. Procedural Knowledge				2	1	
D. Meta Cognitive Knowledge						1

2.4 Key Words:
- Birth Rate, Death Rate, Migration, Population Growth, Demographic Transition

2.5 Key Diagrams (if any):
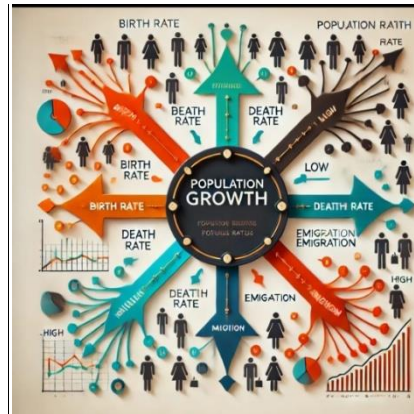- Population growth curve
- Demographic transition model

Power point Presentation

https://www.slideshare.net/slideshow/population-growth-35652168/35652168

3. Discussion:
- Students discuss case studies on population growth patterns in different countries.
- Debate on the impacts of overpopulation vs. underpopulation.

4. Mind Map:
- Visualization of factors affecting population growth.

5. Summary:
- Population growth is influenced by birth rate, death rate, and migration.
- Different countries experience varied population trends based on economic and social factors.

6. Assessment:
Formative Assessment 1 (FA1) (2 minutes):

- Students explain how migration affects population size.

Formative Assessment 2 (FA2) (2 minutes):

- A quick review of the key components of population growth.

7. FAQ's: MSQ's/Descriptive Questions:
1. What are the components of population growth?
2. How does the birth rate influence population size?
3. Compare and contrast immigration and emigration.

8. References:
- Weeks, J. (2021). *Population: An Introduction to Concepts and Issues.*
- United Nations Demographic Reports (2022).

Verified by Subject Expert

A. Qudha

A. Qudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	M. A
Semester	II
Course Title	International Business
Code	21PECC23
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit v: Role of Export
Name of the Faculty	Dr. G. Sumathi
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge

Basic understanding of international trade and economic growth.

Micro-Planning:60minutes
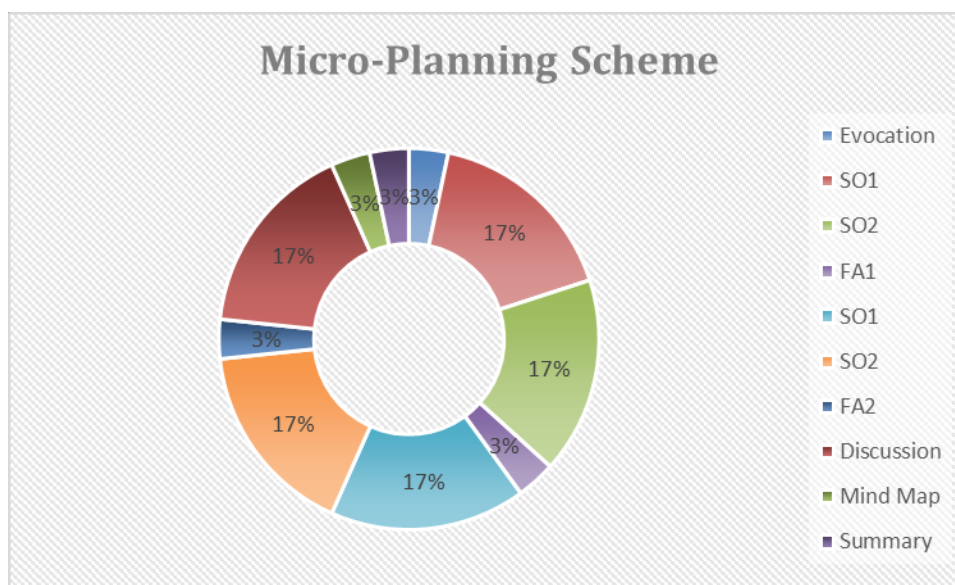
Evocation	2min
SO1	10 min
SO2	10 min
FA1	2 min
SO1	10 min
SO2	10 min
FA2	2 min
Discussion	10 min
Mind Map	2 min
Summary	2 min

1. **Topics for learning through Evocation:**

   - Brief discussion on what students already know about exports.

   - Ask students to share examples of exports in their country.
   Topic Introduction:
   2.1:General Objective:

   General Objective:
   - To understand how exports contribute to economic growth.
   - To recognize the challenges and benefits of exports.

2. **Specific Outcomes:**
   - To identify different types of exports.
   - To analyze the role of exports in GDP growth.
   - To evaluate government policies that support exports.

First Phase
SO1 (10 minutes): 1. Explain what exports are and their importance in global trade.
SO2 (10 minutes): Explore real-world examples of how exports have benefited various countries.

Second Phase
SO1 (10 minutes): Explain different types of exports (goods, services, technology).
SO2 (10 minutes): 4. Explore real-world examples of how exports have benefited various countries.

Mind Map (2 minutes)

Create a mind map showing the link between exports, foreign exchange, job creation, and industrial growth.

Summary (2 minutes)
Summarize the advantages and challenges of exports through a group discussion.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge		1				
B.Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D.Meta Cognitive Knowledge						

2.4 Key Words:

  Exports, GDP, Foreign Exchange, Trade Balance, Economic Growth

Power point Presentation

https://www.slideshare.net/slideshow/export-presentation-82641205/82641205

3. Discussion (10 minutes)
  Students will discuss the role of exports in economic growth and present a case study on a
  country that has benefited from strong exports.

4. Mind Map

5. Summary

In short, consumption and saving depends upon the income of a person. When
income increases consumption and saving also increase but not at the same ratio, at
which ratio the income is increasing. When consumption increases it does not change
the habits distribution of income a person earn. In fact, people are free to make their
choices regarding consumption and savings.

6. Assessment
Formative Assessment 1 (FA1) (2 minutes)
Ask students to list key industries that contribute to exports in their country.
Formative Assessment 2 (FA2) (2 minutes)
Quick review of advantages and disadvantages of exports.

7. FAQs / MSQs / Descriptive Questions

1. What is an export?

2. Explain how exports contribute to economic growth.

3. Compare and contrast goods exports and service exports.

8. References

Krugman, P. & Obstfeld, M. International Economics: Theory & Policy, 2021 Edition.
Salvatore, D. International Economics, 2022 Edition.

Verified by Subject Expert:

G. Swathi

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	M.A
Semester	II
Course Title	Fiscal Economics
Code	21PECE21
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit IV- Public Debt
Name of the Faculty	Dr. G. Sumathi
T-L Tools	Mind Map, Power point, Group Discussion

Pre- requisite Knowledge:
        Basics of government finance, revenue sources, and fiscal policy

Micro- Planning   : 60 minutes
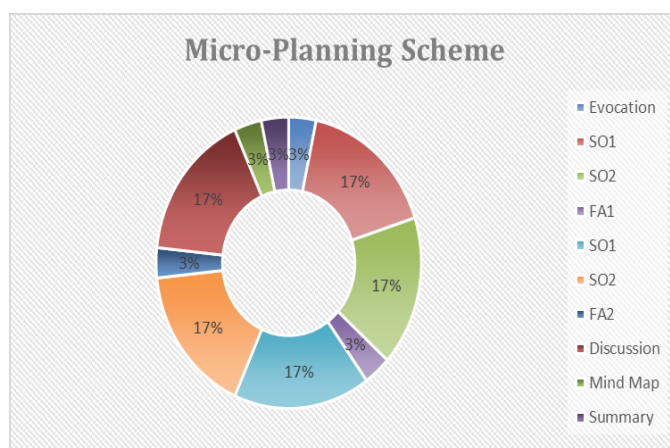
Evocation	: 2 min
SO1	: 10 min
SO2	: 10 min
FA1	: 2 min
SO1	:10 min
SO2	: 10 min
FA2	: 2 min
Discussion	: 10 min
Mind Map	: 2 min
Summary	: 2min

Topics for learning through Evocation:
- Ask students to share their understanding of government borrowing and why countries take loans.

1. Topic Introduction:
2.1: What is public debt?
Why do governments borrow money?

General Objective

- To understand public debt, its types, and its economic implications.

Specific Outcomes:

❖ Explain the concept and significance of public debt.
❖ Identify and differentiate between internal and external debt.
❖ Evaluate the effects of public debt on an economy.

First Phase: Basic understanding
SO1 (10 minutes): Define public debt and its importance in economic management.

SO2 (10 minutes): Discuss the different types of public debt (internal and external).

Formative Assessment 1(FA1) (2 Minutes): Quick quiz on types of public debt.

Second Phase: Short discussion on a real-life example of a country's debt situation.

SO1 (10 minutes): Explain the reasons for government borrowing and its impact on the economy.

SO2 (10 minutes): Discuss the advantages and disadvantages of public debt.
Formative Assessment 2 (FA2) (2 minutes): Short discussion on a real-life example of a country's debt situation.
Discussion (10 min): Debate on how public debt affects economic growth.
Mind Map (2 minutes): Create a visual representation of types and effects of public debt.
Summary (2 minutes): Recap key points through student participation.
2.3: Taxonomy of objectives:

Taxonomy						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
E. Factual Knowledge	1	1				
F. Conceptual Knowledge		2	1	1		
G. Procedural Knowledge					1	
H. Meta Cognitive Knowledge						1

2.4: Key Words: Public debt, government borrowing, internal debt, external debt, fiscal policy

2.5: Key Diagrams (if any)
Power point Presentation:
https://www.slideshare.net/slideshow/public-debt-228436880/228436880
Discussion: Students will discuss a case study on a country with high public debt and suggest possible solutions.

Mind Map:

Summary: Debt management should encompass the main financial obligations over which the central government exercises control.

4. Assessment:

Formative Assessment 1 (FA1) (2 minutes): Students identify types of public debt from given examples.
Formative Assessment 2 (FA2) (2 minutes): Students list three pros and cons of public debt.

5. FAQ'S : MSQ'S / Descriptive questions:
 1. What is public debt? Explain its types.
 2. Compare internal and external debt.
 3. What are the risks and benefits of public debt?
6. Reference:

Eusepi, G. and R. E. Wagner (2011), 'States as ecologies of political enterprises,' Review of Political Economy, 23, 573–85.

Fried, C. (1981), Contract as Promise: A Theory of Contractual Obligation, Cambridge, MA: Harvard University Press.

Garvey, G. (1975), 'Keynes and the economic activists of pre-Hitler Germany,' Journal of Political Economy, 83, 391–405.

Georgescu-Roegen, N. (1971), The Entropy Law and the Economic Process, Cambridge, MA: Harvard University Press.

Verified Subject Expert:

Approved by HoD
PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

SEMESTER – III
Lesson Plan

Programme	MA Economics
Semester	III
Course Title	History of Economic Thought
Code	21PECC31
Hours	6
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit IV: Classical Theory of Development
Name of the Faculty	Dr. B. Mahesh Vanitha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge : Basic understanding of economic growth and historical perspectives on development theories.

Micro- Planning : 60 minutes
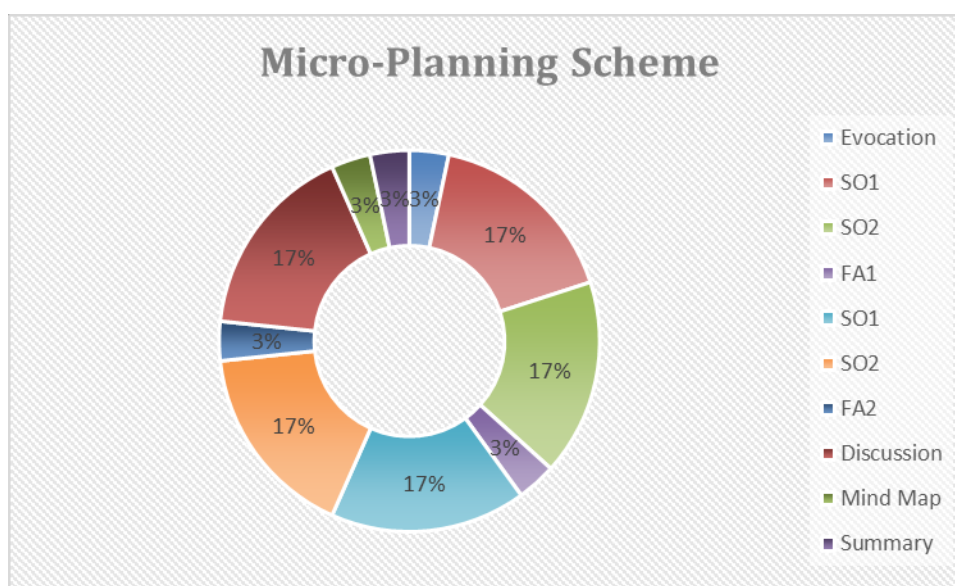
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion   : 10 min

Mind Map   : 2 min

Summary   : 2 min

5. Topics for learning through Evocation:

Brief explanation of economic development and its historical background. Ask students to share their knowledge of early development theories.

6. Topic Introduction:
   2.1: General Objective:
- To understand the Classical Theory of Development.
- To learn to its implications in economic thought.

2.2 : Specific Outcomes:
- To know about the contributions of Adam Smith, David Ricardo, and Thomas Malthus.
- To analyse the assumptions, strengths, and criticisms of the Classical Theory.

First Phase:
     SO1 (10 minutes): Explain the main ideas of the Classical Theory of Development.
     SO2 (10 minutes): Discuss Adam Smith's "Invisible Hand" and Division of Labor.

Second Phase:
     SO1 (10 minutes): Explain David Ricardo's Theory of Comparative Advantage and how
     it contributes to development.
     SO2 (10 minutes): Discuss Malthusian Theory of Population Growth and its implications.

Mind Map (2 minutes)
     Create a mind map showing the relationship between classical economists' ideas and their impact on economic development.

     Summary (2 minutes)
     Summarize the key contributions of Classical Economists, their views on capital accumulation, population growth, and trade, and their relevance today.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:

Classical Theory, Adam Smith, Invisible Hand, Comparative Advantage, Malthusian Population Theory.
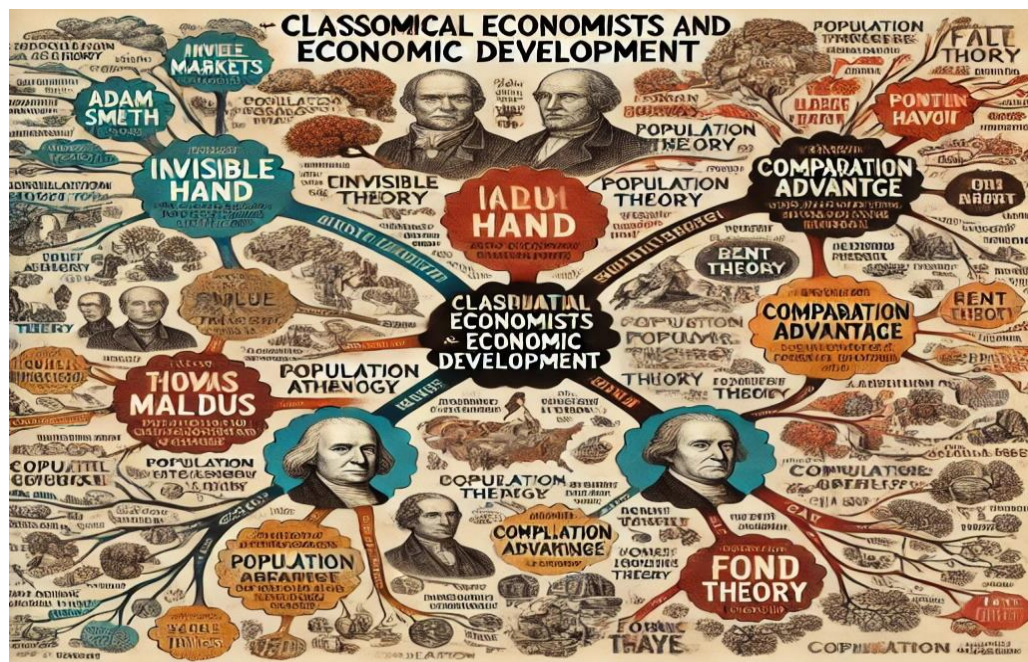
2.5: Key Diagrams (if any)

Powerpoint Presentation

https://www.slideshare.net/slideshow/the-classical-theory-of-economic-development/237735873

19. Discussion:

Students will discuss whether Classical Theories are still relevant in today's economy and compare them with modern development theories.

20. Mind Map

21. Summary

Classical economists, including Adam Smith, David Ricardo, Thomas Malthus, John Stuart Mill, and Jean-Baptiste Say, laid the foundation of modern economic thought. Adam Smith introduced the concept of the invisible hand, advocating for free markets and division of labor to drive economic growth. David Ricardo's theory of comparative advantage emphasized the benefits of free trade, arguing that countries should specialize in goods where they have a relative efficiency. Thomas Malthus, in contrast, warned of the dangers of unchecked population growth, predicting that food supply would not keep pace with rising populations, leading to scarcity and economic distress. Classical economists viewed capital accumulation as a key driver of growth, where savings and investment in productive assets led to increased output and prosperity. Their ideas on trade favored minimal government intervention, believing that open markets would ensure optimal resource allocation. While some of their theories, like Malthus' population concerns, have been challenged, their core principles continue to influence modern economic policies, especially in debates on globalization, trade liberalization, and the role of government in the economy.

6.Assessment

Formative Assessment 1 (FA1) (2 minutes)

Ask students to explain Adam Smith's view on economic growth.

Formative Assessment 2 (FA2) (2 minutes)

A quick review on the criticisms of Classical Theories.

7.FAQ' s : MSQ's/ Descriptive questions:

9. What is the Classical Theory of Development?

10. Compare and contrast Smith's and Ricardo's views on trade.

8.References:

Todaro, M.P. & Smith, S.C. (2020). *Economic Development*. Pearson.
Jhingan, M.L. (2021). *The Economics of Development and Planning*. Vrinda Publications.

9.Verified by Subject Expert:

B. Mahesh Vanitha

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	M.A
Semester	II
Course Title	Indian Economy
Code	21PECC32
Hours	6
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit IV- Role of commercial bank in India
Name of the Faculty	Dr. G. Sumathi
T-L Tools	Mind Map, Power point, Group Discussion

Pre- requisite Knowledge: Basics of Banking
                         Functions of Banks
Micro- Planning   : 60 minutes

Evocation	: 2 min
SO1	: 10 min
SO2	: 10 min
FA1	: 2 min
SO1	:10 min
SO2	: 10 min
FA2	: 2 min
Discussion	: 10 min
Mind Map	: 2 min
Summary	: 2min
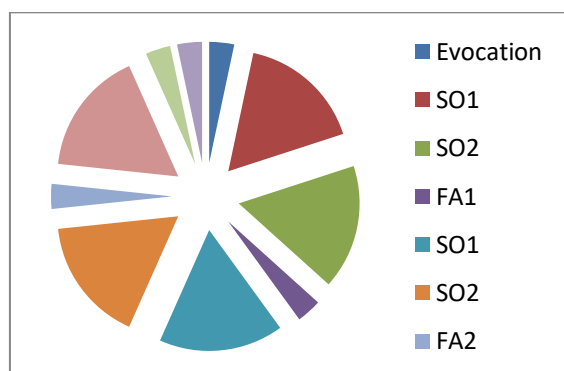
Topics for learning through Evocation:
- What do you think commercial banks do in India?
- Discuss students' responses briefly.

1.Topic Introduction:
2.1: Briefly introduce the importance of commercial banks in economic development.
Specific Outcomes:
❖ To explore the types of wage determination.

❖ To analyze factors affecting wages, including demand and supply, minimum wages, and bargaining power.

First Phase: Basic understanding
SO1 (10 minutes): Define commercial banks.
Explain their primary functions (accepting deposits, lending money).
SO2 (10 minutes): Discuss the secondary functions (agency services, general utility services).
Provide real-life examples (e.g., how loans help businesses grow).
Formative Assessment 1(FA1) (2 Minutes): Ask students to list at least two services provided by commercial banks.

Second Phase:
SO1 (10 minutes):
Explain the role of commercial banks in economic development.
Discuss how banks help in financial inclusion and rural development.
SO2 (10 minutes):
Introduce key government initiatives (e.g., PradhanMantri Jan DhanYojana, Mudra Loans).
Explain their impact on small businesses and individuals.
Formative Assessment 2(Fa2) (2 Minutes):
Quick Q&A: How do commercial banks support businesses and individuals?
Discussion (10 min): Group activity:
How would life be different without commercial banks?
Students discuss and present their views.
Mind Map (2 minutes): Create a mind map highlighting the functions and importance of commercial banks.
Summary (2 minutes): Recap key points: Functions of commercial banks, their role in the economy, and key government schemes.

2.3: Taxonomy of objectives:

Taxonomy						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
I. Factual Knowledge	1	1				
J. Conceptual Knowledge		2	1	1		
K. Procedural Knowledge					1	
L. Meta Cognitive Knowledge						1

2.4: Key Words: Commercial Banks, Economic Development, Financial Inclusion, Lending, Deposits

2.5: Key Diagrams (if any): Mind map showing the functions of commercial banks.

Power point Presentation:
https://www.slideshare.net/slideshow/commercial-bank-165540201/165540201

Discussion: Group activity: How would life be different without commercial banks? Students discuss and present their views.

Mind Map:
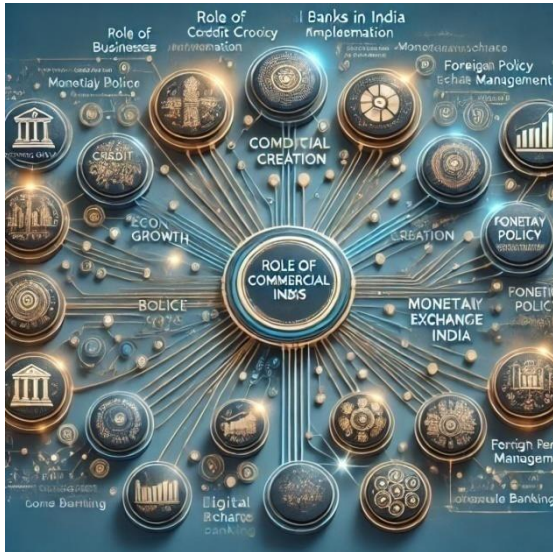
Summary: Recap key points: Functions of commercial banks, their role in the economy, and key government schemes.

Assessment:

Formative Assessment 1 (FA1) (2 minutes)

List two services provided by commercial banks.

Formative Assessment 2 (FA2) (2 minutes)

Quick review: Advantages and disadvantages of commercial banks.

FAQ'S : MSQ'S / Descriptive questions:

1. What are commercial banks?

2. Explain the primary and secondary functions of commercial banks.

3. How do commercial banks help in economic development?

4. What are some government schemes linked to banking in India?

Reference:

    1.Gordon&Natrajan – Banking Theory, Law, and Practice (2021 Edition)

    2. Gurusamy S. – Banking Theory, Law, and Practice (2022 Edition)

Verified Subject Expert

                          :

Approved by HoD

Lesson Plan

Programme	MA
Semester	III
Course Title	Rural Development
Code	41PECC44
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit V: Social Security Scheme
Name of the Faculty	Dr. A. Sudha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge   : • Basic understanding of rural development policies
                                                      Awareness of government welfare programs

Micro-Planning:60minutes
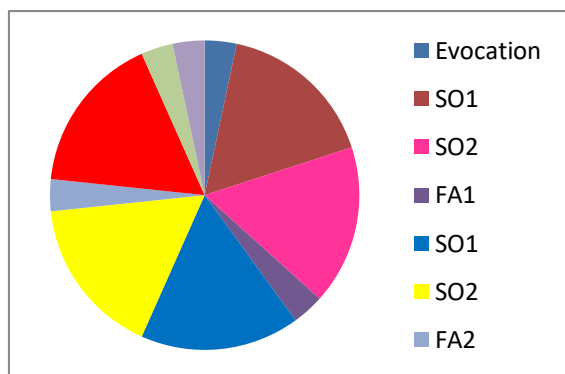
1. Topics for Learning Through Evocation:

- Brief explanation of **Social Security Schemes** and their role in rural development
- Ask students to share their understanding of government support programs

2. Topic Introduction:

2.1 General Objective:

- To understand the importance of social security schemes in rural development
- To analyze their impact on the economic well-being of rural populations

2.2 Specific Outcomes:

- To identify key social security schemes in rural areas
- To evaluate their effectiveness in addressing rural poverty
- To compare the implementation of different schemes across region

First Phase:

- **SO1 (10 minutes):** Explain **what social security schemes are** and their types:

- o **Pension Schemes** (e.g., Indira Gandhi National Old Age Pension Scheme, Atal Pension Yojana)
  - o **Health Insurance Schemes** (e.g., Ayushman Bharat, ESI)
  - o **Employment Schemes** (e.g., MGNREGA)
  - o **Food Security Schemes** (e.g., Public Distribution System, Mid-Day Meal Scheme)
- **SO2 (10 minutes):** Discuss **how these schemes are implemented in rural areas**, challenges, and success stories.

Second Phase:

- **SO1 (10 minutes):** Explain the **challenges in implementing social security schemes** in rural areas, such as lack of awareness, bureaucracy, and corruption.
- **SO2 (10 minutes):** Explore the role of social security schemes in **reducing rural poverty and improving quality of life**.

Mind Map (2 minutes):

- **Mind map** showing different schemes and their impact on rural life.

Summary (2 minutes):

- Summarize the key takeaways, advantages, and limitations of social security schemes in rural development.

2.3 Taxonomy of Objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1					
B. Conceptual Knowledge		2	1			
C. Procedural Knowledge				1	1	
D. Meta Cognitive Knowledge						1

Key Words:
- Social security

- Rural development
- Government schemes
- Poverty alleviation
- Pension
- Health insurance
- Employment guarantee

Power point Presentation

https://www.slideshare.net/slideshow/social-security-schemes-in-india-mrigesh/78779255

3. Discussion:
- **Group activity:** Assign different schemes to groups and ask them to research and present their key features and impact.
- **Case study:** Discuss a successful implementation of a social security scheme in a rural area.

4. Mind Map:
- A visual representation of different social security schemes and their objectives.

5. Summary:
- **Social security schemes play a crucial role in rural development by ensuring financial stability, employment, healthcare, and food security.**
- Governments must improve **awareness, accessibility, and efficiency** to make these schemes more effective.

6. Assessment:
Formative Assessment 1 (FA1) (2 minutes)
- Students list three social security schemes and their purpose.

Formative Assessment 2 (FA2) (2 minutes)
- Quick review: What are the biggest challenges in implementing social security schemes in rural areas?

7. FAQs (MSQs / Descriptive Questions):
1. What are social security schemes? List different types.
2. How do social security schemes impact rural development?
3. Compare and contrast **pension schemes** and **employment guarantee schemes**.
4. What are the challenges in implementing social security in rural areas?

8. References:
- Government policy documents on rural development
- Reports from the Ministry of Rural Development
- Academic articles on social security and poverty reduction

9. Verified by Subject Expert

A. Gudha

A. Gudha
Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA
Semester	V
Course Title	Research Methodology
Code	21PECC34
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit II: Methods of Collecting data
Name of the Faculty	Dr. A. Sudha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge : • Basic understanding of research and data
- Importance of data collection in research

Micro-Planning :60minutes
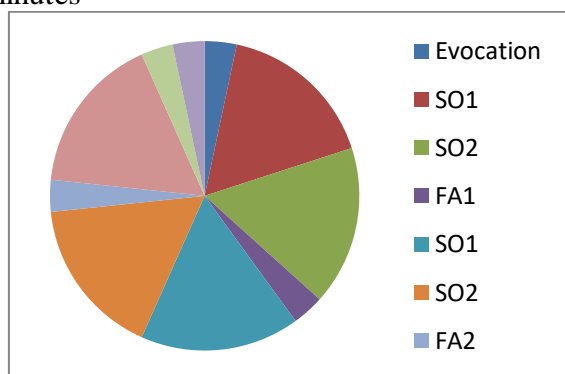
1. Topics for Learning Through Evocation:
- Brief explanation of **data collection** and its importance in research
- Ask students to share experiences with surveys, interviews, or online data collection

2. Topic Introduction:
2.1 General Objective:
- To understand different methods of collecting data in research
- To analyze their suitability for different research types

2.2 Specific Outcomes:
- To differentiate between **primary and secondary data**
- To understand techniques used in **qualitative and quantitative research**
- To evaluate the strengths and limitations of different data collection methods

First Phase:
- **SO1 (10 minutes):** Explain **Primary Data Collection Methods**, including:
  - **Surveys & Questionnaires** (online, offline)
  - **Interviews** (structured, unstructured)
  - **Observations** (participant, non-participant)
  - **Experiments** (field and lab-based research)
- **SO2 (10 minutes):** Explain **Secondary Data Collection Methods**, including:
  - **Government Reports & Publications**
  - **Academic Journals & Books**
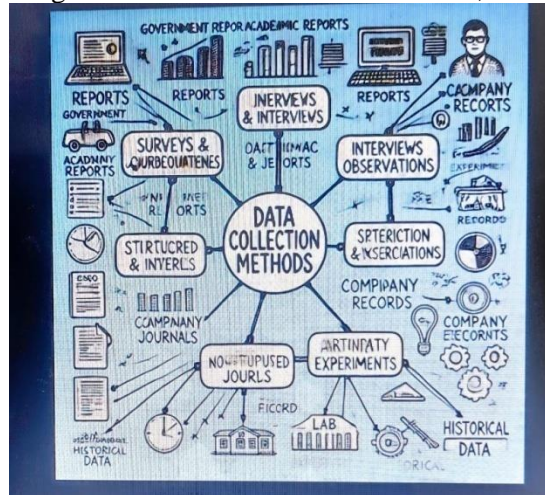 - **Company Reports & Online Databases**

- ○ **Historical Records & Archives**

Second Phase:
- **SO1 (10 minutes):** Discuss the **advantages and disadvantages** of each data collection method
- **SO2 (10 minutes):** Explore **real-world case studies** where different methods were used

---

Mind Map (2 minutes):
- **Mind map** showing different **data collection methods**, their **sources**, and their **suitability**

-

Summary (2 minutes):
- Summarize key takeaways about **choosing the right data collection method**

2.3 Taxonomy of Objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive ProcessDimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1	1				
B. Conceptual Knowledge		2	1			
C. Procedural Knowledge				1	1	
D. Meta Cognitive Knowledge						1

2.4 Key Words:
- Primary Data
- Secondary Data
- Surveys
- Interviews
- Observations
- Experiments
- Research Methods

Power Point Presentation

https://www.slideshare.net/slideshow/data-collection-201368670/201368670

3. Discussion:

- **Group Activity:** Assign different data collection methods to groups and ask them to research and present their use cases.
- **Case Study:** Discuss a successful research study and the data collection methods it used.

4. Mind Map:

- A visual representation of different data collection methods and their sources.

5. Summary:

- **Effective data collection is crucial in research for making informed conclusions.**
- Choosing the right method depends on **research objectives, data availability, and reliability.**

6. Assessment:

Formative Assessment 1 (FA1) (2 minutes)

- Students list two **primary** and two **secondary** data collection methods.

Formative Assessment 2 (FA2) (2 minutes)

- Quick review: What are the challenges of **survey-based** data collection?

7. FAQs (MSQs / Descriptive Questions):

1. What are the differences between **primary** and **secondary** data collection?
2. Explain two **qualitative** and two **quantitative** data collection methods.
3. What are the advantages and limitations of **interviews** in research?
4. How do researchers ensure **data accuracy and reliability**?

8. References:

- Research methodology textbooks
- Government and academic research guidelines
- Case studies on data collection methods

9. Verified by Subject Expert

A. Sudha

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Programme	M.A
Semester	II
Course Title	Public Finance
Code	21PECC35
Hours	4
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit V- Allocation of Revenue
Name of the Faculty	Dr. G. Sumathi
T-L Tools	Mind Map, Power point, Group Discussion

Pre- requisite Knowledge:
Basic understanding of government finance, taxation, and budgetary policies

Micro- Planning   : 60 minutes
Evocation   : 2 min
SO1   : 10 min
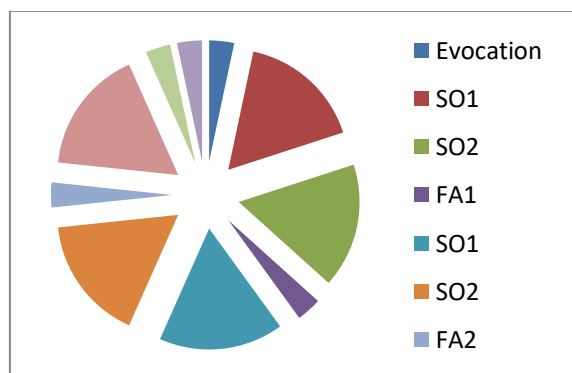SO2   : 10 min
FA1   : 2 min
SO1   :10 min
SO2   : 10 min
FA2   : 2 min
Discussion   : 10 min
Mind Map   : 2 min
Summary   : 2min

Topics for learning through Evocation:
What is revenue allocation?

Why does the government distribute revenue among different sectors?

1.Topic Introduction:
2.1:To understand how government revenue is collected and allocated to different sectors.

Specific Outcomes:
To Explain the concept of revenue allocation.

Identify key sources of government revenue.

Evaluate the impact of revenue distribution on economic development.

First Phase:Basic understanding
SO1 (10 minutes):Define allocation of revenue and explain its importance in public finance.
SO2 (10 minutes): Discuss the key sources of government revenue (taxes, non-tax revenue).
Formative Assessment 1(FA1) (2 Minutes): Quick quiz on types of revenue sources.

Second Phase: Advanced Understanding
SO1 (10 minutes):Explain how revenue is allocated to different sectors (education, healthcare, defense, infrastructure, etc.).

SO2 (10 minutes):): Discuss challenges in revenue allocation and its impact on economic growth.

Formative Assessment 2(Fa2) (2 Minutes): Short discussion on a case study of revenue allocation in a country.

Discussion (10 min): Debate on whether more revenue should go to social welfare or infrastructure.

Mind Map (2 minutes): Create a visual representation of revenue sources and allocation.
Summary (2 minutes): Recap key points through student participation.

2.3: Taxonomy of objectives:

Taxonomy						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
M. Factual Knowledge	1	1				
N. Conceptual Knowledge		2	1	1		
O. Procedural Knowledge					1	
P. Meta Cognitive Knowledge						1

2.4: Key Words: Budgeting, distribution, expenditure, allocation, cost allocation, revenue management
2.5: Key Diagrams (if any)

Power point Presentation:

https://www.slideshare.net/slideshow/revenue-172210697/172210697

Discussion: Students will analyze a country's budget allocation and propose an alternative distribution model.

Mind Map: Create a simple mind map showing different wage theories and factors.
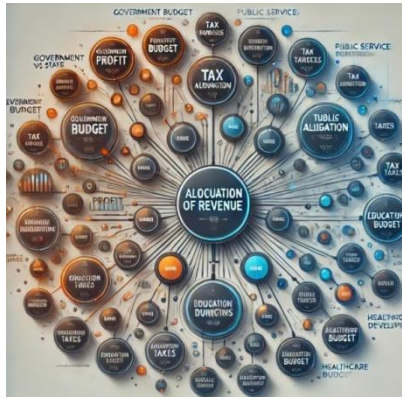
Summary: Summarize the key factors affecting wage determination.

7. Assessment:

Formative Assessment 1 (FA1) (2 minutes)

Students match revenue sources with their uses

Formative Assessment 2 (FA2) (2 minutes)

Students suggest one change in government revenue allocation and justify it.

8. FAQ'S : MSQ'S / Descriptive questions:

1. What is revenue allocation? Explain its significance.
2. Compare direct and indirect sources of revenue.
3. What are the key challenges in revenue allocation?

Reference:

Bale, Malcolm and Dale, Tony (1998), 'Public Sector Reform in New Zealand and Its Relevance to

Developing Countries' World Bank Research Observer 13 (1) February, pp. 103-122.

Bastable, C. F (1903) Public Finance, MacMillan, London.

Belli, Pedro (1997) The Comparative Advantage of Government: A Review, Policy Research

Working Paper 1834, World Bank, Washington DC

Verified Subject Expert:

G. Sumathi

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA Economics
Semester	III
Course Title	Human Resource Management
Code	21PECE31
Hours	4
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit III Training and Development
Name of the Faculty	Dr. P. Anuradha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge :Basic understanding of Human Resource Management and the role of training in employee development.

Micro- Planning : 60 minutes
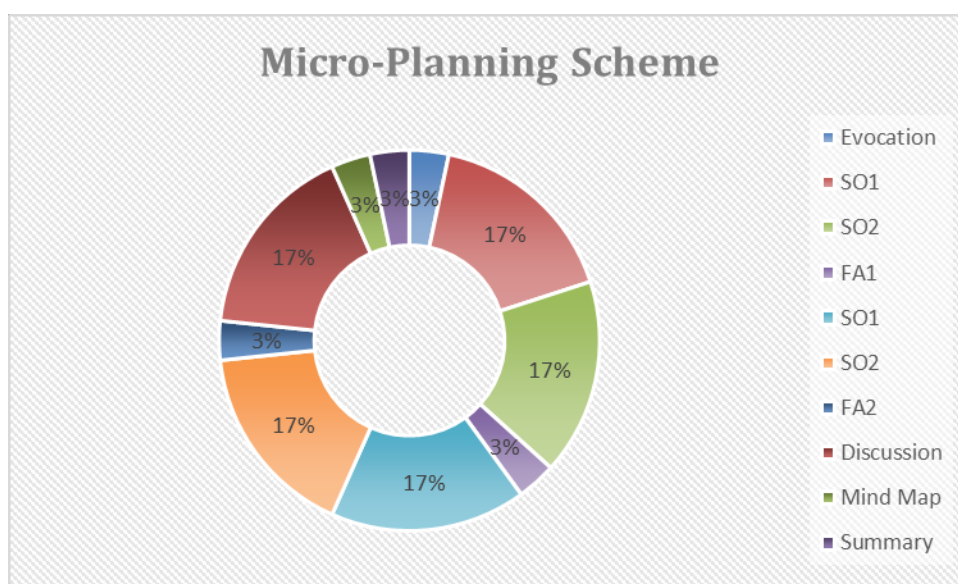
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion :10 min

Mind Map   :2 min

Summary   :2 min

7. **Topics for learning through Evocation:**

Brief introduction to Training and Development and its importance in organizational growth. Ask students to share their thoughts on why companies invest in training programs.

8. **Topic Introduction:**

   2.1: General Objective:
   - To understand the concept of Training and Development.
   - To learn how training programs enhance employee performance.

2.2 : Specific Outcomes:
- To differentiate between Training and Development.
- To understand various methods of employee training.

First Phase:
SO1 (10 minutes): Explain the meaning, importance, and objectives of Training and Development.
SO2 (10 minutes): Discuss types of Training (On-the-job and Off-the-job).

Second Phase:
SO1 (10 minutes): Explain key methods of Training (Apprenticeship, Internship, Simulation, Online Training).
SO2 (10 minutes): Explore examples of successful corporate training programs and their impact.

Mind Map (2 minutes)
Create a simple mind map comparing On-the-job and Off-the-job training methods.

Summary (2 minutes)
Summarize the advantages and challenges of Training and Development.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:

Training, Development, Employee Skills, Performance Improvement.

2.5: Key Diagrams (if any)

Powerpoint Presentation

https://www.slideshare.net/slideshow/training-development-73684328/73684328

22. **Discussion:**

Students will discuss real-life training programs used by companies like Google, Infosys, or TCS. They will also frame a case study on employee training in a retail or IT sector.

23. **Mind Map**

24. Summary

Training and development help employees acquire skills and knowledge, enhancing their job performance and overall productivity. Companies utilize various methods such as classroom training, online courses, and mentoring to equip their workforce with relevant expertise. Leading organizations like Infosys and TCS invest significantly in training programs to ensure continuous skill development and maintain a competitive edge in the industry.

6. Assessment

Formative Assessment 1 (FA1) (2 minutes)

Students list five types of training methods and provide one example for each.

Formative Assessment 2 (FA2) (2 minutes)

Quick review of the advantages and challenges of Training and Development.

7. FAQ' s : MSQ's/ Descriptive questions:

11. Define Training and Development and explain its objectives.

12. Explain the importance of employee training in improving performance.

8. References:

K. Aswathappa, Human Resource Management, McGraw Hill, 2022 Edition.

P. Subba Rao, Essentials of Human Resource Management, Himalaya Publishing House, 2021 Edition.

9. Verified by Subject Expert:

B. Mahesh Vanitha

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA Economics
Semester	IV
Course Title	Monetary Economics
Code	21PECC41
Hours	6
Total Hours	90
Credits	4
Max Marks	60
Unit & Title	Unit IV: The structure of financial markets
Name of the Faculty	Dr. B. Mahesh Vanitha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge   : Basic understanding of financial systems and Role of financial markets in an economy

Micro- Planning   : 60 minutes
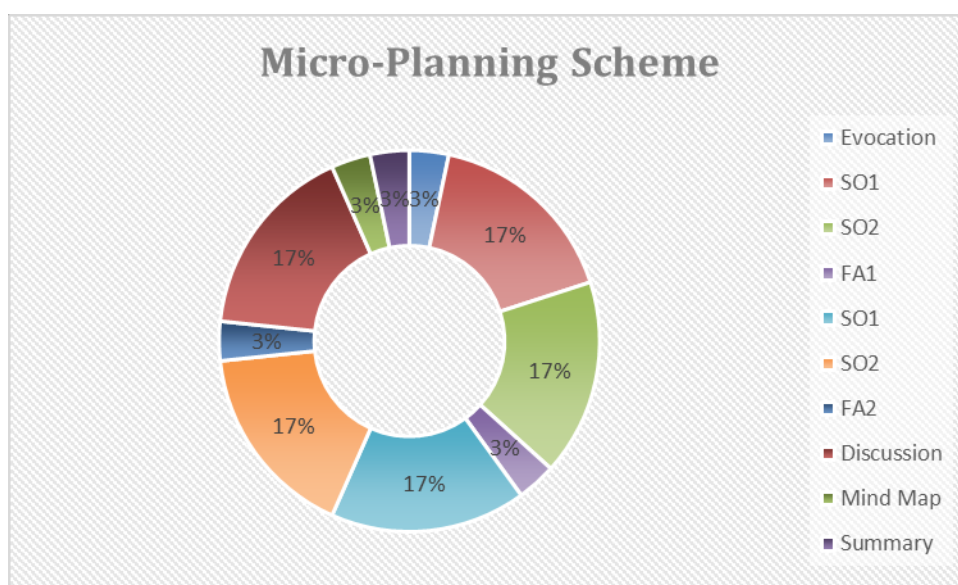
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion :10 min

Mind Map   :2 min

Summary   :2 min

9. Topics for learning through Evocation:

Brief explanation of **financial markets** and their impact on the economy and Asking students about real-world examples of financial markets they have encountered

10. Topic Introduction:

2.1: General Objective:

- To understand the structure and types of financial markets.
- To analyse the significance of financial markets in economic growth.

2.2: Specific Outcomes:

- To differentiate between money markets and capital markets.
- To identify the functions and participants in financial markets.

First Phase:

SO1 (10 minutes): Explain what financial markets are and classify them into capital and money markets, primary and secondary markets

SO2 (10 minutes): Discuss functions of financial markets, including liquidity provision, risk transfer, price determination, and capital allocation

Second Phase:

SO1 (10 minutes): Clarify primary vs. secondary markets with examples (e.g., IPOs vs. Stock Exchanges)

SO2 (10 minutes): Explore money market instruments (T-bills, CP, CD) vs. capital market instruments (stocks, bonds, mutual funds)

Mind Map (2 minutes)

Create a visual representation differentiating money market vs. capital market and Highlight key participants like banks, NBFCs, stock exchanges, and regulators.

Summary (2 minutes)

Financial markets facilitate investment, liquidity, and economic growth.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:

Financial Markets, Capital Market, Money Market, Primary Market, Secondary Market, Stock Exchange, Bonds.

2.5: Key Diagrams (if any)

Powerpoint Presentation

https://www.slideshare.net/AniketKumar32/structure-of-indian-financial-market

25. Discussion:

Students discuss real-life examples of financial markets in action and Case study: How stock

exchanges facilitate capital formation.

26. Mind Map

5.Summary

Financial markets play a crucial role in the economy by facilitating investment, ensuring liquidity, and driving economic growth. They provide a structured platform for the buying and selling of financial assets, enabling businesses and governments to raise capital for expansion and development. By offering a marketplace for securities like stocks, bonds, and short-term instruments, financial markets enhance liquidity, allowing investors to easily convert assets into cash. Efficient allocation of resources through these markets fosters economic stability, encourages entrepreneurship, and supports long-term financial planning. Additionally, financial markets contribute to wealth creation and employment generation, ultimately promoting overall economic prosperity.

6.Assessment

Formative Assessment 1 (FA1) (2 minutes)

Students are asked to name different financial market instruments

Formative Assessment 2 (FA2) (2 minutes)

A quick Q&A on differences between money market and capital market.

7.FAQ' s : MSQ's/ Descriptive questions:

13. What are financial markets? Explain their types.

14. Discuss the role of financial markets in economic development.

8.References:

Bharti V. Pathak, *Indian Financial System*, Pearson, 2022.

Mishkin & Eakins, *Financial Markets and Institutions*, Pearson, 2023.

9.Verified by Subject Expert:

B. Mahesh Vanitha

A. Sudha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA Economics
Semester	IV
Course Title	Environmental Economics
Code	21PECC42
Hours	6
Total Hours	90
Credits	4
Max Marks	60
Unit & Title	Unit IV: Environmental Pollution
Name of the Faculty	Dr. B. Mahesh Vanitha
T-L tools	Mind Maps, Power point, Group Discussion

Pre-requisite Knowledge :Basic understanding of the environment, types of pollution, and their effects on human health and nature.

Micro- Planning   : 60 minutes
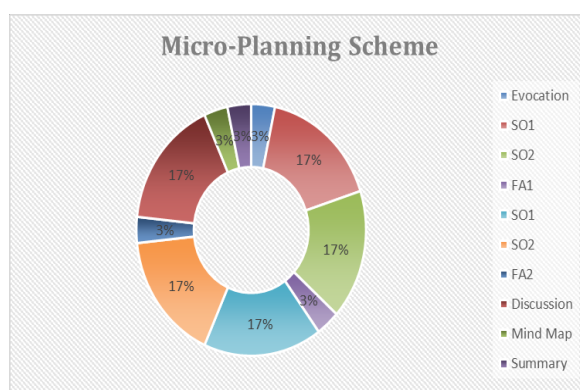
Evocation   : 2 min

SO1   : 10 min

SO2   : 10 min

FA1   : 2 min

SO1   : 10 min

SO2   : 10 min

FA2   : 2 min

Discussion   :10 min

Mind Map   :2 min

Summary   :2 min

11. **Topics for learning through Evocation:**
    Brief explanation about environmental pollution and its impact on human health, biodiversity, and climate change. Ask students to share examples of pollution in their locality.
12. **Topic Introduction:**
    2.1: General Objective:
    • To understand the different types of environmental pollution.
    • To learn how pollution affects ecosystems and human life.

    2.2 : Specific Outcomes:

- To classify and explain different types of pollution.
- To understand the causes, effects, and control measures of pollution

First Phase:
SO1 (10 minutes): Explain environmental pollution, its meaning, and classification (air, water, soil, noise, thermal, radioactive, and plastic pollution).
SO2 (10 minutes): Discuss the major causes and consequences of each type of pollution..

Second Phase:
SO1 (10 minutes): Explain the role of industries, urbanization, and deforestation in pollution.
SO2 (10 minutes): Explore control measures and government policies for pollution management.

Mind Map (2 minutes)
Create a simple mind map differentiating types of pollution, their causes, and control measures.

Summary (2 minutes)
Summarize the key takeaways on pollution types, their effects, and possible solutions through group discussion.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge					1	
D. Meta Cognitive Knowledge						1

2.4: Key words:
Environmental Pollution, Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Plastic Waste, Climate Change, Sustainability.

2.5: Key Diagrams (if any)
Powerpoint Presentation
https://www.slideshare.net/slideshow/environmental-pollution-14379215/14379215

27. Discussion:

Students will discuss the impact of pollution in their region and propose solutions. They will also be asked to present case studies on pollution control efforts.

28. Mind Map

29. Summary

Pollution is a major environmental concern, affecting air, water, soil, and overall quality of life. Group discussions highlighted five main types: air pollution from vehicle emissions and industrial activities, water pollution due to sewage and industrial waste, soil pollution caused by pesticides and deforestation, noise pollution from traffic and machinery, and light pollution from excessive artificial lighting. The effects of pollution include serious health risks such as respiratory diseases and waterborne infections, environmental degradation leading to climate change and biodiversity loss, and economic consequences like increased healthcare costs and reduced agricultural productivity. Possible solutions discussed include stricter government regulations, adoption of sustainable practices like clean energy and organic farming, and raising public awareness to encourage responsible consumption and waste management. Addressing pollution requires collective efforts from individuals, industries, and policymakers to ensure a cleaner and healthier environment.

30. Assessment

Formative Assessment 1 (FA1) (2 minutes)

Students are asked to identify major pollutants in air, water, and soil.

Formative Assessment 2 (FA2) (2 minutes)

A quick review of pollution control measures and sustainable practices.

31. FAQ' s : MSQ's/ Descriptive questions:

15. What is environmental pollution? State its types.

16. Explain the causes and effects of air and water pollution

32. References:

- Sharma, P. D. (2021). Environmental Studies: Principles, Concepts, and Practices. New Delhi: Rastogi Publications.
- Cunningham, W. P. & Cunningham, M. A. (2022). Environmental Science: A Global Concern. McGraw-Hill Education.

33. Verified by Subject Expert:

B. Mahesh Vanitha

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	M.A
Semester	IV
Course Title	Financial Institutions
Code	21PECC33
Hours	6
Total Hours	90
Credits	4
Max Marks	60
Unit & Title	Unit I- Financial System
Name of the Faculty	Dr. G. Sumathi
T-L Tools	Mind Map, Power point, Group Discussion

Pre- requisite Knowledge: Basic understanding of money, banking, and economic systems.
Micro- Planning   : 60 minutes
Evocation   : 2 min
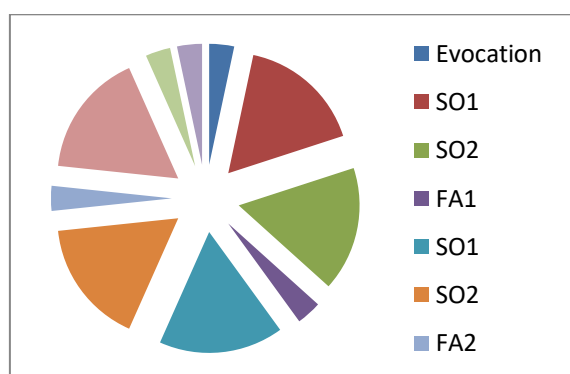SO1   : 10 min
SO2   : 10 min
FA1   : 2 min
SO1   :10 min
SO2   : 10 min
FA2   : 2 min
Discussion   : 10 min
Mind Map   : 2 min
Summary   : 2min

Topics for learning through Evocation:
Brief discussion on the importance of a financial system in an economy. Ask students to share their views on financial institutions they use.
1.Topic Introduction:
2.1: A financial system is a network of institutions, markets, instruments, and services that facilitate the flow of money within an economy.
Specific Outcomes:
- To identify the components of a financial system.
- To analyze the role of banks, non-banking financial institutions, and stock markets.

First Phase: Basic understanding
SO1 (10 minutes): Explain the meaning of the financial system and its importance.

SO2 (10 minutes): Discuss its main components – financial institutions, financial markets, financial instruments, and financial services
Formative Assessment 1(FA1) (2 Minutes): Ask students to list at least two services provided by commercial banks.

Second Phase: Advanced understanding
SO1 (10 minutes): Explain the role of commercial banks, central banks, and non-banking financial institutions.

SO2 (10 minutes): Explore real-life examples of financial markets and their impact on the economy.

Formative Assessment 2(Fa2) (2 Minutes):
Discussion (10 min): Group activity:
How would life be different without commercial banks?
Students discuss and present their views.
Mind Map (2 minutes): Create a simple mind map showing the structure of the financial system, linking institutions, markets, and instruments.

Summary (2 minutes): Summarize the key functions and importance of the financial system in economic growth.

2.3: Taxonomy of objectives:

| Taxonomy						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Q. Factual Knowledge	1	1				
R. Conceptual Knowledge		2	1	1		
S. Procedural Knowledge					1	
T. Meta Cognitive Knowledge						1

2.4: Key Words: Financial System, Financial Institutions, Markets, Instruments, Central Bank, Stock Market.

2.5: Key Diagrams (if any):
Power point Presentation:
 https://www.slideshare.net/slideshow/financial-system-157511977/157511977
Discussion: Students will discuss real-world examples of financial institutions and their influence on daily life.
Mind Map:
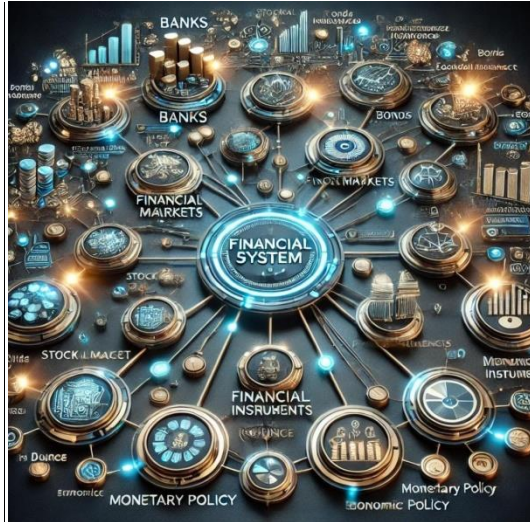
Summary: The financial system is the framework that facilitates the flow of funds between individuals, businesses, and governments.
Assessment:
Formative Assessment 1 (FA1) (2 minutes) :
Students explain the role of banks in the financial system.

 Formative Assessment 2 (FA2) (2 minutes)
Formative Assessment 2 (FA2) (2 min): Quick review of financial markets and their functions.

FAQ'S : MSQ'S / Descriptive questions:
1. What are the main components of a financial system?
2. How does the financial system help in economic growth?
Reference:
1. Mishkin, F. (2021). The Economics of Money, Banking, and Financial Markets. Pearson.

2. Khan, M.Y. (2022). Indian Financial System. Tata McGraw Hill.


Verified Subject Expert:

G. Swathi

A. Sudha

Approved by HoD
PG Department of Economics (SSC)
St. Mary's College
Thoothukudi

Lesson Plan

Programme	MA
Semester	V
Course Title	Digital Economy
Code	41PECC44
Hours	6
Total Hours	90
Credits	4
Max Marks	60
Unit& Title	Unit III: Digital platform
Name of the Faculty	Dr. A. Sudha
T-Ltools	Mind Maps, Power point,Group Discussion

Pre-requisite Knowledge : •Basics of Digital Business, Importance of Online Platforms

Micro-Planning :60minutes
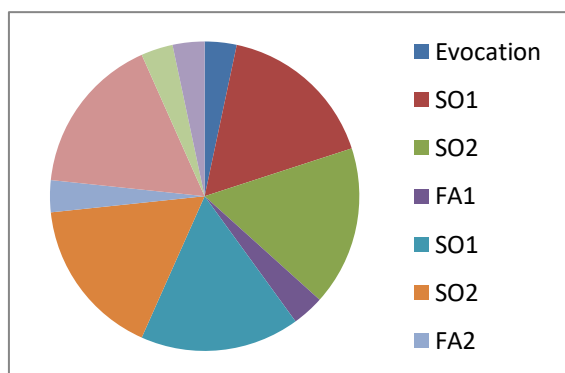
Evocation	: 2 min
SO1	: 10 min
SO2	: 10 min
FA1	: 2 min
SO1	:10 min
SO2	: 10 min
FA2	: 2 min
Discussion	: 10 min
Mind Map	: 2 min
Summary	: 2min

1. Topics for Learning Through Evocation:

- Brief introduction to digital platforms and their impact on business.
- Ask students to share their experiences with online shopping, social media, and cloud-based services.

2. Topic Introduction:

2.1 General Objective:

- To understand different digital business platforms.

- To analyze their applications in various industries.

2.2 Specific Outcomes:

- To identify the types of digital business platforms.
- To differentiate between various online platforms and their business models.

First Phase:

- **SO1 (10 minutes):** Explain what digital business platforms are and their types (e-commerce, social media, cloud computing, fintech, etc.).
- **SO2 (10 minutes):** Discuss how these platforms are utilized in different business scenarios.

Second Phase:

- **SO1 (10 minutes):** Clarify the key features of e-commerce platforms like Amazon, social media platforms like Instagram, and cloud platforms like AWS.
- **SO2 (10 minutes):** Provide real-life examples of businesses leveraging digital platforms for success.

Mind Map (2 minutes):

Create a simple mind map to differentiate between digital platforms such as e-commerce, social media, cloud computing, and fintech.

Summary (2 minutes):

Summarize the advantages and challenges of digital platforms through group discussion.

2.3 Taxonomy of Objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1	1				
B. Conceptual Knowledge		2	1			
C. Procedural Knowledge				1	1	
D. Meta Cognitive Knowledge						1

2.4 Key Words:

Digital platforms, e-commerce, cloud computing, social media marketing, fintech

2.5 Key Diagrams (if any):

- PowerPoint Presentation: https://www.slideshare.net/slideshow/digital-marketing-227045801/227045801

3. Discussion:

Students will discuss in groups about the various digital platforms, their benefits, and challenges. Each group will create a case study on how a business utilizes digital platforms.

4. Mind Map
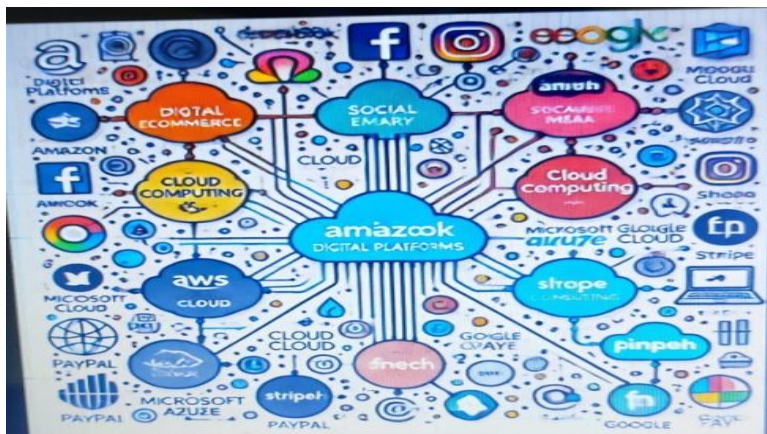
5. Summary

Digital platforms have transformed the business landscape by enabling companies to reach global audiences, automate processes, and enhance customer experiences. Businesses today use platforms such as Amazon for e-commerce, Facebook for marketing, and PayPal for digital payments.

6. Assessment

- **Formative Assessment 1 (FA1) (2 minutes):** Students will identify different business models used in digital platforms.
- **Formative Assessment 2 (FA2) (2 minutes):** Quick review of advantages and disadvantages of digital platforms.

7. FAQs: MSQs/Descriptive Questions:

1. What is a digital platform? State its types.
2. Compare and contrast e-commerce platforms and social media platforms.

8. References:

- Chaffey, D. (2021). *Digital Business and E-Commerce Management.* Pearson.
- Laudon, K., & Traver, C. (2022). *E-commerce: Business, Technology, Society.* Pearson.

9. Verified by Subject Expert

Approved by HoD

PG Department of Economics (SSC)
St. Mary's College
Thoothukudi