

**Department of Economics**  
**Course Structure (w.e.f. 2021)**  
**Semester –I**

Part	Components	Sub. Code	Title of the Paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	21ULTA11		6	3	40	60	100
	French	21ULFA11						
II	General English	21UGEN11		6	3	40	60	100
III	Core I	21UECC11	Micro Economics- I	5	4	40	60	100
	Core II	21UECC12	Indian Economy- I	5	4	40	60	100
	Allied I	21UECA11	Statistics- I	4	4	20	30	50
		21UHIA11	General Economics- I (History)	4	4	20	30	50
IV	Skill Based Enhancement Course – I	21UECPE1	Professional English for Economics – I	2	2	20	30	50
	Ability Enhancement	21UAVE11	Value Education	2	2	20	30	50
			<b>Total</b>	<b>30+4</b>	<b>22+ 4</b>			

**Semester II**

Part	Component	Sub. Code	Title of the Paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	21ULTA21		6	3	40	60	100
	French	21ULFA21						
II	General English	21UGEN21		6	3	40	60	100
III	Core III	21UECC21	Micro Economics- II	5	4	40	60	100
	Core IV	21UECC22	Indian Economy- II	5	4	40	60	100
	Allied II	21UECA21	Statistics- II	4	4	20	30	50
		21UHIA21	General Economics- II (History)	4	4	20	30	50

IV	Skill Enhancement	21UECPE2	Professional English for Economics – II	2	2	20	30	50
	Ability Enhancement Course II	21UAEV21	Environmental Studies	2	2	20	30	50
			<b>Total</b>	<b>30</b>	<b>22</b>			

### Semester III

Part	Components	Sub. Code	Title of the Paper	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil /	21ULTA31		6	4	40	60	100
	French	21ULFA31						
II	General English	21UGEN31		6	4	40	60	100
III	Core V	21UECC31	Macro Economics- I	6	6	40	60	100
	Allied III	21UECA31	Mathematical Methods- I	4	4	20	30	50
	Core SB	21UECS31	Tourism Economics- I	4	4	40	60	100
	NME I	21UECN31	Economics for Competitive Examinations- I	2	2	20	30	50
IV	Ability Enhancement Course III	21UAWS31	Women's Synergy	2	2	20	30	50
	Self-Study / On-line Course Internship (Optional)	21UECSS1	Economics of Insurance		+2			50
			<b>Total</b>	<b>30</b>	<b>26+2</b>	<b>240</b>		

### Semester IV

Part	Components	Sub. Code	Title of the Paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	21ULTA41		6	4	40	60	100
	French	21ULFA41						
	General	21UGEN41		6	4	40	60	100
III	Core VI	21UECC41	Macro Economics- II	6	6	40	60	100
	Allied IV	21UECA41	Mathematical Methods- II	4	4	20	30	50
	Core SB	21UECS41	Tourism Economics- II	4	4	40	60	100
	NME II	21UECN41	Economics for Competitive Examinations- II	2	2	20	30	50
IV	Ability Enhancement  Course IV	21UAYM41	Yoga & Meditation	2	2	20	30	50
	Self-Study /  On-line  Course  Internship (Optional)	21UECSS2	Economics of Advertising		+2		50	50
V	NCC, NSS & SPORTS  Extension  Activities/ CDP				1          +1			
			Total	30	27+3			

**Semester V**

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
III	Core VII (Common Core)	21UMCC51	Human Resource Management	6	3	40	60	100
	Core VIII	21UECC51	Fiscal Economics- I	6	4	40	60	100
	Core IX	21UECC52	Money & Banking - I	6	4	40	60	100
	Core X	21UECC53	International Economics	5	4	40	60	100
	Core Elective	21UECE51/ 21UECE52	Economics of Waste Management / Energy Economics	5	4	40	60	100
IV	Common Skill Based Course	21UCSB51	Computer for Digital Era and Soft Skills	2	2	20	30	50
	Self-Study / On-line Course/ internship (Optional)	21UECSS3	Self -Employment		+2			50
<b>Total</b>				<b>30</b>	<b>21+2</b>			



### Semester VI

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
III	Core XI	21UECC61	Fiscal Economics- II	6	4	40	60	100
	Core XII	21UECC62	Money & Banking - II	6	4	40	60	100
	Core XIII	21UECC63	Economic Growth and Development	6	4	40	60	100
	Core XIV	21UECC64	Shipping Management	6	4	40	60	100
IV	Core XV / Project	21UECC65/  21UECP61	Industrial Economics with internship. (Or) Group Project	6	4	40	60	100
<b>Total</b>				<b>30</b>	<b>20</b>			
<b>Total</b>				<b>180</b>	<b>140 + 5</b>			

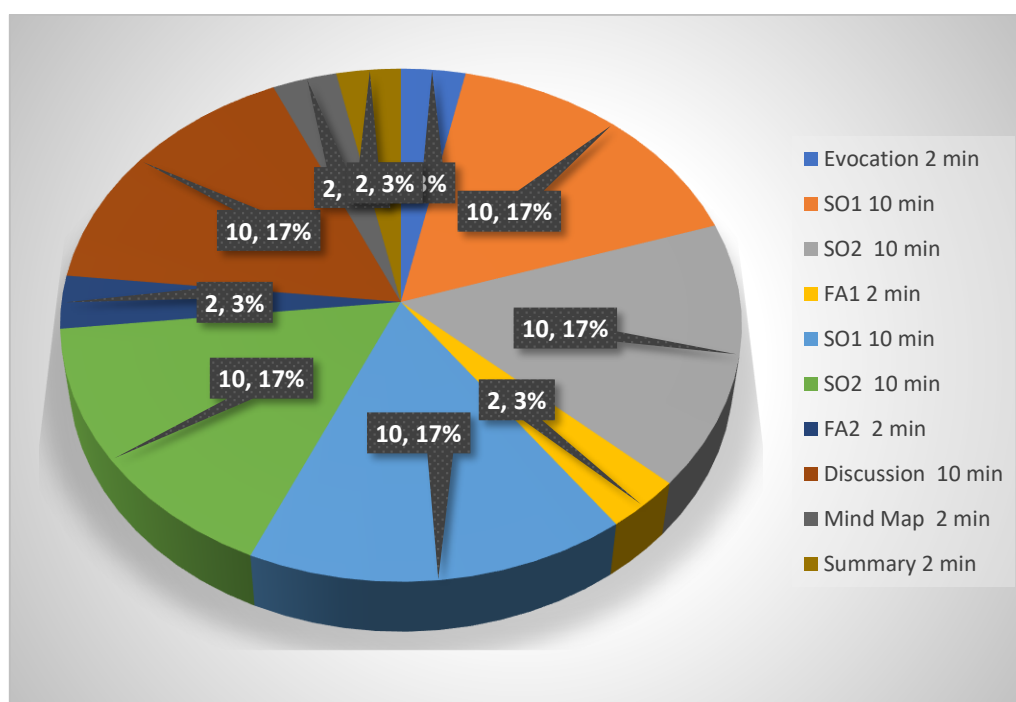
### Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	I
<b>Course Title</b>	<b>CORE – I MICRO ECONOMICS – I</b>
<b>Course Code</b>	<b>21UECC11</b>
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	100
<b>Unit &amp; Title</b>	Unit I – Wealth Definition of Adam Smith
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the subject matter of Economics

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



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

Briefly introduce the contribution of Adam Smith Ask the students to share their view and pre-knowledge on the father of Economics -Adam Smith

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the types of economic systems
- To highlight the role of government in the economy

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of specialization, division of labour and productivity in expanding output.
- To enable students to answer the core economic questions: What to produce, how to produce and how output will be distributed.

First Phase

SO1 (10 minutes): Explain how Adam Smith see the role of government in the economy.

SO2 (10 minutes): Introduce the Economist Adam Smith

Second Phase

SO1 (10 minutes): Analyse the theory that Adam Smith proposes in The Wealth of Nations.

SO2 (10 minutes): Estimate the impact of the theories proposed in Smith's the Wealth of Nations?

# Adam Smith Mind Map

## 1. Biography

- Birth and Early Life
  - Date: June 16, 1723
  - Place: Kirkcaldy, Scotland
- Education
  - University of Glasgow
  - Balliol College, Oxford
- Death
  - Date: July 17, 1790
  - Place: Edinburgh, Scotland

## 2. Major Works

- The Theory of Moral Sentiments (1759)
  - Focus on morality and ethics
  - Introduction of sympathy as a central concept
- The Wealth of Nations (1776)
  - Principles of political economy
  - Division of labor
  - Invisible hand concept

## 3. Economic Theories

- Classical Economics
  - Free markets and competition
  - Role of self-interest in economic growth
- Division of Labor
  - Efficiency and productivity
  - Example: Pin factory
- Value Theory
  - Labor theory of value
  - Market prices

## 4. Philosophy

- Moral Philosophy
  - Ethical framework
  - Importance of empathy and societal welfare
- Social and Political Theory
  - Liberty and justice
  - Critique of mercantilism

## 5. Influence and Legacy

- Impact on Economic Thought
  - Foundation of modern economics
  - Influence on later economists (e.g., Karl Marx, John Maynard Keynes)
- Political and Social Impact
  - Ideas on capitalism and free markets
  - Relevance in modern economic policies

## 6. Key Concepts

- Invisible Hand
  - Self-regulating nature of the marketplace
- Laissez-Faire
  - Minimal government intervention
- Capitalism
  - Role of private ownership and free enterprise

## 7. Criticisms

- Critique of His Ideas
  - Ethical implications of self-interest
  - Exclusion of social inequalities
- Alternative Economic Theories
  - Marxism
  - Keynesian economics

## 8. Adam Smith's Reputation

- Recognized as the father of modern economics
- Celebrated within academic circles
- Continued relevance in economic discussions and policies

Create a simple mind map depict the contribution of Adam Smith

Summary (2 minutes)

Summarize the topic emphasizing the Wealth Definition of Adam Smith

2.3: Taxonomy

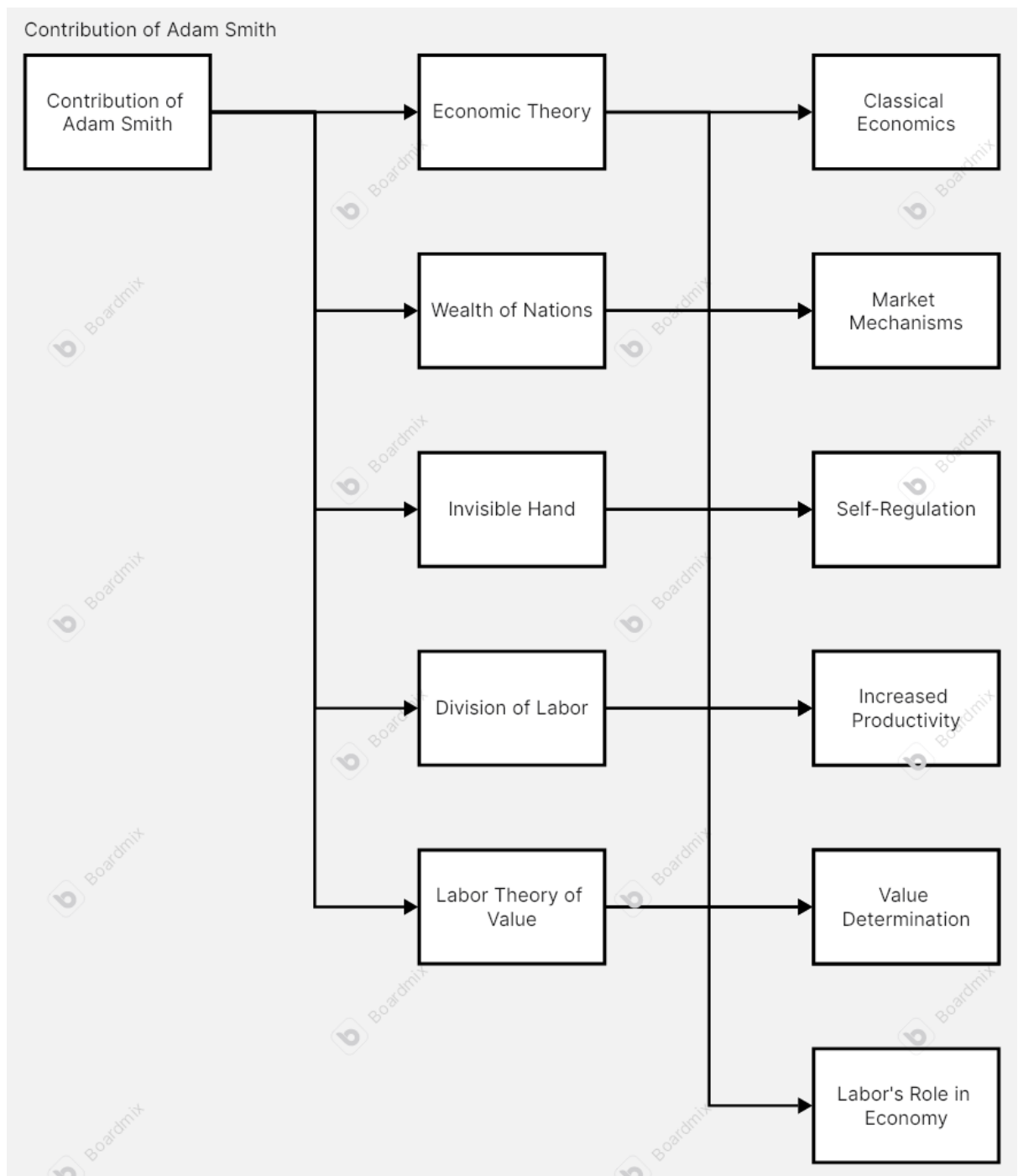
Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual knowledge		2				
C. Procedural Knowledge				1		
D. Meta Cognitive Knowledge						

**2.4 Key Words:**

Adam Smith  
Invisible Hand  
Laissez-faire  
The Wealth of Nations

**2.5 Key Diagrams (if any)**

**Flow Chat**



### PowerPoint Presentation

<https://boardmix.com/app/share/CAE.CKCCVSABKhAeSvLv3w8I0akx9y0pGvvdMAZAAQ/kEqKOe?elementNodeGuid=1:3>

### Picture Book

<https://docs.google.com/presentation/d/1BtXjZoa-kM8T0sgG1muCUshRCLolSSP6TdjgnKAgpVs/edit?usp=sharing>

### Video Sample

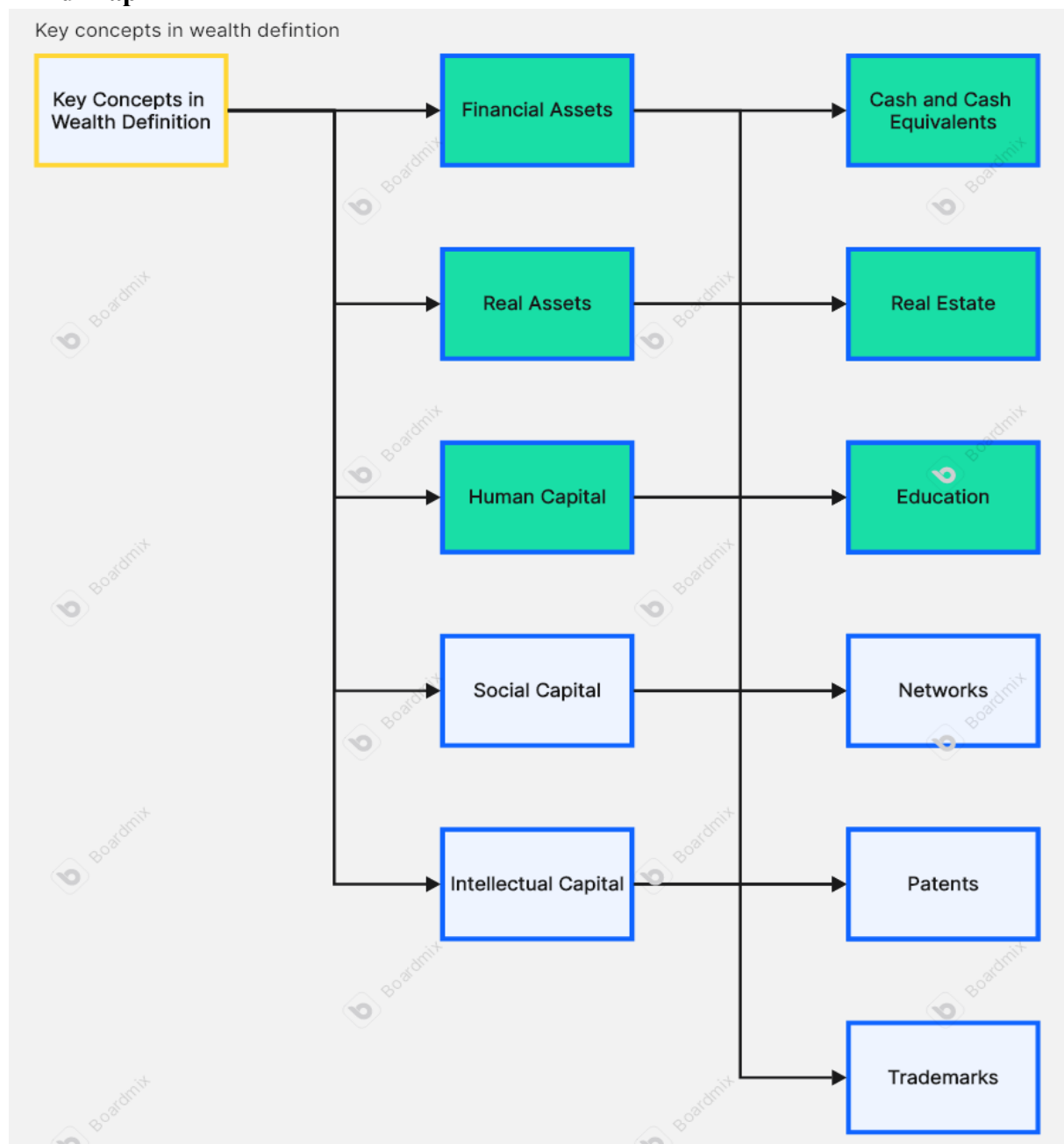
[https://youtu.be/y5QZM9\\_MxS8?si=M6Es8BD28HYzZJiJ](https://youtu.be/y5QZM9_MxS8?si=M6Es8BD28HYzZJiJ)

### 3. Discussion:

Engage the students in a discussion about the importance of the welfare definition of Economics.

Discuss the major part played by Adam Smith in developing Economics as a social science  
Consolidate the ideas of students to generate valuable comment on the contribution rendered by Adam Smith

### 4. Mind Map



## **5. Summary :**

The central thesis of Smith's "The Wealth of Nations" is that our individual need to fulfill self-interest results in societal benefit. He called the force behind this fulfillment the invisible hand. Self-interest and the division of labor in an economy result in mutual interdependencies that promote stability and prosperity through the market mechanism. Smith rejected government interference in market activities. He believed that a government's three functions should be to protect national borders, enforce civil law, and engage in public works.

## **6. Assessment through questions/analogy/new ideas**

### **Formative Assessment 1 (FA1) (2 minutes)**

1. Explain the concept of the "invisible hand" and its role in a free market economy.
2. Explain the concept of the "invisible hand" and its role in a free market economy.

### **Formative Assessment 2 (FA2) (2 minutes)**

1. Define economics according to Adam Smith's perspective as the "science of wealth
2. Analyze the relationship between division of labor and wealth creation as described by Smith.
3. What does Smith mean by "the wealth of nations"?

### **Short quiz or oral question on Wealth Definition of Adam Smith**

1. Who is often referred to as the "Father of Economics"?  
a) David Ricardo b) John Maynard Keynes c) Adam Smith d) Thomas Malthus
2. What is the central concept that Adam Smith uses to explain how markets function efficiently?  
a) Division of labor b) Government intervention c) Price controls d) Central planning
3. Discuss the main features of Wealth Definition
4. Discuss the impact of wealth definition of Adam Smith on other definitions
5. What were some of the long term contribution of Adam Smith concept of Invisible Hand

## **7. FAQ's: MCQ's/ Descriptive questions.**

1. Estimate the contributions rendered by Adam Smith, as the father of Economics
2. Analyse the Merits and Demerits of Wealth Definition of Adam Smith

## **8. References**

1. Maria John Kennedy, Microeconomics Theory, 3<sup>rd</sup> Edition, Prentice Hall Pvt Ltd, 2011.
2. Dominick Salvatore – Principles of Micro Economics, 5<sup>th</sup> Edition, Oxford University Press, New Delhi, 2009.
3. M.L.Seth, Micro Economics, 7<sup>th</sup> Revised Edition, Lakshmi Narain Agarwal Educational Publishers, Agra, Publication, 2001.
4. M.L.Jhingan, Micro Economic Theory, 7<sup>th</sup> Edition, Vrinda Publications, Delhi, 1998.
5. S.Sankaran - Economic Analysis, 3<sup>rd</sup> Edition, Margham Publications, Madras, 1991.



**9.Verified by Subject Expert:**

  
**Course In-charge**

  
**Approved by HoD.**

**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
Associate Professor in Economics  
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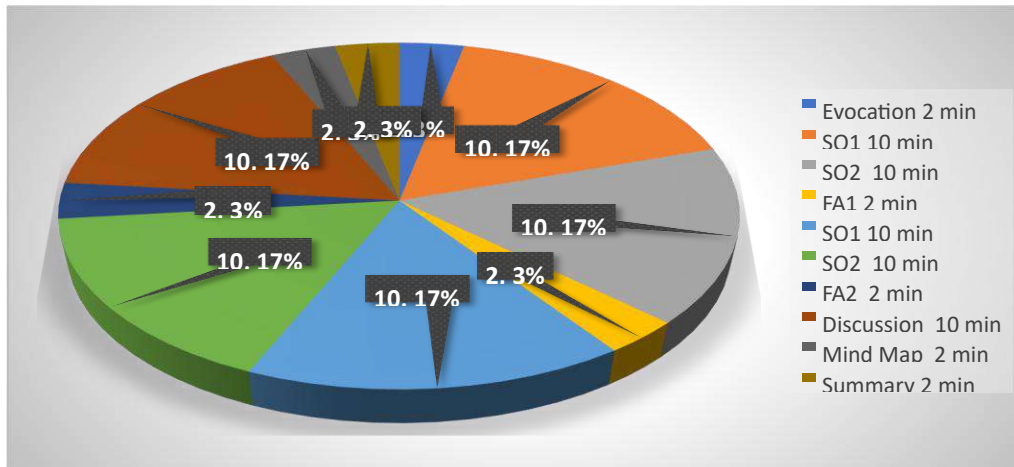
## Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	I
<b>Course Title</b>	Indian Economy – I
<b>Course Code</b>	21UECC12
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	60
<b>Unit &amp; Title</b>	Unit III : Basic Problems of Indian Economy
<b>Name of the Faculty</b>	Dr.D.Amutha
<b>T-L tools</b>	Mind Maps, Power point, Flow chat, Video.

**Pre-requisite Knowledge:** Basic understanding of common causes and remedial measures of poverty.

**Micro – Planning:** 60 Minutes

### Micro Planning Scheme



### 1. Topics for learning through Evocation:

Briefly introduce an overview of poverty and causes and remedial measures. Ask the students to share about the relationship between poverty and its effects.

### 2. Topic Introduction

#### 2.1 General Objectives:

- To understand the impact of poverty on different groups of people, such as children, women, or marginalized communities.
- To learn to apply in life

## 2.2 Specific Outcomes:

- To know about the causes of poverty.
- To have a clear knowledge about potential solutions to poverty, such as education, community involvement, and advocacy for policy change.

### First Phase

SO1 (10 minutes): Explain what is poverty and the causes of poverty.

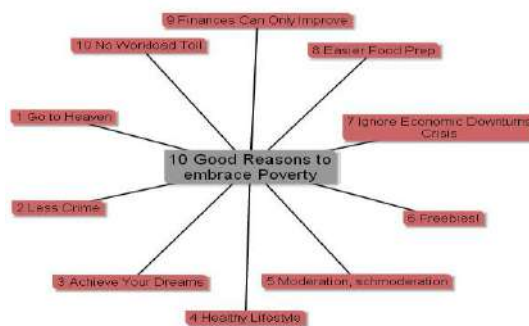
SO2 (10 minutes): Discuss about the remedial measures of poverty on different circumstances.

### Second Phase:

SO1 (10 minutes): Expose that vicious cycle of poverty, low security, financial instability, low capital

SO2 (10 minutes): Learn how poverty affects the society.

### Flow Chart



Create a simple Flow chart that illustrate the different types of poverty.

Summary (2 minutes)

Summarize the topic emphasizing the methods of remedial measures of poverty.



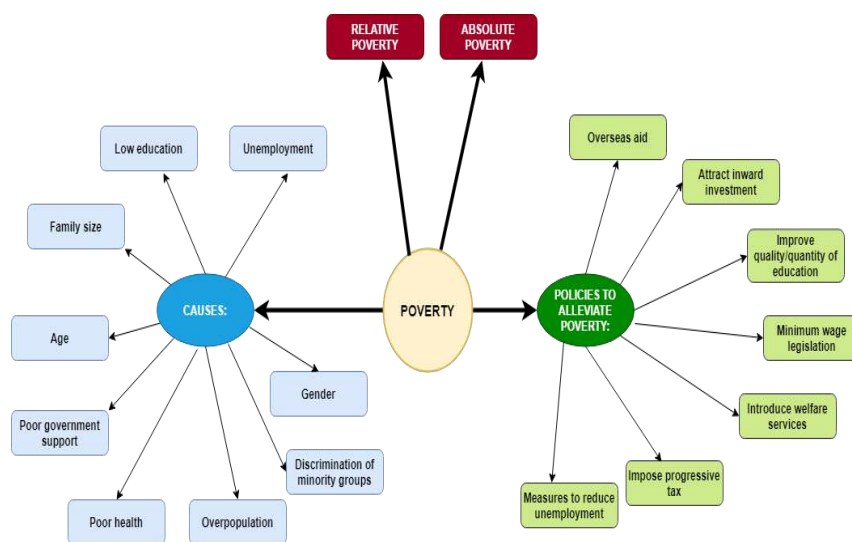
## 2.3 : Taxonomy of objectives:

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1					
B. Conceptual knowledge		2		4		
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

## 2.4 Key Words:

Absolute poverty, relative poverty, low consumption, starvation, education, community involvement.

## 2.5 Key Diagrams (if any)



## PowerPoint Presentation

<https://youtu.be/hro8qhwBTbU?si=7imMIABsrph7dSF1>

## Video Sample

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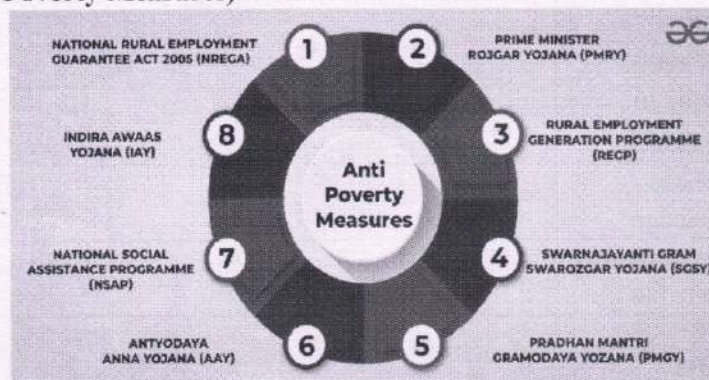
[https://youtu.be/24aMjny2-Mg?si=uqB\\_KyzfzTN9Kixg](https://youtu.be/24aMjny2-Mg?si=uqB_KyzfzTN9Kixg)

## 3. Discussion:

Students were asked to think about the challenges of poverty, shift the focus towards positive actions and solutions that students can contribute to.



#### 4. Mind Map (Anti-Poverty Measures)



#### 5. Summary:

The study of Poverty in India is characterized by a lack of basic necessities like food, shelter, and healthcare, and it affects a significant portion of the population, particularly in rural areas. The topic also necessitates understanding the various factors that contribute to poverty, such as rapid population growth, low productivity in agriculture, and social issues like caste and discrimination. Additionally, the effects of poverty, including illiteracy, malnutrition, and limited access to resources, should be examined.

#### 6. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the factors contributing to poverty in India.

Formative Assessment 2 (FA2) (2 minutes)

A quick analysis on the solutions to change poverty in India.

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

1. Examine the consequences of poverty in India.
2. Analyse the anti-poverty measures with special reference to India.

#### 8. References

1. Dr.D. Amutha, Indian Economy, New Delhi, Manglam publications, First Edition, 2022.
2. Uma Kapila, Indian Economy, New Delhi, Academic Foundation, 20th Edition, 2019.
3. Ishwar. C. Dhingra -Indian Economy, New Delhi, Manakin Press Pvt. Ltd, 21st Edition, 2018.
4. Mishra & Puri - Economics of Development and Planning, Mumbai, Himalaya Publication, 7th edition, 2005.
5. Meier, G.M. Leading Issues in Economic Development, New Delhi, Oxford University Press, 6th edition, 1995.

#### 9. Verified by Subject Expert:

Course In-charge

Approved by HoD.

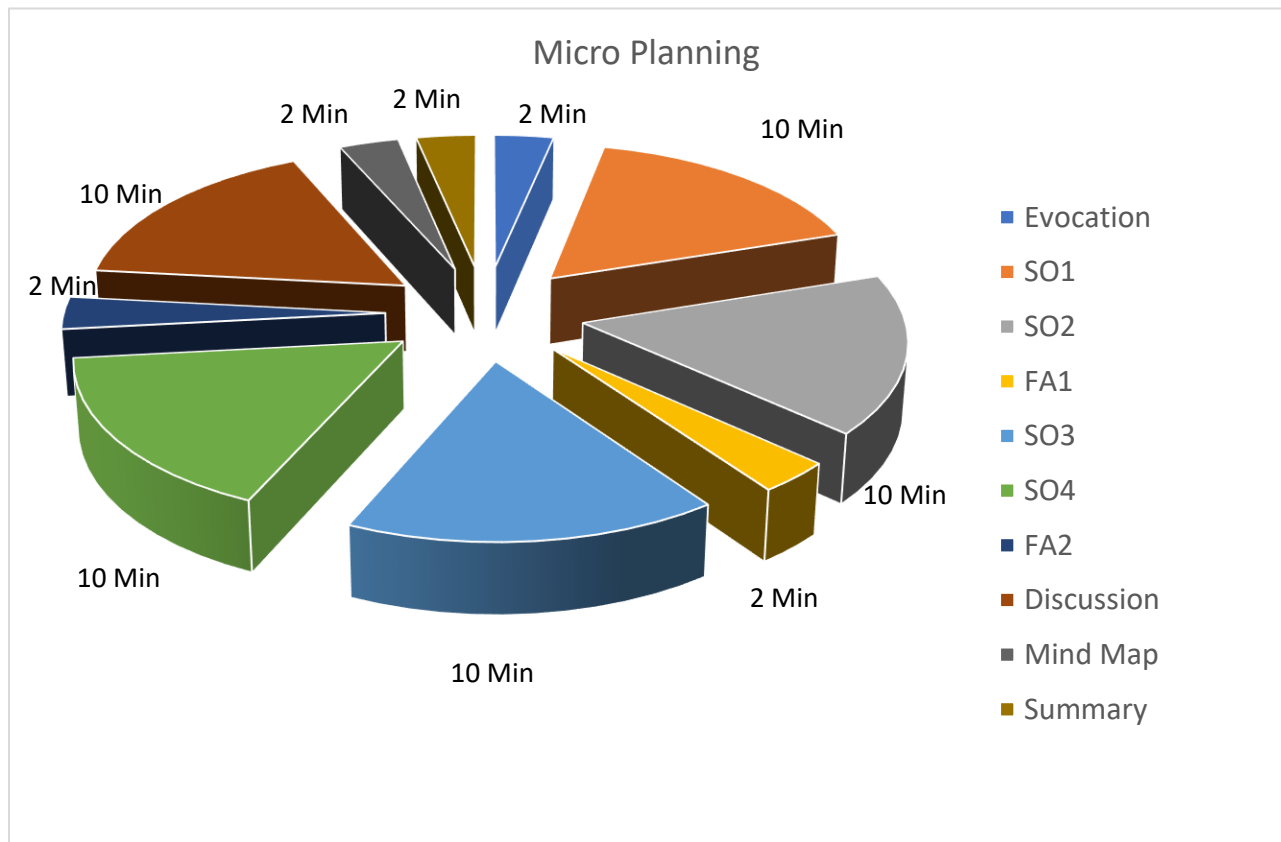
**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
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**St. Mary's College (Autonomous) Thoothukudi**  
**Department of Economics**  
**Lesson Plan 2021-2024**

Programme	B. A Economics
Semester	I
Course Title	Statistics-I
Code	21UECA11
Hours/ Week	4
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit-I Sources of Data Collection
Name of the Faculty	Dr. Muthu Maha Laxmi
T-L Tools	Lecture Method, Visual Aid: PPT, Mind Maps, Case Studies

Pre-requisite Knowledge: Basic understanding of data and its role in research and familiarity with real-world data applications (E.g., census, surveys)

**Micro-Planning (60 minutes)**



Evocation	: 2 Min
SO1	: 10 Min
SO2	: 10 Min
FA1	: 2 Min
SO3	: 10 Min
SO4	: 10 Min
FA2	: 2 Min
Discussion	: 10 Min
Mind Map	: 2 Min
Summary	: 2 Min

### 1. Topics for Learning Through Evocation (2 Min)

Engagement Activity: Students are asked to share examples of where they have seen data being collected (e.g., school surveys, election polling, census).

### 2. Topic Introduction

#### 2.1 General Objective:

To understand the concept of data collection and differentiate between various sources.

#### 2.2 Specific Outcomes:

SO1: Define data collection and its importance in research.

SO2: Differentiate between Primary and Secondary data.

SO3: Identify sources of primary and secondary data with examples.

SO4: Compare the advantages and limitations of both sources.

### 3. Teaching and Learning Process

#### First Phase (20 minutes)

##### SO1 (10 min):

Define data collection and its significance in decision-making.

Explain how businesses, governments, and researchers use data.

##### SO2 (10 min):

Explain Primary Data: Data collected firsthand (e.g., surveys, experiments).

Explain Secondary Data: Pre-existing data (e.g., government reports, journals).

Provide real-life examples.

#### Formative Assessment (FA1 2 Minutes)

#### Second Phase (20 minutes)

##### SO3 (10 min):

Discuss sources of Primary Data:

Surveys, Interviews, Focus Groups, Observations, Experiments



Discuss sources of Secondary Data:

Government Reports, Company Records, Research Papers, Internet Database

SO4 (10 min):

Compare advantages & limitations:

Primary Data: Accurate but time-consuming.

Secondary Data: Quick access but may be outdated or biased.

Formative Assessment 2 (FA2 – 2 min):

Short quiz: Identify whether given examples are primary or secondary data.

4. Discussion (10 min)

Group Discussion:

“Which data source is more reliable – Primary or Secondary? Why?”

Real-world case study: Discuss how companies use customer surveys vs. market research reports.

5. Mind Map (2 min)

simple mind map differentiating Primary vs. Secondary data with examples.



6. Summary (2 min)

Recap key differences and importance of choosing the right data source.

Primary data sources involve firsthand data collection through methods like surveys, interviews, and experiments, while secondary sources use pre-existing data from books, reports, and online databases. Primary data is original, specific, and up-to-date but can be time-consuming and costly to collect, whereas secondary data is readily available and cost-effective but may be outdated or less relevant. Choosing the right data source is essential for ensuring accuracy, reliability, and applicability to the research or decision-making process. Incorrect data selection can lead to misleading conclusions, wasted resources, and poor decision-making. Therefore, understanding the differences between data sources helps in selecting the most suitable one for informed and effective outcomes.



## 7. 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	

8. Key Terms : Data Collection, Primary Data, Secondary Data, Survey, Interview, Observation  
Government Reports, Census, Journals

Key Diagrams (If any)

Power Point Presentation

Link:

[https://docs.google.com/presentation/d/1SOsysGB8n6cEXLY7KHvhSJpfTM\\_1vKlq/edit?usp=sharing&ouid=110157119283067532698&rtpof=true&sd=true](https://docs.google.com/presentation/d/1SOsysGB8n6cEXLY7KHvhSJpfTM_1vKlq/edit?usp=sharing&ouid=110157119283067532698&rtpof=true&sd=true)

9. Assessment:

FA 1 and FA 2

MCQs:

1. Which of the following is an example of primary data?

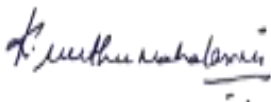
- a) Government Census
- b) Newspaper Article
- c) Customer

Reference:

S. P.Gupta, Statistical Methods, 42<sup>nd</sup> Revised Edition, Sultan Chand & Sons, New Delhi, 2012.

Verified by Subject Expert

Approved by HOD




HOD

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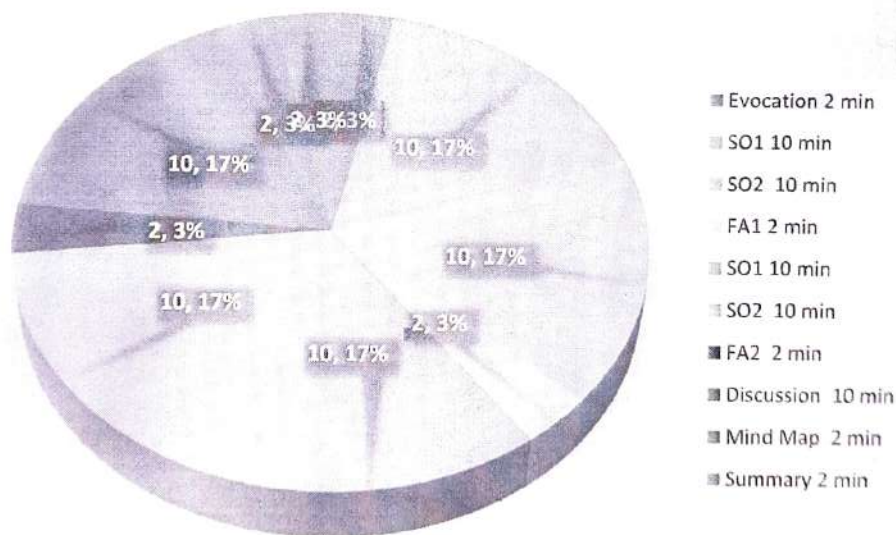
### Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	I
<b>Course Title</b>	Skill Based Enhancement Course – I -Professional English for Economics – I
<b>Course Code</b>	<b>21UECPEI</b>
<b>Hours</b>	2
<b>Total Hours</b>	30
<b>Credits</b>	2
<b>Max Marks</b>	50
<b>Unit &amp;Title</b>	Unit I – Economists- Adam Smith
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the subject matter of Economics

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



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

Briefly introduce the contribution of Adam Smith. Ask the students to share their view and pre-knowledge on the father of Economics - Adam Smith.

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the types of economic systems
- To highlight the role of government in the economy

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of specialization, division of labour and productivity in expanding output.
- To enable students to answer the core economic questions: What to produce, how to produce and how output will be distributed.

#### **First Phase**

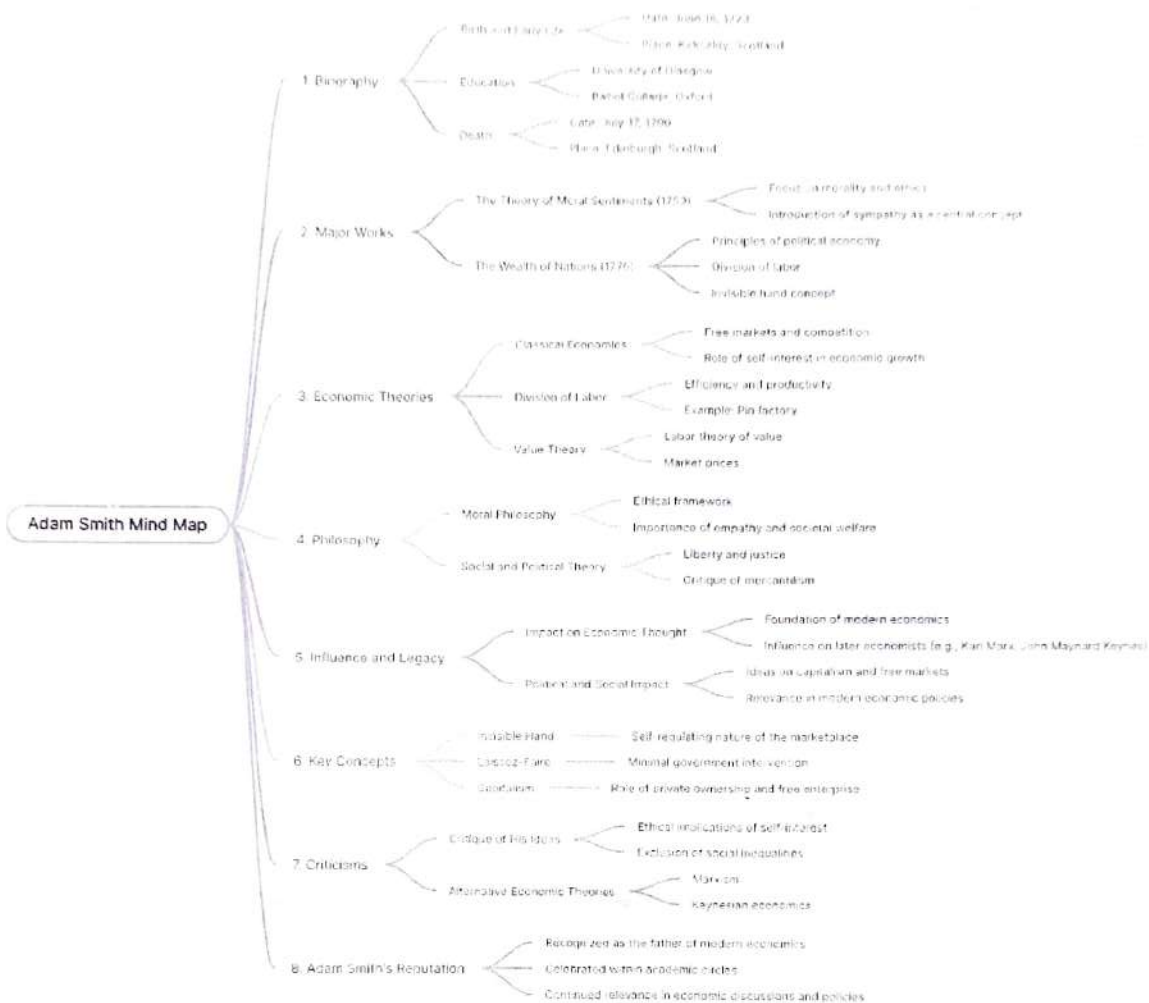
SO1 (10 minutes): Explain how Adam Smith sees the role of government in the economy.

SO2 (10 minutes): Introduce the Economist Adam Smith

#### **Second Phase**

SO1 (10 minutes): Analyse the theory that Adam Smith proposes in *The Wealth of Nations*.

SO2 (10 minutes): Estimate the impact of the theories proposed in Smith's *The Wealth of Nations*?



Create a simple mind map depict the contribution of Adam Smith

Summary (2 minutes)

Summarize the topic emphasizing the Wealth Definition of Adam Smith

### 2.3: Taxonomy

Knowledge Dimension	Taxonomy of Obejtives					
	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						
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#### **2.4 Key Words:**

Adam Smith

Invisible Hand

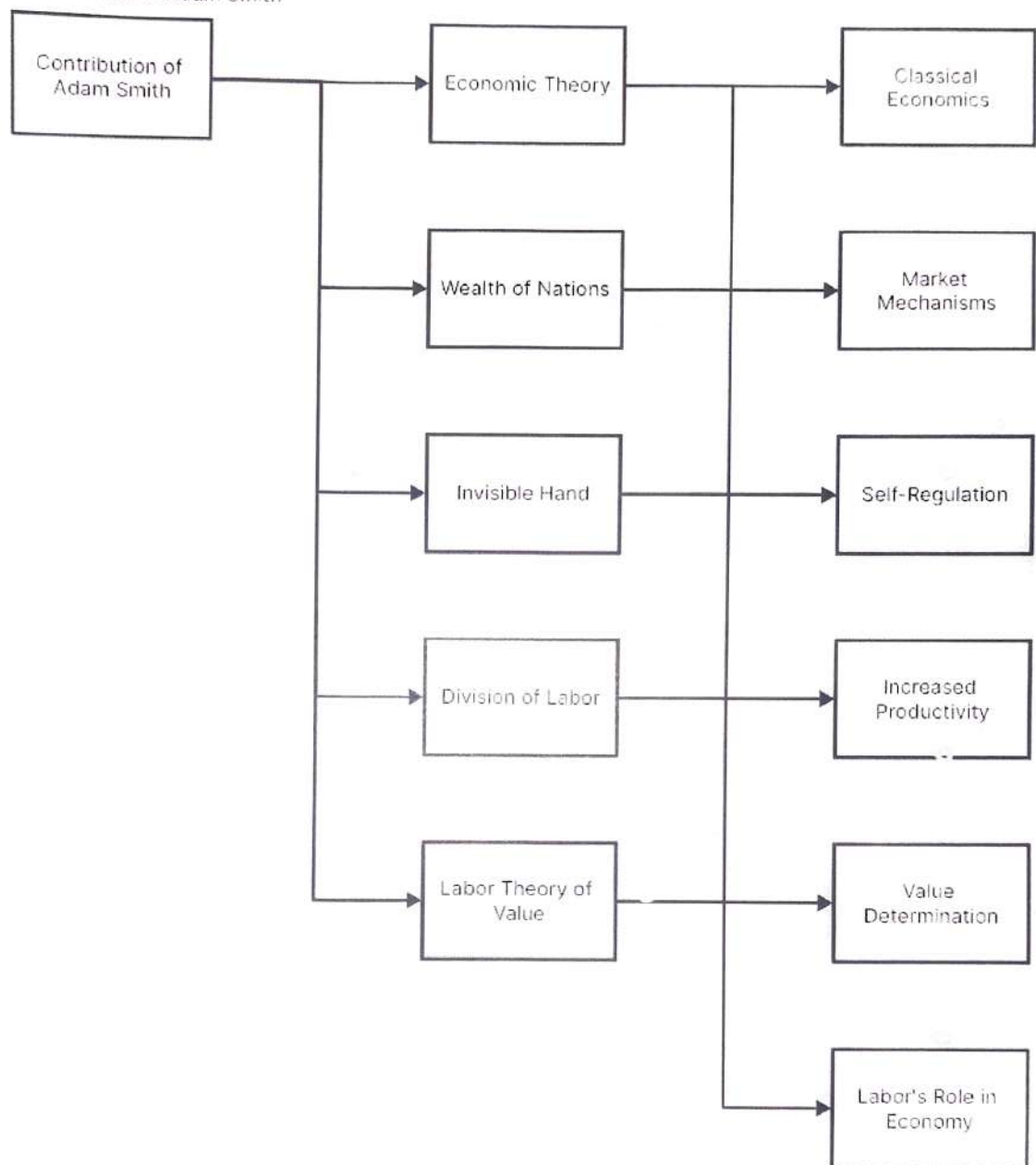
Laissez-faire

The Wealth of Nations

#### **2.5 Key Diagrams (if any)**

Flow Chat

### Contribution of Adam Smith



### PowerPoint Presentation

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**Picture Book**

<https://docs.google.com/presentation/d/1BtXjZoa-kM8T0sgG1muCUshRCLolSSP6TdjqnKAqpVs/edit?usp=sharing>

**Video Sample**

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**3. Discussion:**

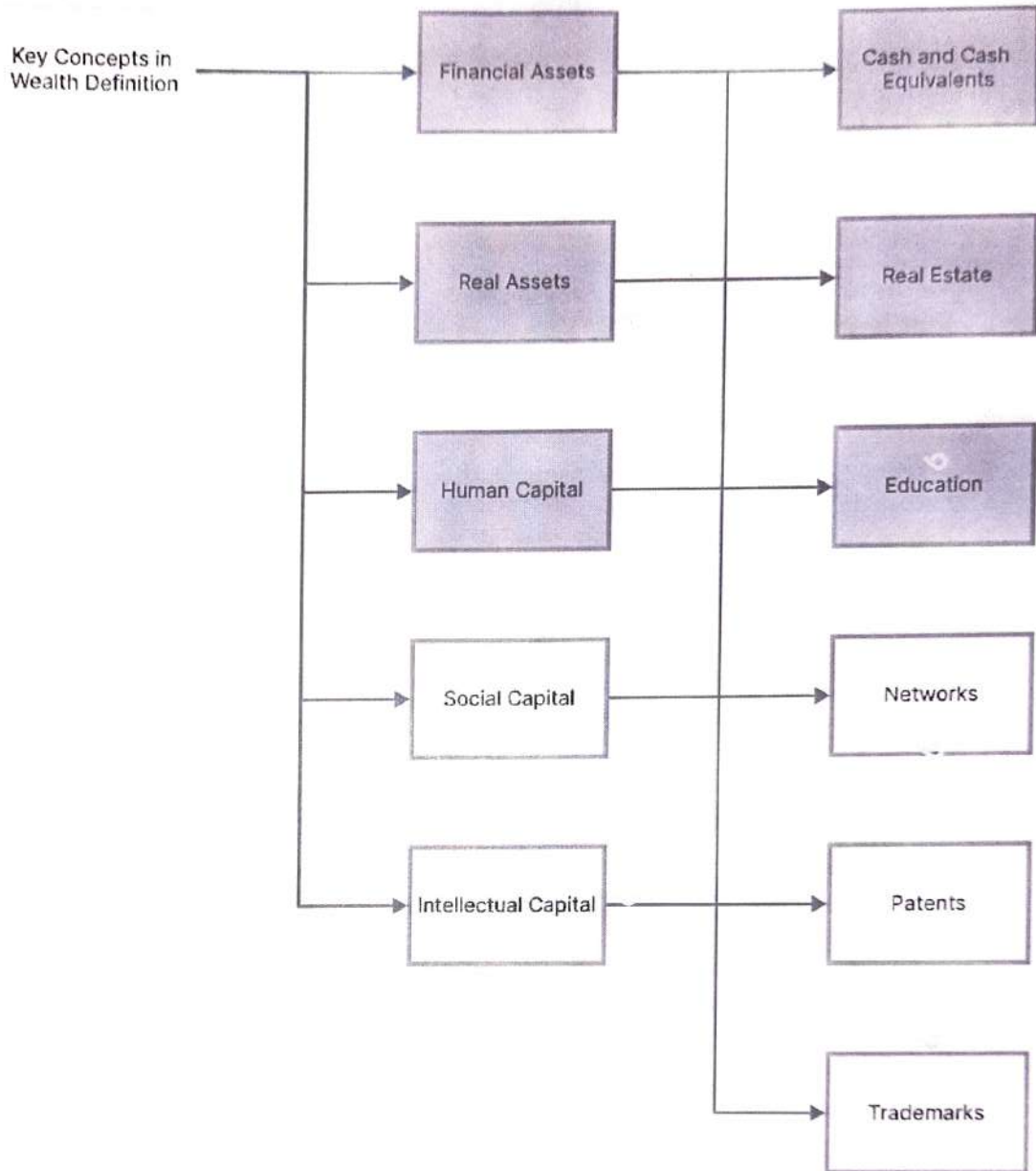
Engage the students in a discussion about the importance of the welfare definition of Economics.

Discuss the major part played by Adam Smith in developing Economics as a social science  
Consolidate the ideas of students to generate valuable comment on the contribution rendered by Adam Smith

**4. Mind Map**



#### Key concepts in wealth definition



#### 5. Summary :

The central thesis of Smith's "The Wealth of Nations" is that our individual need to fulfill self-interest results in societal benefit. He called the force behind this fulfillment the invisible hand. Self-interest and the division of labor in an economy result in mutual interdependencies that promote stability and prosperity through the market mechanism. Smith rejected government interference in market activities. He believed that a government's three functions should be to protect national borders, enforce civil law, and engage in public works.

#### 6. Assessment through questions/analogy/new ideas

##### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept of the "invisible hand" and its role in a free market economy.



2. Explain the concept of the "invisible hand" and its role in a free market economy.

**Formative Assessment 2 (FA2) (2 minutes)**

1. Define economics according to Adam Smith's perspective as the "science of wealth"
2. Analyze the relationship between division of labor and wealth creation as described by Smith.
3. What does Smith mean by "the wealth of nations"?

**Short quiz or oral question on Adam Smith**

1. Who is often referred to as the "Father of Economics"?  
a) David Ricardo b) John Maynard Keynes c) Adam Smith d) Thomas Malthus
2. What is the central concept that Adam Smith uses to explain how markets function efficiently?  
a) Division of labor b) Government intervention c) Price controls d) Central planning
3. Discuss the main features of Wealth Definition
4. Discuss the impact of wealth definition of Adam Smith on other definitions
5. What were some of the long term contribution of Adam Smith concept of Invisible Hand

**7. FAQ's: MCQ's/ Descriptive questions.**

1. Estimate the contributions rendered by Adam Smith, as the father of Economics
2. Analyse the Merits and Demerits of Wealth Definition of Adam Smith

**8. References**

1. Communicative English (For Students of Arts and Science colleges) semester I, Tamil Nadu State Council for higher education ( transche),2020
2. Professional English for arts and Social Sciences-,I, Tamil Nadu State Council for higher education.2020
3. Pazhani, Microeconomics, 4<sup>th</sup> Edition, J.P. Publishers, Nagercoil,2019
4. M .L Seth, Principles of Economics, 13<sup>th</sup> Edition, Pearsons Publication, U.K, 2019.
5. M.L.Jhingan, Microeconomic theory, 7<sup>th</sup> Edition, Vrinda Publications Pvt. Ltd, Delhi 2014.
6. Uma Kapila, Indian economy, 9<sup>th</sup> edition, Published by Academic Foundation, 2010.
7. Ishwar C Dhingra, The Indian economy, 21st Edition, Sultan Chand, New Delhi, 2009.

**9.Verified by Subject Expert:**

  
**Course In-charge**

  
**Approved by HoD.**

**Dr. Mrs. D. AMUTHA, M.A.,M.Phil.,Ph.D.,**  
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Tuticorin -623 001

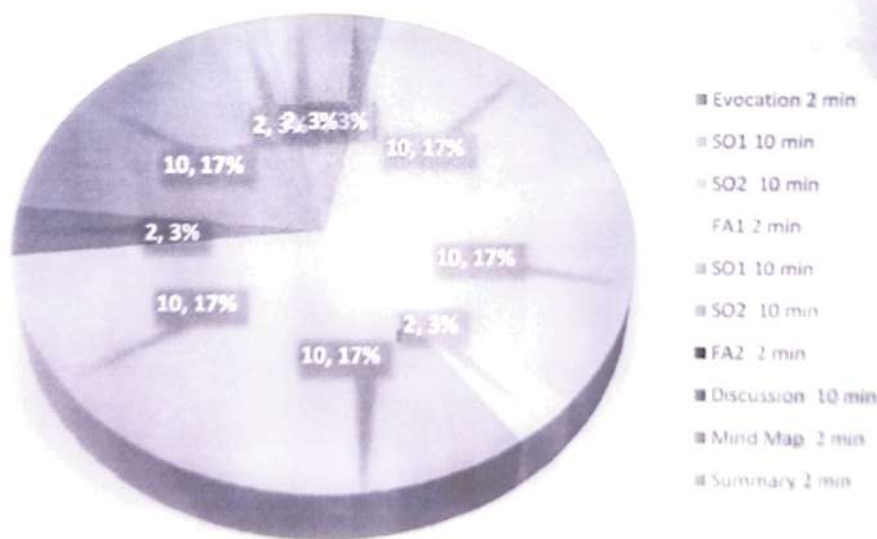
### Lesson Plan

Programme	B.A. History
Semester	I
Course Title	ALLIED – I GENERAL ECONOMICS – I (I HISTORY)
Course Code	21UH1A11
Hours	4
Total Hours	60
Credits	4
Max Marks	50
Unit & Title	Unit I – Wealth Definition of Adam Smith
Name of the Faculty	Ms. T.A.Alfreeda
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the subject matter of Economics

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



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

Briefly introduce the contribution of Adam Smith. Ask the students to share their view and pre-knowledge on the father of Economics - Adam Smith

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the types of economic systems
- To highlight the role of government in the economy

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of specialization, division of labour and productivity in expanding output.
- To enable students to answer the core economic questions: What to produce, how to produce and how output will be distributed.

#### **First Phase**

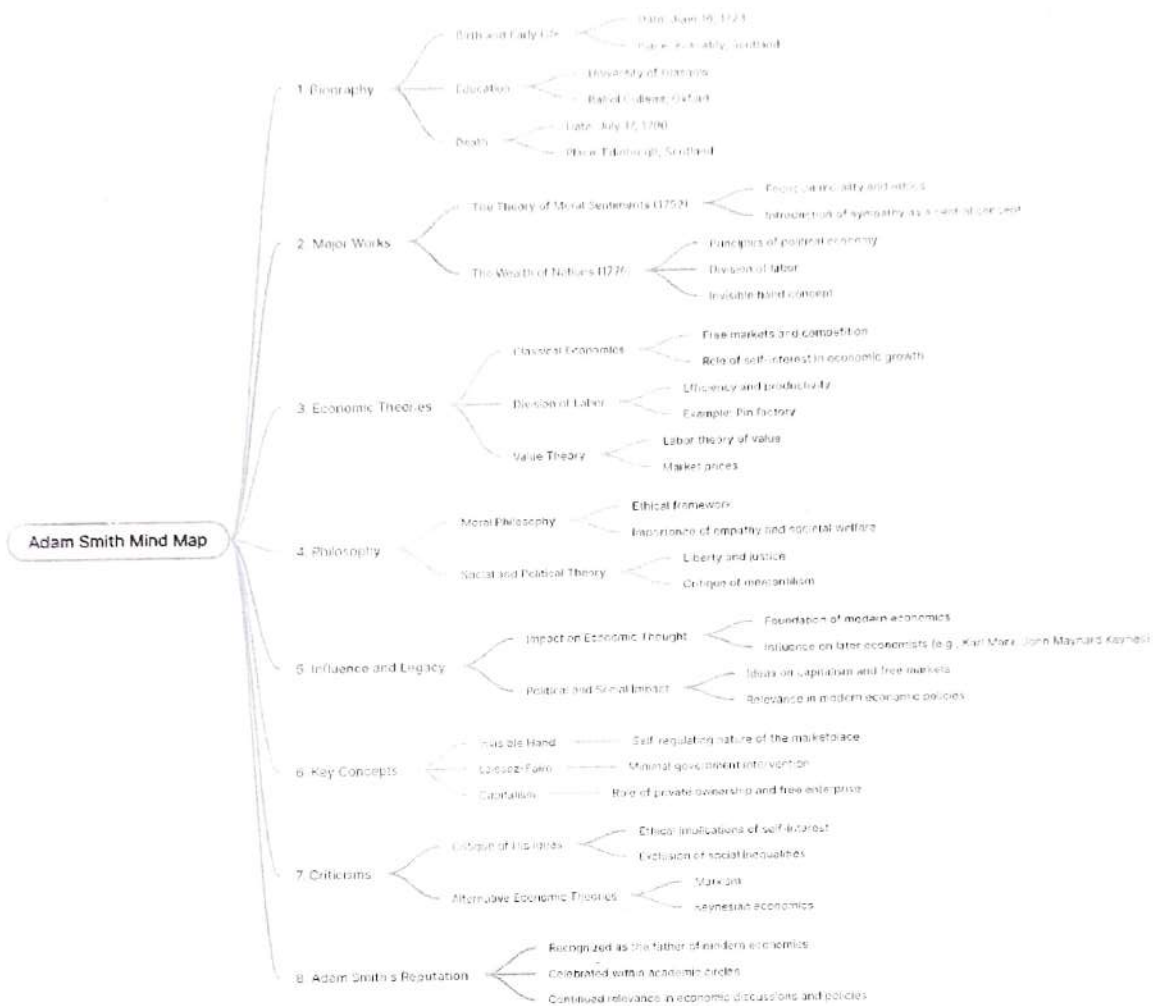
SO1 (10 minutes): Explain how Adam Smith sees the role of government in the economy.

SO2 (10 minutes): Introduce the Economist Adam Smith

#### **Second Phase**

SO1 (10 minutes): **Analyse** the theory that Adam Smith proposes in *The Wealth of Nations*.

SO2 (10 minutes): Estimate the impact of the theories proposed in Smith's *The Wealth of Nations*?



Create a simple mind map depict the contribution of Adam Smith

Summary (2 minutes)

Summarize the topic emphasizing the Wealth Definition of Adam Smith

### 2.3: Taxonomy

Taxonomy of Obejtives						
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						
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#### **2.4 Key Words:**

Adam Smith

Invisible Hand

Laissez-faire

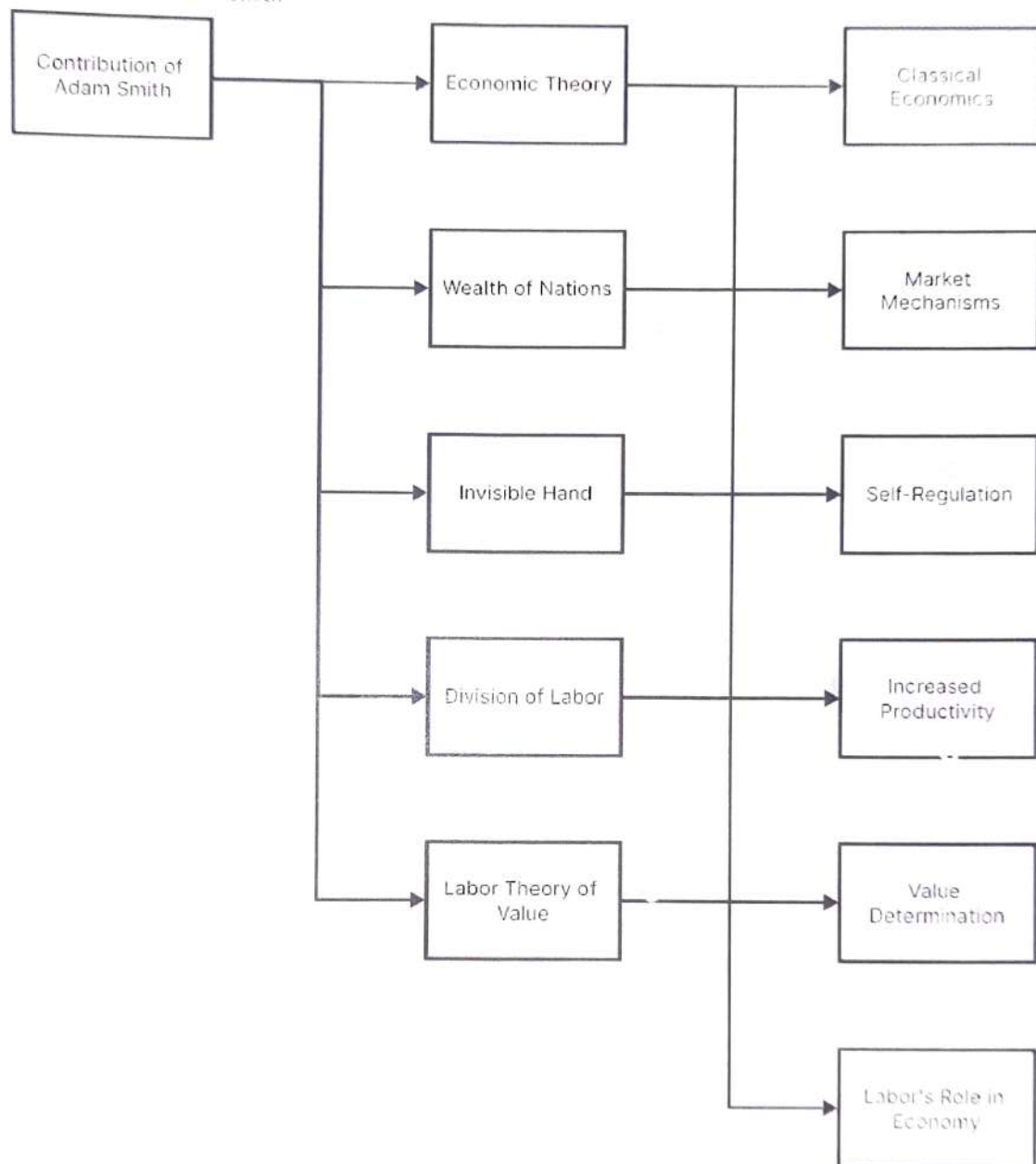
The Wealth of Nations

#### **2.5 Key Diagrams (if any)**

Flow Chat



### Contribution of Adam Smith



### PowerPoint Presentation

<https://boardmix.com/app/share/CAE.CKCeVSABKhAeSvLv3w8I0akx9y0pGvydMAZA AQ/kEqKOe?elementNodeGuid=1:3>

**Picture Book**

<https://docs.google.com/presentation/d/1BtXjZoa-kM8T0sgG1muCUshRCLolSSP6TdJgnkAgpVs/edit?usp=sharing>

**Video Sample**

[https://youtu.be/Y5QZM9\\_MXS8?si=M6Es8bD28HYzZJlJ](https://youtu.be/Y5QZM9_MXS8?si=M6Es8bD28HYzZJlJ)

**3. Discussion:**

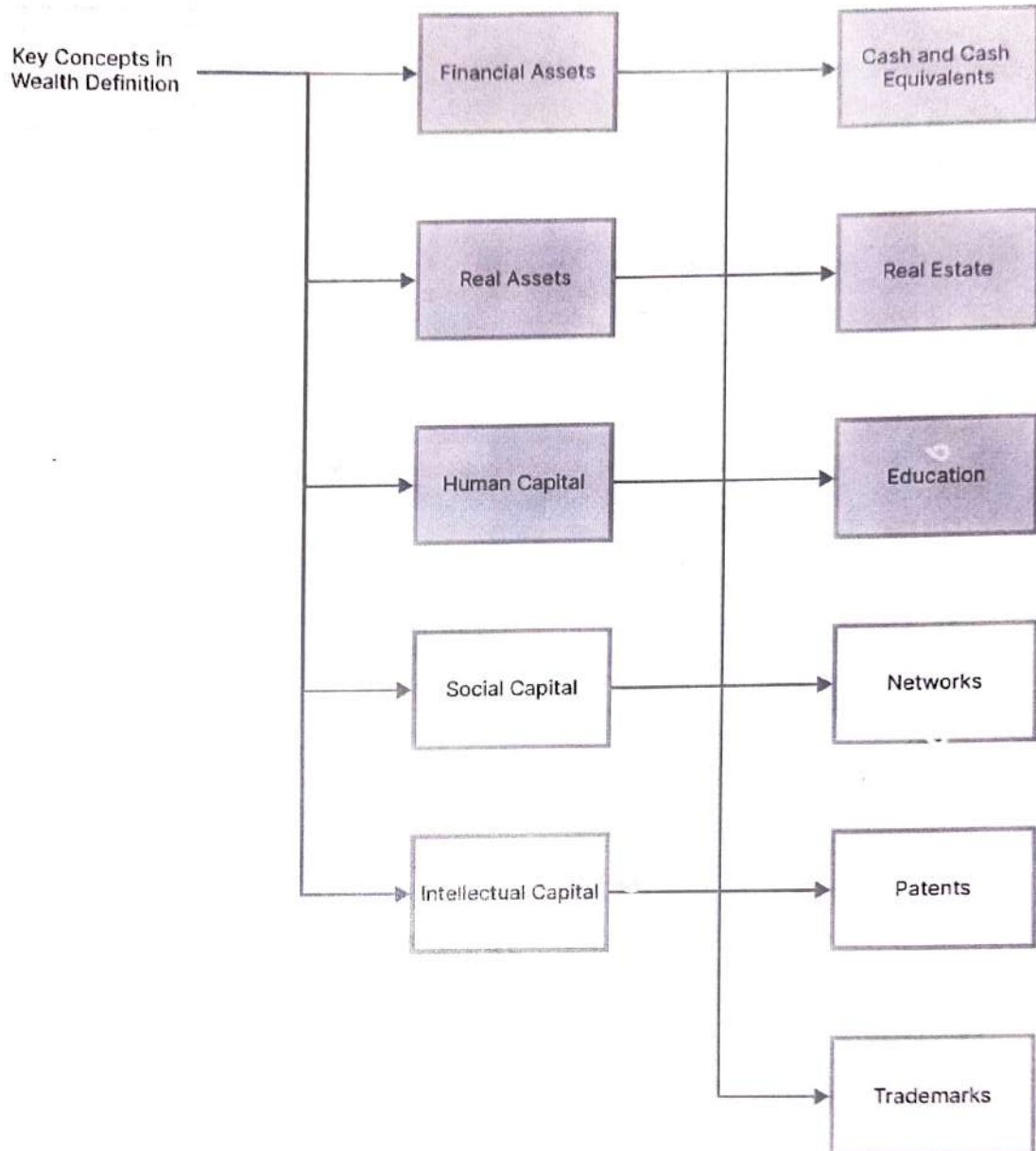
Engage the students in a discussion about the importance of the welfare definition of Economics.

Discuss the major part played by Adam Smith in developing Economics as a social science

Consolidate the ideas of students to generate valuable comment on the contribution rendered by Adam Smith

**4. Mind Map**

#### Key concepts in wealth definition



#### 5. Summary :

The central thesis of Smith's "The Wealth of Nations" is that our individual need to fulfill self-interest results in societal benefit. He called the force behind this fulfillment the invisible hand. Self-interest and the division of labor in an economy result in mutual interdependencies that promote stability and prosperity through the market mechanism. Smith rejected government interference in market activities. He believed that a government's three functions should be to protect national borders, enforce civil law, and engage in public works.

#### 6. Assessment through questions/analogy/new ideas

##### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept of the "invisible hand" and its role in a free market economy.



2. Explain the concept of the "invisible hand" and its role in a free market economy.

**Formative Assessment 2 (FA2) (2 minutes)**

1. Define economics according to Adam Smith's perspective as the "science of wealth
2. Analyze the relationship between division of labor and wealth creation as described by Smith.
3. What does Smith mean by "the wealth of nations"?

**Short quiz or oral question on Wealth Definition of Adam Smith**

1. Who is often referred to as the "Father of Economics"?  
a) David Ricardo b) John Maynard Keynes c) Adam Smith d) Thomas Malthus
2. What is the central concept that Adam Smith uses to explain how markets function efficiently?  
a) Division of labor b) Government intervention c) Price controls d) Central planning
3. Discuss the main features of Wealth Definition
4. Discuss the impact of wealth definition of Adam Smith on other definitions
5. What were some of the long term contribution of Adam Smith concept of Invisible Hand

**7. FAQ's: MCQ's/ Descriptive questions.**

1. Estimate the contributions rendered by Adam Smith, as the father of Economics
2. Analyse the Merits and Demerits of Wealth Definition of Adam Smith

**8. References**

1. Dr.Pazhani, Micro Economics, 4<sup>th</sup> Edition, J P Publishers, Nagercoil, 2019
2. H.L.Ahuja, Modern Micro Economics: Theory and Applications, 19<sup>th</sup> Edition, S. Chand & Company Ltd, New Delhi, 2017.
3. N. Gregory Mankiw, Principles of Economics, 7<sup>th</sup> Edition, Cengage Learning India PVT. Ltd, New Delhi, 2015.

**9.Verified by Subject Expert:**

  
**Course In-charge**

  
**Approved by HoD.**

**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
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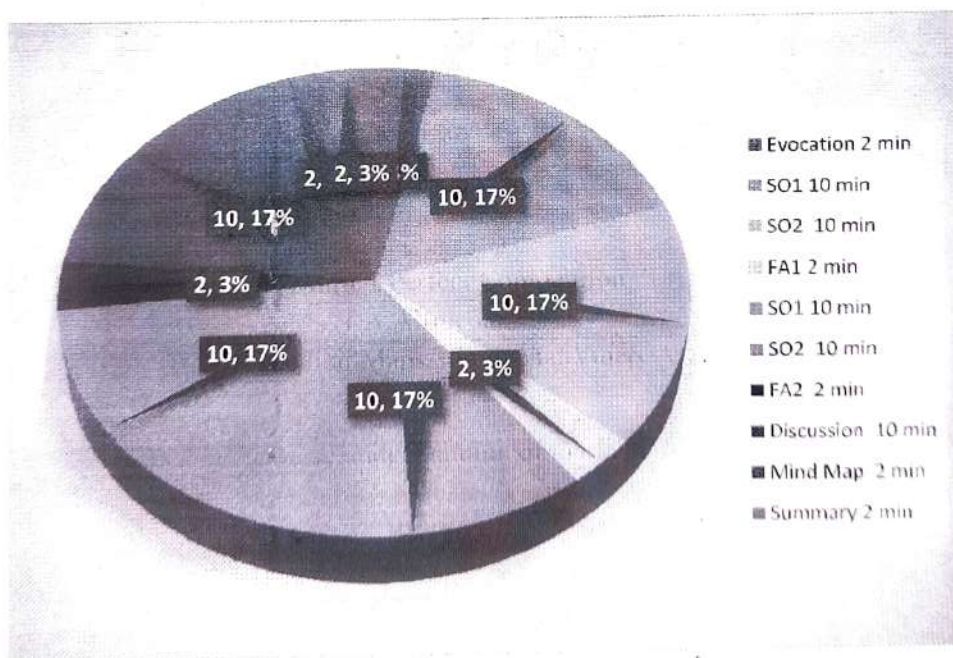
### Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	II
<b>Course Title</b>	<b>CORE III - MICRO ECONOMICS –II</b>
<b>Course Code</b>	<b>21UECC21</b>
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	100
<b>Unit &amp; Title</b>	Unit I – Perfect Competition
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of market structures and demand-supply equilibrium.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



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

Start by asking: "What happens when many sellers sell identical products?"

Ask for real-life examples (vegetable markets, commodity sellers).

Brief overview of market structures, focusing on Perfect Competition.

## **2. Topic Introduction**

### **2.1 General Objectives:**

- Understand characteristics and implications of perfect competition.
- Study price determination under perfect competition in short and long run.

### **2.2 Specific Outcomes:**

- Identify features of a perfectly competitive market.
- Analyze firm behavior in short and long run.
- Understand normal profit, supernormal profit, and loss under perfect competition.

#### **First Phase**

SO1 (10 minutes): Explain features of Perfect Competition.

SO2 (10 minutes): Discuss price determination in short run (firm and industry equilibrium).

#### **Second Phase**

SO1 (10 minutes): Analyze firm's behavior in the long run.

SO2 (10 minutes): Illustrate short-run and long-run equilibrium using diagrams.

## Mind Map



Create a simple mind map depict the features of Perfect Competition

Summary (2 minutes)

Summarize characteristics, short-run and long-run equilibrium, and real-world relevance of perfect competition.

### 2.3: Taxonomy

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			2	1		
D. Meta Cognitive Knowledge						

## 2.4 Key Words:

Perfect Competition

Price Taker

Homogeneous Product

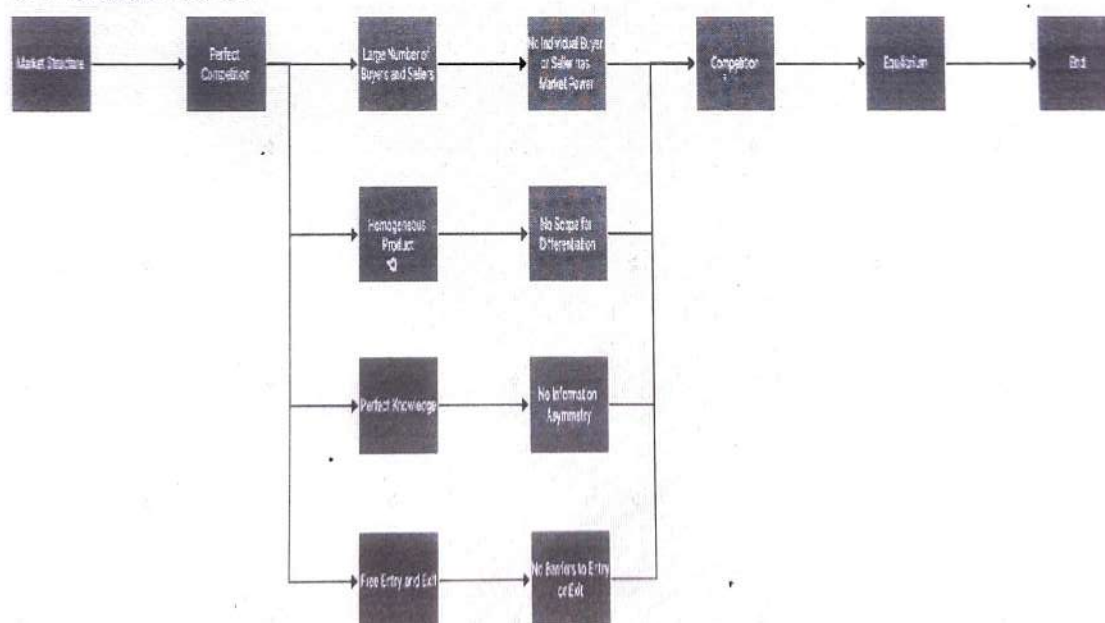
Normal Profit

Supernormal Profit

## 2.5 Key Diagrams (if any)

### Flow Chat

Features of Competition and Equilibrium in Perfect Competition



## PowerPoint Presentation

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Q/kEqKOe. Click the link to collaborate in the file [Untitled] on Boardmix

Picture Book

[https://docs.google.com/presentation/d/1ePqyJt5BT8nuIOBegnXl\\_qgZGCbG6pkCDP0MJHlqac5JU/edit?usp=sharing](https://docs.google.com/presentation/d/1ePqyJt5BT8nuIOBegnXl_qgZGCbG6pkCDP0MJHlqac5JU/edit?usp=sharing),

## Video Sample

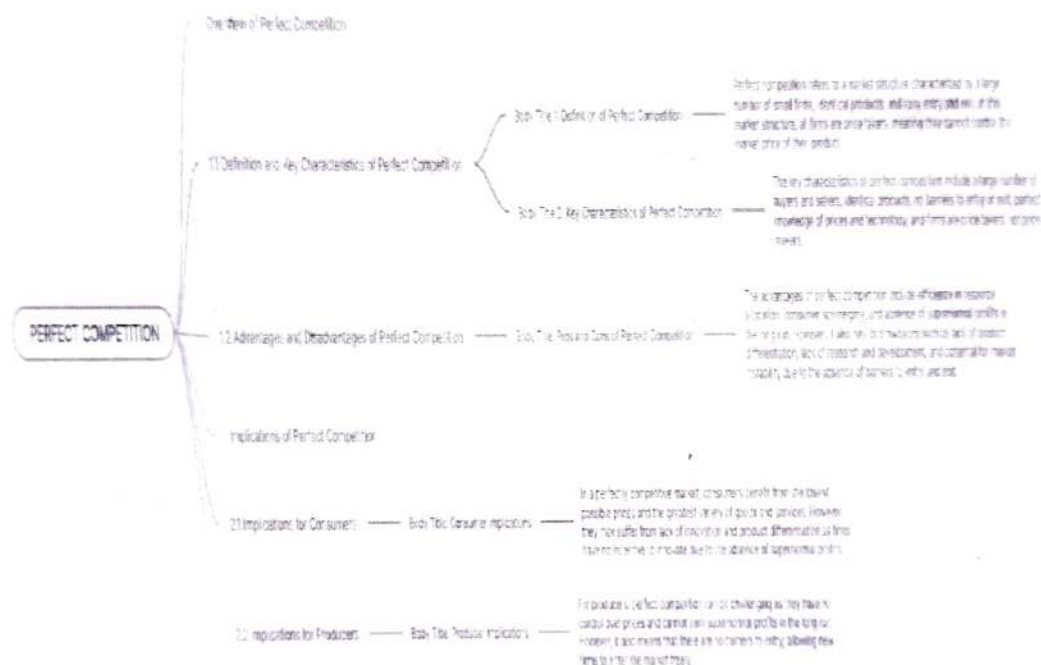
<https://youtu.be/J9OO9ISQnG8?si=wc8PaDS-L0961YBO>

### 3. Discussion:

Discuss industries approximating perfect competition.

Analyze assumptions vs real-world practices.

### 4. Mind Map



### 5. Summary :

Perfect competition is a market structure where there are many buyers and sellers, and no single participant can influence the market price. All firms sell an identical, homogeneous product, and there is complete freedom of entry and exit in the market. Firms are "price takers," meaning they accept the market price as given. Buyers and sellers have perfect knowledge about products and prices. In the short run, firms can make supernormal profits, normal profits, or losses. However, in the long run, free entry and exit ensure that firms earn only normal profits. The demand curve faced by a firm is perfectly elastic, showing that they can sell any amount at the market price. Firms maximize profit where marginal cost equals marginal revenue ( $MC = MR$ ). Perfect competition leads to both allocative and productive efficiency. Real-world examples are rare, but agricultural markets like wheat or corn come close.

### 6. Assessment through questions/analogy/new ideas

#### Formative Assessment 1 (FA1) (2 minutes)

1. Difference between normal and supernormal profit.

2. Why only normal profits in long run?

**Formative Assessment 2 (FA2) (2 minutes)**

1. Define perfect competition.
2. List any three features.

**Short quiz or oral question on Raja Ram Mohan Roy**

1. In perfect competition, each firm is a-----  
a) Price maker b) Price taker c) Monopolist d) Oligopolist
2. Products in perfect competition are:  
a) Differentiated b) Homogeneous c) Complementary d) Substitutable
3. Why no barriers to entry/exit?
4. What happens during supernormal profit?
5. What are the features of perfect competition.

**7. FAQ's: MCQ's/ Descriptive questions.**

8. Explain perfect knowledge.
9. Equilibrium in short run.

**8. References**

1. Robert Pindyck & Daniel Rubinfeld, Micro Economics, 8<sup>th</sup> Edition, Pearson Education, U.K, 2017.
2. M.L.Jhingan, Micro Economic Theory, 7<sup>th</sup> Edition, Vrinda Publications, Delhi, 2014.
3. Dominick Salvatore, Principles of Micro Economics, 5<sup>th</sup> Edition, Oxford University Press, New Delhi, 2009.
4. S. Devairakkam, Micro Economics, 2<sup>nd</sup> Edition, D.S. R. Publications, Tirunelveli, 2001.
5. M.L.Seth, Micro Economics, 7<sup>th</sup> Revised Edition, Lakshmi Narain Agarwal Publication, 2001.

**9. Verified by Subject Expert:**

  
Course In-charge

  
Approved by HoD.

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Associate Professor in Economics  
St. Mary's College (Autonomous)  
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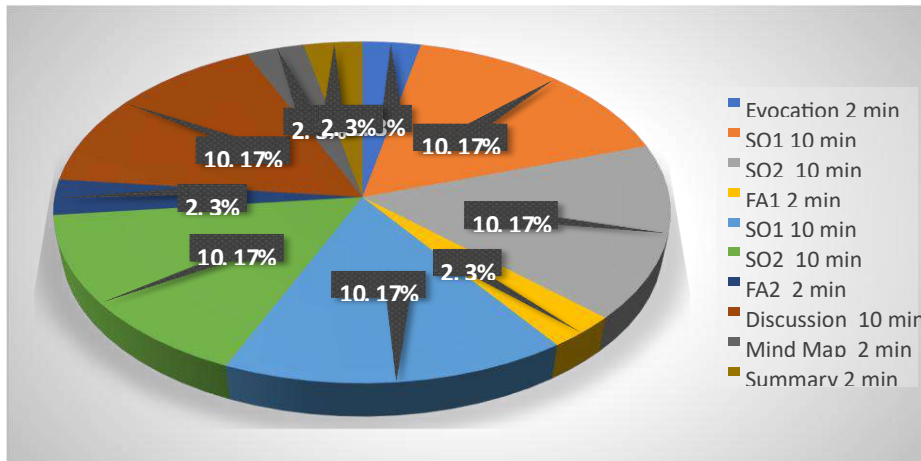
## Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	II
<b>Course Title</b>	Indian Economy – II
<b>Course Code</b>	21UECC22
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	60
<b>Unit &amp; Title</b>	Unit II : Five Year Plans in India
<b>Name of the Faculty</b>	Dr.D.Amutha
<b>T-L tools</b>	Mind Maps, Power point, Flow chat, Video.

**Pre-requisite Knowledge:** Basic understanding of objectives of the five-year plans, such as economic growth, self-reliance, social justice, and economic equity.

**Micro – Planning:** 60 Minutes

### Micro Planning Scheme



### 1. Topics for learning through Evocation:

Briefly introduce an overview of the specific focus of each plan. Ask the students to share about the positive and negative impacts of the plans, including the success of initiatives like the Green Revolution and the challenges faced in achieving certain goals.

### 2. Topic Introduction

#### 2.1 General Objectives:

- To understand the impact of five-year plans.
- To learn to apply in life



## 2.2 Specific Outcomes:

- To know about the Five-Year Plans played a significant role in India's economic development.
- To have a clear knowledge about challenges included financial constraints, regional imbalances, and global economic uncertainties.

### First Phase

SO1 (10 minutes): Explain what are the objectives of Five-Year Plans

SO2 (10 minutes): Discuss about the achievements of all Five-Year Plans

### Second Phase:

SO1 (10 minutes): Expose that any criticisms or controversies surrounding the plans, including discussions about their impact on social justice and economic equity.

SO2 (10 minutes): Learn to discuss the shift from the Planning Commission to NITI Aayog.

### Flow Chart

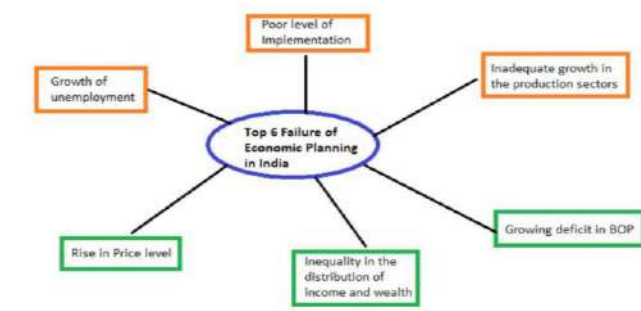


Create a simple Flow chart that illustrate the brief history of Five-Year Plans.

Summary (2 minutes)



Summarize the topic emphasizing the challenges of Five-Year Plans.



### 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		4		
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

### 2.4 Key Words:

economic development, infrastructure development, economic stability, self-reliance, and technological advancements.

### 2.5 Key Diagrams (if any)

#### 5 YEAR PLAN



### PowerPoint Presentation

<https://youtu.be/D1JQGMLmPBY?si=CYyH98cTmbXURA6X>

### Video Sample

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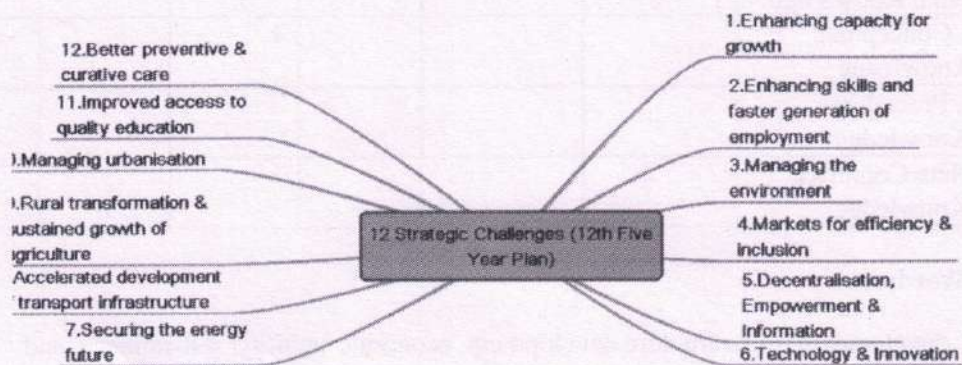
<https://youtu.be/rzkHguIrkz8?si=9fGbB0G5I6r1-SdP>

<https://youtu.be/1LAQl65IZ5k?si=eylkL9tyWADlador>

### 3. Discussion:

Students were asked to think about Five-Year Plans likely relate to economic planning, specifically India's historic approach to national development. Students were also asked to think about the shift from the Planning Commission to NITI Aayog, the body that replaced the Planning Commission and formulated the five-year plans.

#### 4. Mind Map (Challenges of 12<sup>th</sup> Five-Year Plans)



#### 5. Summary:

The study of Five-Year Plans was a series of national development plans implemented in India from 1951 to 2017, aiming to promote economic growth, reduce poverty, and modernize key sectors. Students are encouraged to discuss the objectives, key features, and achievements of these plans, including their impact on areas like agriculture, industry, and infrastructure. The Five-Year Plans were replaced by a more flexible framework under the NITI Aayog in 2017.

#### 6. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the objectives of Five-Year Plans.

Formative Assessment 2 (FA2) (2 minutes)

A quick analysis on the achievements of Five-Year Plans

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

1. Examine the key features of Five-Year Plans.
2. Analyse the impact of Five-Year Plans with special reference to India.

#### 8. References

1. Dr. D. Amutha, Indian Economy, New Delhi – 110053, Manglam publications, First Edition, 2022.
2. Uma Kapila, Indian Economy, New Delhi, Published by Academic Foundation, 20th Edition, 2019.
3. Ishwar. C. Dhingra - Indian Economy, New Delhi, Manakin Press Pvt. Ltd, 21st Edition, 2018.
4. Mishra & Puri - Economics of Development and Planning, Mumbai, Himalaya Publication, 7th edition, 2005.
5. Meier, G.M. Leading Issues in Economic Development, New Delhi, Oxford University Press, 6th edition, 1995.

#### 9. Verified by Subject Expert:

Course In-charge

Approved by HoD.

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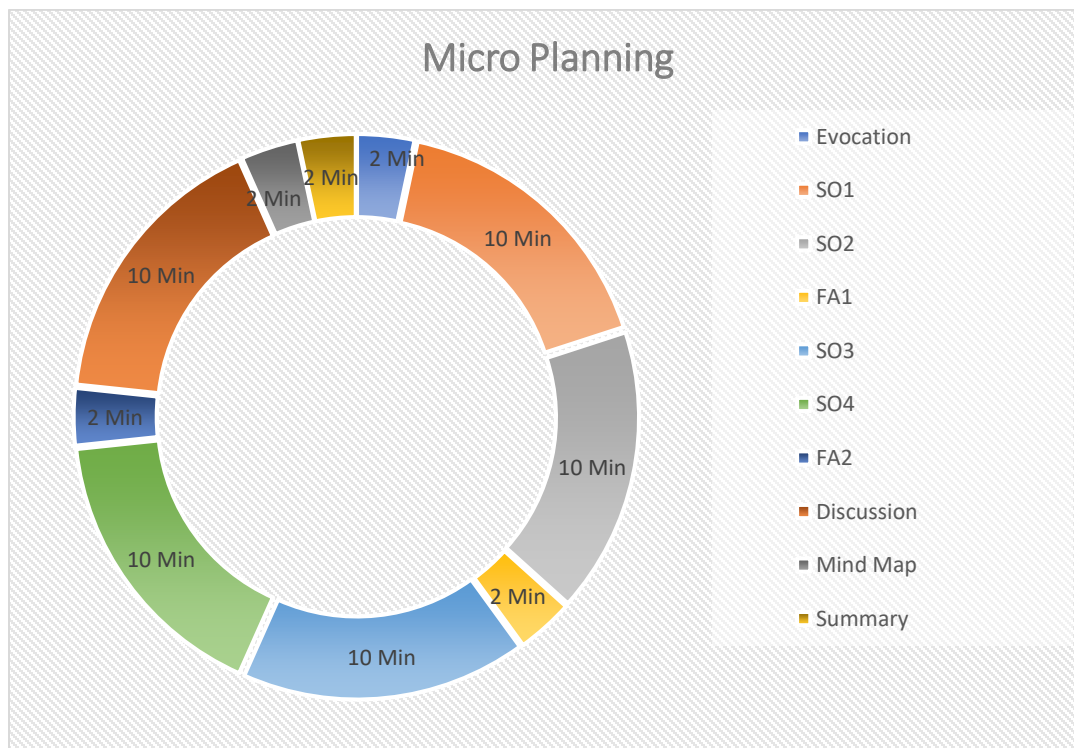


**St. Mary's College (Autonomous) Thoothukudi**  
**Department of Economics**  
**Lesson Plan 2021-2024**

Programme	B. A Economics
Semester	II
Course Title	Statistics-II
Code	21UECA21
Hours/ Week	4
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit-IV Components of Time Series
Name of the Faculty	Dr. Muthu Maha Laxmi
T-L Tools	Lecture Method, PPT, Mind Maps, Case Studies, Discussion, Quiz

Pre-requisite Knowledge: Basic understanding of time-dependent data and trend analysis  
Awareness of real-world applications of time series (e.g., stock market, climate data, sales forecasting)

Micro-Planning (60 minutes)



Evocation	2 Min
SO1	10 Min
SO2	10 Min
FA1	2 Min
SO3	10 Min
SO4	10 Min
FA2	2 Min
Discussion	10 Min
Mind Map	2 Min
Summary	2 Min

### 1. Topics for Learning through Evocation (2 minutes)

Briefly introduce Time Series Analysis – why it is important in decision-making.

Ask students: Can you think of any real-life situations where patterns repeat over time?

Examples: Stock prices, climate change, sales revenue trends.

### 2. Topic Introduction

#### 2.1 General Objective:

To understand the four main components of time series data and how they affect forecasting.

#### 2.2 Specific Outcomes:

SO1: Explain the Trend Component (Long-term movement in data).

SO2: Describe the Seasonal Component (Short-term fluctuations due to seasons)

SO3: Understand the Cyclical Component (Economic/business cycles)

SO4: Identify the Irregular Component (Unpredictable variations due to external shocks).

#### First Phase: Trend and Seasonal Components

##### SO1: Trend Component (10 minutes)

Definition: Long-term movement in time series data.

Examples:

GDP growth over decades.

Increase in global temperatures.

Population growth.

Graphical Representation: Show trend lines using real-world data.

##### SO2: Seasonal Component (10 minutes)

Definition: Repeating patterns due to seasonal factors (daily, monthly, yearly).

Examples:

Ice cream sales increasing in summer.

Electricity demand rising in winter.

Retail sales spiking during festive seasons.

Graphical Representation: Show seasonal variations in real-world datasets.

Formative Assessment 1 (FA1) - Quick Q&A / Quiz (2 minutes)

What is the difference between a trend and a seasonal pattern?

Give an example of a trend in business or economics.

Second Phase: Cyclical and Irregular Components

SO3: Cyclical Component (10 minutes)

Definition: Long-term economic/business cycles that occur periodically.

Examples:

Boom and recession cycles in the economy.

Real estate market fluctuations.

Oil price changes due to global supply-demand.

Graphical Representation: Show business cycle graphs.

SO4: Irregular Component (10 minutes)

Definition: Random or unpredictable variations in time series data.

Examples:

Stock market crashes.

Natural disasters affecting economic output.

COVID-19's impact on airline travel.

Graphical Representation: Show irregularities in stock market trends.

Formative Assessment 2 (FA2) - Case Study Discussion (2 minutes)

Discuss a recent event that caused an irregular shock in a time series (e.g., COVID-19 impact on tourism).

### 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: Time Series, Trend, Seasonality, Cyclic Variation, and Irregular Variation

2.5 : Key Diagram (If any)

Power Point Presentation

<https://docs.google.com/presentation/d/1U9To2XOFld2gXm8k7NZvFBcXQMYLRcHZ/edit?usp=sharing&ouid=110157119283067532698&rtpof=true&sd=true>

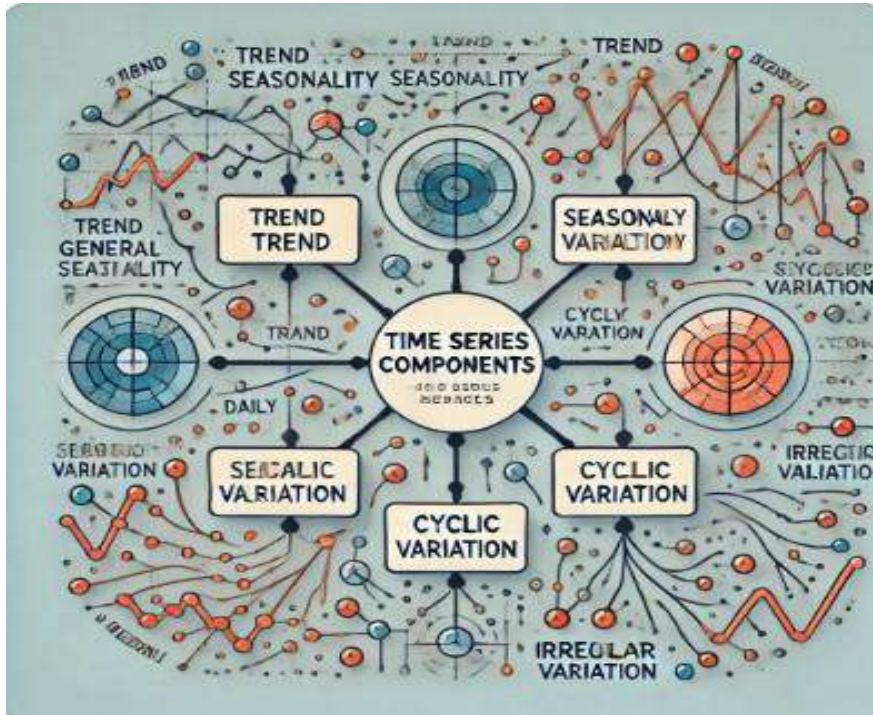
### 3. Discussion (10 minutes)

Compare Trend vs. Seasonal vs. Cyclical vs. Irregular components with real-world cases.

Example: How does inflation data reflect all four components of time series?

Open discussion: Which component is most important in forecasting?

### 4. Mind Map Activity (2 minutes)



Students create a visual representation of the four components.

Example branches: Trend | Seasonal | Cyclical | Irregular.

### 5. Summary (2 minutes)

A time series consists of four main components: **Trend**, **Seasonality**, **Cyclic Variation**, and **Irregular Variation**. The **Trend** represents the long-term movement in data, showing an overall increase, decrease, or stability over time. **Seasonality** captures repeating patterns at regular intervals, such as daily, monthly, or yearly fluctuations due to predictable factors. **Cyclic Variation** refers to long-term, wave-like patterns influenced by economic or business cycles, occurring over irregular periods. **Irregular Variation** consists of unpredictable, random fluctuations caused by unexpected events like natural disasters or sudden market shifts.

Ask students: Which time series component do you see most often in real life?

## 6. Assessment

Formative Assessments (FA1 & FA2)

Multiple Choice Questions (MCQs) on time series components.

Short answer questions on identifying patterns in given datasets.

Case study analysis: Students analyze a dataset and determine which components are present.

Essay / Descriptive Questions:

Compare and contrast Trend and Cyclical components in time series.

Explain how seasonal variations affect businesses and provide real-world examples.

## 7. References

1. Makridakis, S., Wheelwright, S., & Hyndman, R. J. - Forecasting: Methods and Applications (2019).

2. Gujarati, D. N. - Basic Econometrics (2021).

3. Government Reports: RBI reports on inflation and business cycles.

Verified by Subject Expert



Approved by HOD

  
HOD

**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
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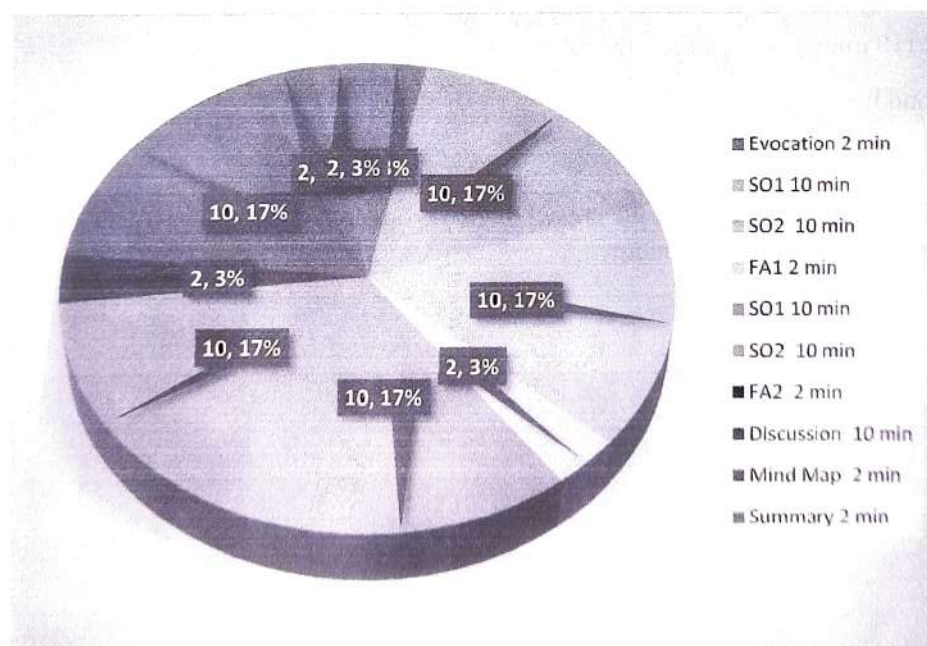
### Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	II
<b>Course Title</b>	Skill Based Enhancement Course – II -Professional English for Economics – II
<b>Course Code</b>	<b>21UECPE2</b>
<b>Hours</b>	2
<b>Total Hours</b>	30
<b>Credits</b>	2
<b>Max Marks</b>	50
<b>Unit &amp; Title</b>	Unit IV – Balance of Payment
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the reasons behind trade and the importance of equilibrium in trade

Micro – Planning : 60 Minutes

### Micro Planning Scheme



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

Briefly introduce the basic concepts related to balance of payment.

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the components of balance of payment
- To highlight the role of government in maintaining the equilibrium in balance of payment

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of import, export, trade, current account and capital account.
- To enable students to answer the core economic questions on deficit in balance of payment and surplus in balance of payment.

### **First Phase**

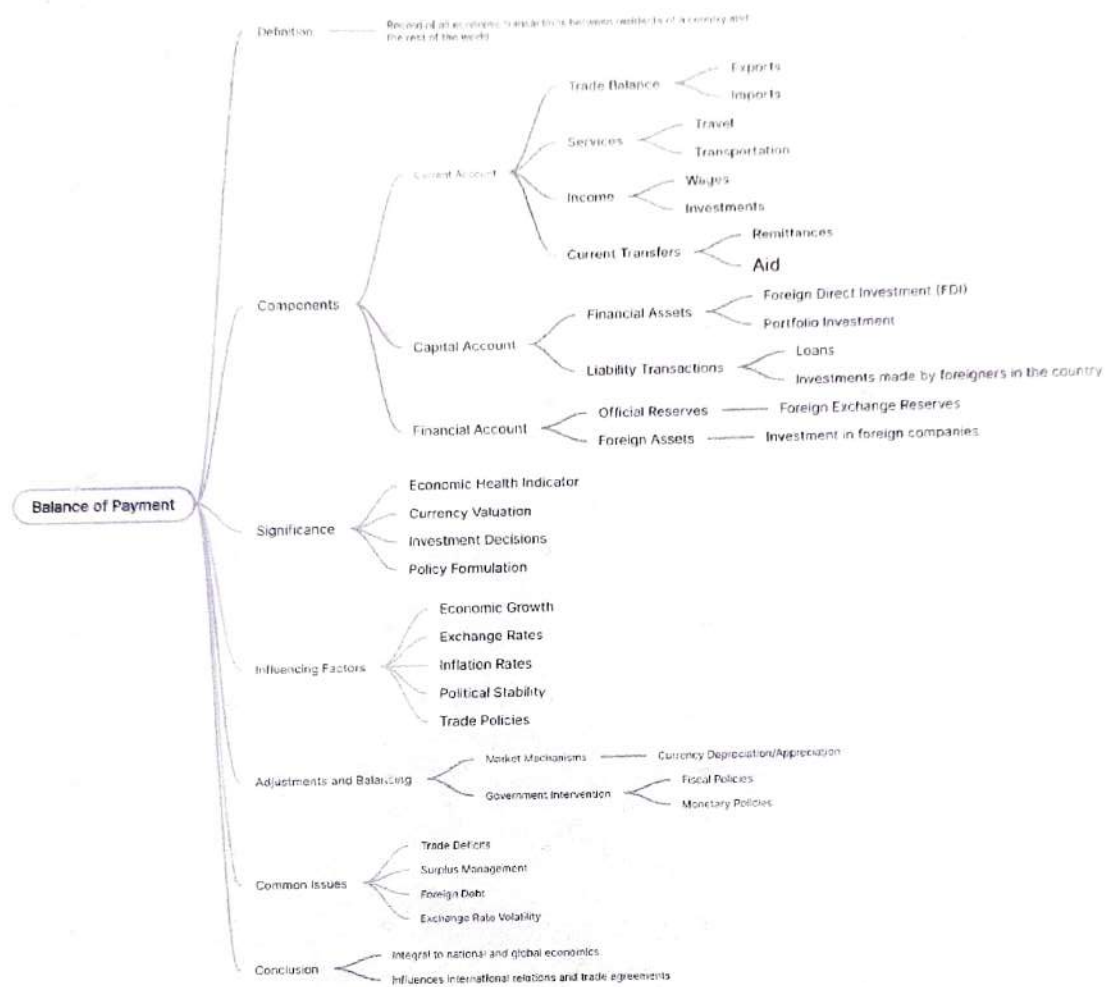
SO1 (10 minutes): Explain the reasons of trade and international trade in particular

SO2 (10 minutes): Introduce the concept of balance of payment

### **Second Phase**

SO1 (10 minutes): Analyse the components of balance of payment

SO2 (10 minutes): Estimate the impact of the favourable balance of payment and unfavourable balance of payment on economy.



Create a simple mind map depict the dimensions of Balance of Payment.

Summary (2 minutes)

Summarize the topic emphasizing the significance of Balance of Payment

### 2.3: Taxonomy

Taxonomy of Obejtives						
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						
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## 2.4 Key Words:

Trade and different types of trade

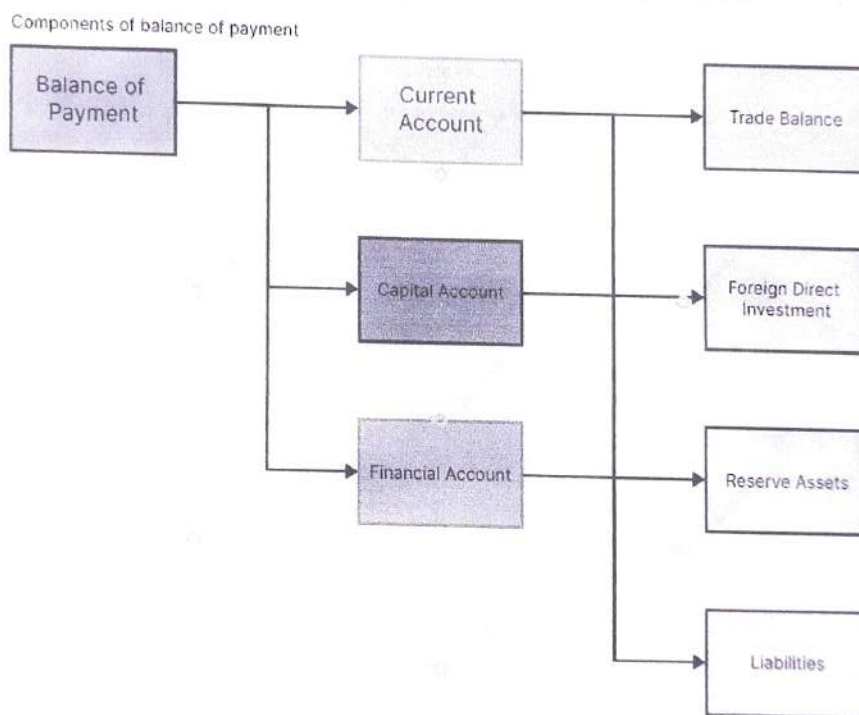
Import

Export

Surplus and Deficit in Balance of Payment

## 2.5 Key Diagrams (if any)

Flow Chat



## PowerPoint Presentation

<https://boardmix.com/app/share/CAE.CKcCVSABKhB8oDqbcTtbR7-ID2zy7hVXMAZAAQ/kEqKOe>

## Picture Book

[https://docs.google.com/presentation/d/11BaqMV8WFOSD9ye\\_6tXOQHVarFE7mqSPBl\\_UqxF9q/U/edit?usp=sharing](https://docs.google.com/presentation/d/11BaqMV8WFOSD9ye_6tXOQHVarFE7mqSPBl_UqxF9q/U/edit?usp=sharing)

## Video Sample

<https://youtu.be/W0YwGLz50TA?si=zisiy8-ZaXE-2l6s>

## 3. Discussion:

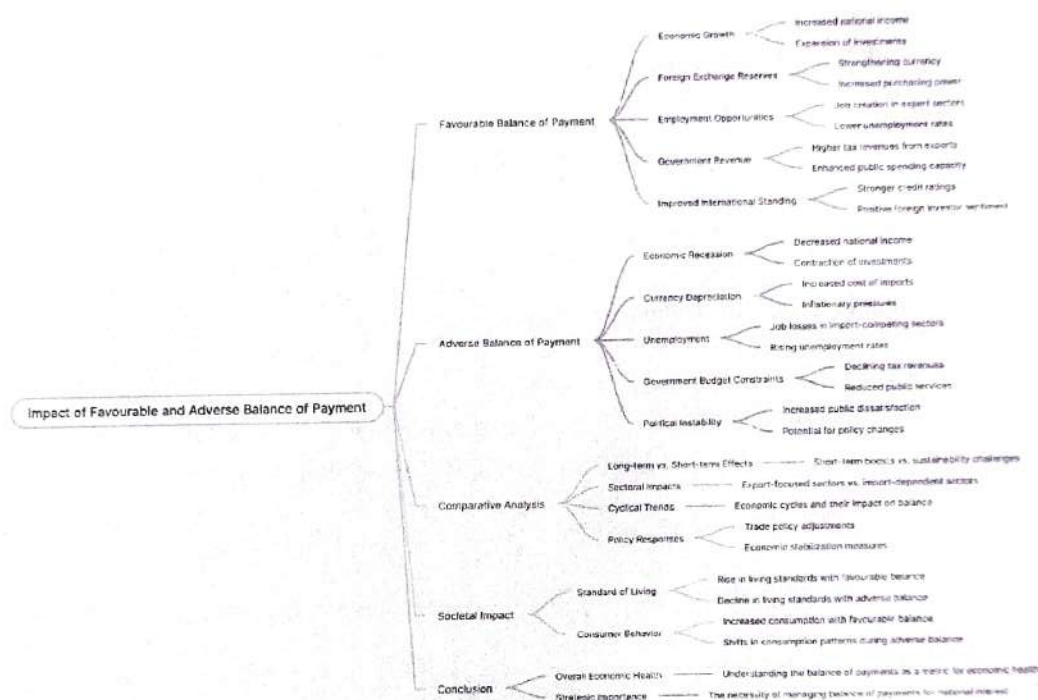


Engage the students in a discussion about the importance of the balance of payment on Indian Economy.

Discuss the major part played by Export sector to maintain a positive current account and capital account.

Consolidate the ideas of students to generate valuable comment on the components and factors affecting Balance of Payment.

#### 4. Mind Map



#### 5. Summary :

The balance of payments (BOP) is the record of all international financial transactions made by the residents of a country. There are three main categories of the BOP: the current account, the capital account, and the financial account. The current account is used to mark the inflow and outflow of goods and services into a country. The capital account is where all international capital transfers are recorded. In the financial account, international monetary flows related to investment in business, real estate, bonds, and stocks are documented.

#### 6. Assessment through questions/analogy/new ideas

##### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept of the "balance of payments"
2. Explain the concept of visible and invisible items in trade.

##### Formative Assessment 2 (FA2) (2 minutes)

1. Define surplus balance of payment and deficit balance of payment
2. Analyze the relationship between balance of payment and economic development.
3. Distinguish between balance of trade and balance of payment

#### Short quiz or oral question on Balance of Payment

1. Balance of Payments is an accounting statement that records monetary transactions between \_\_\_\_\_.  
a) Residents of a nation and the rest of the world b) Non-residents and the rest of the world c) Residents of a nation and non-residents d) Citizen and Non Citizen of a Nation
2. Balance of Payments uses the \_\_\_\_\_ system of accounting.  
a) Single-entry b) Double-entry c) Cash basis d) Accrual basis
3. Balance of Payments uses the \_\_\_\_\_ system of accounting.  
a) Single-entry b) Double-entry c) Cash basis d) Accrual basis
3. Discuss the main components of Balance of Payment
4. Discuss the impact of Balance of Payment
5. What is deficit in Balance of Payment and surplus in Balance of Payment ?

#### 7. FAQ's: MCQ's/ Descriptive questions.

1. Evaluate the factors affecting balance of payment
2. Analyse the impact of balance of payment on Indian Economy

#### 8. References

1. Communicative English (For Students of Arts and Science colleges) semester I, Tamil Nadu State Council for higher education(transche),2020
2. Professional English for arts and Social Sciences-I, Tamil Nadu State Council for higher Education, 2020
3. Pazhani, Microeconomics, 4<sup>th</sup> Edition, J.P. Publishers, Nagercoil, 2019.
4. Uma Kapila, Indian economy, 9<sup>th</sup> Edition, Published by Academic Foundation, 2010.
5. Ishwar C Dhingra, The Indian economy, 21<sup>st</sup> edition, Sultan Chand, New Delhi, 2009.
6. M.L.Jhingan, Microeconomic theory, Vrinda Publications, Delhi 1998
7. M .L Seth, Principles of Economics, Lakshmi Nara Publication, 1997.

#### 9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

**Dr. Mrs. D. AMUTHA**, M.A., M.Phil., Ph.D.,  
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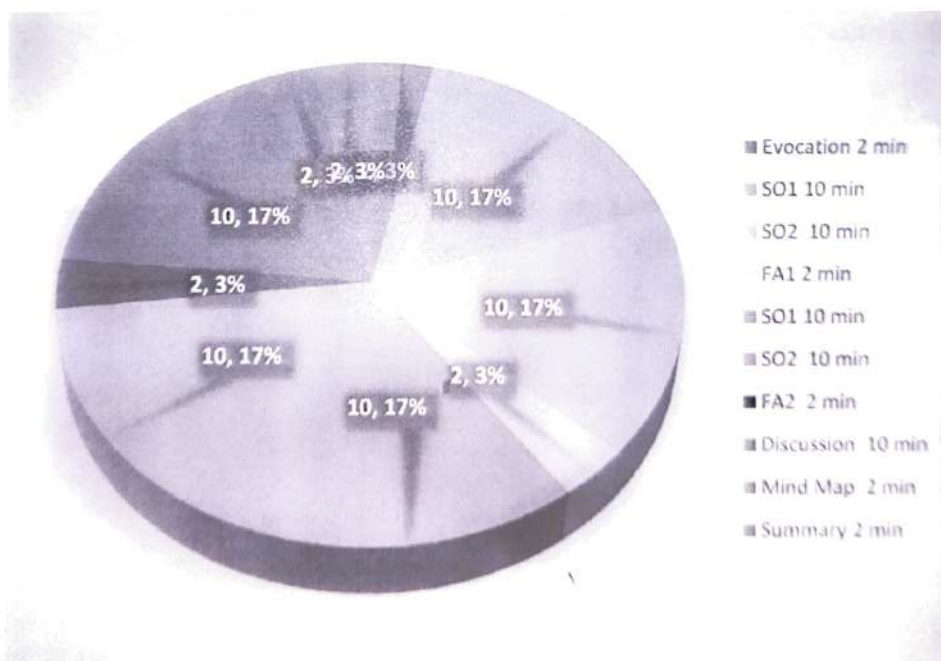
### Lesson Plan

<b>Programme</b>	B.A. History
<b>Semester</b>	II
<b>Course Title</b>	Allied-II- General Economics – II
<b>Course Code</b>	21UHIA22
<b>Hours</b>	4
<b>Total Hours</b>	60
<b>Credits</b>	4
<b>Max Marks</b>	50
<b>Unit &amp; Title</b>	Unit IV– Balance of Payment
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the reasons behind trade and the importance of equilibrium in trade

Micro – Planning : 60 Minutes

### Micro Planning Scheme





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

Briefly introduce the basic concepts related to balance of payment.

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the components of balance of payment
- To highlight the role of government in maintaining the equilibrium in balance of payment

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- To enhance the knowledge on the concepts of import, export, trade, current account and capital account.
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### **First Phase**

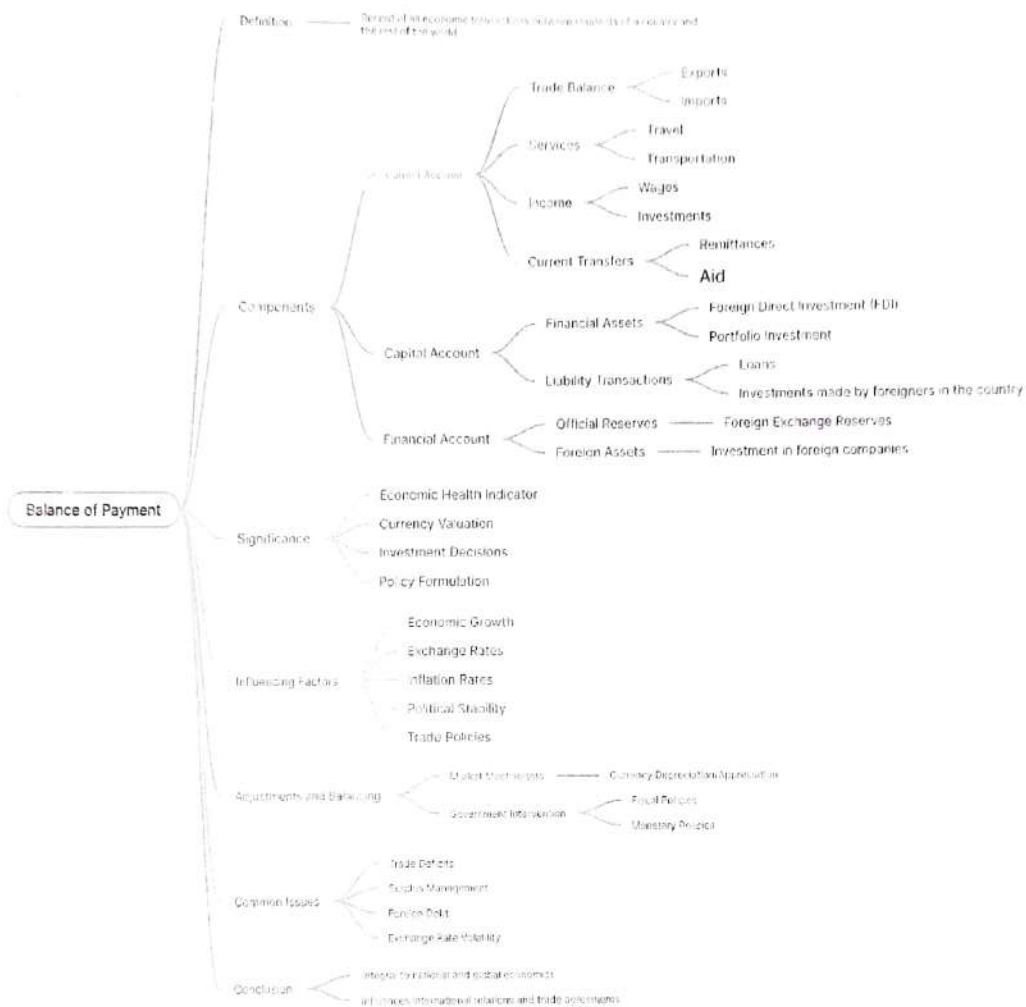
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Create a simple mind map depict the dimensions of Balance of Payment.

Summary (2 minutes)

Summarize the topic emphasizing the significance of Balance of Payment

### 2.3: Taxonomy

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Knowledge Dimension	The Cognitive Process Dimension					
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C. Procedural Knowledge				1		

D. Meta Cognitive Knowledge						
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## 2.4 Key Words:

Trade and different types of trade

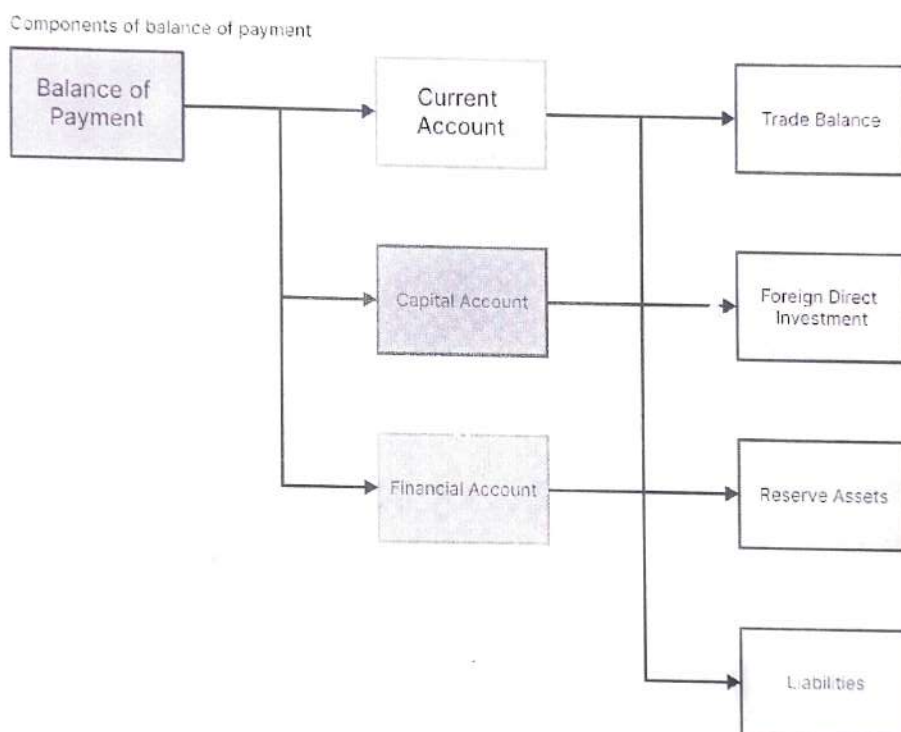
Import

Export

Surplus and Deficit in Balance of Payment

## 2.5 Key Diagrams (if any)

Flow Chat



## PowerPoint Presentation

<https://boardmix.com/app/share/CAE.CKCcVSABKhB8oDqbcTlbR7-ID2zy7hVXMAZAAQ/kEqkOe>

## Picture Book

[https://docs.google.com/presentation/d/11BaqMV8WFOSD9ye\\_6tXOQHVarFE7mqSP8I\\_UqxF9qJU/e\\_dit?usp=sharing](https://docs.google.com/presentation/d/11BaqMV8WFOSD9ye_6tXOQHVarFE7mqSP8I_UqxF9qJU/e_dit?usp=sharing)

## Video Sample

<https://youtu.be/W0YwGLz50TA?si=zisiy8-ZaXE-2I6s>

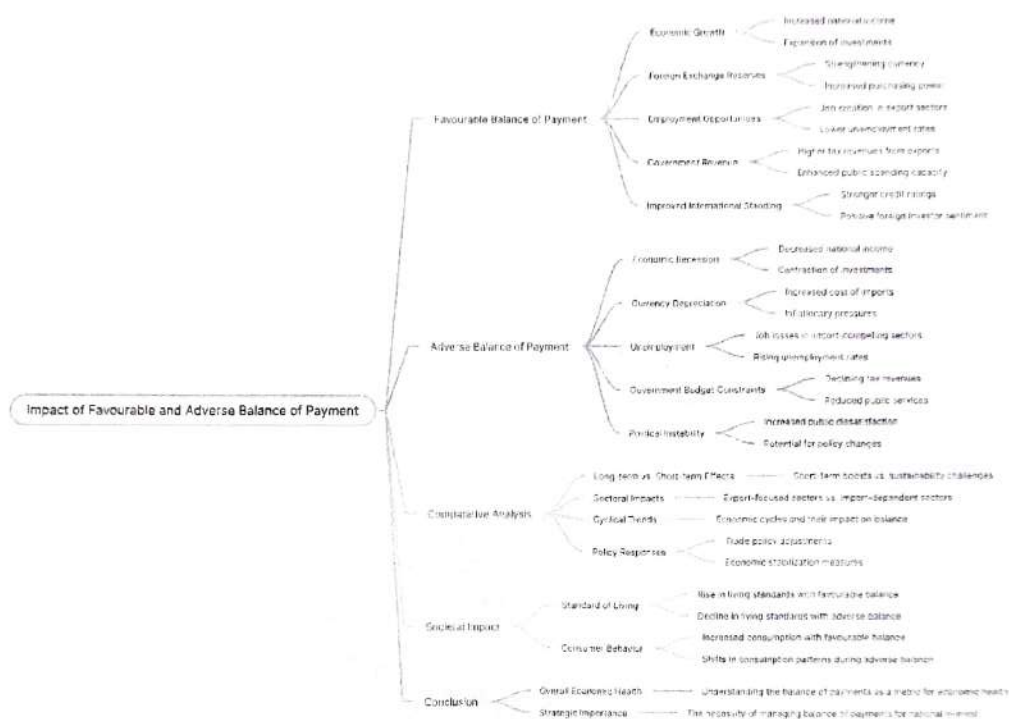
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Engage the students in a discussion about the importance of the balance of payment on Indian Economy.

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#### 5. Summary :

The balance of payments (BOP) is the record of all international financial transactions made by the residents of a country. There are three main categories of the BOP: the current account, the capital account, and the financial account. The current account is used to mark the inflow and outflow of goods and services into a country. The capital account is where all international capital transfers are recorded. In the financial account, international monetary flows related to investment in business, real estate, bonds, and stocks are documented.

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1. Define surplus balance of payment and deficit balance of payment
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### Short quiz or oral question on Balance of Payment

1. Balance of Payments is an accounting statement that records monetary transactions between \_\_\_\_\_.
  - a) Residents of a nation and the rest of the world
  - b) Non-residents and the rest of the world
  - c) Residents of a nation and non-residents
  - d) Citizen and Non Citizen of a Nation
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  - a) Single-entry
  - b) Double-entry
  - c) Cash basis
  - d) Accrual basis
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  - a) Single-entry
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4. Discuss the impact of Balance of Payment
5. What is deficit in Balance of Payment and surplus in Balance of Payment ?


### 7. FAQ's: MCQ's/ Descriptive questions.

1. Evaluate the factors affecting balance of payment
2. Analyse the impact of balance of payment on Indian Economy

### 8. References

1. M.L.Jhingan, Macro Economic Theory, 13<sup>th</sup> Edition, Vrinda Publication Pvt. Ltd, Delhi, 2016.
2. Ackley, Macro Economics: Theory and Policies, 10<sup>th</sup> Edition, Pearson Education, India, 2013.
3. M.C.Vaish, Monetary Theory, 16<sup>th</sup> Edition, Vikas Publishing House Pvt. Ltd, Chennai, 2005.
4. Dr.H.L. Bhatia, Public Finance, 30<sup>th</sup> Edition, S.Chand Publication, 2000.

### 9.Verified by Subject Expert:

  
Course In-charge

  
Approved by HoD.

Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.  
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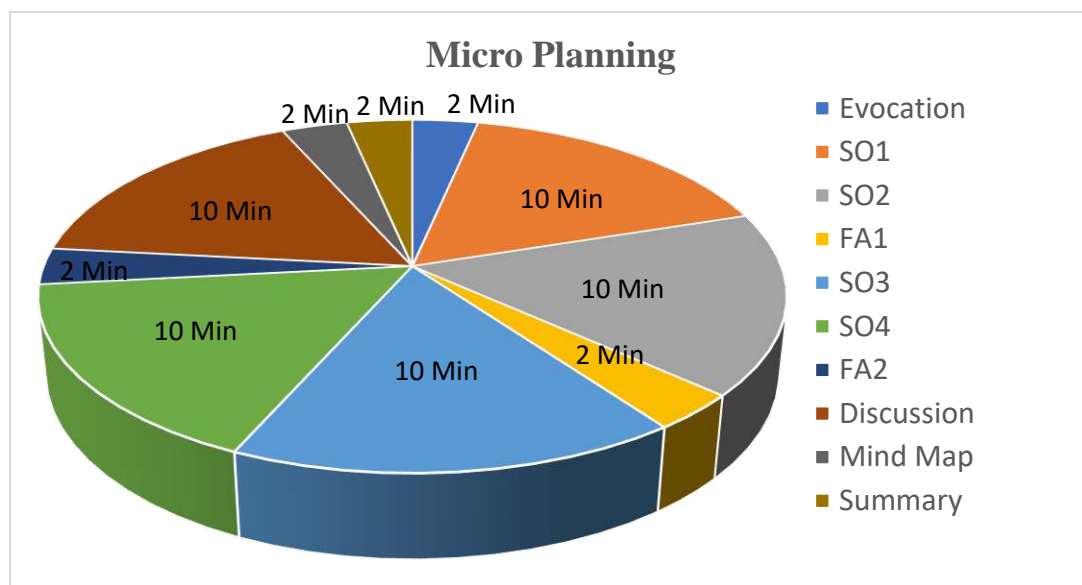
**St. Mary's College (Autonomous) Thoothukudi**  
**Department of Economics**  
**Lesson Plan 2021-2024**

Programme	B. A Economics
Semester	III
Course Title	Macro Economics-I
Code	21UECC31
Hours/ Week	6
Total Hours	90
Credits	6
Max Marks	60
Unit & Title	Unit-V Measures to Control Inflation
Name of the Faculty	Dr. Muthu Maha Laxmi
T-L Tools	Lecture Method, PPT, Mind Maps, Discussion, Case Study, Quiz

**Pre-requisite Knowledge:** Basic understanding of inflation

Causes and effects of inflation on the economy

**Micro-Planning (60 minutes)**



Evocation	2 Min
SO1	10 Min
SO2	10 Min
FA1	2 Min
SO3	10 Min
SO4	10 Min
FA2	2 Min
Discussion	10 Min
Mind map	2 Min
Summary	2 Min

## **1. Topics for Learning through Evocation (2 minutes)**

Brief introduction to Inflation (Definition, Causes, and Effects).

Ask students: How does inflation impact daily life?

Briefly mention common strategies governments use to manage inflation.

## **2. Topic Introduction**

### **2.1 General Objective:**

To understand various government policies used to control inflation and evaluate their effectiveness.

### **2.2 Specific Outcomes:**

SO1: Explain Monetary Measures (Role of Central Bank, Interest Rates, Money Supply).

SO2: Analyze Fiscal Measures (Taxation, Government Spending, Budgetary Policies).

SO3: Describe Price Control and Supply-side Measures (Subsidies, Import Policies, Wage Control).

SO4: Examine Inflation Targeting (Role of RBI, Inflation Rate Control Mechanisms).

First Phase: Monetary and Fiscal Measures

SO1: Monetary Measures (10 minutes)

Central Bank policies (RBI's role, Repo Rate, Cash Reserve Ratio).

Contractionary vs. Expansionary monetary policy.

SO2: Fiscal Measures (10 minutes)

Role of government in controlling inflation through taxation and spending.

Surplus vs. Deficit Budgeting.

Formative Assessment 1 (FA1) - Quick Q&A / Quiz (2 minutes)

What is the effect of an increase in interest rates on inflation?

How does taxation impact inflation control?

Second Phase: Price Control and Inflation Targeting

SO3: Price Control and Supply-side Measures (10 minutes)

Direct price control policies: Price ceilings, subsidies, wage policies.

Trade policies: Import/export regulations to stabilize prices.

SO4: Inflation Targeting (10 minutes)

Role of RBI in maintaining inflation within a target range (e.g., 4%  $\pm$  2%).

Impact of inflation on foreign exchange and economic stability.

Formative Assessment 2 (FA2) - Case Study Discussion (2 minutes)

Discuss an instance where a government successfully controlled inflation (e.g., India's response to inflation in 2013-14).



## 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:** Inflation, Money supply, Bank rate, Open Market Operation, Statutory Liquidity Ratio, Cash Reserve Ratio.

### 3. Discussion (10 minutes)

Compare Monetary Policy vs. Fiscal Policy effectiveness.

Real-world example: How RBI and the Indian government manage inflation today.

### 4. Mind Map (2 minutes)

Students create a visual representation of inflation control measures.



Example branches: Monetary | Fiscal | Price Control | Supply-side Measures.

Power Point Presentation

[https://docs.google.com/presentation/d/1UWuWs\\_JCc-AnZcsKdXVn\\_dC1N1mmxZwE/edit?usp=sharing&ouid=110157119283067532698&rtpof=true&sd=true](https://docs.google.com/presentation/d/1UWuWs_JCc-AnZcsKdXVn_dC1N1mmxZwE/edit?usp=sharing&ouid=110157119283067532698&rtpof=true&sd=true)

## 5. Summary (2 minutes)

- **Monetary Policy** – Central banks raise interest rates to reduce money supply and control demand.
- **Fiscal Policy** – Governments reduce spending or increase taxes to curb excess demand.
- **Supply-Side Measures** – Boosting production and reducing supply bottlenecks to stabilize prices.
- **Exchange Rate Management** – Strengthening currency to reduce import costs and inflationary pressures.
- **Price Controls & Subsidies** – Temporary measures to regulate essential goods and prevent price spikes.

Ask students: Which policy is most effective in your opinion and why?

## 6. Assessment

Through Questions/Analogy/New Ideas

Formative Assessments (FA1 & FA2)

Multiple Choice Questions (MCQs) on inflation control strategies.

Short answer questions on the effectiveness of monetary vs. fiscal policies.

Case study analysis: Students evaluate an actual inflation scenario.

Essay / Descriptive Questions:

Compare the effectiveness of monetary and fiscal policies in inflation control.

Discuss how inflation targeting works with an example from India.

## 7. References

1. Mishkin, Frederic S. - The Economics of Money, Banking, and Financial Markets (2019).
2. Mankiw, N. Gregory. - Principles of Macroeconomics (2021).
3. Government of India Reports: RBI Monetary Policy Statements.

Verified by Subject Expert



Approved by HOD

  
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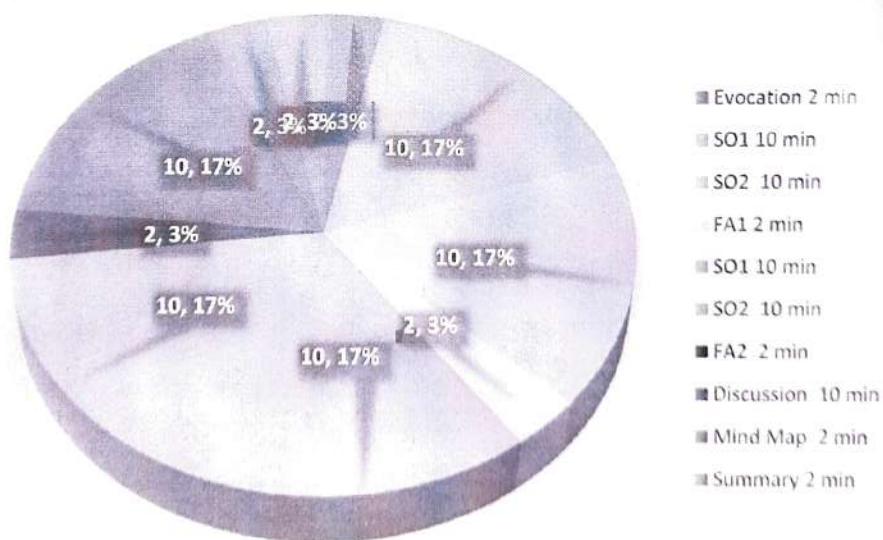
### Lesson Plan

<b>Programme</b>	II.B.A. Economics
<b>Semester</b>	III
<b>Course Title</b>	Allied III-Mathematical Methods -I
<b>Course Code</b>	21UECA31
<b>Hours</b>	4
<b>Total Hours</b>	60
<b>Credits</b>	4
<b>Max Marks</b>	100
<b>Unit &amp;Title</b>	Unit I-Functions-Properties of Functions
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the reasons behind trade and the importance of equilibrium in trade

Micro – Planning : 60 Minutes

### Micro Planning Scheme



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

Briefly introduce the applications of functions in Economics

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the properties of Function
- To highlight the role of functions in economic analysis

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of revenue function, cost function, profit function, output function etc.
- To enable students to answer the core economic questions on marginal analysis in economics.

### **First Phase**

SO1 (10 minutes): Explain the features of function

SO2 (10 minutes): Introduce the concept of functions in economics

### **Second Phase**

SO1 (10 minutes): Analyse the marginal functions at the point of equilibrium.

SO2 (10 minutes): Estimate functions pertaining to demand and supply conditions of commodity market and labour market.



Create a simple mind map depict the types of functions

Summary (2 minutes)

Summarize the topic emphasizing the significance of functions in Economics

2.3: Taxonomy

Taxonomy of Obejtives						
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						

**2.4 Key Words:**

**Homogenous Function**

**Non Homogenous Function**

**Polynomial function**

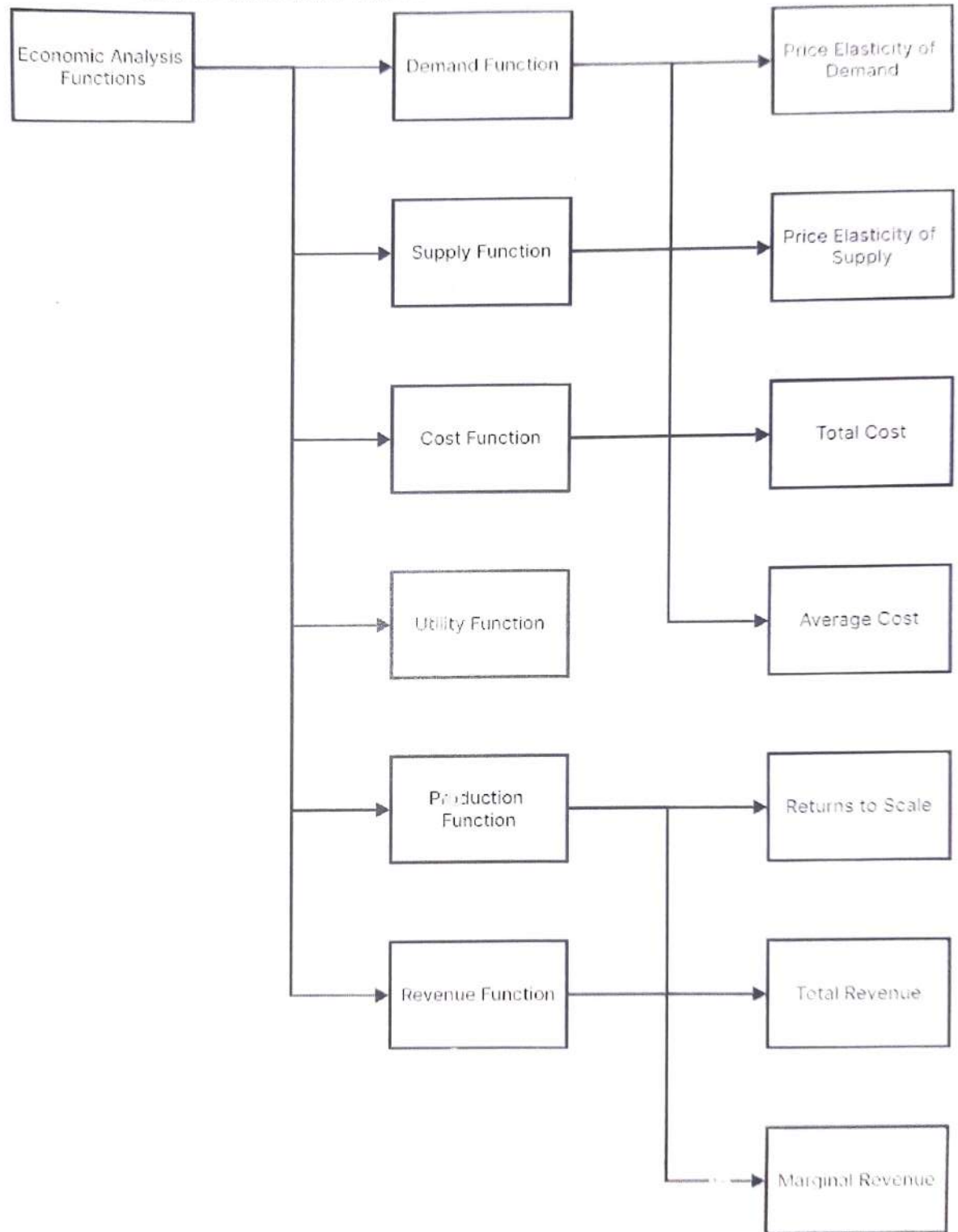
**Marginal Functions**

**2.5 Key Diagrams (if any)**

**Flow Chat**



Important functions used in Economic analysis



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Click the link to collaborate in the file [Untitled] on Boardmix

### Picture Book

<https://docs.google.com/presentation/d/1uW8xkEtN2jF3jUrktZnGOHkpjzqhEVOmTX8iXsZGNgk/edit?usp=sharing>

### Video Sample

[https://youtu.be/tm4VCMvmarA?si=mwdb\\_2LMQCXv2fXj](https://youtu.be/tm4VCMvmarA?si=mwdb_2LMQCXv2fXj)

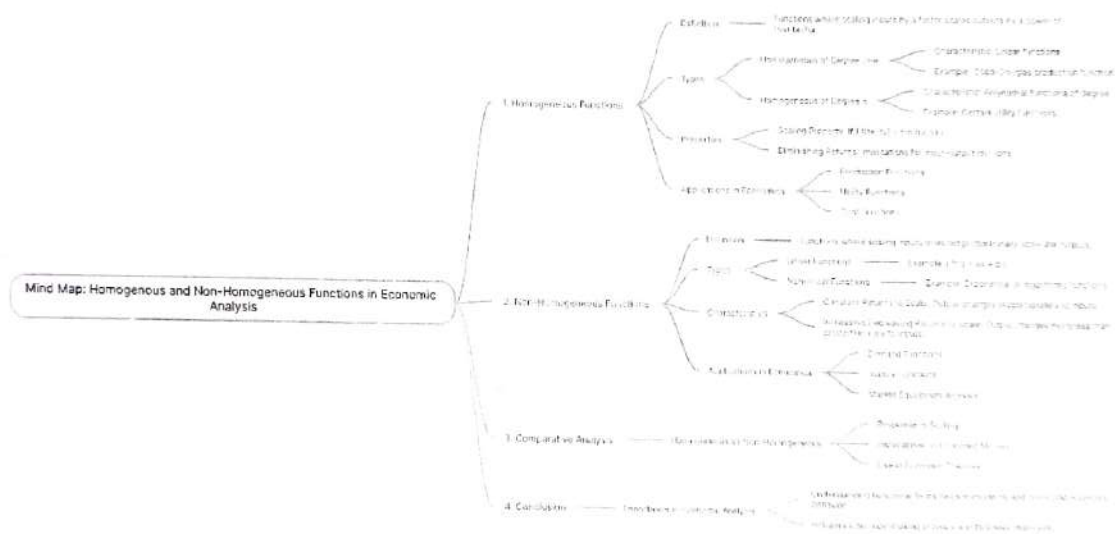
### 3. Discussion:

Engage the students in a discussion about the importance of the function to analyse the demand and supply conditions.

Discuss the major role played by various functions in economics and helps to make it more scientific.

Consolidate the total, average and marginal functions used in different market conditions.

### 4. Mind Map



### 5. Summary :

In economics, **functions** are mathematical expressions that represent relationships between different economic variables. A function describes how one variable depends on or changes with respect to another variable. Functions are crucial in modeling economic behavior and understanding key economic concepts. Functions are powerful tools in economics because they allow economists to create models, analyze data, and make predictions about economic behavior. By studying these relationships, they help in policy-making, business decisions, and understanding broader economic trends.

### 6. Assessment through questions/analogy/new ideas

#### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept Functions
2. Explain the uses of functions in Economics

#### Formative Assessment 2 (FA2) (2 minutes)

1. Define homogenous non homogenous functions
2. Analyze the demand, supply, elasticity functions, Investment and Saving functions.

3. What is macroeconomic functions (ISLM functions)?

**Short quiz or oral question on Balance of Payment**

1. A function which is not algebraic, is called a -----  
a. transcendental function. b. Explicit function c. Implicit function d. Single function
2. A function  $f(x)$  is said to be a single valued function if to each value of  $x$  there is one and only one value of -----  
a.  $Y$  b.  $XY^2$  c.  $X^2$  d. constant
3. Function is a special case of -----  
a. Relation b. Correlation c. Regression d. Differentiation
4. Discuss the main types of functions
5. Discuss the properties of functions
6. What is polynomial functions?

**7. FAQ's: MCQ's/ Descriptive questions.**

1. Evaluate the types of functions used in marginal analysis in economic models.
2. Analyse the macroeconomic functions and how the market equilibrium is achieved?

**8. References**

1. T.R. Jain & S.C. Aggarwal. Mathematical Methods for Economics. Haryana: V.K. Global Publications Pvt., Ltd., India. 1st edition 2021
2. Dr. Dipjyoti Sarma & Romen Kalita. Mathematical Methods. Madhya Pradesh: Mahaveer Publications. 1st edition 2020.
3. Alpha C. Chiang & Kevin Wainright. Fundamental Methods of Mathematical Economics. U.K: McGraw Hill Publications. 4th edition 2013.
4. D. Bose, An Introduction to Mathematical Methods. New Delhi: Himalaya Publishing House. 1st edition 2007.

**9. Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

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## Lesson Plan

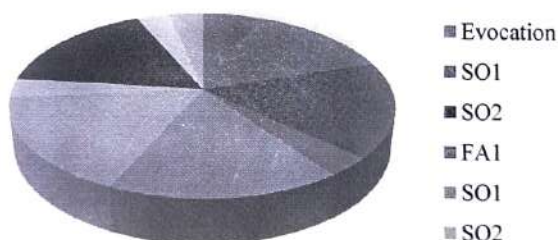
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Programme	B. A Economics
Semester	III
Course Title	Tourism Economics- I
Code	21UECS31
Hours	4
Total Hours	75
Credits	4
Max Marks	60
Unit& Title	Unit I – Types of Tourism
Name of the Faculty	Dr. D. Rathi
T-L tools	Mind Maps, Powerpoint, Group Discussion

**Pre-requisite Knowledge:** Basic understanding of tourism and its role in economic development

**Micro-Planning:** 60minutes

### Micro- Planning Scheme



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 (2 min)**

- Ask students: "What are the different reasons people travel?"
- Encourage students to list their responses and categorize them into different tourism types.

### **2. Topic Introduction**

#### **2.1. General Objective**

To understand various types of tourism and their economic significance.

#### **2.2. Specific Outcomes**

1. Define and classify different types of tourism.
2. Explain the characteristics and significance of each type.
3. Analyze the economic impact of tourism types on different economies.
4. Discuss trends and challenges in various tourism sectors.

### **First Phase**

**SO1 (10 min):** Define tourism and explain its significance in an economy.

**SO2 (10 min):** Discuss different types of tourism:

- Domestic and International Tourism
- Leisure and Recreational Tourism
- Cultural and Heritage Tourism
- Eco-Tourism and Sustainable Tourism
- Medical and Wellness Tourism
- Religious and Pilgrimage Tourism
- Adventure and Sports Tourism
- Business and MICE Tourism (Meetings, Incentives, Conferences, Exhibitions)

### **Second Phase**

**SO3 (10 min):** Explore the economic benefits and challenges of different tourism types.

- Contribution to GDP and employment.
- Seasonal fluctuations and sustainability concerns.

**SO4 (10 min):** Identify key challenges in tourism development:

- Environmental concerns
- Cultural erosion
- Over-tourism
- Safety and security concerns

### **Mind Map (2 min)**

- Develop a mind map linking various tourism types to their economic and social impacts.

### **Summary (2 min)**

- Tourism is a multi-dimensional industry that significantly impacts economies worldwide. Understanding its different forms helps in planning and promoting sustainable tourism practices.

### 2.3. Taxonomy of Objectives

Knowledge Dimension	Taxonomy of objectives					
	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
D. Factual Knowledge	1	2				
B. Conceptual Knowledge			3	2		
C. Procedural Knowledge					3	
D. Meta Cognitive Knowledge						

### 2.4. Key Words

Tourism, Leisure, Cultural Heritage, Eco-Tourism, Economic Impact, Sustainable Development

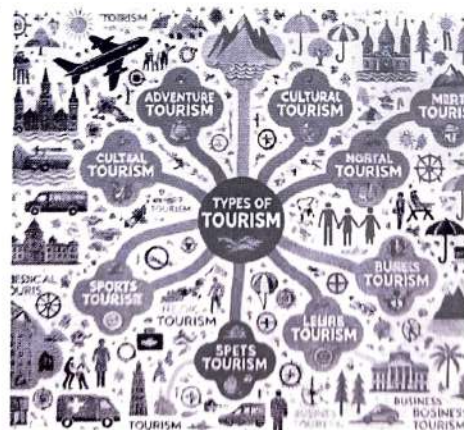
### 2.5 Powerpoint Presentation link:

<https://docs.google.com/presentation/d/1ShmkDkHsDnmsB6761YMXuDgEdssAlSgS/edit?usp=sharing&ouid=116038332801461289412&rtpof=true&sd=true>

### 3. Discussion ( 10 min)

- Group Activity: Analyze a chosen type of tourism and propose strategies to enhance its sustainability.

### 4. Mind Map:





## 5. Assessment

### Formative Assessment 1 (FA1) (2 min)

- Define tourism and list two main types.

### Formative Assessment 2 (FA2) (2 min)

- Explain two challenges associated with sustainable tourism.

### FAQs (MSQs / Descriptive Questions)

1. Define tourism and explain its significance.
2. Differentiate between domestic and international tourism.
3. How does eco-tourism contribute to sustainable development?
4. What are the economic benefits of medical tourism?
5. Discuss challenges faced by the tourism industry.

### References

- Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2020). Tourism: Principles and Practice.
- World Tourism Organization (UNWTO) Reports.
- Government of India Reports on Tourism Development.

Verified by Subject Expert:



Approved by HOD:



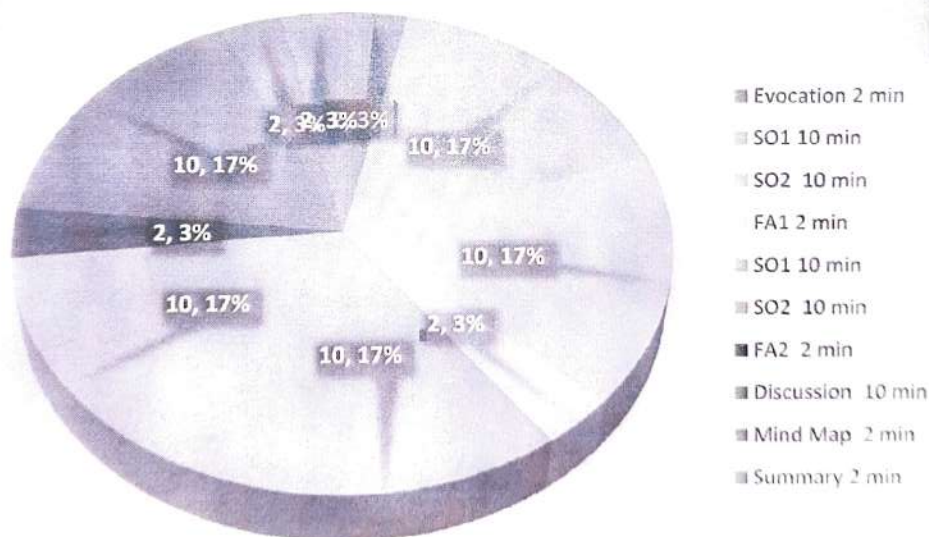
### Lesson Plan

<b>Programme</b>	II.U.G
<b>Semester</b>	III
<b>Course Title</b>	Non Major Elective– Economics for Competitive Examinations-I
<b>Course Code</b>	21UECN31
<b>Hours</b>	2
<b>Total Hours</b>	30
<b>Credits</b>	2
<b>Max Marks</b>	50
<b>Unit &amp; Title</b>	Unit I – Economists- Adam Smith
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the subject matter of Economics

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



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

Briefly introduce the contribution of Adam Smith. Ask the students to share their view and pre-knowledge on the father of Economics - Adam Smith.

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the types of economic systems
- To highlight the role of government in the economy

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of specialization, division of labour and productivity in expanding output.
- To enable students to answer the core economic questions: What to produce, how to produce and how output will be distributed.

#### **First Phase**

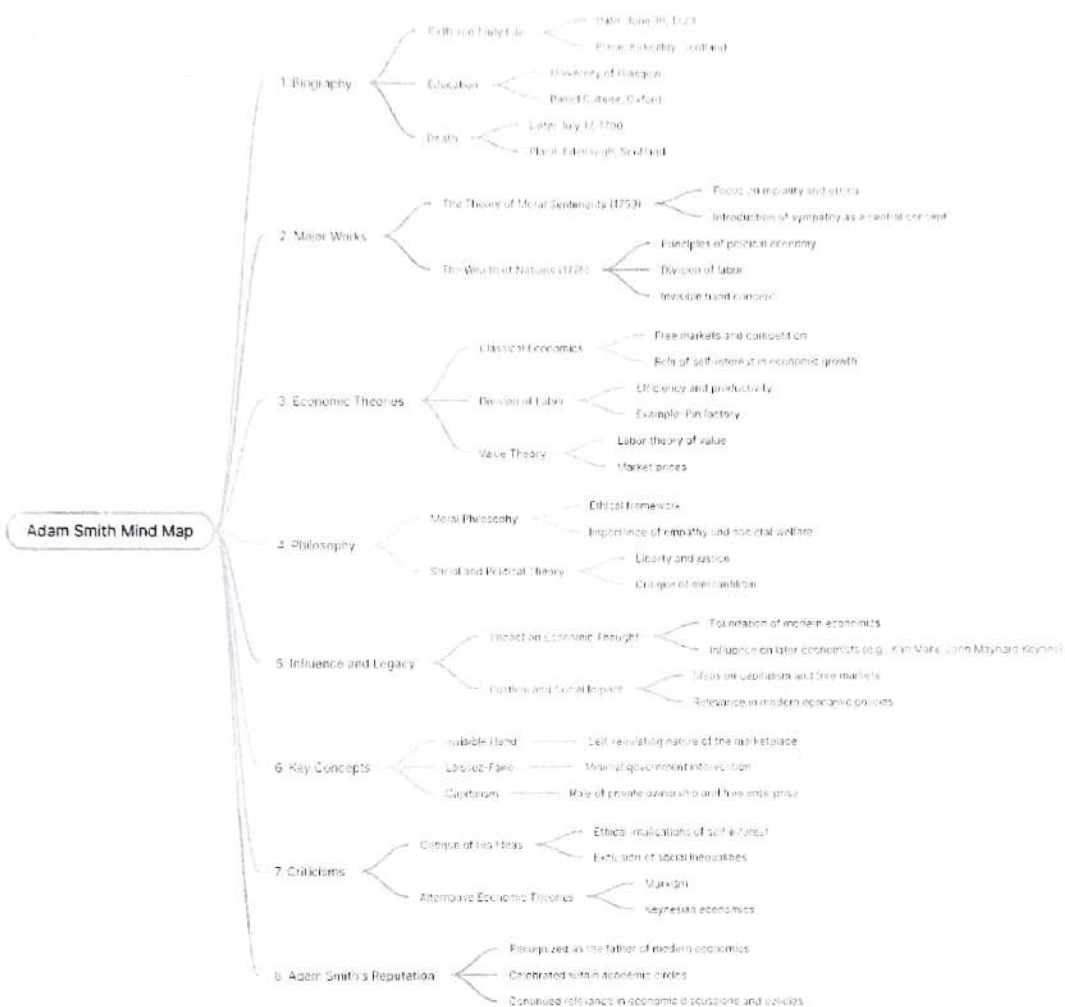
SO1 (10 minutes): Explain how Adam Smith sees the role of government in the economy.

SO2 (10 minutes): Introduce the Economist Adam Smith

#### **Second Phase**

SO1 (10 minutes): Analyse the theory that Adam Smith proposes in *The Wealth of Nations*.

SO2 (10 minutes): Estimate the impact of the theories proposed in Smith's *The Wealth of Nations*?



Create a simple mind map depict the contribution of Adam Smith

Summary (2 minutes)

Summarize the topic emphasizing the Wealth Definition of Adam Smith

### 2.3: Taxonomy

Taxonomy of Obejtives						
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						
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#### **2.4 Key Words:**

Adam Smith

Invisible Hand

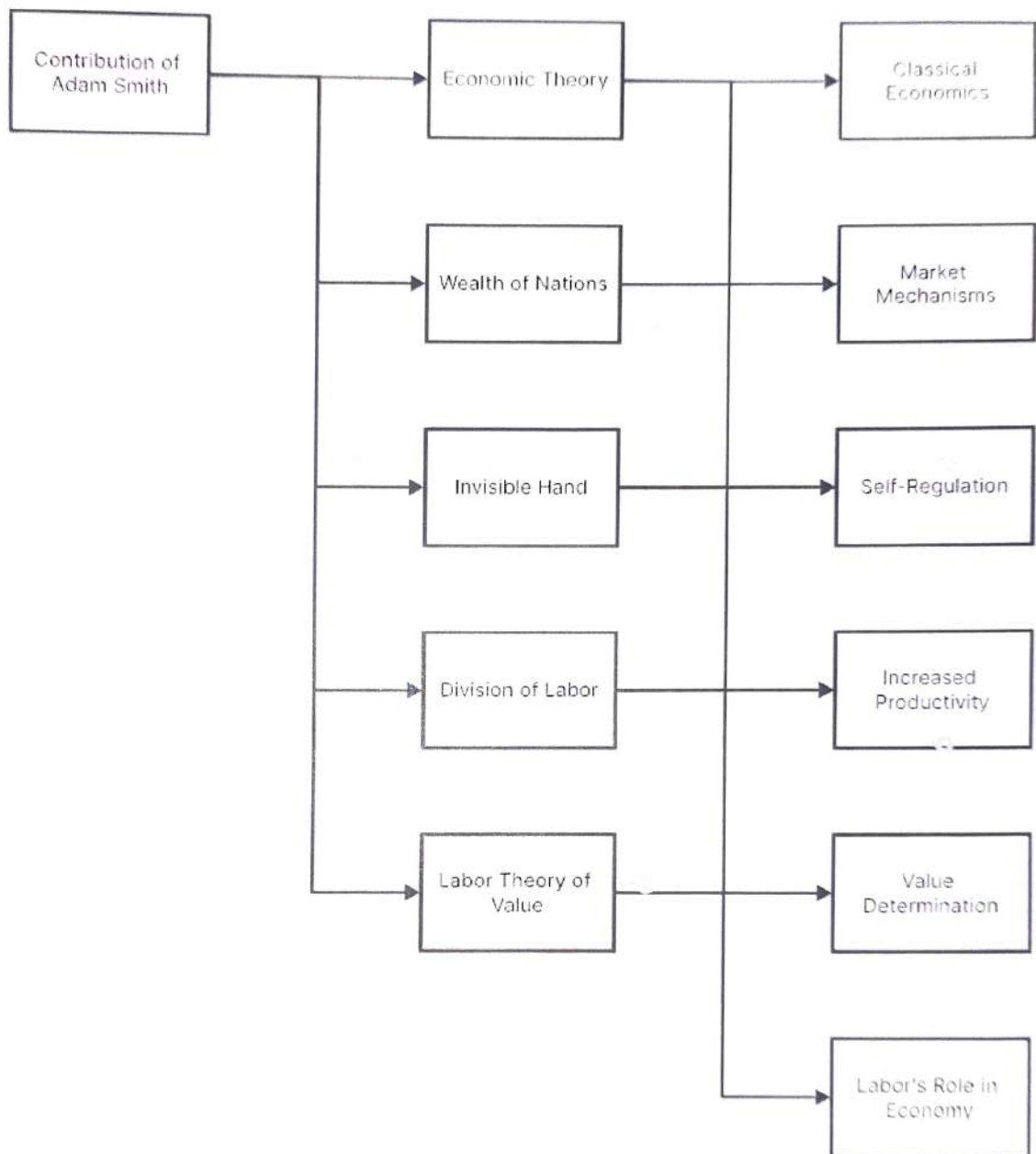
Laissez-faire

The Wealth of Nations

#### **2.5 Key Diagrams (if any)**

Flow Chat

## Contribution of Adam Smith



## PowerPoint Presentation

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**Picture Book**

<https://docs.google.com/presentation/d/1BtXjZoa-kM8T0sgG1muCUshRCLolSSP6TdignkAgpVs/edit?usp=sharing>

**Video Sample**

[https://youtu.be/v5QZM9\\_MXS8?si=M6Es8bDZ8HYzZJII](https://youtu.be/v5QZM9_MXS8?si=M6Es8bDZ8HYzZJII)

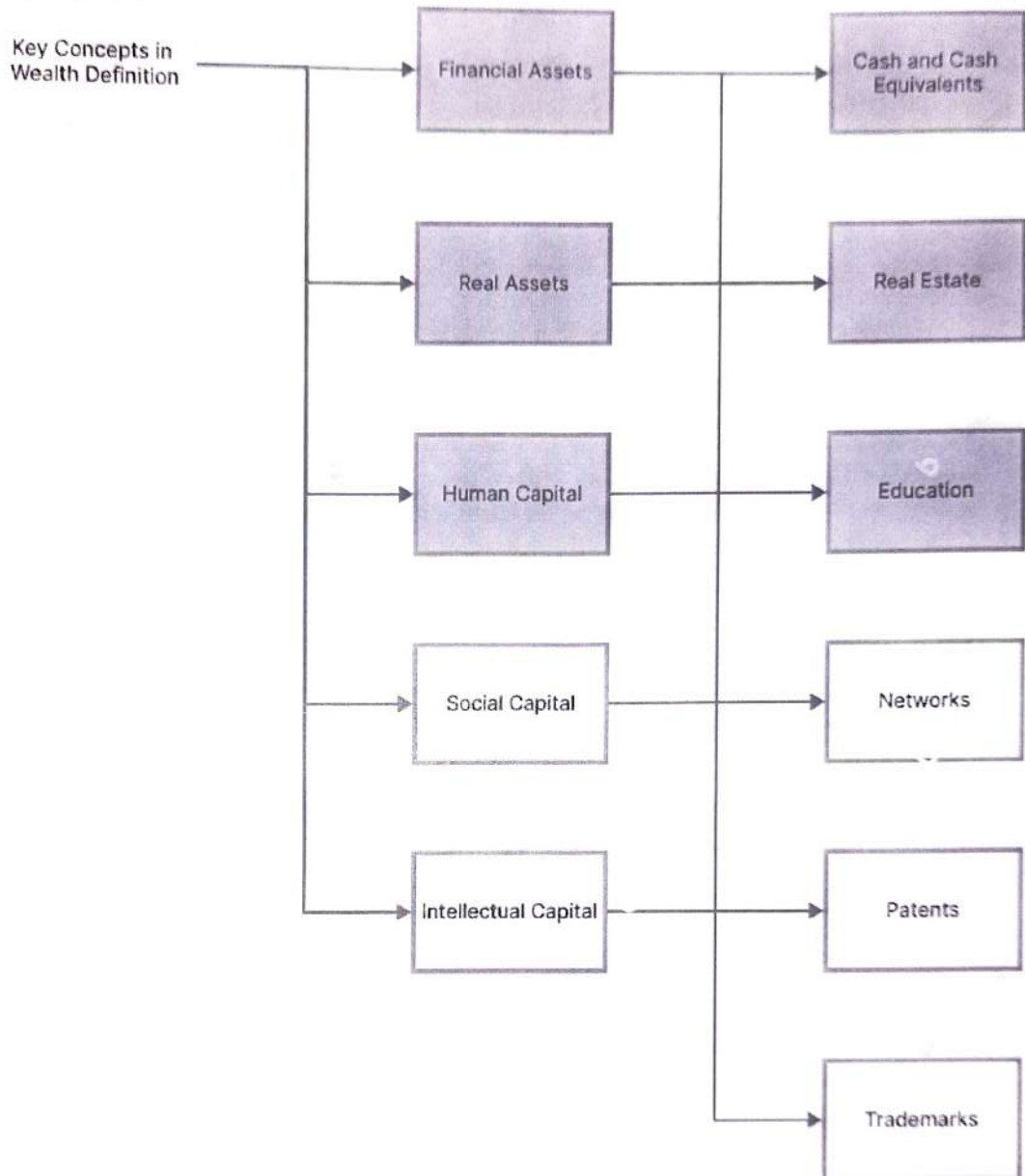
**3. Discussion:**

Engage the students in a discussion about the importance of the welfare definition of Economics.

Discuss the major part played by Adam Smith in developing Economics as a social science  
Consolidate the ideas of students to generate valuable comment on the contribution rendered by Adam Smith

**4. Mind Map**

# Key concepts in wealth definition



## 5. Summary :

The central thesis of Smith's "The Wealth of Nations" is that our individual need to fulfill self-interest results in societal benefit. He called the force behind this fulfillment the invisible hand. Self-interest and the division of labor in an economy result in mutual interdependencies that promote stability and prosperity through the market mechanism. Smith rejected government interference in market activities. He believed that a government's three functions should be to protect national borders, enforce civil law, and engage in public works.

## 6. Assessment through questions/analogy/new ideas

### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept of the "invisible hand" and its role in a free market economy.

2. Explain the concept of the "invisible hand" and its role in a free market economy.

**Formative Assessment 2 (FA2) (2 minutes)**

1. Define economics according to Adam Smith's perspective as the "science of wealth
2. Analyze the relationship between division of labor and wealth creation as described by Smith.
3. What does Smith mean by "the wealth of nations"?

**Short quiz or oral question on Adam Smith**

1. Who is often referred to as the "Father of Economics"?  
a) David Ricardo b) John Maynard Keynes c) Adam Smith d) Thomas Malthus
2. What is the central concept that Adam Smith uses to explain how markets function efficiently?  
a) Division of labor b) Government intervention c) Price controls d) Central planning
3. Discuss the main features of Wealth Definition
4. Discuss the impact of wealth definition of Adam Smith on other definitions
5. What were some of the long term contribution of Adam Smith concept of Invisible Hand

**7. FAQ's: MCQ's/ Descriptive questions.**

1. Estimate the contributions rendered by Adam Smith, as the father of Economics
2. Analyse the Merits and Demerits of Wealth Definition of Adam Smith

**8. References**

1. Dr.D. Amutha. Economics for UGC Net/Set Examinations. New Delhi: Manglam Publications. 1st edition 2021.
2. Dr.D.Rathi. Micro Economics. Unites States: Lulu Publication. 1st edition 2021.
3. T.R. Jain & V.K.Ohri. Fundamentals of Economics. Haryana: VK Global Publications Pvt Ltd. 1st edition 2020.
4. M.L.Jhingan. Micro Economic Theory. New Delhi: Vrinda Publication Pvt. Ltd. 7th edition 2012.

**9.Verified by Subject Expert:**

  
**Course In-charge**

  
**Approved by HoD.**

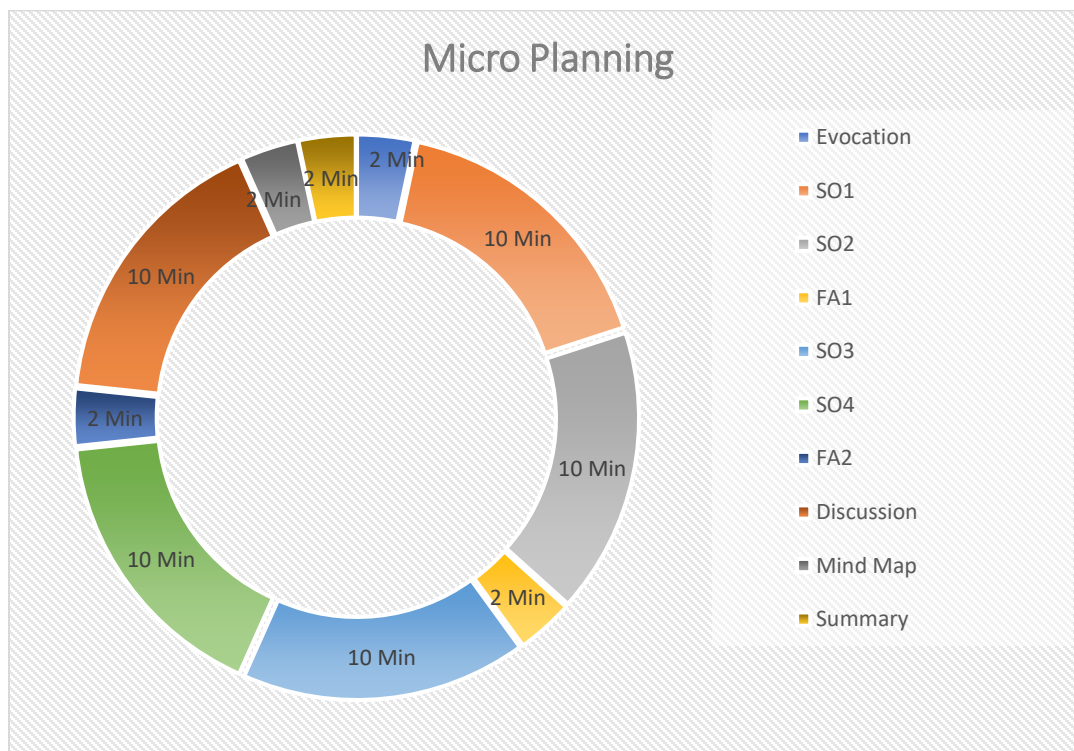
**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
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**St. Mary's College (Autonomous) Thoothukudi**  
**Department of Economics**  
**Lesson Plan 2021-2024**

Programme	B. A Economics
Semester	IV
Course Title	Macro Economics-II
Code	21UECC41
Hours/ Week	6
Total Hours	90
Credits	6
Max Marks	60
Unit & Title	Unit- IV Phases of Trade Cycle
Name of the Faculty	Dr. Muthu Maha Laxmi
T-L Tools	Lecture Method, PPT, Mind Maps, Discussion, Case Study, Quiz

Pre-requisite Knowledge: Basic understanding of banking system and monetary policy.  
Awareness of inflation, money supply, and financial regulation.

Micro-Planning (60 minutes)



Evocation	2 Min
SO1	10 Min
SO2	10 Min
FA1	2 Min
SO3	10 Min
SO4	10 Min
FA2	2 Min
Discussion	10 Min
Mind Map	2 Min
Summary	2 Min

## **1. Topics for Learning through Evocation (2 minutes)**

Briefly introduce the Central Bank – its role in the economy.

Ask students: How does RBI or any central bank influence the economy?

Examples: RBI in India, Federal Reserve (USA), European Central Bank.

## **2. Topic Introduction**

### **2.1 General Objective:**

To understand the major functions of a central bank and its impact on economic stability.

### **2.2 Specific Outcomes:**

SO1: Explain Monetary Policy Implementation (Inflation control, Repo Rate, Open Market Operations).

SO2: Describe Currency Issuance & Credit Control (How RBI manages money supply).

SO3: Understand Lender of Last Resort & Foreign Exchange Regulation (Rescuing banks, maintaining forex reserves).

SO4: Identify Regulation & Supervision Functions (Protecting depositors, ensuring banking stability).

First Phase: Monetary Policy & Credit Control

SO1: Monetary Policy Implementation (10 minutes)

Definition: The central bank controls money supply & inflation through policies.

Instruments of Monetary Policy:

Repo Rate & Reverse Repo Rate (RBI lending rates to banks).

Cash Reserve Ratio (CRR) & Statutory Liquidity Ratio (SLR).

Open Market Operations (OMO) – buying/selling government bonds.

Example: RBI raising interest rates to curb inflation.

SO2: Currency Issuance & Credit Control (10 minutes)

Issuer of Currency: Central bank issues legal tender (e.g., RBI prints Indian Rupees).

Credit Control Mechanisms:

Quantitative Measures: Interest rates, reserve ratios, OMO.

Qualitative Measures: Credit rationing, moral suasion.

Example: Demonetization in India (2016) as a tool to regulate money supply.

Formative Assessment 1 (FA1) - Quick Q&A / Quiz (2 minutes)

What happens when the central bank lowers interest rates?

How does RBI control inflation?

Second Phase: Lender of Last Resort & Banking Regulation

SO3: Lender of Last Resort & Forex Regulation (10 minutes)

Lender of Last Resort: Central bank provides emergency funds to banks in crisis.

Foreign Exchange Regulation:

Managing exchange rates, forex reserves, and foreign trade policies.

Example: RBI intervening in forex markets to stabilize the rupee.

Example: 2008 Global Financial Crisis – The Federal Reserve saved banks.

SO4: Regulation & Supervision of Banks (10 minutes)

Ensuring stability & trust in the banking sector.

Regulatory Bodies: RBI, Federal Reserve, European Central Bank.

Functions:

Setting banking norms (Basel norms, capital adequacy).

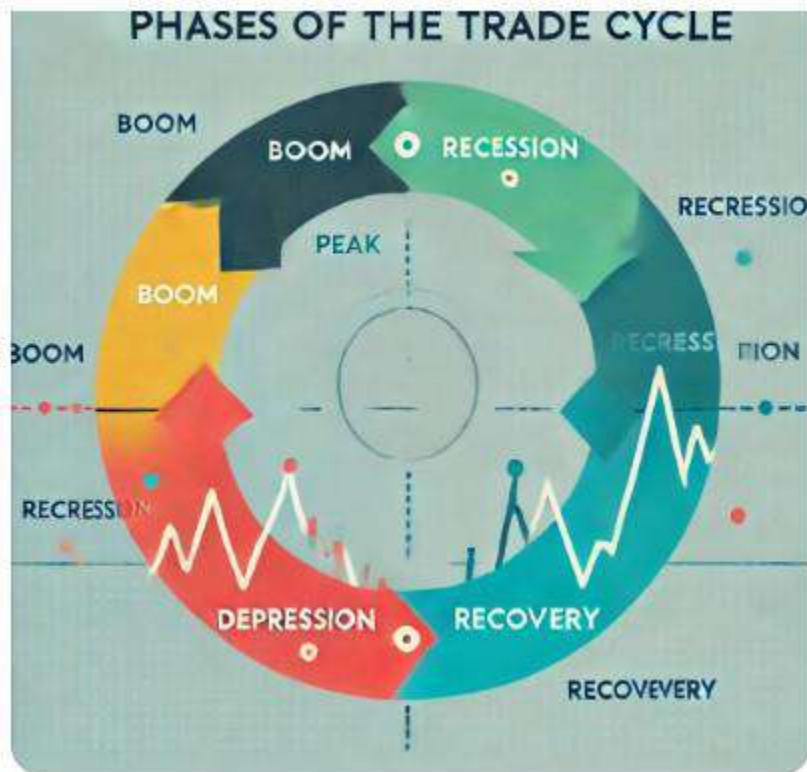
Monitoring Non-Performing Assets (NPAs) and financial frauds.



Discuss how RBI handled inflation control during COVID-19 (2020-21).

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	

## 2.5 Key Diagram



## Power Point Presentation

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### 3. Discussion (10 minutes)

Compare Monetary Policy vs. Banking Regulation in stabilizing the economy.

Example: How RBI and Federal Reserve responded to economic recessions.

Open discussion: What challenges do central banks face today?

### 4. Mind Map (2 Min)



### 5. Summary (2 minutes)

- **Boom** – A period of rapid economic growth, high employment, rising incomes, and increased consumer spending.
- **Recession** – Economic slowdown with falling demand, reduced production, rising unemployment, and declining profits.
- **Depression** – A severe downturn with very low economic activity, high unemployment, and business failures.

- **Recovery** – Economy starts improving, demand rises, businesses invest, and employment levels increase.
- **Expansion** – Continuous growth phase leading back to the boom, completing the trade cycle.

Ask students: Which central bank function is most critical during a financial crisis?

## 6. Assessment

(Through Questions/Analogy/New Ideas)

Formative Assessments (FA1 & FA2)

Multiple Choice Questions (MCQs) on central bank roles.

Short answer questions on inflation control mechanisms.

Case study analysis: Students analyze a real-world monetary policy decision.

Essay / Descriptive Questions:

Compare and contrast monetary policy tools used by central banks.

Explain the role of the central bank in controlling inflation and stabilizing the financial system.

## 7. References

1. Mishkin, Frederic S. - The Economics of Money, Banking, and Financial Markets (2019).
2. Mankiw, N. Gregory. - Macroeconomics (2021).
3. RBI Reports & Monetary Policy Statements (Latest Edition).

**Verified by Subject Expert**



**Approved by HOD**



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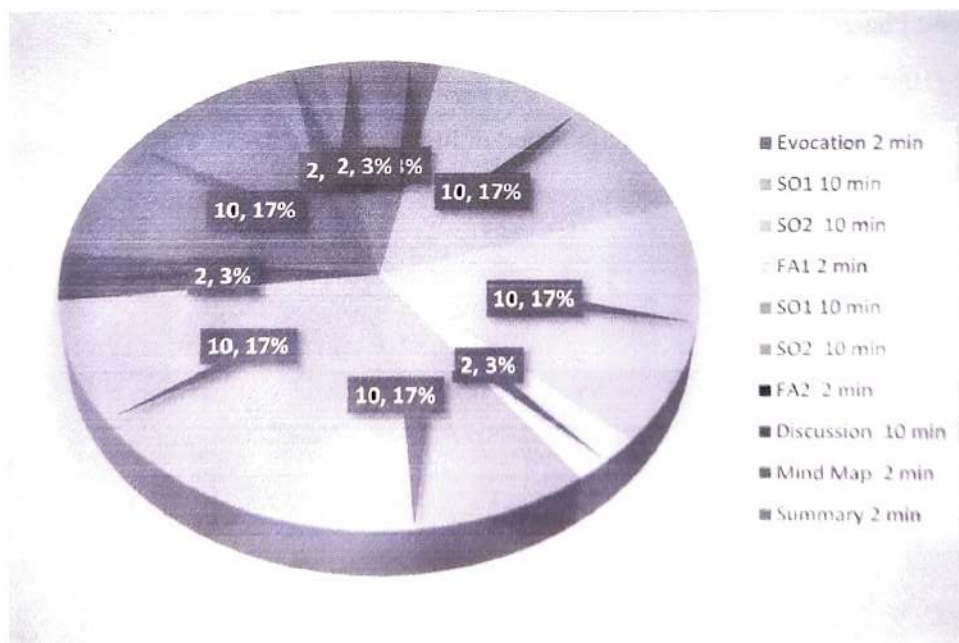
### Lesson Plan

<b>Programme</b>	II.B.A.Economics
<b>Semester</b>	IV
<b>Course Title</b>	Allied IV-Mathematical Methods -II
<b>Course Code</b>	21UECA41
<b>Hours</b>	4
<b>Total Hours</b>	60
<b>Credits</b>	4
<b>Max Marks</b>	100
<b>Unit &amp;Title</b>	Unit I-Functions-Types of Functions
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the reasons behind trade and the importance of equilibrium in trade

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



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

Briefly introduce the applications of functions in Economics

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the properties of Function
- To highlight the role of functions in economic analysis

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of revenue function, cost function, profit function, output function etc.
- To enable students to answer the core economic questions on marginal analysis in economics.

### **First Phase**

SO1 (10 minutes): Explain the features of function

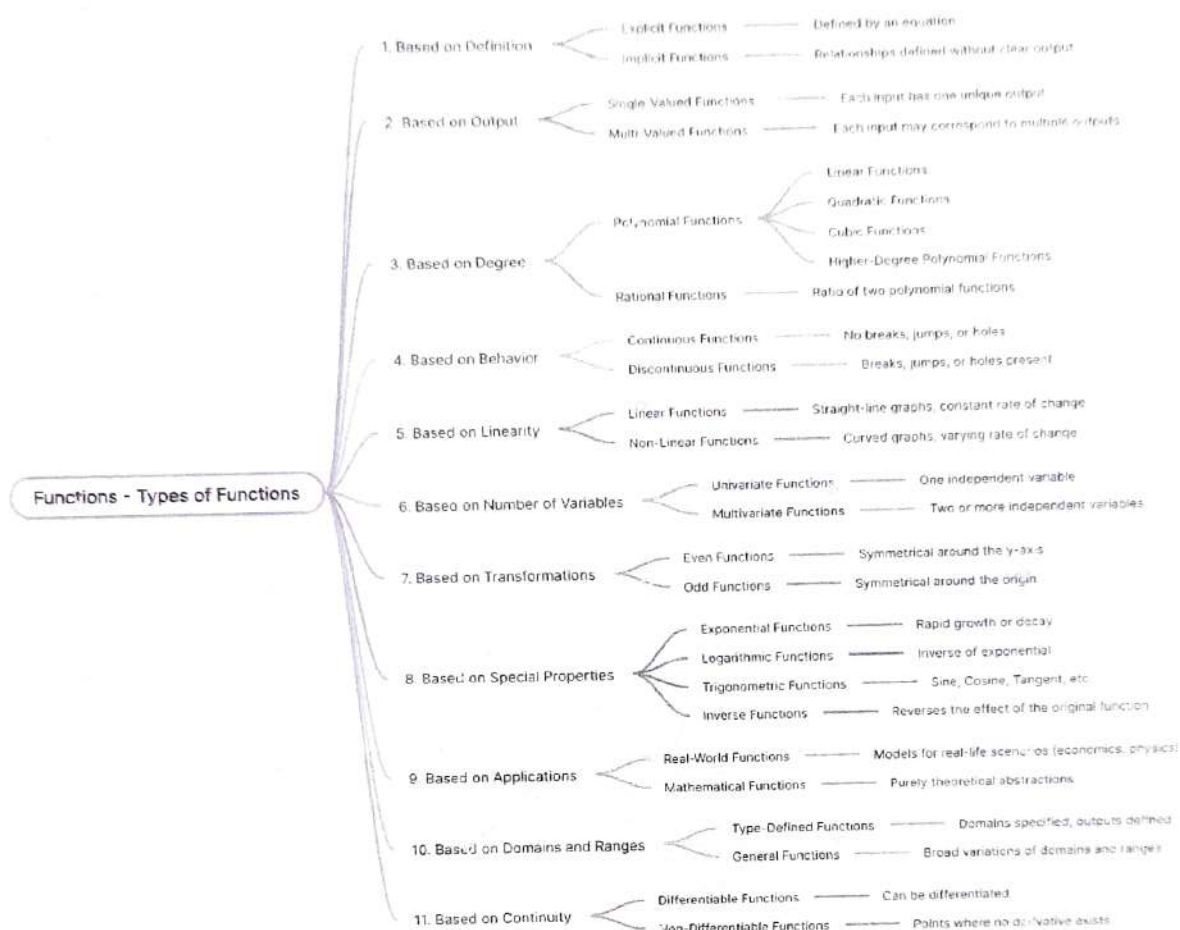
SO2 (10 minutes): Introduce the concept of functions in economics

### **Second Phase**

SO1 (10 minutes): Analyse the marginal functions at the point of equilibrium.

SO2 (10 minutes): Estimate functions pertaining to demand and supply conditions of commodity market and labour market.





Create a simple mind map depict the types of functions

Summary (2 minutes)

Summarize the topic emphasizing the significance of functions in Economics

### 2.3: Taxonomy

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						



**2.4 Key Words:**

**Homogenous Function**

**Non Homogenous Function**

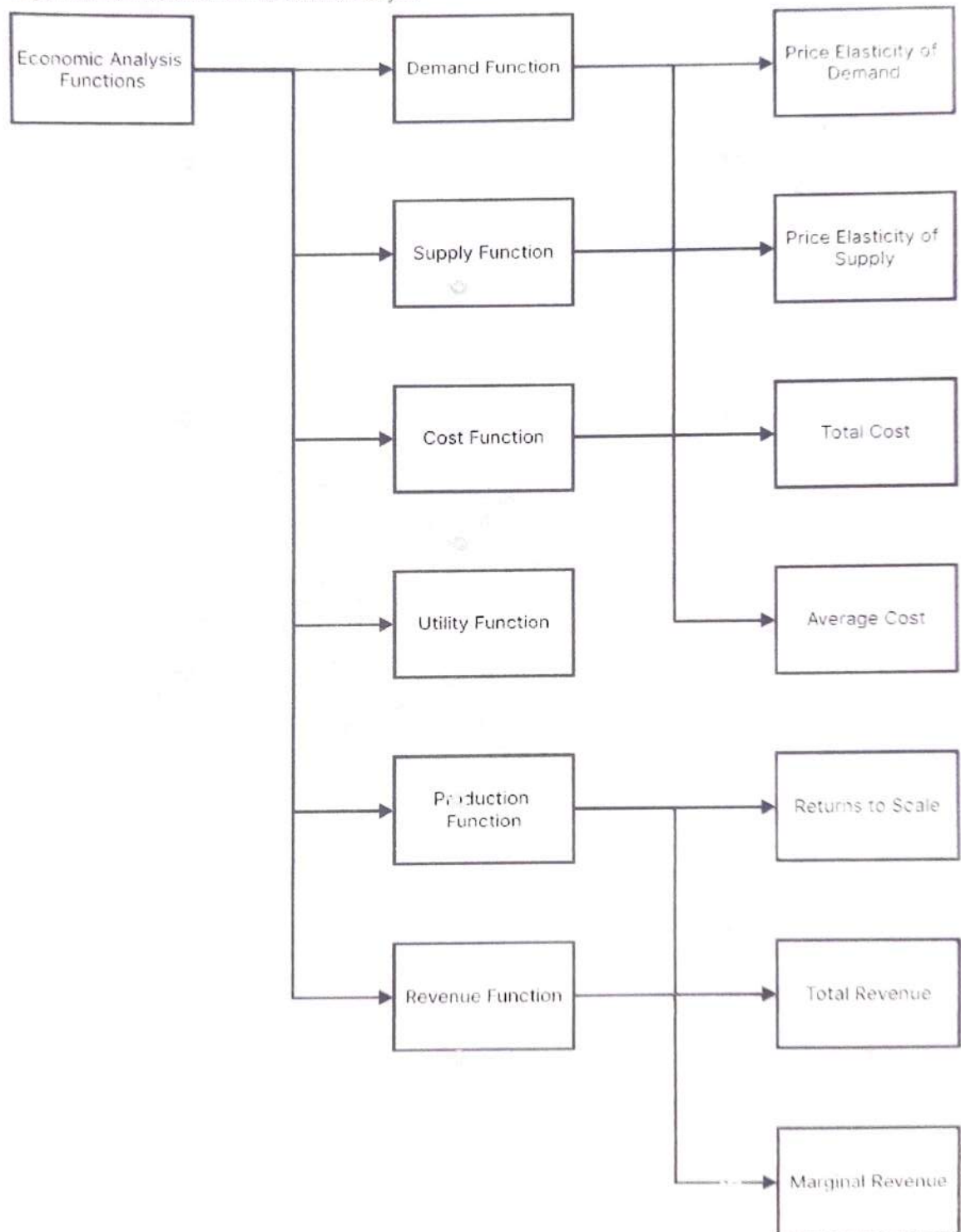
**Polynomial function**

**Marginal Functions**

**2.5 Key Diagrams (if any)**

**Flow Chat**

Important functions used in Economic analysis



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Click the link to collaborate in the file [Untitled] on Boardmix

### Picture Book

<https://docs.google.com/presentation/d/1uW8xkEtN2jF3jUrktZnGQHkpjzghEVOmTX8iXsZGNgk/edit?usp=sharing>

### Video Sample

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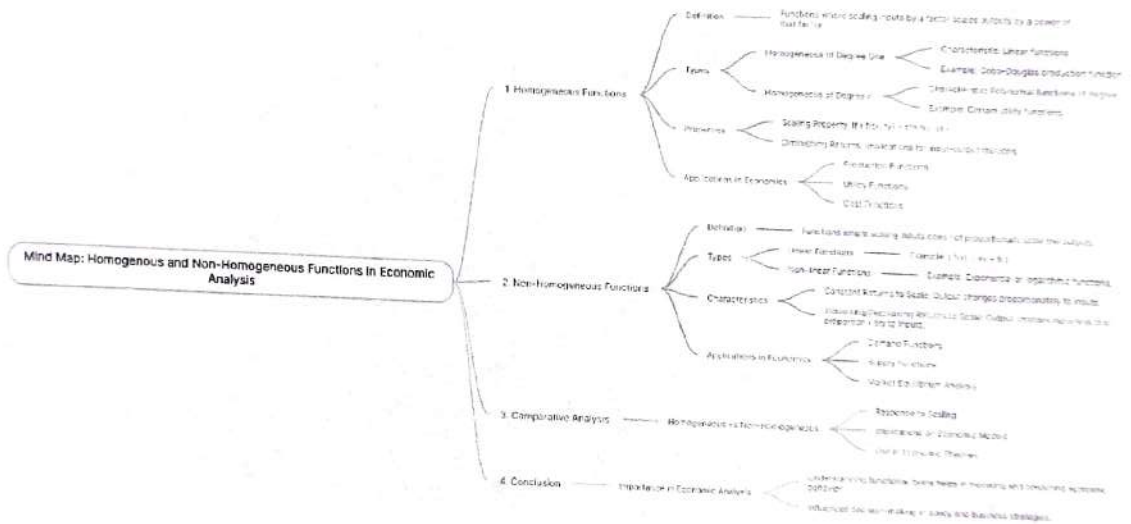
### 3. Discussion:

Engage the students in a discussion about the importance of the function to analyse the demand and supply conditions.

Discuss the major role played by various functions in economics and helps to make it more scientific.

Consolidate the total, average and marginal functions used in different market conditions.

### 4. Mind Map



### 5. Summary :

In economics, **functions** are mathematical expressions that represent relationships between different economic variables. A function describes how one variable depends on or changes with respect to another variable. Functions are crucial in modeling economic behavior and understanding key economic concepts. Functions are powerful tools in economics because they allow economists to create models, analyze data, and make predictions about economic behavior. By studying these relationships, they help in policy-making, business decisions, and understanding broader economic trends.

### 6. Assessment through questions/analogy/new ideas

#### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept Functions
2. Explain the uses of functions in Economics

#### Formative Assessment 2 (FA2) (2 minutes)

1. Define homogenous non homogenous functions
2. Analyze the demand, supply, elasticity functions, Investment and Saving functions.

3. What is macroeconomic functions (ISLM functions)?

**Short quiz or oral question on Balance of Payment**

1. A function which is not algebraic, is called a -----  
a. transcendental function. b. Explicit function c. Implicit function d. Single function
2. A function  $f(x)$  is said to be a single valued function if to each value of  $x$  there is one and only one value of -----  
a.  $Y$  b.  $XY^2$  c.  $X^2$  d. constant
3. Function is a special case of -----  
a. Relation b. Correlation c. Regression d. Differentiation
4. Discuss the main types of functions
5. Discuss the properties of functions
6. What is polynomial functions?

**7. FAQ's: MCQ's/ Descriptive questions.**

1. Evaluate the types of functions used in marginal analysis in economic models.
2. Analyse the macroeconomic functions and how the market equilibrium is achieved?

**8. References**

1. T.R. Jain & SC. Aggarwal. Mathematical Methods for Economics. Haryana: V.K. Global Publications Pvt., Ltd., India. 1st edition 2021
2. Dr. Dipjyoti Sarma & Romen Kalita. Mathematical Methods. Madhya Pradesh: Mahaveer Publications. 1st edition 2020.
3. Alpha C. Chiang & Kevin Wainright. Fundamental Methods of Mathematical Economics. U.K: McGraw Hill Publications. 4th edition 2013.
4. D. Bose, An Introduction to Mathematical Methods. New Delhi: Himalaya Publishing House. 1st edition 2007.

**9. Verified by Subject Expert:**



Course In-charge



Approved by HoD.

**Dr. Mrs. D. AMUTHA, M.A.**  
Associate Professor in  
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## Lesson Plan

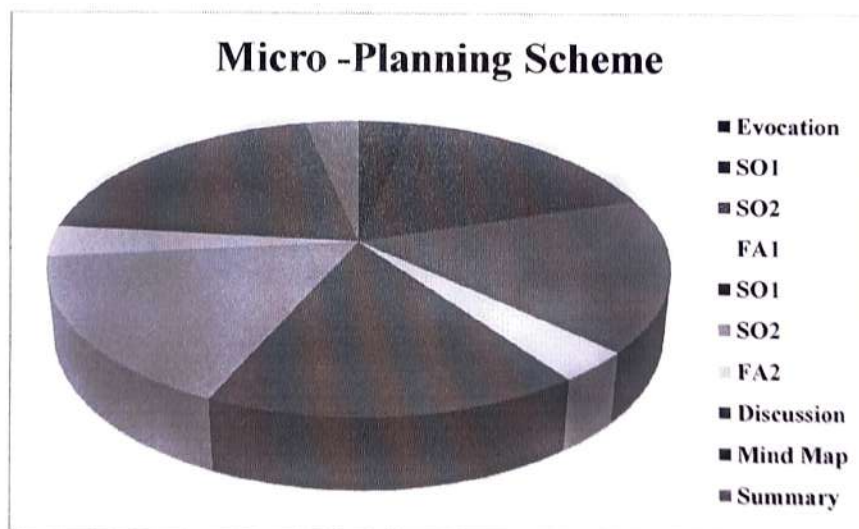
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Programme	B. A Economics
Semester	IV
Course Title	Tourism Economics- II
Code	21UECS41
Hours	4
Total Hours	60
Credits	4
Max Marks	60
Unit& Title	Unit – I Role and functions of a travel agent
Name of the Faculty	Dr. D. Rathi
T-L tools	Mind Maps, Powerpoint, Group Discussion

### Pre-requisite Knowledge:

- Basic understanding of tourism and travel industry
- Familiarity with different types of travel services

### 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:

- Ask students about their experience with travel agencies
- Discuss the role of a travel agent in trip planning

### 2. Topic Introduction:

#### 2.1 General Objective:

- To understand the role and function of a travel agent
- To apply knowledge in real-life tourism scenarios

#### 2.2 Specific Outcomes:

- Identify different types of travel agents
- Explain key responsibilities such as ticketing, tour packages, and itinerary planning
- Discuss modern trends like online travel agencies (OTAs)

#### First Phase:

**SO1 (10 min):** Define travel agents and explain their importance.

**SO2 (10 min):** Discuss different types (Retail, Wholesale, Online, etc.).

#### Second Phase:

**SO3 (10 min):** Explain key functions – ticketing, itinerary planning, visa assistance, etc.

**SO4 (10 min):** Explore technological advancements in travel agencies.

#### Mind Map (2 min):

- Create a simple mind map showing key functions of a travel agent.

#### Summary (2 min):

- Recap major functions and importance of travel agents in tourism.



### 2.3 Taxonomy of Objectives:

Knowledge Dimension	Taxonomy of objectives					
	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
D. Factual Knowledge		3				
B. Conceptual Knowledge				3		
C. Procedural Knowledge					2	2
D. Meta Cognitive Knowledge						

### 2.4 Key Words:

Travel agent, itinerary planning, ticketing, tourism packages, online travel agencies.

### 2.5. Power point presentation:

<https://docs.google.com/presentation/d/1NIXeiKODgcSEcj3BHqbcOfIK4iMPHmN0/edit?usp=s haring&ouid=116038332801461289412&rtpof=true&sd=true>

### 3. Discussion:

- Students analyze a real-life case study of a travel agency

### 4. Mind Map:



### **5. Summary:**

Travel agents play a crucial role in tourism by assisting travelers with booking, planning, and documentation. With advancements in technology, online travel agencies are reshaping the industry.

### **6. Assessment:**

#### **Formative Assessment 1 (FA1) (2 min):**

- Ask students to name different types of travel agents and their functions.

#### **Formative Assessment 2 (FA2) (2 min):**

- Quick quiz on modern travel agency trends.

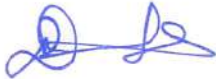
### **7. FAQs – MSQs/Descriptive Questions:**

1. What are the functions of a travel agent?
2. Differentiate between retail and wholesale travel agents.
3. Explain how technology has impacted travel agencies.

### **8. References:**

- Holloway, J. C. (2021). *The Business of Tourism*.
- Page, S. (2022). *Tourism Management: An Introduction*.

### **9. Verified by Subject Expert:**



  
Approval by faculty or HOD

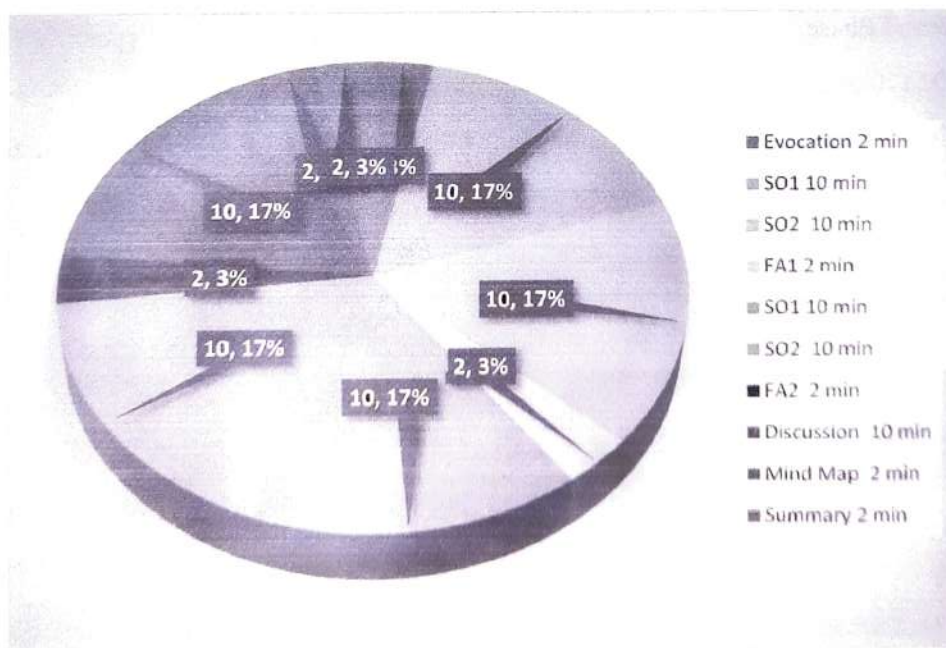
### Lesson Plan

Programme	II,UG
Semester	IV
Course Title	Non Major Elective– Economics for Competitive Examinations– II
Course Code	21UECN41
Hours	2
Total Hours	30
Credits	2
Max Marks	30
Unit & Title	Unit V– Balance of Payment
Name of the Faculty	Ms. T.A.Alfreeda
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of the reasons behind trade and the importance of equilibrium in trade

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



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

Briefly introduce the basic concepts related to balance of payment.

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the components of balance of payment
- To highlight the role of government in maintaining the equilibrium in balance of payment

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of import, export, trade, current account and capital account.
- To enable students to answer the core economic questions on deficit in balance of payment and surplus in balance of payment.

### **First Phase**

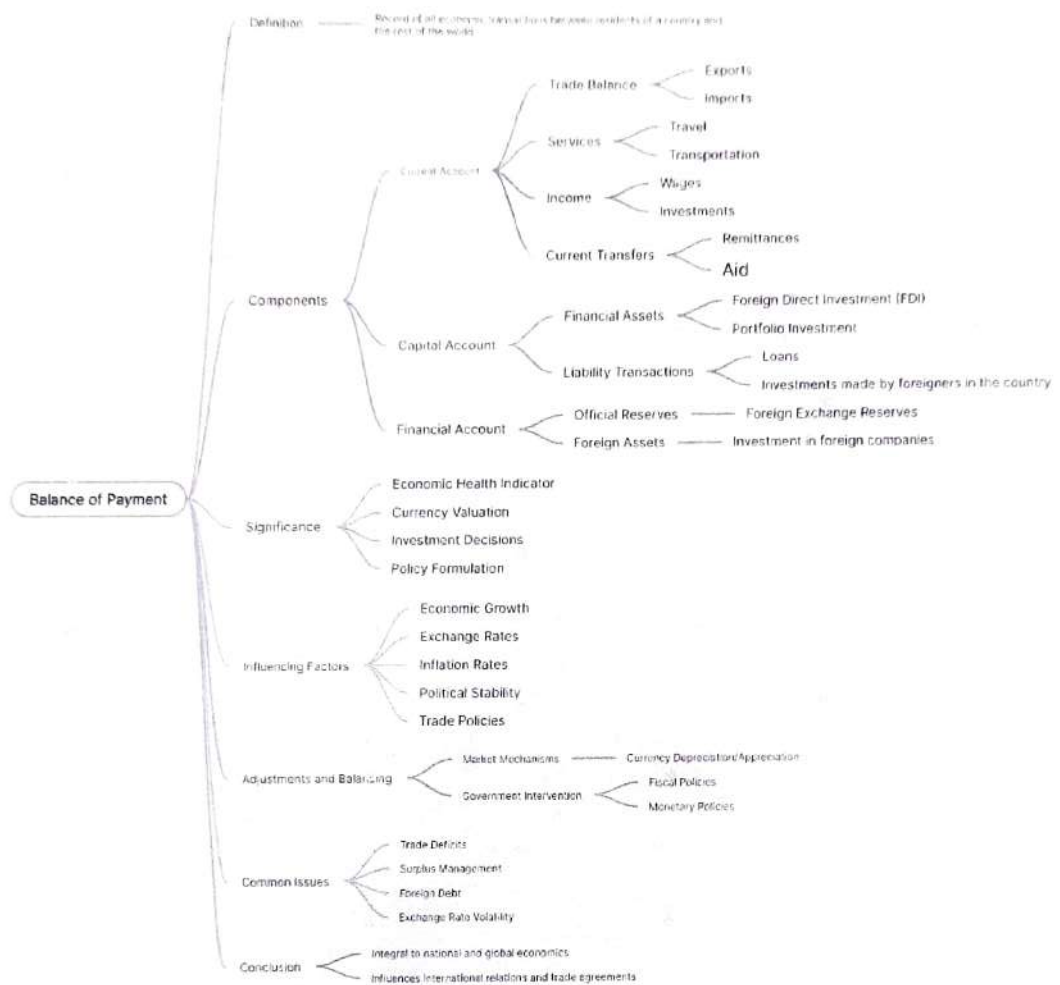
SO1 (10 minutes): Explain the reasons of trade and international trade in particular

SO2 (10 minutes): Introduce the concept of balance of payment

### **Second Phase**

SO1 (10 minutes): Analyse the components of balance of payment

SO2 (10 minutes): Estimate the impact of the favourable balance of payment and unfavourable balance of payment on economy.



Create a simple mind map depict the dimensions of Balance of Payment.

Summary (2 minutes)

Summarize the topic emphasizing the significance of Balance of Payment

### 2.3: Taxonomy

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						
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## 2.4 Key Words:

Trade and different types of trade

Import

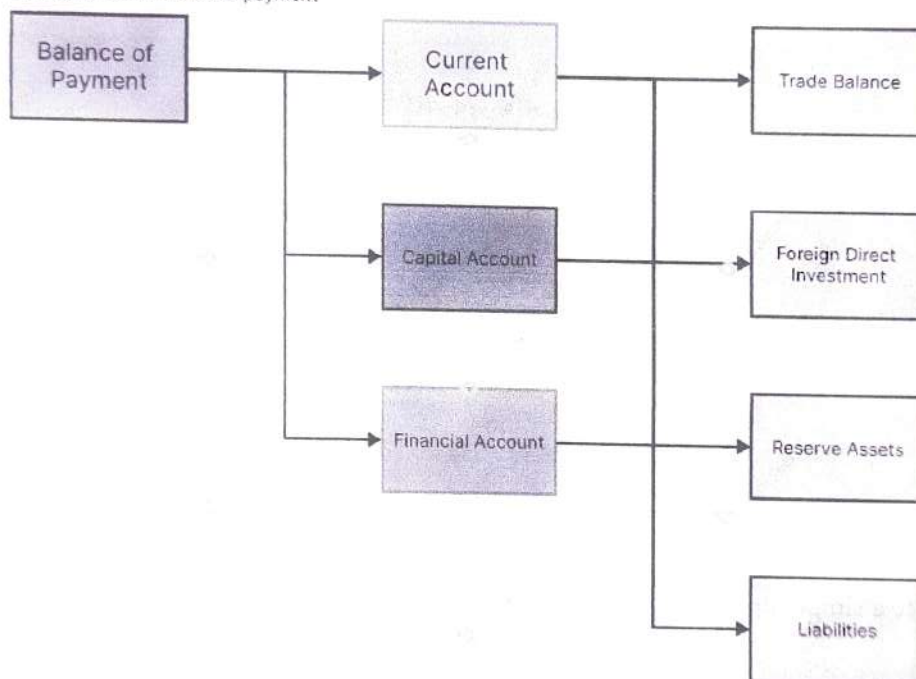
Export

Surplus and Deficit in Balance of Payment

## 2.5 Key Diagrams (if any)

Flow Chat

Components of balance of payment



## PowerPoint Presentation

<https://boardmix.com/app/share/CAE.CKcVSABKhB8oDqbcTtbR7-ID2zy7hVXMAZAAQ/kEqKOe>

## Picture Book

[https://docs.google.com/presentation/d/11BaqMV8WF0SD9ye\\_6tXOQHVarFE7mqSPBI\\_Uqx9qIU/e/dit?usp=sharing](https://docs.google.com/presentation/d/11BaqMV8WF0SD9ye_6tXOQHVarFE7mqSPBI_Uqx9qIU/e/dit?usp=sharing)

## Video Sample

<https://youtu.be/W0YwGLz50TA?si=zisiy8-ZaXE-2l6s>

## 3. Discussion:

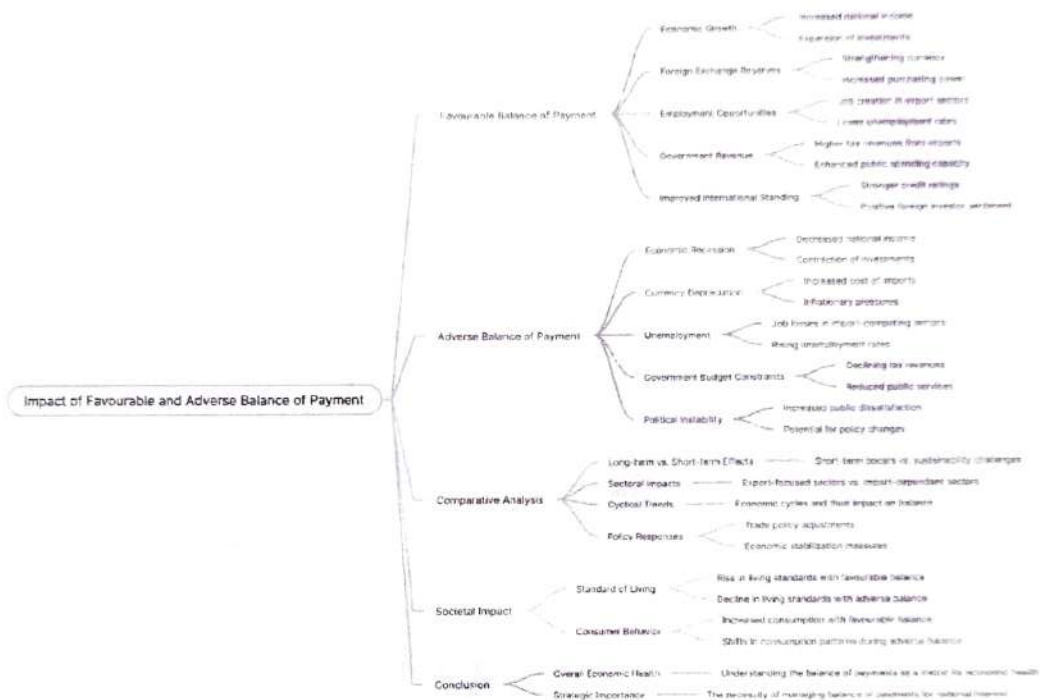
Engage the students in a discussion about the importance of the balance of payment on Indian Economy.



Discuss the major part played by Export sector to maintain a positive current account and capital account.

Consolidate the ideas of students to generate valuable comment on the components and factors affecting Balance of Payment.

#### 4. Mind Map



#### 5. Summary :

The balance of payments (BOP) is the record of all international financial transactions made by the residents of a country. There are three main categories of the BOP: the current account, the capital account, and the financial account. The current account is used to mark the inflow and outflow of goods and services into a country. The capital account is where all international capital transfers are recorded. In the financial account, international monetary flows related to investment in business, real estate, bonds, and stocks are documented.

#### 6. Assessment through questions/analogy/new ideas

##### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept of the "balance of payments"
2. Explain the concept of visible and invisible items in trade.

##### Formative Assessment 2 (FA2) (2 minutes)

1. Define surplus balance of payment and deficit balance of payment
2. Analyze the relationship between balance of payment and economic development.
3. Distinguish between balance of trade and balance of payment

### Short quiz or oral question on Balance of Payment

1. Balance of Payments is an accounting statement that records monetary transactions between \_\_\_\_\_.  
a) Residents of a nation and the rest of the world b) Non-residents and the rest of the world  
c) Residents of a nation and non-residents d) Citizen and Non Citizen of a Nation
2. Balance of Payments uses the \_\_\_\_\_ system of accounting.  
a) Single-entry b) Double-entry c) Cash basis d) Accrual basis
3. Balance of Payments uses the \_\_\_\_\_ system of accounting.  
a) Single-entry b) Double-entry c) Cash basis d) Accrual basis
3. Discuss the main components of Balance of Payment
4. Discuss the impact of Balance of Payment
5. What is deficit in Balance of Payment and surplus in Balance of Payment ?

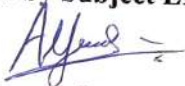
### 7. FAQ's: MCQ's/ Descriptive questions.

1. Evaluate the factors affecting balance of payment
2. Analyse the impact of balance of payment on Indian Economy

### 8. References

1. Dominick Salvatore. International Economics. United States: Wiley Publisher, 13th edition 2021.
2. M.L.Jhingan. International Economics. New Delhi: Vrinda Publications Pvt. Ltd. 7th edition 2020.
3. Harvey Rosen. Public Finance. UK: McGraw Hill Education. 8th edition 2012.
4. R.Cauvery, N. Kruparani, U.K. Sudha Naya k & A. Manimekalai. Monetary Economics. New Delhi: S. Chand & Co Ltd. 2nd Revised edition 2008.

### 9. Verified by Subject Expert:

  
Course In-charge

  
Approved by HoD.

Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,  
Associate Professor in Economics  
St. Mary's College (Autonomous)  
Tuticorin- 628 001

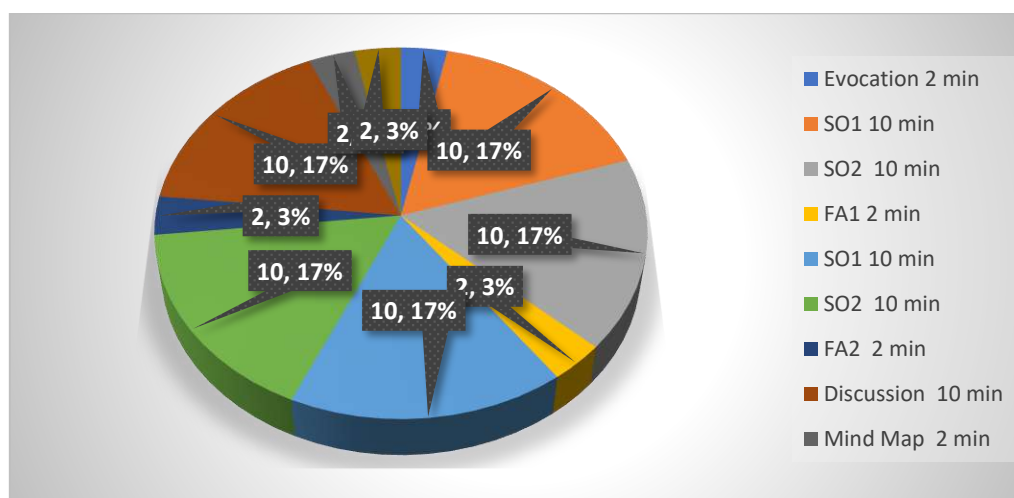
### Lesson Plan

<b>Programme</b>	B. Com
<b>Semester</b>	V
<b>Course Title</b>	Human Resource Management
<b>Course Code</b>	21UMCC51
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	3
<b>Max Marks</b>	60
<b>Unit &amp; Title</b>	Unit I: Objectives, Nature and Scope of Human Resource Management
<b>Name of the Faculty</b>	Dr.D.Amutha
<b>T-L tools</b>	Mind Maps, Power point, Flow chat, Video.

**Pre-requisite Knowledge:** Basic understanding of the objectives, activities, nature and scope of Human Resource Management.

**Micro – Planning:** 60 Minutes

#### Micro Planning Scheme



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

Briefly introduce an overview of Human Resource Management. Ask the students to share about planning, recruitment, training, performance management, compensation, and employee relations.

#### 2. Topic Introduction

##### 2.1 General Objectives:

- To understand the objectives of Human Resource Management
- To learn to apply in life

## 2.2 Specific Outcomes:

- To know about the nature of Human Resource Management.
- To have a clear knowledge about their finances and how to manage their earnings.

First Phase

SO1 (10 minutes): Explain the scope of Human Resource Management.

SO2 (10 minutes): Discuss about the functions of Human Resource Management.

Second Phase:

SO1 (10 minutes): Expose that planning, recruitment, training, performance management, compensation, and employee relations.

SO2 (10 minutes): Learn Ensuring a safe and healthy work environment.

### Flow Chart



Create a simple Flow chart that illustrate the different objectives of Human Resource Management

Summary (2 minutes)

Summarize the topic emphasizing the developing employee skills and knowledge to meet current and future job requirements.



### 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		4		
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

### 2.4 Key Words:

opportunities for growth, autonomy, compensation, benefits, and decision-making.

### Key Diagrams (if any)



### PowerPoint Presentation

[https://youtu.be/Aw5EAnMu4ww?si=\\_uB2pbP2L8A8cWSy](https://youtu.be/Aw5EAnMu4ww?si=_uB2pbP2L8A8cWSy)

### Video Sample

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[https://youtu.be/bI9RZjF-538?si=Au\\_8CR1CDrX9JfS9](https://youtu.be/bI9RZjF-538?si=Au_8CR1CDrX9JfS9)

[https://youtu.be/aPEUKLxxh\\_k?si=zF2oKMCPbQngGHKL](https://youtu.be/aPEUKLxxh_k?si=zF2oKMCPbQngGHKL)

### 3. Discussion:

Students were asked to think about focusing on long-term career growth and advancement.



#### 4. Mind Map (Functions of Human Resource Management)



#### 5. Summary:

The study of Human Resource Management involves the strategic and integrated approach to managing people within an organization to achieve its goals. Its objectives encompass achieving organizational goals, developing employees, fostering a positive work environment, and ensuring compliance. The nature of HRM includes functions like recruitment, training, compensation, and employee relations. The scope of HRM extends to various areas like strategic planning, workforce development, and employee engagement.

#### 6. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the sources of Human Resource Management.

Formative Assessment 2 (FA2) (2 minutes)

A quick analysis on the Human Resource Management.


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


1. Examine the characteristics of Human Resource Management.
2. Analyse the objectives of Human Resource Management with special reference to India.

#### 8. References

1. Dr. C.B. Gupta. Human Resource Management. New Delhi: Sultan Chand & Sons. Thirteenth Edition. 2018.
2. C.P. Memoria. Personnel Management. New Delhi: Himalaya Publishing House. Third Edition. 2011
3. L.M. Prasad. Human Resources Management. New Delhi: Sultan Chand & Sons. Fifth Edition. 2014.
4. Gary Dessler. Human Resource Management. New Delhi: Prentice Hall. First Edition. 2013.
5. Michael Armstrong. A Handbook of Human Resource Management Practice. New Delhi: Kogan Page. Third Edition. 2012.

#### 9. Verified by Subject Expert:

  
Course In-charge

  
Approved by HoD.  
**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
Associate Professor in Economics  
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Tuticorin- 628 001



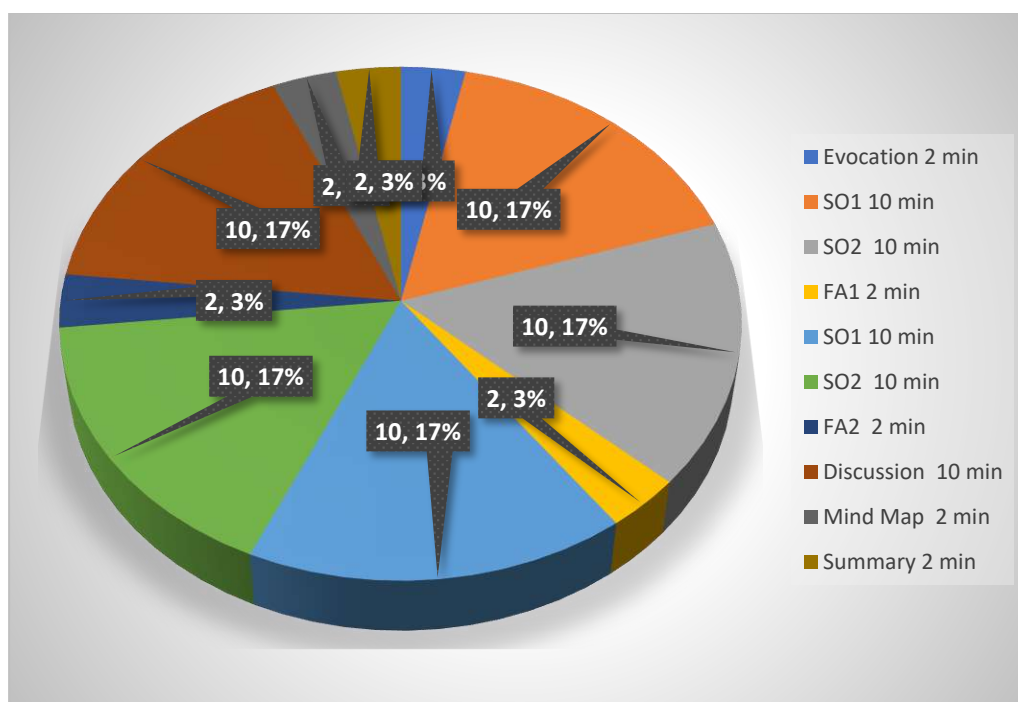
## Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	V
<b>Course Title</b>	Fiscal Economics -I
<b>Course Code</b>	21UECC51
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	60
<b>Unit &amp;Title</b>	Unit III : Public Revenue
<b>Name of the Faculty</b>	Dr.D.Amutha
<b>T-L tools</b>	Mind Maps, Power point, Flow chat, Video.

**Pre-requisite Knowledge:** Basic understanding of common methods of raising public revenue and Canons of Taxation.

**Micro – Planning:** 60 Minutes

### Micro Planning Scheme



### 1. Topics for learning through Evocation:

Briefly introduce an overview of Public Revenue and Methods of raising public revenue. Ask the students to share about taxes and the need to file their taxes.

### 2. Topic Introduction

#### 2.1 General Objectives:

- To understand the Characteristics of Taxes
- To learn to apply in life

## 2.2 Specific Outcomes:

- To know about the objectives of taxation.
- To have a clear knowledge about their finances and how to manage their earnings.

### First Phase

SO1 (10 minutes): Explain what is Public revenue and the methods of raising public revenue.

SO2 (10 minutes): Discuss about its usage on different circumstances.

### Second Phase:

SO1 (10 minutes): Expose that income, deductions, credits, and the importance of financial planning.

SO2 (10 minutes): Learn how tax revenues fund public services and infrastructure.

### Flow Chart



Create a simple Flow chart that illustrate the different types of tax.

Summary (2 minutes)

Summarize the topic emphasizing the methods of raising public revenue.

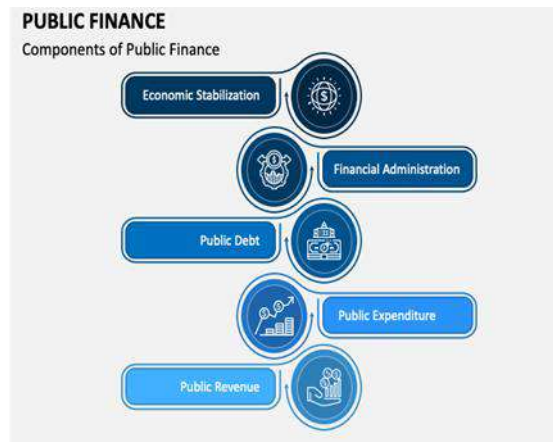
## 2.3 : Taxonomy of objectives:

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1					
B. Conceptual knowledge		2		4		
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

## 2.4 Key Words:

Taxes, Fees, Fines and penalties, Price, Gifts and grants

## 2.5 Key Diagrams (if any)



## PowerPoint Presentation

<https://drive.google.com/file/d/1NirNFEIlgNy1Oi9M0vUFs66iPXDgoXac/view?usp=sharing>

## Video Sample

<https://youtu.be/06NdUnrojMU?si=SPffXtwRmg0PZ30Q>

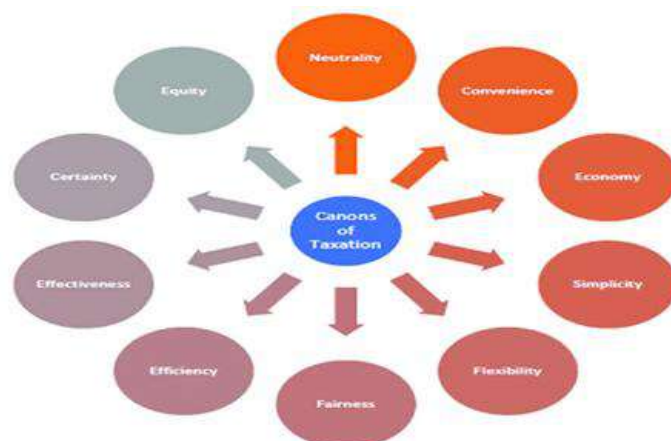
<https://youtu.be/sbsEsq5GVx0?si=2rKPYoJxrmUwkW4s>

<https://youtu.be/vtVVx9wFURU?si=WtAaYHsBvmqXUS2z>

## 3. Discussion:

Students were asked to think about they pay tax on items that they buy like books, notes, sweets, snacks, and clothes.

## 4. Mind Map (Canons of Taxation)



### 5. Summary:

The study of public finance is the study of how governments utilise their money, including how they earn revenue and how they spend it. In some circles, it is also referred to as public economics or the economics of the public sector. We gain a better understanding of how governments manage their resources and how those resources affect society via the study of public finance. We are able to examine government policies and determine ways to improve them with the assistance of public finance.

### 6. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the sources of public revenue.

Formative Assessment 2 (FA2) (2 minutes)

A quick analysis on the Canons of taxation.

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

1. Examine the Characteristics of Taxation.
2. Analyse the Objectives of taxation with special reference to India.

### 8. References

1. M.Maria John Kennedy. Public Finance. New Delhi: PHI Learning PVT Ltd. Third Edition, 2012.
2. H.L.Bhatia. Public Finance. New Delhi: Vikas Publishing House Pvt. Ltd. Ninth Edition, 1999
3. A.C. Agarwal. Public Finance. New Delhi: Lakshmi Narayan Publications. Seventh Edition, 2011
4. Musgrave & Musgrave. Public Finance. Theory and Practice. New Delhi: McGraw Hill Book Co. Thirteenth Edition, 1981
5. R.Cauvery. Public Finance. New Delhi: S. Chand & Company Ltd. Fifth Edition, 2007

### 9. Verified by Subject Expert:



Course In-charge



Approved by HoD.

**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
Associate Professor in Economics  
St. Mary's College (Autonomous)  
Tuticorin- 628 001

## Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	V
<b>Course Title</b>	MONEY AND BANKING -I
<b>Course Code</b>	21UECC52
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	60
<b>Unit &amp; Title</b>	Unit III: Digital Currency
<b>Name of the Faculty</b>	Dr.D.Amutha
<b>T-L tools</b>	Mind Maps, Power point, Flow chat.

**Pre-requisite Knowledge** : Basics about Digital Currency, Advantages and disadvantages of Digital Currency.

**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 Digital Currency and its usage in daily life. Ask the students to share their knowledge its usage.

## 2. Topic Introduction:

### 2.1: General Objective:

- To understand the different Digital Exchange Channels.
- To learn to apply in life.

### 2.2: Specific Outcomes:

- To know about the types of Digital Delivery channels
- To have a clear knowledge about the usage difference of the channels

#### First Phase:

SO1 (10 minutes): Explain what is Digital Currency delivery channels and its types.

SO2 (10 minutes): Discuss about its usage on different circumstances.

#### Second Phase:

SO1 (10 minutes): Clarify that Central bank digital currency (CBDC), bitcoin, Ethereum, Cardano, Dogecoin, Litecoin, Bitcoin Cash, Potcoin, Cryptocurrency, Digital Rupee, Digital promises.

SO2 (10 minutes): Explore the examples of its usage in life under different situation.

#### Mind Map (2 minutes)

Create a simple mind map that clarifies with the identical on computers, smartphones, cards, and online cryptocurrency exchanges.

Summary (2 minutes)

Summarize the Advantages and disadvantages of digital currency.

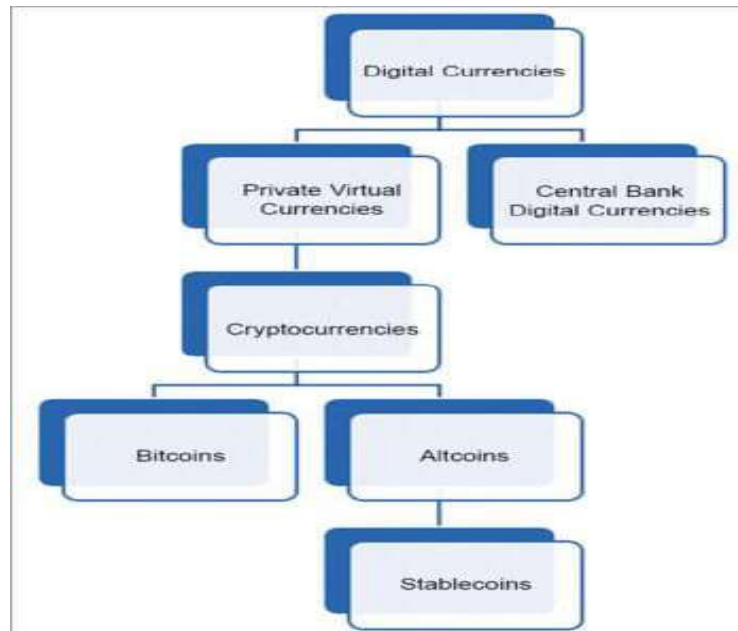
### 2.3: Taxonomy of objectives:

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:

Digital currencies, financial inclusion, cross-border payments, and the environment.

## 2.5: Key Diagrams (if any)



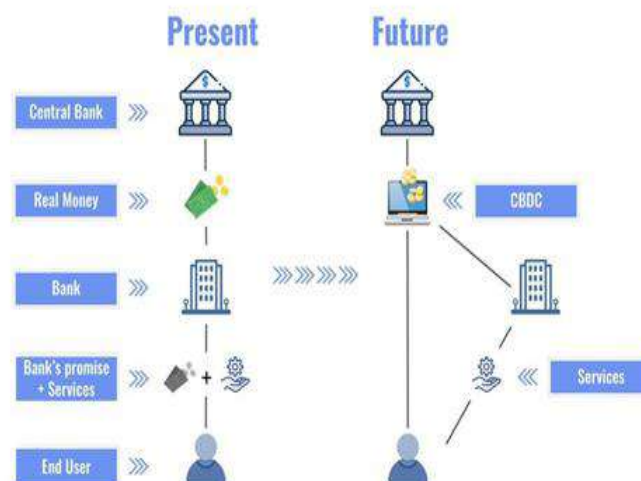
## PowerPoint Presentation

<https://docs.google.com/presentation/d/1BIEF-xjFDAjQDS1YmNVGNIFkvqooItpD/edit?usp=sharing&ouid=113217918572975353463&rtpof=true&sd=true>

## 3. Discussion:

Students were asked to discuss in detail about the channels and its usage and were asked to frame a case study on the usage of E- Delivery channels

## 4. Mind Map



### 5. Summary

Digital Money, or electronic money (e-money), denotes any currency or value that exists in a digital or electronic format. It signifies a digital embodiment of conventional fiat currency, such as the US dollar or the euro, or a digital manifestation of an asset, such as gold or a particular commodity. Digital currency is generally stored and transacted electronically using digital devices, including computers, smartphones, and other electronic apparatus. It facilitates rapid and convenient transactions, including comprehensive online payments. Central Bank Digital Currency (CBDC) possesses the capacity to enhance India's financial system by increasing efficiency, transparency, and inclusivity.

### 6. Assessment

Formative Assessment 1 (FA1) (2 minutes)

Students are asked to explain the various types of digital currency, including cryptocurrencies, stablecoins, virtual currencies, and central bank digital currencies (CBDCs).

Formative Assessment 2 (FA2) (2 minutes)

A quick review on the advantages and disadvantages of digital currency.

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

1. Analyse the impact of digital currency in India.
2. Examine the advantages and disadvantages of Digital Currency.

### 8. References:

1. Jhinghan. M.L. Monetary Economics. New Delhi: Virinda Publications. Twentieth Edition 2012
2. Mithani. D. Money. Banking and International Trade. Mumbai: Himalaya Publications House. Twentieth Edition 2016
3. Cauvery. etal. Monetary Economics. New Delhi: S Chand & Company. Third Edition (2010)
4. Sankaran. S. Monetary Economics. Chennai: Margham Publications. Fifth Edition 2015
5. Vaish. M.C. Monetary Theory. New Delhi: Vikas Publishing. Fifth Edition 2005
6. Jhingan. Monetary Economics. New Delhi: Vrindha Publications (P) Ltd. 6th Edition.

### 9. Verified by Subject Expert:



Course In-charge



Approved by HoD.

**Dr. Mrs. D. AMUTHA, M.A., M.Phil., Ph.D.,**  
Associate Professor in Economics  
St. Mary's College (Autonomous)  
Tuticorin- 628 001

## Lesson Plan

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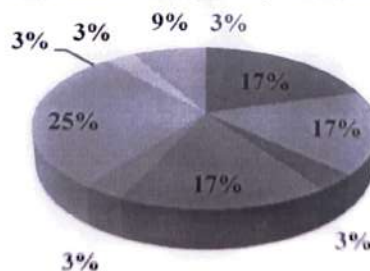
Programme	B. A. Economics
Semester	V
Course Title	International Economics
Code	21UECC53
Hours	5
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit I : Classical theory of International trade
Name of the Faculty	Dr. D. Rathi
T-L tools	Mind Maps, Powerpoint, Group Discussion

**Pre-requisite Knowledge** : Basic understanding of trade, economic interdependence, and opportunity cost.

**Micro Planning** : 60 Minutes

### Micro - Planning Scheme

■ Evocation   ■ SO1   ■ SO2   ■ FA1   ■ SO1  
 ■ FA2   ■ Discussion   ■ Mind Map   ■ Summary   ■ Assessment



Evocation	2 min
SO1	10 min
SO2	10 min
FA1	2 min
SO1	10 min
FA2	2 min
Discussion	15 min
Mind Map	2 min
Summary	2 min
Assessment	5 min

### 1. Topics for learning through Evocation (2 Minutes):

Ask students if they have heard about trade between countries and what factors determine why a country imports or exports certain goods.

### 2. Topic Introduction:

#### 2.1: General Objective:

- To understand the Classical Theories of International Trade
- To analyse the significance in global trade.

#### 2.2. Specific Outcomes:

- Explain the Absolute Advantage Theory (Adam Smith).
- Explain the Comparative Advantage Theory (David Ricardo).
- Analyze the assumptions and limitations of classical theories.
- Apply these theories to real-world trade scenarios.

#### First Phase:

SO1: Absolute Advantage (10 minutes)

Define Adam Smith's Absolute Advantage theory.

Explain how countries benefit from specializing in goods they can produce more efficiently.

Example: Compare two countries producing wheat and cloth.

SO2: Comparative Advantage (10 minutes)

Define David Ricardo's Comparative Advantage theory.

Explain how trade benefits countries even if one has an absolute advantage in both goods.

Numerical Example: Show how opportunity cost determines specialization.

#### Second Phase:

FA1: Quick Check (2 minutes)

Ask students to identify real-world examples where Comparative Advantage is applicable.

SO1: Assumptions and Criticism (10 minutes)

Discuss key assumptions (labor as the only factor, no transport costs, full employment, etc.).

Criticism: Unrealistic assumptions, neglect of economies of scale, and changes in technology.

FA2: Quick Review (2 minutes)

Students list two advantages and two limitations of Classical Trade Theories.

#### Mind Map (2 minutes)

Create a visual representation comparing Absolute vs. Comparative Advantage.

#### Summary (2 minutes)

Summarize the Advantages and disadvantages of E-Delivery Channels by group discussion.



### 2.3 : Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
D. Factual Knowledge				3		
B. Conceptual Knowledge					3	
C. Procedural Knowledge			3			
D. Meta Cognitive Knowledge						

## 2.4. Powerpoint Presentation

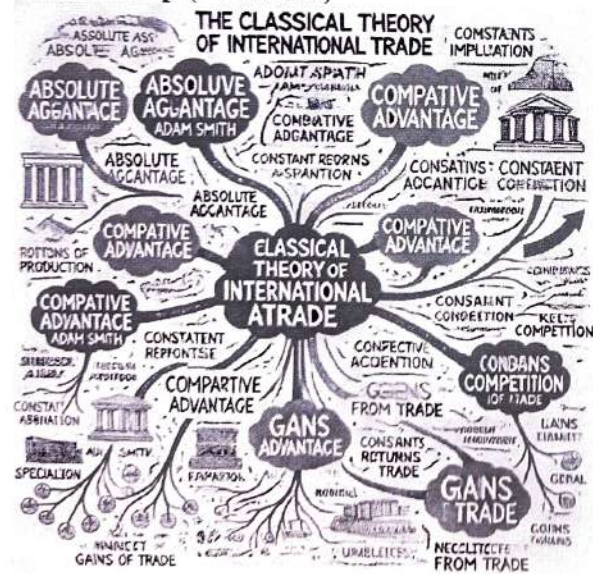
<https://docs.google.com/presentation/d/1n6wwtpqKwDz5mmqO17qOFSa5Zb7RcuWd/edit?usp=sharing&oid=116038332801461289412&rtpof=true&sd=true>

### 3. Discussion & Application (15 minutes)

### 3.1. Group Discussion

Divide students into small groups. Each group picks a country and discusses its key exports based on classical theories.

#### 4. Mind Map (2 minutes)



### 5. Summary (2 minutes)

### Absolute vs. Comparative Advantage:

**Absolute Advantage:** When a country can produce a good more efficiently (with fewer resources) than another. **Comparative Advantage:** When a country can produce a good at a lower **opportunity cost** than another, even if it lacks absolute advantage.

**Assumptions:** Two-country, two-good model, no trade barriers, perfect resource mobility within countries, constant opportunity costs, and full employment.

**Real-World Relevance:**

- Explains global trade specialization (e.g., China in manufacturing, India in IT).
- Guides trade policies and agreements.
- Limited by unrealistic assumptions, technology, strategic industries, and external factors like environmental costs.

**6. Assessment (5 minutes)**

Descriptive Questions:

1. Define Absolute and Comparative Advantage.
2. Explain the assumptions behind Classical Trade Theories.
3. How does Comparative Advantage explain trade benefits even when one country is more efficient in both goods?

**6.1. Multiple-Choice Questions (MCQs):**

Who introduced the concept of Comparative Advantage?

What is a major limitation of Classical Trade Theories?

**7. References**

Krugman, Paul, and Maurice Obstfeld. International Economics: Theory & Policy.

Ricardo, David. Principles of Political Economy and Taxation.



**9. Verified by Subject Expert:**

**Approval by faculty or HOD**

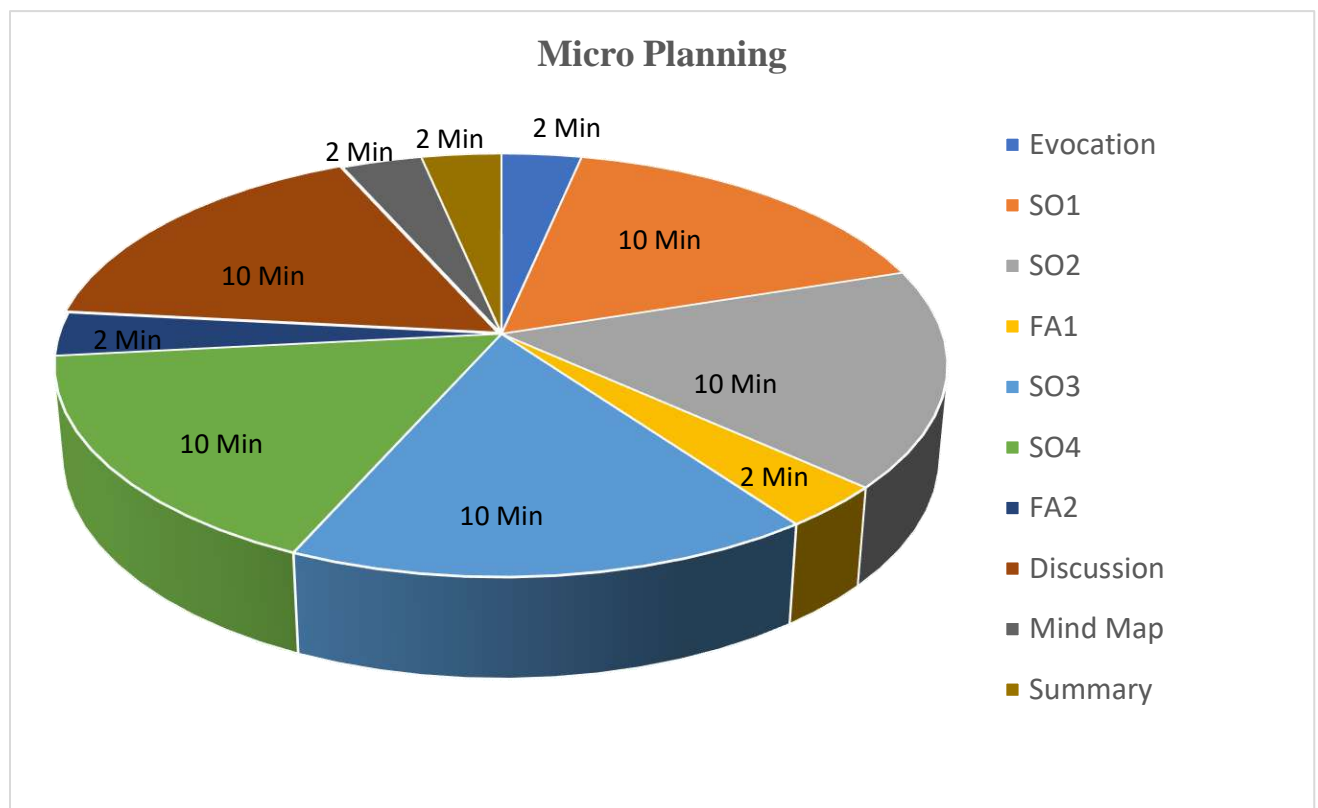


**St. Mary's College (Autonomous) Thoothukudi**  
**Department of Economics**  
**Lesson Plan 2021-2024**

Programme	B. A Economics
Semester	V
Course Title	Economics for Waste Management
Code	21UECE51
Hours/ Week	5
Total Hours	75
Credits	4
Max Marks	60
Unit & Title	Unit-I Composition and Quality of generated Municipal Solid Waste
Name of the Faculty	Dr. Muthu Maha Laxmi
T-L Tools	Lecture Method, Visual Aid: PPT, Mind Maps, Discussion, Case Studies

**Pre-requisite Knowledge:** Basic understanding of waste generation and waste classification.  
Awareness of waste management challenges in urban areas.

**Micro-Planning:** 60 minutes



Evocation	2 Min
SO1	10 Min
SO2	10 Min
FA1	2 Min
SO3	10 Min
SO4	10 Min
FA2	2 Min
Discussion	10 Min
Mind map	2 Min
Summary	2 Min

## 1. Topics for Learning through Evocation (2 minutes)

Briefly introduce Municipal Solid Waste (MSW) – its sources and impact.

Ask students: What types of waste do you generate at home?

Show images of different waste types (biodegradable, plastic, electronic, hazardous, etc.).

## 2. Topic Introduction

### 2.1 General Objective:

To understand the composition, quality, and factors influencing MSW and its role in waste management strategies.

### 2.2 Specific Outcomes:

SO1: Identify the major components of MSW (organic, inorganic, recyclable, hazardous).

SO2: Analyze the factors affecting MSW composition (climate, population, lifestyle, economy).

SO3: Understand the quality of MSW and its impact on waste treatment and disposal.

SO4: Learn waste characterization techniques (sampling, segregation, testing).

## First Phase: Understanding Composition and Factors Affecting MSW

### SO1: Composition of MSW (10 minutes)

Explain different waste types:

Biodegradable (food waste, garden waste)

Recyclable (paper, plastics, metals, glass)

Hazardous (batteries, medical waste)

Electronic Waste (e-waste: computers, mobile phones)

### SO2: Factors Affecting MSW Composition (10 minutes)

Climatic conditions (hot regions generate more organic waste).

Socioeconomic status (higher income groups produce more packaging waste).

Urbanization & Industrialization (higher waste generation in urban areas).

### Formative Assessment 1 (FA1) - Quick Q&A / Quiz (2 minutes)

Which component of MSW contributes the most in urban areas?

How does income level affect waste composition?

## Second Phase: Quality and Characterization of MSW

### SO3: Quality of MSW and Its Impact on Waste Management (10 minutes)

Moisture content and its effect on decomposition.

Calorific value for energy recovery (Waste-to-Energy plants)

Toxicity from hazardous waste (heavy metals, chemicals).

SO4: Waste Characterization and Sampling Methods (10 minutes)

Methods for waste sampling & segregation:

Manual sorting

Mechanical screening

Proximate & ultimate analysis

Leachate testing for landfill waste

Formative Assessment 2 (FA2) - Case Study Discussion (2 minutes)

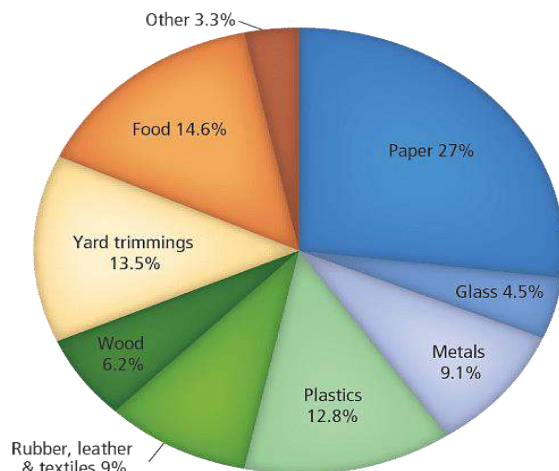
Discuss a case study of effective MSW management in a metropolitan city (e.g., Indore, Pune, Singapore)

### 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	1		
D. Meta Cognitive Knowledge					1	

2.4 : Key Words: Solid Waste, domestic waste, biodegradable, plastic, electronic, Hazardous, Municipal Solid waste Management

2.5 : Key Diagram





Power Point Presentation:

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3. Discussion (10 minutes)

Compare developed vs. developing countries in MSW management.

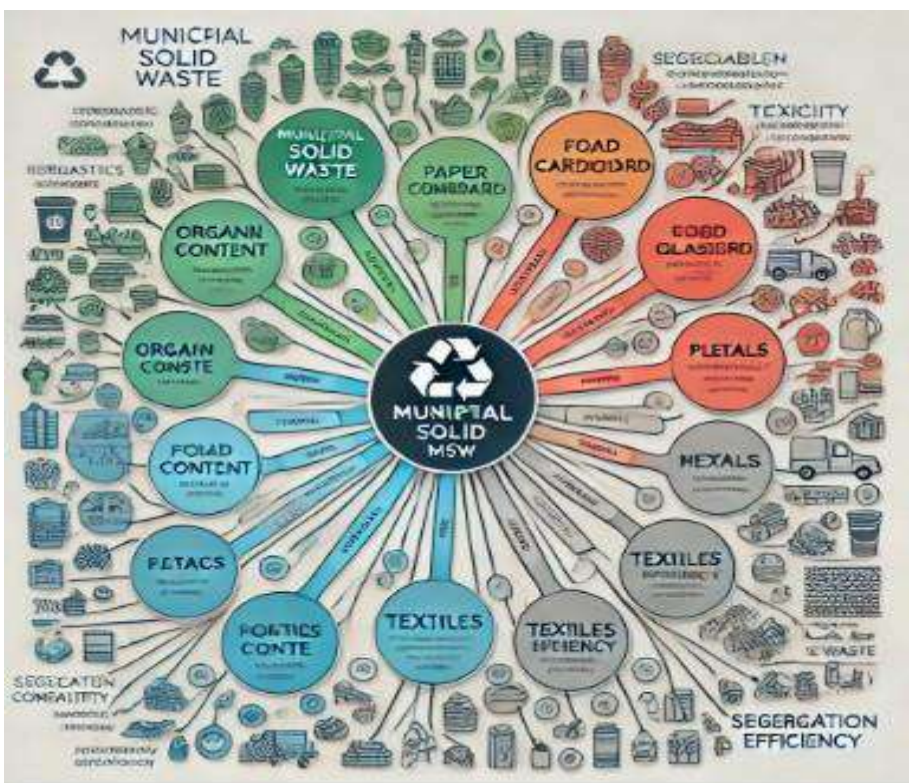
Discuss challenges in waste segregation at the household level.

Solutions: How can we improve waste management in our city?

4. Mind Map Activity (2 minutes)

Students create a visual representation of MSW composition and quality assessment.

Example branches: Biodegradable | Recyclable | Toxic | Sampling Methods.



5. Summary (2 minutes)

- **Municipal Solid Waste (MSW)** consists of various waste types from residential, commercial, industrial, and institutional sources.
- **Key components** include organic waste, paper, plastics, glass, metals, textiles, and e-waste.
- **Quality factors** like moisture content, recyclability, toxicity, and segregation efficiency affect waste management.
- **Effective waste management** involves segregation, recycling, composting, energy recovery, and controlled landfilling.
- **Challenges** include improper segregation, inefficient collection, limited recycling facilities, and lack of public awareness.

Ask students: What are the most critical steps in managing MSW effectively?

#### 6. Assessment

Formative Assessments (FA1 & FA2)

Multiple Choice Questions (MCQs) on MSW types and quality factors.

Short answer questions on the importance of waste characterization.

Case study analysis: Students evaluate an actual city's MSW management system.

Essay / Descriptive Questions:

Compare the composition of MSW in urban vs. rural areas.

Explain the role of waste characterization in sustainable waste management.

#### 7. References

1. Tchobanoglous, George. - Integrated Solid Waste Management (2014).
2. CPHEEO Manual on Municipal Solid Waste Management (MoHUA, India, 2016).
3. Government Reports: Swachh Bharat Mission, Urban Waste Management Guidelines.

Verified by Subject Expert

Approved by HOD

  
HOD

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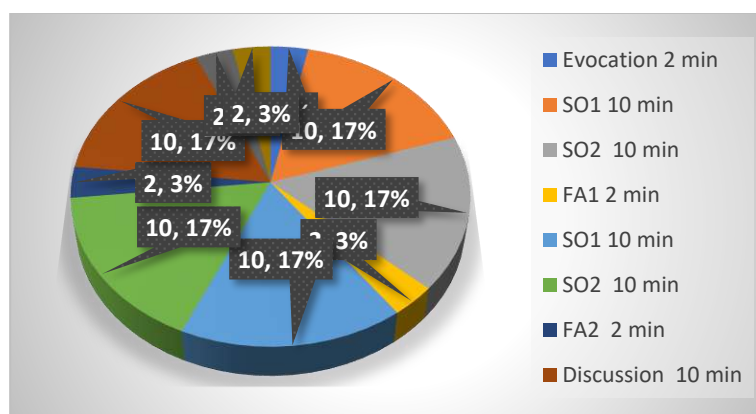
## Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	VI
<b>Course Title</b>	Fiscal Economics -II
<b>Course Code</b>	21UECC61
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	60
<b>Unit &amp;Title</b>	Unit I: Public Debt
<b>Name of the Faculty</b>	Dr.D.Amutha
<b>T-L tools</b>	Mind Maps, Power point, Flow chat, Video.

**Pre-requisite Knowledge:** Understand the need for public borrowing, objectives of public debt and classifications of public debt.

**Micro – Planning:** 60 Minutes

### Micro Planning Scheme



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

Briefly introduce an overview of public debt and classifications of public debt. Ask the students to analyse the government's fiscal policy decisions.

#### 2. Topic Introduction

##### 2.1 General Objectives:

- To know the need for public borrowing.
- To understand how government borrowing impacts the economy.

##### 2.2 Specific Outcomes:

- To know about the outline of public debt.
- To have a clear knowledge about India's current debt levels and challenges in managing it effectively.

First Phase

SO1 (10 minutes): Explain what is public debt and the objectives of public debt.

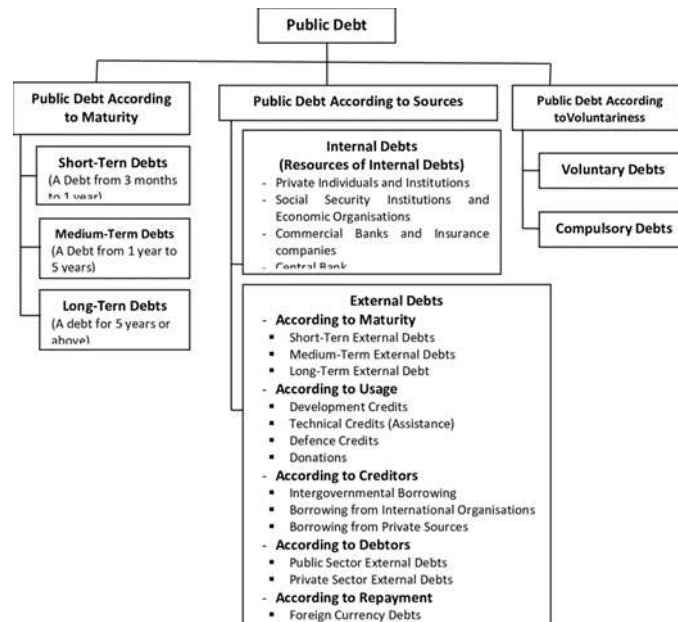
SO2 (10 minutes): Discuss about Government's borrowing strategies, and their impact on the economy.

Second Phase:

SO1 (10 minutes): Expose that crucial development projects, economic stability, and fiscal policy.

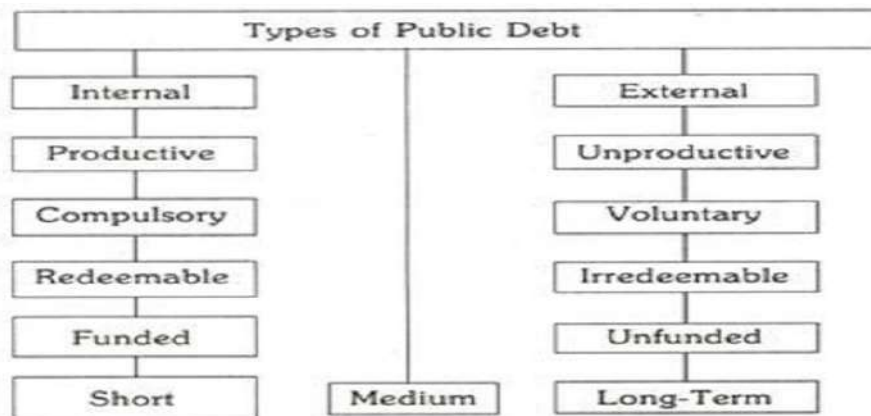
SO2 (10 minutes): Learn to study the factors affecting debt levels and potential risks associated with high debt.

### Flow Chart



Create a simple Flow chart that illustrate the different types of public debt.

Summary (2 minutes)



Summarize the topic emphasizing the methods of redemption of public debt.

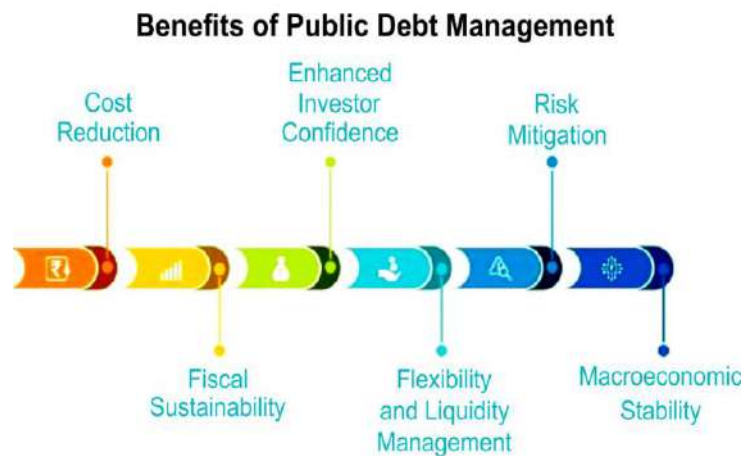
### 2.3: Taxonomy of objectives:

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1					
B. Conceptual knowledge		2		4		
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

## 2.4 Key Words:

Economic Growth, Financial Health, Debt Sustainability, Fiscal Policy.

### Key Diagrams (if any)



### PowerPoint Presentation

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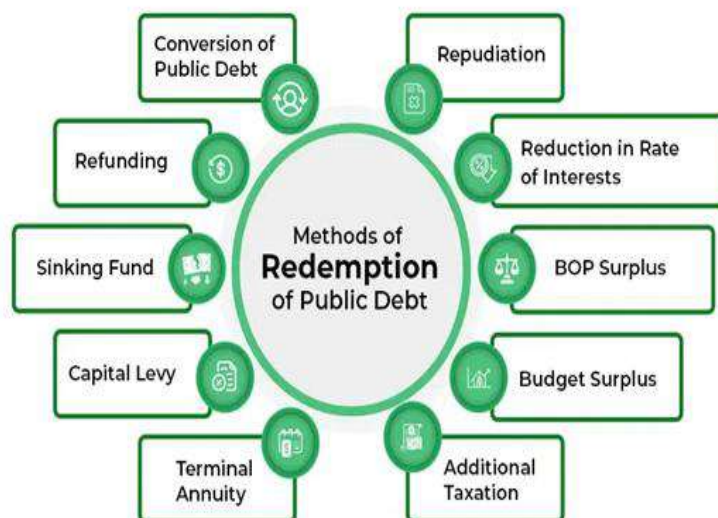
### Video Sample

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## 3. Discussion:

Students were asked to think about how public debt can be used to fund infrastructure projects, education, and healthcare can contribute to long-term economic development.

## 4. Mind Map (Redemption of Public Debt)





### 5. Summary:

Public debt, referred to as government debt, sovereign debt, or national debt, is the aggregate sum of money owed by a government to the public. It may be attributed to either domestic or foreign residents. The total internal and foreign debt, along with other liabilities of the Government of India for 2025-2026, is projected to be Rs.196,78,772.68 crore, compared to Rs.181,74,284.36 crore in 2024-2025. Public borrowing may exert an inflationary influence on the economy. If public debt is inadequately analysed, it may burden the economy.

### 6. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the need for public borrowing.

Formative Assessment 2 (FA2) (2 minutes)

A quick analysis on the effects of public debt on production consumption and distribution.

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

1. Examine the classification of public debt.
2. Analyse the burden of public debt.

### 8. References

1. B.P.Tyagi. Public finance JAI Prakash Nath & Co.. Thirteenth Edition. 2007.
2. H.L.Bhatia. Public Finance. New Delhi: Vikas Publishing House Pvt. Ltd. Tenth Edition. 1999
3. R.C. Agarwal. Public Finance: Theory and Practice. Agra: New Delhi: Lakshmi Narayan Publications. Tenth Edition. 2006.
4. Musgrave & Musgrave. Public Finance -Theory and Practice. New Delhi: McGraw Hill Book Co., Ltd. Ninth Edition. 1981
5. R.Cauvery. Public Finance. New Delhi: S. Chand & Company Ltd. Tenth Edition. 2007.

### 9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

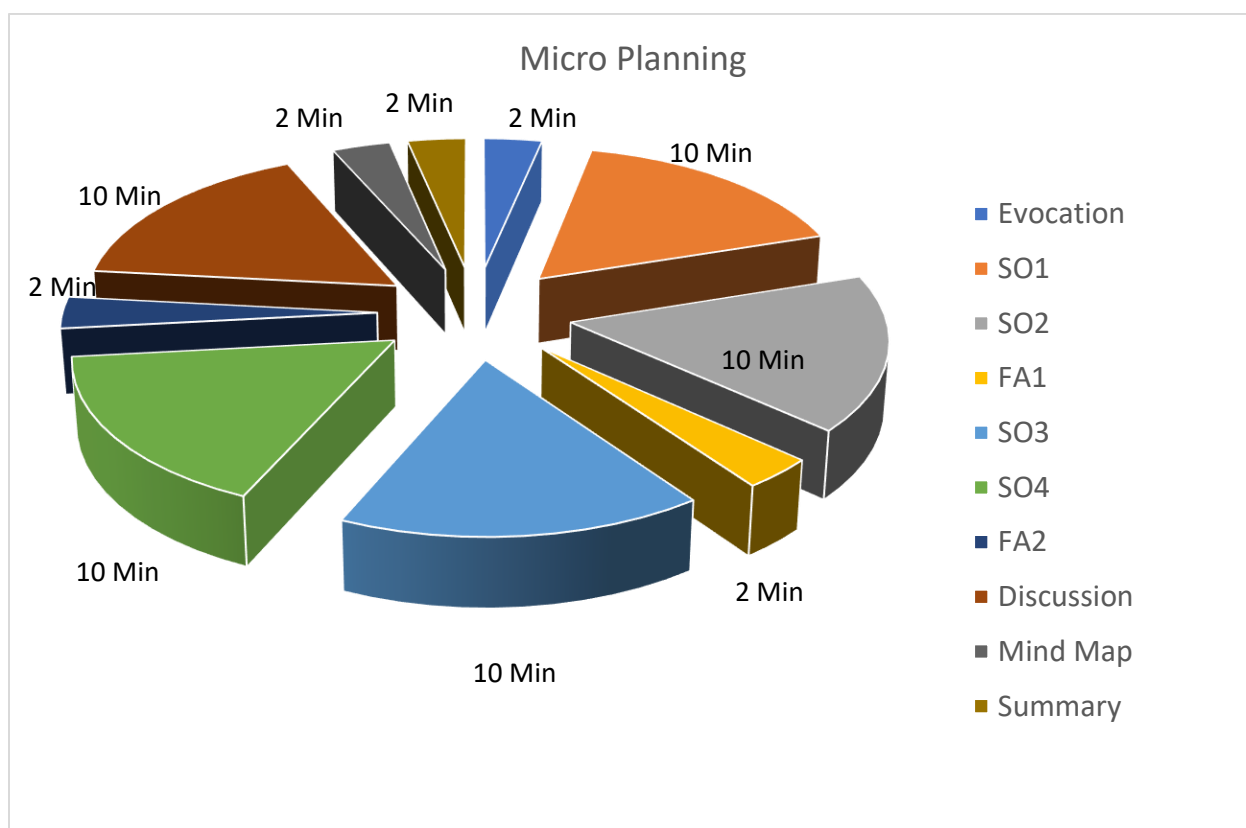
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**St. Mary's College (Autonomous) Thoothukudi**  
**Department of Economics**  
**Lesson Plan 2021-2024**

Programme	B. A Economics
Semester	VI
Course Title	Money and Banking-II
Code	21UECC62
Hours/ Week	6
Total Hours	90
Credits	6
Max Marks	60
Unit & Title	Unit-III Methods of Credit Control
Name of the Faculty	Dr. Muthu Maha Laxmi
T-L Tools	Lecture Method, PPT, Mind Maps, Discussion, Case Study, Quiz

**Pre-requisite Knowledge:** Basic understanding of money supply and credit control  
Causes and effects of inflation on the economy.

Micro Planning: 60 Minutes



Evocation	2 Min
SO1	10 Min
SO2	10 Min
FA1	2 Min
SO3	10 Min
SO4	10 Min
FA2	2 Min
Discussion	10 Min
Mind map	2 Min
Summary	2 Min

### **1. Topics for Learning through Evocation (2 minutes)**

Brief introduction to Inflation (Definition, Causes, and Effects).

Ask students: How does inflation impact daily life?

Briefly mention common strategies governments use to manage inflation.

### **2. Topic Introduction**

#### **2.1 General Objective:**

To understand various government policies used to control inflation and evaluate their effectiveness.

#### **2.2 Specific Outcomes:**

SO1: Explain Monetary Measures (Role of Central Bank, Interest Rates, Money Supply).

SO2: Analyze Fiscal Measures (Taxation, Government Spending, Budgetary Policies).

SO3: Describe Price Control and Supply-side Measures (Subsidies, Import Policies, Wage Control).

SO4: Examine Inflation Targeting (Role of RBI, Inflation Rate Control Mechanisms).

First Phase: Monetary and Fiscal Measures

SO1: Monetary Measures (10 minutes)

Central Bank policies (RBI's role, Repo Rate, Cash Reserve Ratio).

Contractionary vs. Expansionary monetary policy.

SO2: Fiscal Measures (10 minutes)

Role of government in controlling inflation through taxation and spending.

Surplus vs. Deficit Budgeting.

Formative Assessment 1 (FA1) - Quick Q&A / Quiz (2 minutes)

What is the effect of an increase in interest rates on inflation?

How does taxation impact inflation control?

Second Phase: Price Control and Inflation Targeting

SO3: Price Control and Supply-side Measures (10 minutes)

Direct price control policies: Price ceilings, subsidies, wage policies.

Trade policies: Import/export regulations to stabilize prices.

SO4: Inflation Targeting (10 minutes)

Role of RBI in maintaining inflation within a target range (e.g., 4%  $\pm$ 2%).

Impact of inflation on foreign exchange and economic stability.

Formative Assessment 2 (FA2) - Case Study Discussion (2 minutes)

Discuss an instance where a government successfully controlled inflation (e.g., India's response to inflation in 2013-14).

## 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:** Inflation, Money supply, Bank rate, Open Market Operation, Statutory Liquidity Ratio, Cash Reserve Ratio.

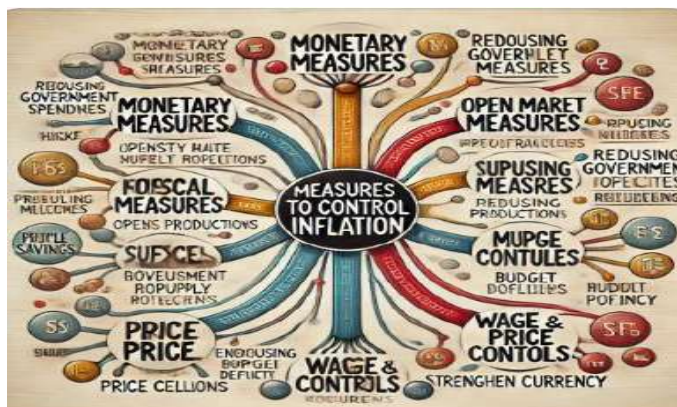
## 3. Discussion (10 minutes)

Compare Monetary Policy vs. Fiscal Policy effectiveness.

Real-world example: How RBI and the Indian government manage inflation today.

## 4. Mind Map (2 minutes)

Students create a visual representation of inflation control measures.



## Power Point Presentation

<https://docs.google.com/presentation/d/1QF34txO6kI9FOsWsdli7n-BOMPcII7s2/edit?usp=sharing&ouid=110157119283067532698&rtpof=true&sd=true>

### **5. Summary**

- **Quantitative Measures** – Central banks regulate money supply through tools like bank rate, open market operations, and cash reserve ratio (CRR).
- **Qualitative Measures** – Selective credit controls direct funds into priority sectors and restrict credit to speculative activities.
- **Bank Rate Policy** – Adjusting the interest rate at which central banks lend to commercial banks to influence borrowing.
- **Open Market Operations (OMO)** – Buying or selling government securities to control liquidity in the economy.
- **Moral Suasion** – Persuading banks to follow credit policies in line with economic goals.

### **6. Assessment**

Through Questions/Analogy/New Ideas

Formative Assessments (FA1 & FA2)

Multiple Choice Questions (MCQs) on inflation control strategies.

Short answer questions on the effectiveness of monetary vs. fiscal policies.

Case study analysis: Students evaluate an actual inflation scenario.

Essay / Descriptive Questions:

Compare the effectiveness of monetary and fiscal policies in inflation control.

Discuss how inflation targeting works with an example from India.

### **7. References**

1. Mishkin, Frederic S. - The Economics of Money, Banking, and Financial Markets (2019).
2. Mankiw, N. Gregory. - Principles of Macroeconomics (2021).
3. Government of India Reports: RBI Monetary Policy Statements.

Verified by Subject Expert



Approved by HOD

  
HOD

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## Lesson Plan

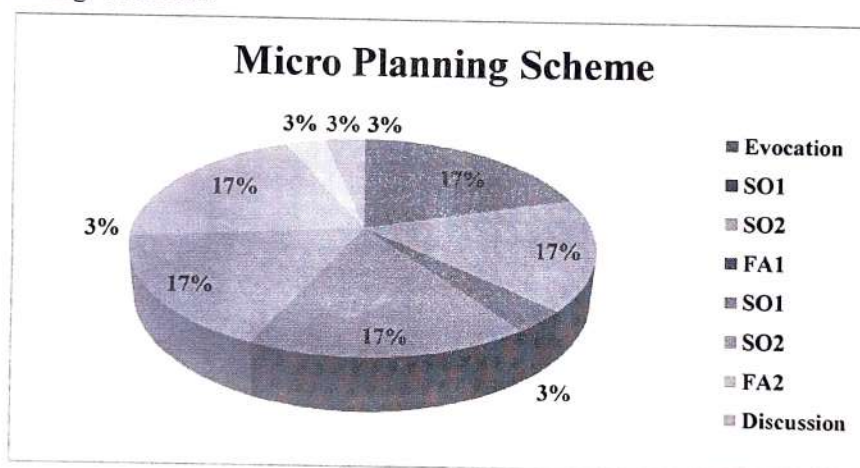
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Programme	B. A Economics
Semester	VI
Course Title	Economic Growth and Development
Code	21UECC63
Hours	6
Total Hours	90
Credits	4
Max Marks	60
Unit & Title	Unit IV: Human Capital Formation and Economic Development
Name of the Faculty	Dr. D. Rathi
T-L tools	Mind Maps, Powerpoint, Group Discussion

**Pre-requisite Knowledge** : Basic understanding of economic development

Difference between human capital and physical capita

**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	2 min

## 1. Topics for Learning through Evocation(2 Minutes)

Define human capital and its difference from physical capital

Ask students to list professions where skills and knowledge impact economic growth

## 2. Topic Introduction

### 2.1 General Objective

To understand the concept of human capital formation and its impact on economic development

### 2.2 Specific Outcomes

- Explain the meaning and importance of human capital formation
- Identify and evaluate the sources of human capital formation
- Analyze its role in increasing productivity and economic growth
- Discuss the challenges and policy measures

### First Phase

SO1 (10 min): Define human capital formation and explain its significance in an economy.

SO2 (10 min): Discuss the main sources:

Education

Healthcare

On-the-job training

Migration for better opportunities

### Second Phase

SO3 (10 min): Explore the impact of human capital on economic growth, productivity, and technological progress.

SO4 (10 min): Identify challenges such as brain drain, inadequate public spending on education, and healthcare disparities.

### Mind Map (2 minutes)

Create a simple mind map showing the relationship between human capital formation and economic development.

### Summary (2 minutes)

Recap Human capital is a crucial driver of economic growth, and investments in education and health yield long-term economic benefits.

## 2.3. Taxonomy of objectives

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
D. Factual Knowledge				3		
B. Conceptual Knowledge					2	
C. Procedural Knowledge					2	
D. Meta Cognitive Knowledge						

## 2.4 Key Words

Human Capital, Economic Growth, Productivity, Skill Development, Brain Drain

### 2.5 Powerpoint Presentation link:

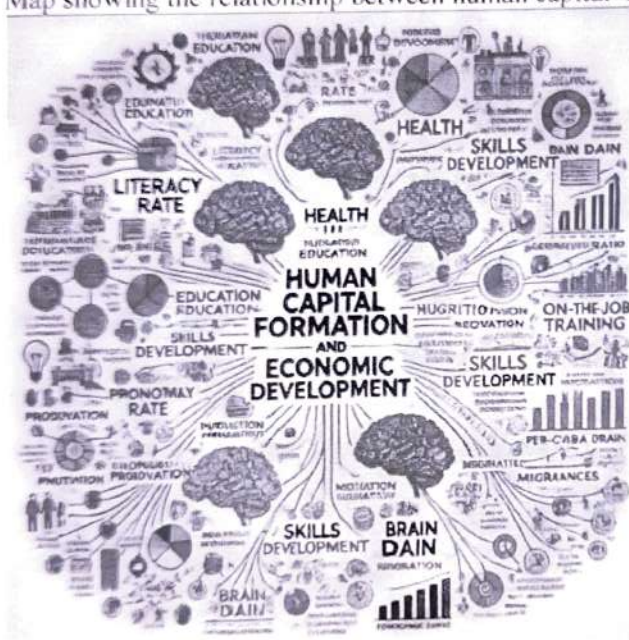
[https://docs.google.com/presentation/d/15VhQ19d1RR3bCHobWyjpfD\\_6Dr10uMb0/edit?usp=s haring&ouid=116038332801461289412&rtpof=true&sd=true](https://docs.google.com/presentation/d/15VhQ19d1RR3bCHobWyjpfD_6Dr10uMb0/edit?usp=s haring&ouid=116038332801461289412&rtpof=true&sd=true)

### 3. Discussion

Students were asked about the Group activity: Propose policy measures to enhance human capital formation in developing countries.

### 4. Mind Map

Map showing the relationship between human capital formation and economic development.



### 5. Summary

Human Capital Formation refers to the process of improving the skills, knowledge, and overall productivity of individuals through investments in education, health, training, and social infrastructure. It plays a crucial role in economic development by enhancing the capabilities of the workforce, leading to higher productivity, innovation, and sustainable growth. Investment in human capital leads to higher productivity, innovation, and sustained economic development.

Key Components of HCF:

1. Education
2. Health
3. Training & Skill Development
4. Sanitation & Nutrition
5. Research & Development (R&D)

Link between HCF & Economic Development:

1. Increased Productivity
2. Higher Incomes & Per Capita Growth
3. Technological Progress
4. Improved Standard of Living
5. Sustainable Development.

#### **6. Assessment**

Formative Assessment 1 (FA1) (2 minutes)

Define human capital and list two key sources.

Formative Assessment 2 (FA2) (2 minutes)

Briefly explain two challenges of human capital formation.

#### **7. FAQs (MSQs / Descriptive Questions)**

1. Define human capital formation and explain its importance.
2. Compare human capital formation with physical capital formation.
3. How does investment in education and healthcare contribute to economic growth?
4. What are the key challenges in human capital formation?
5. Discuss government policies that promote human capital development.

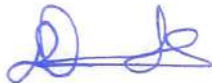
#### **8. References**

Todaro, M. P., & Smith, S. C. (2020). Economic Development

Schultz, T. W. (1961). Investment in Human Capital

Government of India Reports on Human Resource Development

**9. Verified by Subject Expert:**



  
**Approved by HOD**



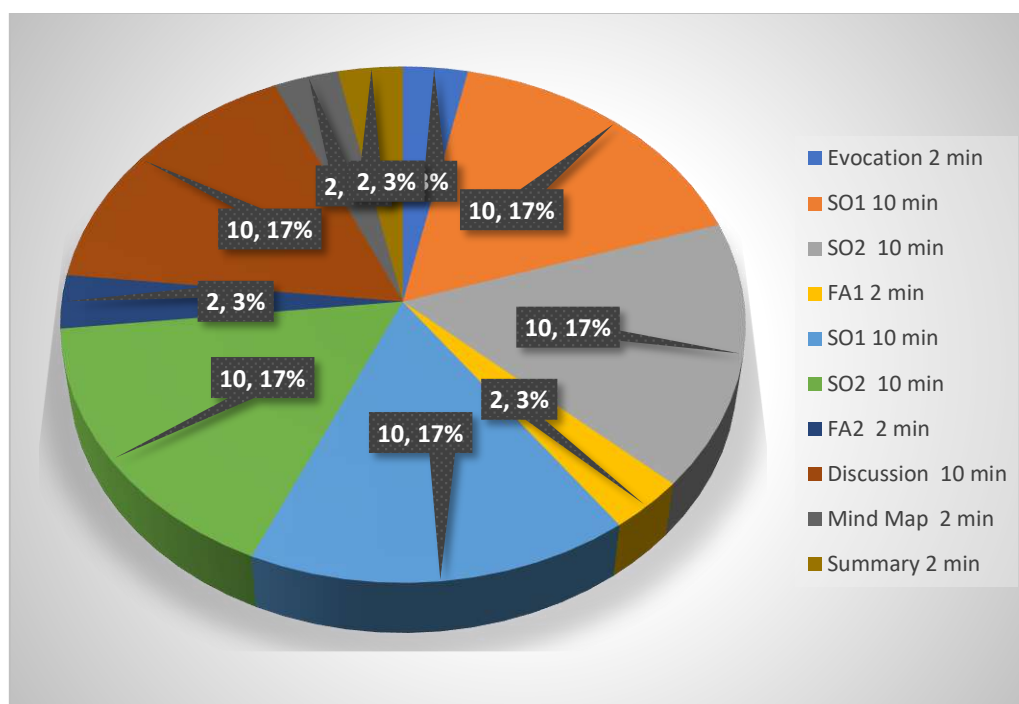
### Lesson Plan

<b>Programme</b>	B.A. Economics
<b>Semester</b>	VI
<b>Course Title</b>	Core-XIV- Shipping Management
<b>Course Code</b>	21UECC64
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	100
<b>Unit &amp; Title</b>	Unit IV – Classes of General Cargo
<b>Name of the Faculty</b>	Ms. T.A.Alfreeda
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of phases of Freedom Struggle in India and Independence of India.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme





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

Briefly introduce the concept Cargo and the two Important Cargos.

## **2. Topic Introduction**

### **2.1 General Objectives:**

- To understand the types of Cargo
- To highlight the importance of General Cargo in Sea borne trade.

### **2.2 Specific Outcomes:**

- To enhance the knowledge on the concepts of cargo, its types bulk cargo and general cargo.
- To enable students to answer the core economic questions related to nature of cargo and the transport of different types of Cargo.

First Phase

SO1 (10 minutes): Explain how the General cargo transportation is being done through sea.

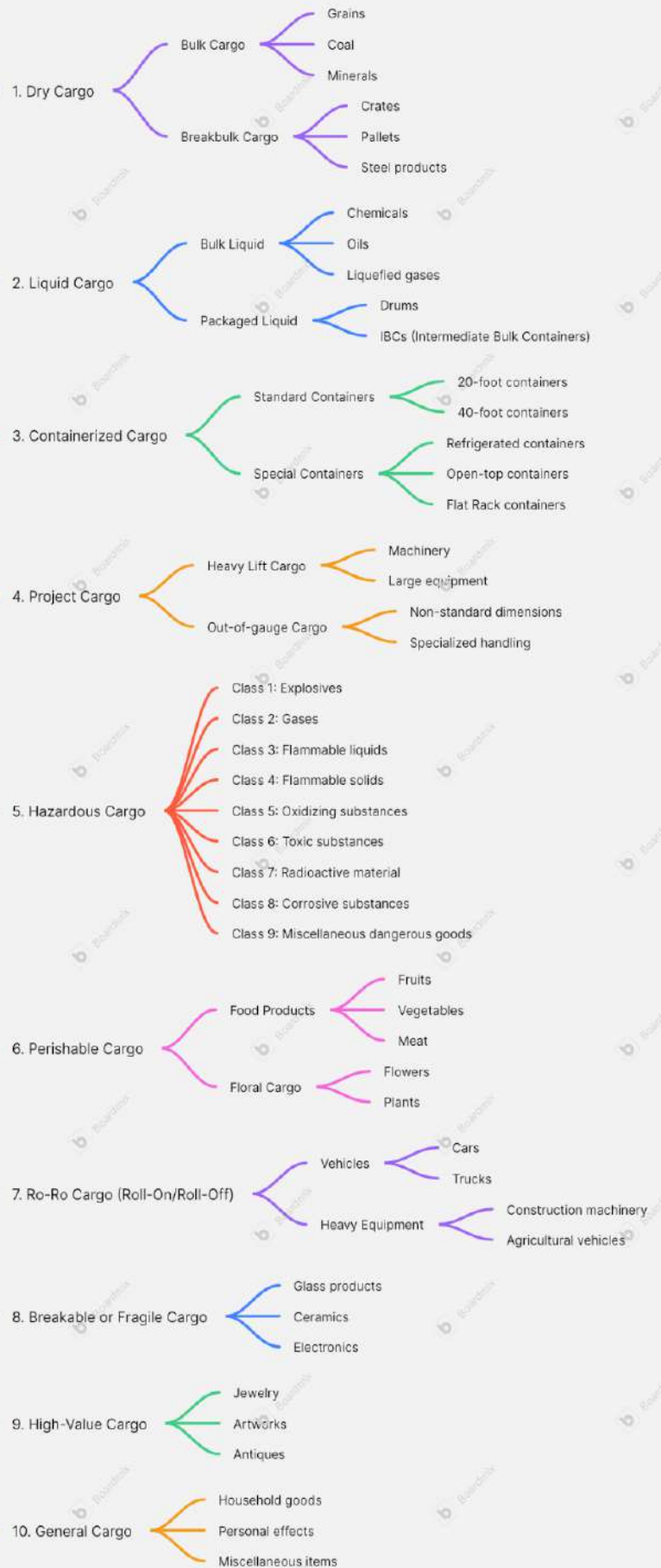
SO2 (10 minutes): Introduce the classes of general cargo

Second Phase

SO1 (10 minutes): Analyse the classes of General Cargo and its role to enhance the sea borne trade

SO2 (10 minutes): Estimate the impact of the transportation of different classes of cargo and its potential to enhance the international trade.

## Classes of General Cargo in Sea Borne Trade



Create a simple mind map depict the classes of General Cargo

Summary (2 minutes)

Summarize the topic emphasizing the significance of different classes of cargo based on the nature of the goods carried in these cargo.

2.3: Taxonomy

Taxonomy of Obejtives						
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						

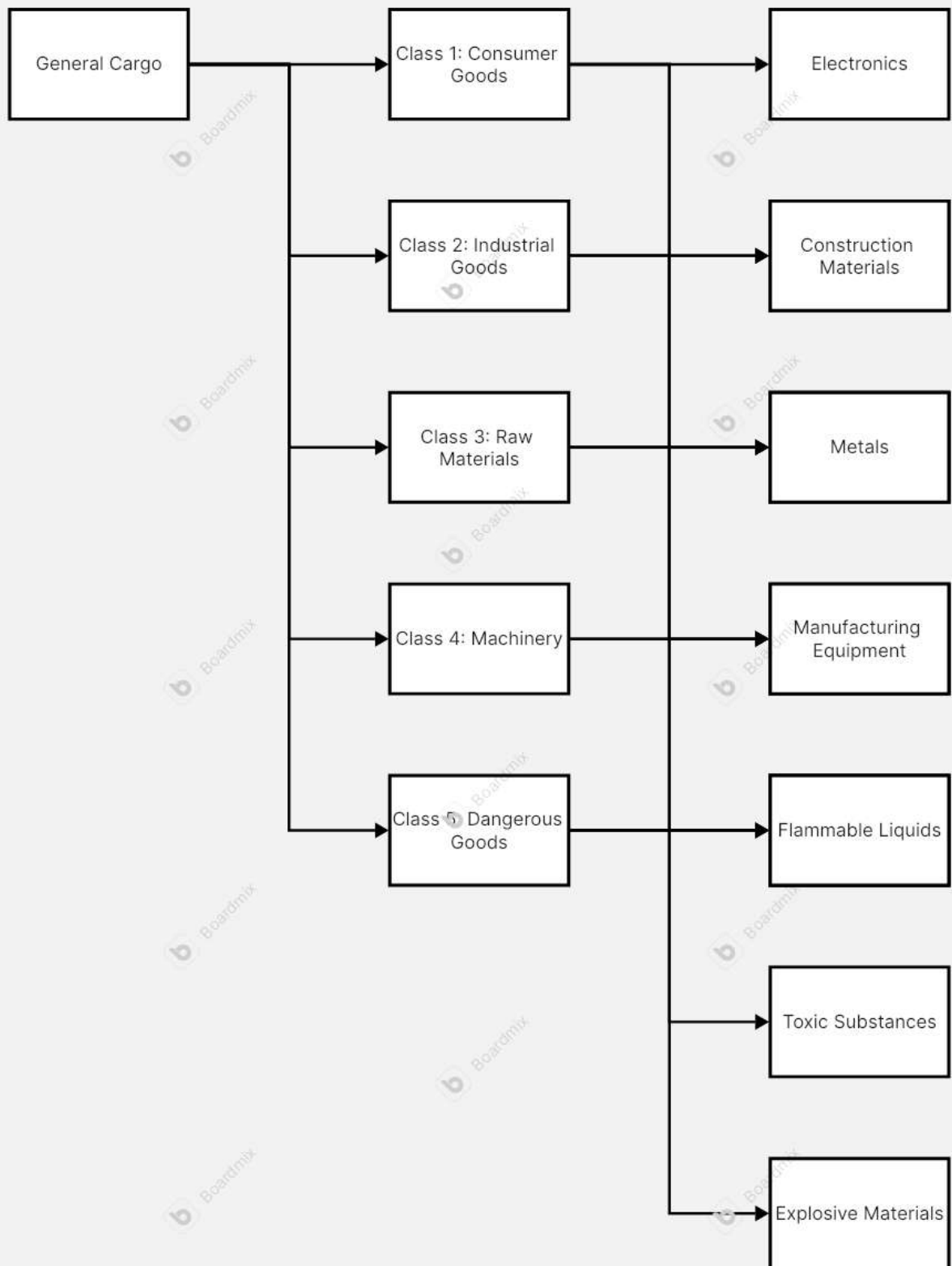
**2.4 Key Words:**

Dry Cargo  
Liquid Cargo  
Containerized Cargo  
Project Cargo  
Hazardous Cargo

**2.5 Key Diagrams (if any)**

**Flow Chat**

Goods transported in different classes of general Cargo



**PowerPoint Presentation**

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**Picture Book**

[https://docs.google.com/presentation/d/1V8\\_tQKQy8pHLz4U6RNaVyB2GVyScnauOT\\_Y\\_FYDpFFs/edit?usp=sharing](https://docs.google.com/presentation/d/1V8_tQKQy8pHLz4U6RNaVyB2GVyScnauOT_Y_FYDpFFs/edit?usp=sharing)

**Video Sample**

[https://youtu.be/0djKA6Mny10?si=qnLI\\_F87LpcVgdpl](https://youtu.be/0djKA6Mny10?si=qnLI_F87LpcVgdpl)

**3. Discussion:**

Engage the students in a discussion about the importance of Cargo and General Cargo in particular.

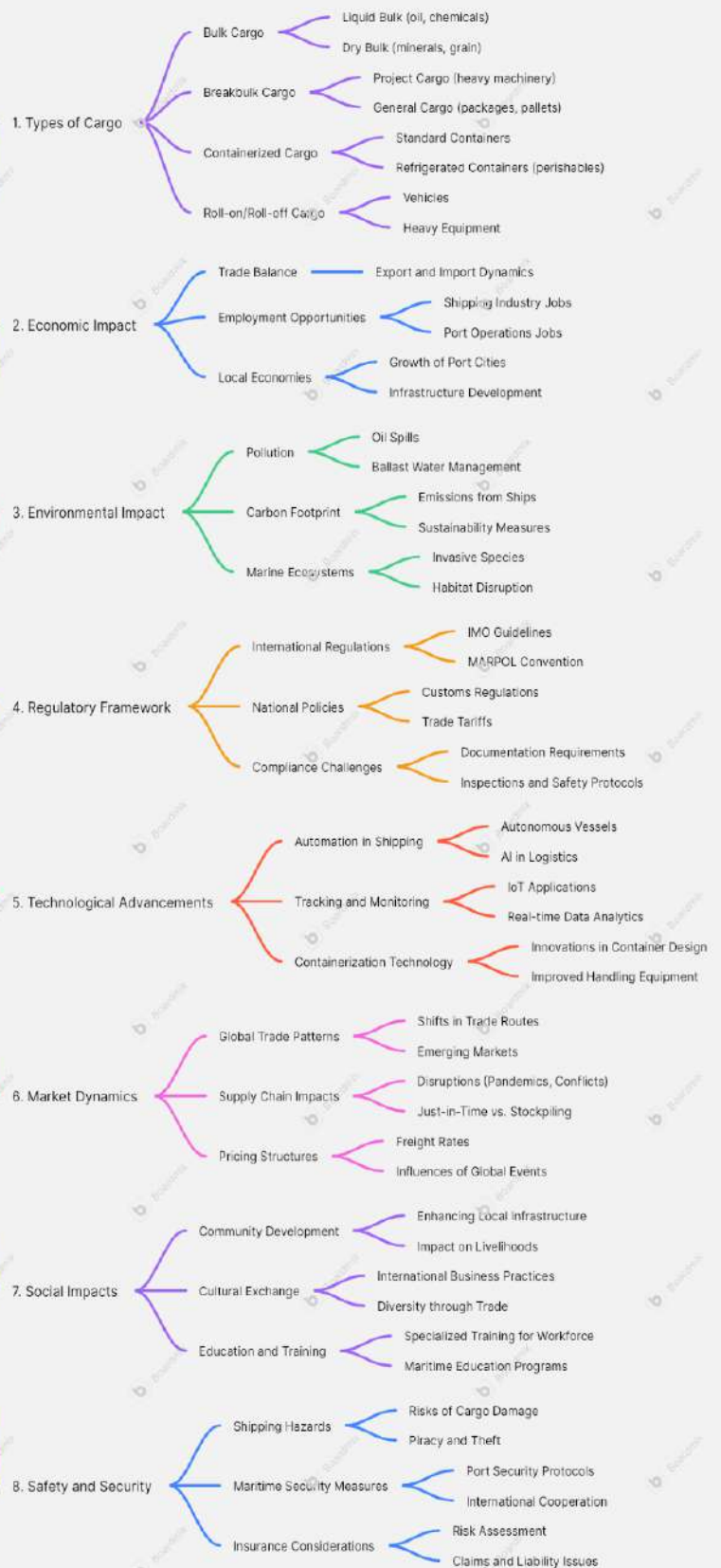
Discuss the major part played by General Cargo in sea borne trade and its contribution to total maritime trade.

Consolidate the ideas of students to generate valuable comment on the different classes of general cargo and its transportation in maritime trade.

**4. Mind Map**



## Impact of Different Classes of Cargo in Sea Borne Trade



## 5. Summary :

General cargo is categorized into various classes based on packaging, handling, and transport methods: **Breakbulk Cargo**: Items individually packaged or loaded directly onto a ship (e.g., machinery, steel), requiring special handling equipment. **Containerized Cargo**: Goods packed into standardized containers (e.g., electronics, clothing), which are easy to transfer between transport modes. **RoRo Cargo (Roll-on/Roll-off)**: Vehicles and machinery that are driven on and off ships (e.g., cars, trucks), using ramps for easy loading and unloading. **Bulk Cargo**: Loose, unpackaged goods transported in large quantities (e.g., grains, coal), handled with conveyors or pumps. **Project Cargo**: Large, heavy, or complex items requiring specialized handling (e.g., industrial equipment, power plants). **Dangerous Goods**: Hazardous materials that require special handling due to safety risks (e.g., chemicals, explosives). **Live Animals**: Animals transported under specific conditions for commercial purposes (e.g., livestock, pets). **Perishable Goods**: Time-sensitive goods that need temperature control (e.g., fruits, seafood), typically transported in refrigerated containers.

### 6. Assessment through questions/analogy/new ideas

#### Formative Assessment 1 (FA1) (2 minutes)

1. Explain the concept of the Cargo in the blue economy.
2. Explain the concept of the General Cargo in maritime trade

#### Formative Assessment 2 (FA2) (2 minutes)

1. Define Break Bulk Cargo
2. Analyze the transportation of different classes of General Cargo in sea borne trade.
3. What is Ro Ro Cargo

#### Short quiz or oral question on Raja Ram Mohan Roy

1. Maritime transport is under the ministry of
  - a) Shipping b) Road transport c) Water transport d) Tribal affairs
2. Which type of General Cargo deals with the Large, heavy, or complex items requiring specialized handling (e.g., industrial equipment, power plants).?
  - a) Project Cargo b) Break bulk cargo c) Containerized Cargo d) RoRo Cargo
3. Discuss the main features of General Cargo
4. Discuss the impact of different classes of general cargo on maritime trade
5. What were some of the long term contribution of Adam Smith concept of Invisible Hand

## 7. FAQ's: MCQ's/ Descriptive questions.

1. Evaluate the nature of cargo and the transportation of these different classes of General Cargo through Sea
2. Analyse the challenges and potential of sea borne trade of different classes of General Cargo

## 8. References

1. Stopford, M. Maritime Economics. London and New York: Routledge Taylor & Francis Group Publication. 2nd Edition. 1997.
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## 9. Verified by Subject Expert:



**Course In-charge**



**Approved by HoD.**

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