
TEACHING PLANS

(2021_ODD)

[DATE]

[COMPANY NAME]

[Company address]

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN July 2021 TO DECEMBER 2021

COURSE AND YEAR: **B. Com (Prog) (GE) III YEAR**

SEMESTER: **Vth**

TAUGHT INDIVIDUALLY OR SHARED: **Individually**

PAPER: **Principles of Microeconomics**

FACULTY: **Abhishek Jaiswal**

NUMBER of classes (per week): 5

Teaching plan

Unit 1 Introduction (25 lectures)

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier;

economic systems.

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements

along a demand curve, market demand, law of supply, determinants of supply, shifts of supply

versus movements along a supply curve, market supply, market equilibrium.

Applications of demand and supply: price rationing, price floors, consumer surplus, producer

surplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other

elasticities

Reference: Chapter 1,2,4,5,6,7

Unit 2 Consumer Theory (10 lectures)

Budget constraint, concept of utility, diminishing marginal utility, diamond-water paradox, income

and substitution effects; consumer choice: indifference curves, derivation of demand curve from

indifference curve and budget constraint.

Reference: Chapter 21

Unit 3 Production and Costs (10 lectures)

Production: behavior of profit maximizing firms, production process, production functions, law of

variable proportions, choice of technology, isoquant and iso-cost lines, cost minimizing equilibrium

condition.

Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing

losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

Reference: Chapter 13

Unit 4 Perfect Competition (15 lectures)

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the

firm in the short run and long run; long run industry supply curve: increasing, decreasing and

constant cost industries.

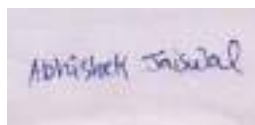
Welfare: allocative efficiency under perfect competition.

Reference: Chapter 14

TENTATIVE DATE OF ASSESSMENT: 14TH September 2021, 22th October 2021

CRITERIA OF ASSESSMENT: Class tests, Project work and Semester Examination

I CONFIRM THAT I'VE COMPLETED THE COURSE WELL IN TIME, IN ACCORDANCE WITH THE TEACHING PLAN, AND SUBMITTED THE ASSESSMENT TO THE COLLEGE.

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Abhishek Jaiswal

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

COURSE AND YEAR: B.A. (Hons.) 2ND YEAR

SEMESTER: III

TAUGHT INDIVIDUALLY OR SHARED: Individually

PAPER: Intermediate Microeconomics - I

FACULTY: Abhishek Jaiswal

NUMBER of classes (per week): 5

Teaching plan

Name of the Unit 1: Consumer Theory (40 LECTURES)

Preference, utility, budget constraint (12 lectures)

choice; demand (8 lectures)

Slutsky equation; buying and selling; (8 lectures)

intertemporal choice; (5 lectures)

revealed preference. (3 lectures)

choice under risk and) (4 lectures)

(a) Hal Varian (2010): Chapters 2-10, Chapter 12.1-12.4.

Name of the Unit 2: Production, Costs and Perfect Competition (20 LECTURES)

Technology, isoquants, production with one and more variable inputs, returns to scale, (10 lectures)

short run and long run costs, cost curves in the short and long run; review of perfect competition. (10 lectures)

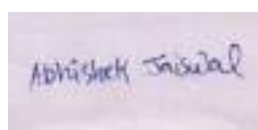
(a) C. Snyder and W. Nicholson (2010): Chapters 9-11.

ASSESSMENT

TENTATIVE DATE OF ASSESSMENT: 14nd September 2021, 14th October 2021

CRITERIA OF ASSESSMENT: Class tests, Project work and Semester Examination

I CONFIRM THAT I'VE COMPLETED THE COURSE WELL IN TIME, IN ACCORDANCE WITH THE TEACHING PLAN, AND SUBMITTED THE ASSESSMENT TO THE COLLEGE.



Abhishek Jaiswal

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST TO DECEMBER 2021

COURSE AND YEAR: B.A. (Prog.) 5th Semester SEC II

SEMESTER: Vth

TAUGHT INDIVIDUALLY OR SHARED: Shared with Mr. Amulya Sahoo

PAPER: Data Analysis

FACULTY: Abhishek Jaiswal

NUMBER of classes (per week): 2

Unit 4

Calculating and representing summary statistics and lines of best fit (10 lectures)

Levine et. al. Chapter 3.

Tattar et. al. Chapter 3, Section 3.1-3.6 (page 49-61), Chapter 4, Section 4.1-4.3 (page 67-91).

Gardener: Chapter 4 (pp. 104 – 116; summary statistics), Chapter 10 (pp. 331 – 333; best fit line)

Unit 5

Elements of statistical inference: calculating and plotting confidence intervals; tests of population differences in population statistics (11 lectures)

Levine et. al. Chapter 7; Chapter 8, Sections 8.1-8.4 and pp. 292-293; Chapter 9; Sections 9.1 to 9.3, 9.6.

Gardener: Chapter 10 (pp. 330, 351-355; only confidence intervals)

Gardener: Chapter 6 (pp. 181-187; t-test).

Unit 6

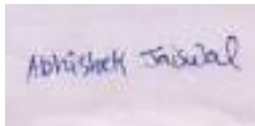
Miscellaneous other topics: elements of writing simple programs for repetitive tasks, etc. (12 lectures)

Suggestion: teaching how to automate tasks using Macro Recorder in MS Excel, how to create recurring tasks in MS Excel (available on Microsoft.com).

Gardener: Chapter 12 (pp. 417 – 420; Creating own function), (pp. 421 -428; Making Source Code).

TENTATIVE DATE OF ASSESSMENT: 24nd October 2021 (Project)

I CONFIRM THAT I'VE COMPLETED THE COURSE WELL IN TIME, IN ACCORDANCE WITH THE TEACHING PLAN, AND SUBMITTED THE ASSESSMENT TO THE COLLEGE.

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Abhishek Jaiswal

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN NOVEMBER 2021 TO March 2022

COURSE AND YEAR: B.A (H) . I YEAR

SEMESTER: I

TAUGHT INDIVIDUALLY OR SHARED: Individually

PAPER NAME: GE ,

INTRODUCTORY MICROECONOMICS

FACULTY NAME: AMULYA KUMR

SAHOO

NUMBER CLASSES (per week): 5

Teaching plan

Unit 1: Introduction

Readings prescribed: *Reference:* Mankiv (2007) Chapter 1, 2 and 3(Added).

Number of classes required: 6-8

Methodology of teaching: Online Interactive Lectures using lecture handouts and Microsoft white board

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

Unit 2 : Supply and Demand: How markets work, markets and welfare

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. Application to international trade; comparison of equilibria with and without trade, the winners and losers from trade; effects of tariffs and quotas; benefits of international trade; some arguments for restricting trade

Readings prescribed: Reference: Mankiv (2007); Chapter 4,5,6,7,8 and 9(Added)

Number of classes required: 12-15 classes

Methodology of teaching: Online Interactive Lectures and lecture handouts and microsoft whiteboard

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

Unit 3 : The Households

The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision; choice between leisure and consumption

Reference: Mankiv (2007); Chapter 21.

Number of classes required : 8 classes

Methodology of teaching: Online Interactive Lectures and lecture handouts and microsoft whiteboard

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

Unit 4 : The firm and perfect market structure

Behaviour of profit maximizing firms and the production process; short-run costs and output decisions; costs and output in the long-run

Reference: Mankiv (2007); Chapter 13, 14

Number of classes required : 12 classes

Methodology of teaching: Online Interactive Lectures and lecture handouts and microsoft whiteboard

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

Unit 5: Imperfect Market Structure

Imperfect Market Structure Monopoly and anti-trust policy; government policies towards competition; imperfect competition

Reference: Mankiv (2007); Chapter 15

No. of classes required : 5 classes

Methodology of teaching: Online Interactive Lectures and lecture handouts and microsoft whiteboard

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

Unit 6 : Input market

Labour and land markets: Basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; labour markets and public policy

Reference: Mankiv (2007); Chapter 18

No of classes required: 5 -6 classes

Methodology of teaching: Online Interactive Lectures and lecture handouts and microsoft whiteboard

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

INTERNAL ASSESSMENT:

Test 1 : December,2021

Assignment: January 2022

Test 2 : February 2022

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

I have adhered to the above mentioned teaching plan and have completed the course on time.

Amulya kumar sahuo

SHYAMA PRASAD MUKHERJEE COLLEGE

DEPARTMENT OF ECONOMICS

TEACHING PLAN

Course and Year: Indian Economy/AUGUST-DECEMBER 2021

SEMESTAR-5TH

Taught individually /shared: Individually By Mr AMULYA KUMAR SAHOO

Paper: B.A (HONS)-CBCS

Faculty: Economics

No of Lecture (per week):5

Teaching Plan

Name of the Unit: Economic Development since Independence

Unit I: Economic Development since Independence

a. Major features of the Economy at Independence

B. Growth and Development under different policy regimes Goals, constraints, institution and Policy framework

c. Assessment of Performances Sustainability and regional contrasts\

d. Structural changes

E. Savings and Investments

Readings:

1. Pulapre Balakrishnan, 2007, "The Recovery of India: Economic Growth in the Nehru Era", Economic and Political Weekly, November.
2. Vijay Joshi, 2016, India's Long Road: The Search for Prosperity, Allen Lane, Gurgaon, Ch 2.
3. Rakesh Mohan, 2019, Moving India to a new Growth Trajectory: Need for a Comprehensive Big Push, Brookings India, Section 1 and 2, 9-30.

4 Jagdish Bhagwati and Arvind Panagariya, 2012, India's Tryst with Destiny, Collins Business, Noida, pp. 4-5, 32-38.

5. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Allen Lane, chapters 2, 3 (pp. 72-80 only)

**, No. of classes required to complete the unit (approx.): 15-18 Lectures
FINISHED BY SECOND WEEK OF SEPTEMBER 2021**

Name of the Unit: Population a

Unit 2: Human Capital: Demography, health and education

and Economic Development

a. Demographic trends and issues

b. Education

c. Health and Malnutrition

Readings:

1. James, K.S., & Srinivas Goli, 2016, "Demographic Changes in India: Is the Country Prepared for the Challenge?" *Brown Journal of World Affairs*, Fall/Winter 2016, Volume XXIII, Issue I.
2. Desai, S., 2015, "Demographic deposit, dividend and debt", *The Indian Journal of Labour Economics*, 58, 217-232.
3. Vijay Joshi, 2016, *India's Long Road: The Search for Prosperity*, Allen Lane, Gurgaon, Ch 9.
4. Meenakshi, J. V., 2016, "Trends and patterns in the triple burden of malnutrition in India", *Agricultural Economics*, 47(S1), 115-134.

No. of classes required to complete the unit (approx.): 10-12 Lectures

FINISHED BY SECOND WEEK OF OCTOBER 2021

Unit 3: Growth and Distribution: Poverty, inequality, unemployment and policy interventions

1. Executive Summary, 2014, *Report of the Expert Group to Review the Methodology for Measurement of Poverty* (Rangarajan Committee report), GOI, 1-5
2. Himanshu, H., 2019, 'Inequality in India: A review of levels and trends' *UNU-WIDER Working Paper* 2019/42

3. Thomas, J. J. (2020). 'Labour Market Changes in India, 2005–18', *Economic & Political Weekly*, 55(34), 57
4. Drèze, J and Khera, R., 2016, 'Recent Social Security Initiatives in India' Available at <http://dx.doi.org/10.2139/ssrn.2800699>

No. of classes required to complete the unit (approx.): 10-12 Lectures

END BY FIRST WEEK OF NOVEMBER 2021

UNIT 4: International Comparisons

Readings:

1. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Allen Lane, Chapter 3 (pp. 45-72)
2. Pranab Bardhan, 2010, Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India, OUP, Ch. 2.

No. of classes required to complete the unit (approx.): 8-10 Lectures
Second week of November

No of classes required to complete the unit (approx.):

1. Unit I: No of Classes (Approx 7-10)
2. Unit II: No of Classes (Approx 10-15)
3. Unit III : No of Classes (Approx 10-15)
4. Unit IV : No of classes (Approx 7-10)

Sub topics to be covered and their order along with the respective time frames (if any)

NO

Methodology of Teaching:

- Classroom teachings.
- Regular notes are given through group email and internal assessment submitted through on line.
- Student email group to undertake collective study and solve questions.

CRITERIA OF ASSESSMENT: Class test, Writing term paper and presentation.

INTERNAL ASSESSMENT

Tentative date of assessments/ assignments (time frame): Tentative date of assessments/ assignments (time frame):

FIRST INTERNAL ON LAST WEEK OF SEPTEMBER

SECOND INTERNAL ON THIRD WEEK OF OCTOBER

THIRD INTERNAL ON FIRST WEEK OF OCTOBER

Criteria of Assessment:

OUT OF THREE INTERNAL THE BEST TWO BE INCLUDED WHICH IS DIVIDED INTO 10 + 10=20(5 MARK FOR ATTENDANCE)

Additional reading/tools

Discussing last previous question papers with respect to unit wise for better understanding of the concepts

Referring the current trends of current Indian economy by various examples basically impact of covid-19

- Ahluwalia, M. S., 2019, "India's economic reforms: Achievements and Next Steps", *Asian Economic Policy Review*, 14(1), 46-62.
- K Basu and A Maertens, 2007, "The pattern and causes of economic growth in India.
- Muralidharan, K, 2019, "Reforming the Indian School Education System" in *What the Economy Needs Now*, (ed.) Abhijit Banerjee, Gita Gopinath, Raghuram Rajan, and Mihir Sharma, Juggernaut.
- The paradox of declining female work participation in an era of economic growth.' *The Indian Journal of Labour Economics*,

I have adhered to the above mentioned teaching plan and have completed the course on time.

SHYAMA PRASAD MUKHERJEE COLLEGE

DEPARTMENT OF ECONOMICS

TEACHING PLAN

Course and Year: Skill Enhancement Course (SEC) II: DATA ANALYSIS/AUGUST-DECEMBER 2021

SEMESTAR-5TH

Taught individually /shared: Individually By Mr AMULYA KUMAR SAHOO

Paper: B.A (P)-CBCS

Faculty: Economics

No of Lecture (per week):4

SHRED BY AMULYA AND AVISEK

Teaching Plan

Name of the Unit: 1.

Introduction to available software and how it deals with data Levine et al. Chapter 1 Sections 1.1-1.3; Appendix B: B.1 to B.5. Tattar et. al. Chapter 1, Sections 1.1,1.2 (Page 1-5). Gardener: Chapter 1 (pp. 1 – 9); Chapter 2 (except “Viewing Name Objects”)

No. of classes required to complete the unit (approx.): 6-8 Lectures

FINISHED LAST WEEK OF AUGUST2020

Name of the Unit: 2.

Data cleaning: checking for outliers, cleaning variable names, consistency checks Suggestion: Also include data organisation: categorical and numerical Levine et. al. Chapter 1, Section 1.4 onwards; Chapter 2, Sections 2.1-2.2. Tattar et. al. Chapter 1, Sections 1.4,1.5 and 1.6 (Page 6-10). Abedin & Das: Chapter 1 (pp. 7 – 13, Variables, categorical and Numerical), Gardener: Chapter 3 (pp. 82 – 85, Names) Tattar: Chapter 14 (only section 14.3.2, for outlier) van der Loo and Jonge: (pp. 1-8) [for Consistency Checks, data validation]

No. of classes required to complete the unit (approx.): 15-20 Lectures

FINISHED BY LAST WEEK OF OCTOBER 2020

UNIT III :

Data visualisation: scatter plots, line graphs, box plots and other graphical formats Levine et. al. Chapter 2, Section 2.3 to 2.5. Tattar et. al. Chapter 2 (page 15-18, 29-31, 41-46). Gardener: Chapter 7 (pp 215 – 239; Box plots, Scatter plots, Pair Plots (optional), Line chart, Pie chart), (pp. 245 – 256; Bar Chart)

No. of classes required to complete the unit (approx.): 10-12 Lectures

END BY LAST WEEK OF NOVEMBER

Readings: 1. P.H. Karmel and M. Polasek (1978), *Applied Statistics for Economists*, 4th edition, Pitman. 2. M.R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series).


- Test 1 Scheduled in second week of October

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

Additional reading /tools and utility

1. Practicing past year papers for better understanding the concepts about the subject.
2. Sending pdf and ppt of the units finished
3. Sharing you tube channels link for learn the methodology .
4. Using of excels for enhancing skills
5. Referring the P.h.karmel and M.Polasek(1978), *Applied statistics for Economists*, 4th edition book for understanding the concepts

I have adhered to the above mentioned teaching plan and have completed the course on time.



Amulya Kumar Sahoo

Teacher name

AMULYA KUMAR SAHOO

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN NOVEMBER 2021 TO APRIL 2022

Course and Year: GE for B.A (Hons.) I Year

Semester: I

Taught individually or shared: Individually

Paper: Introductory Microeconomics

Faculty: Deepali Rathore

No. of Classes (per week): 5L+2T

Teaching Plan

Unit 1: Introduction

What is microeconomics? Scope and method of economics; the economic problem: scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; science of economics; institutions for allocating resources; the basic competitive model; prices, property rights and profits; incentives and information; rationing; positive versus normative analysis. The scientific method; the role of assumptions; models and mathematics; why economists sometimes disagree Interdependence and gains from trade; specialization and trade; absolute advantage; comparative advantage and trade.

Prescribed Reading:

Mankiw, N. (2007), “Economics: Principles and Applications”, 4th ed. Cengage Learning. Chapter 1, 2 and 3.

No. of classes required: 10

Unit 2: Supply and Demand: How Markets Work, Markets and Welfare

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. Application to international trade; comparison of equilibria with and without trade, the winners and losers from trade; effects of tariffs and quotas; benefits of international trade; some arguments for restricting trade.

Prescribed Readings:

1. Mankiw, N. (2007), “Economics: Principles and Applications”, 4th ed. Cengage Learning. Hereafter Mankiv (2007) Chapter 4, 5, 6, 7, 8 and 9.
2. Bernheim, B., and Whinston, M. (2009). Microeconomics. Tata McGraw-Hill. Chapter 2.

No. of classes required: 20

Done by: Kalpna (January-March)

Unit 3: The Households

The consumption decision—budget constraint, consumption and income/price changes, demand for all other goods and price changes; Description of preferences (representing preferences with indifference curves), properties of indifference curves, consumer's optimum choice; Income and substitution effects; Labour supply and savings decision—choice between leisure and consumption.

Prescribed Reading:

1. Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 21.
2. Bernheim, B., and Whinston, M. (2009). Microeconomics. Tata McGraw-Hill. Chapter Chapter-4 pp 105-107; Chapter-6, pp 185-189.

No. of classes required: 05-07

Unit 4: The Firm and Perfect Market Structure

Behaviour of profit maximizing firms and the production process; Short run costs and output decisions; Costs and output in the long run.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 13 and 14

No. of classes required: 07-10

Unit 5: Imperfect Market Structure

Imperfect Market Structure Monopoly and anti-trust policy, government policies towards competition; imperfect competition.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 21. Chapter 15

No. of classes required: 06

Unit 6: Input Markets

Labour and land markets—Basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

Prescribed Reading:

Mankiw, N. (2007), “Economics: Principles and Applications”, 4th ed. Cengage Learning. Chapter 18

No. of classes required: 10-12

Additional References:

1. Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc., 8th Edition, 2007.
2. Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.
- 3.

Utility of Additional References: Some additional books will be referred for better clarity and understanding on basic principles of microeconomic theory. The students will be able to illustrate how microeconomic concepts can be applied to analyze real-life situations

Additional reading/tools and utility

1. Referring the past year papers for better understanding the concepts
2. Referring the Raj Sabha TV YouTube channel for current issue of Indian economy
3. Referring the online problem set for practice the application-based questions.
4. Principles of Microeconomics- case and fair for basic understanding the economics concept
5. Bernheim, B., Whinston, M. (2009). Microeconomics. Tata McGraw-Hill.

Tutorials: Clarification of doubts related to the subject. Discussion on topic studied, tests and assignments.

Assessment

Test 1: Scheduled in first week of January

Test 2: Scheduled in first week of February

Test 3: Scheduled in First week of March

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application. During the weekly tutorials, doubts related to recommended text book, workbook and assignment/ test were clarified to enhance understanding of the students.

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN

AUGUST 2021 TO NOVEMBER 2021

COURSE AND YEAR: **B.A. (HONS.) III YEAR**
SEMESTER: V
TAUGHT INDIVIDUALLY OR SHARED: **INDIVIDUALLY**
PAPER: **APPLIED ECONOMETRICS**
FACULTY: **GITA GOLANI**
NUMBER OF CLASSES (per week): **5**

Teaching plan

I. Name of the Unit: Stages in Empirical Econometric Research

Prescribed Reading: Gujarati, Porter & Pal. Basic Econometrics (6th ed.),
Chapter 1

No. of classes required: 02

Methodology of Teaching: Interactive lectures

II(i). Name of the Unit: The Linear Regression Model: Estimation, Specification and Diagnostic Testing

The Matrix Approach to Linear Regression Model: The k- variable regression model, Assumptions of the Classical Linear Regression Model, OLS estimation, Variance-Covariance Matrix, Coefficient of Determination

Prescribed Reading: Gujarati & Porter and Pal, Basic Econometrics (6th ed.). Appendix-C: The Matrix Approach to Linear Regression Model.

No. of classes required: 04

Methodology of Teaching: Interactive lectures and training on statistical software like GRETEL/STATA/EXCEL

Tutorial: Discussion of exercises at the end of the chapter and clarification of doubts

II (ii). Name of the Unit: Review of Functional forms and Qualitative explanatory variable regression Model

Prescribed Reading:

Gujarati, Porter and Pal. Basic Econometrics (6th Edition). Chapter 2&3.

Gujarati & Porter. Essentials of Econometrics (4th ed.). Chapter 6 (excluding 6.7).

Dougherty, Christopher. Introduction to Econometrics (4th ed.), Chapter 5.

No. of classes required: 08

Methodology of Teaching: Interactive lectures and training on statistical software like GRETEL/EXCEL

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

II (iia).Name of the Unit: Regression Diagnostics: Detection of and remedial measures for Multicollinearity, Autocorrelation and Heteroscedasticity.

Prescribed Reading: Gujarati. Basic Econometrics. Chapter 4 -6.

No. of classes required: 08

Methodology of Teaching: Interactive lectures and training on statistical software like GRETEL/EXCEL

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

II(iib).Name of the Unit: Model Selection and Diagnostic Testing

Prescribed Reading: Gujarati, Porter & Pal. Basic Econometrics. Chapter 13 (Section 13.1-13.5 and 13.9-13.12).

No. of classes required: 06

Methodology of Teaching: Interactive lectures and training on statistical software like GRETEL/EXCEL

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

III. Name of the Unit: Advanced Topics in Regression Analysis

(A) Dynamic Econometric Models: Distributed Lag Models and Autoregressive Models

Prescribed Reading: Gujarati, Porter & Gunasekar. Basic Econometrics, Chapter 17 (except 17.9 and 17.13)

No. of classes required: 08

Methodology of Teaching: Interactive lectures.

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

(B) Instrumental Variable Estimation

Prescribed Reading:

Wooldridge. Introductory Econometrics. Chapter 15 (Section 15.1, 15.2 and 15.4).

Gujarati, Porter and Gunasekar. Basic Econometrics, Chapter 18.

No. of classes required: 08

Methodology of Teaching: Interactive lectures

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

IV. Panel Data Models and Estimation techniques

Prescribed Reading: Gujarati, Porter and Pal. Basic Econometrics, Chapter 16.

No. of classes required: 08

Methodology of Teaching: Interactive lectures

Tutorial: Discussion of exercises at the end of the chapter and problem solving of assignment

V. Name of the Unit: Limited Dependent Variable

Prescribed Reading: Gujarati, Porter and Pal, Basic Econometrics Chapter 15 'Qualitative Response Regression Models' in Econometrics. (Except 15.12 and 15.13). Appendix 15A is to be done

Name of the Unit: Introduction to Econometric Software

Prescribed Reading: a. Wooldridge. Introductory Econometrics, Chapter 19.
b. Relevant Instruction Manual for the Software

No. of classes required: 05

Methodology of Teaching: Interactive lectures and training on statistical software like GRET/EXCEL

- R. Carter hill, williamE.Griffiths, GeorgeG Judge, Using Excel For undergraduate Econometrics (2001)
(For understanding use of software for econometrics analysis)
- Asteriou, D and Hall, Stephen G, Applied Econometrics, 3rd Edition, 2015, Palgrave Macmillan.
- G.S. Maddala and Kajal Lahiri, Introduction to Econometrics, 4th Edition, 2012, Wiley.
- Badi H. Baltagi, Econometrics, 5th Edition, 2011, Springer.
- James H. Stock, Mark W. Watson, 4th Edition, 2019, Pearson

(for better understanding of econometrics theory and its applications)

INTERNAL ASSESSMENT:

TEST I: August, 2021

TEST II: September, 2021

PROJECT WORK: October, 2021

CRITERIA OF ASSESSMENT: Class tests, Project work and Semester Examination

GITA GOLANI

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

COURSE AND YEAR: **B.A. (Hons.) 2ND YEAR**

SEMESTER: **III**

TAUGHT INDIVIDUALLY OR SHARED: **Individually**

PAPER: **Intermediate Microeconomics - I**

FACULTY: **GITA GOLANI**

NUMBER of classes (per week): 5

Teaching plan

Name of the Unit 1: Consumer Theory (40 LECTURES)

Preference, utility, budget constraint (**12 lectures**)

choice; demand (**8 lectures**)

Slutsky equation; buying and selling; (**8 lectures**)

intertemporal choice; (**5 lectures**)

revealed preference. (**3 lectures**)

choice under risk and) (**4 lectures**)

(a) **Hal Varian (2010): Chapters 2-10, Chapter 12.1-12.4.**

Name of the Unit 2: Production, Costs and Perfect Competition (20 LECTURES)

Technology, isoquants, production with one and more variable inputs, returns to scale, (**10 lectures**)

short run and long run costs, cost curves in the short and long run; review of perfect competition. (**10 lectures**)

(a) **C. Snyder and W. Nicholson (2010): Chapters 9-11.**

ASSESSMENT

TENTATIVE DATE OF ASSESSMENT: 1st October 2021, 1st October 2021

CRITERIA OF ASSESSMENT: Class tests, Project work and Semester Examination

Additional reading/tools and utility

1. Referring the past year papers for better understanding the concepts
2. Referring the Raj Sabha TV YouTube channel for current issue of Indian economy
3. Referring the online problem set for practice the application-based questions.
4. Referring the Work book of Hal varian for practice the questions

5. Referring Delhi school of economics past year papers

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN NOVEMBER 2021 TO APRIL 2022

Course and Year: **B.A. (H) ECONOMICS, I YEAR**

Semester: **I**

Taught individually or shared: **INDIVIDUALLY**

Paper: **MATHEMATICAL METHODS FOR ECONOMICS-1**

Faculty: **MS. ITI TOMAR**

No. of Classes (per week): **5L + 2T**

Teaching Plan

Unit 1: Preliminaries

Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems.

Prescribed Reading:

Sydsaeter, K. & Hammond, P. (2002). Mathematics for Economic Analysis. Pearson Educational Asia.

No. of classes required: 06

Unit 2: Functions of one real variable.

Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterizations, properties with respect to various operations and applications; differentiable functions: characterizations, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

Prescribed Reading:

Sydsaeter, K. & Hammond, P. (2002). Mathematics for Economic Analysis. Pearson Educational Asia.

No. of classes required: 24

Unit 3: Single-variable optimization.

Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric characterizations, characterizations using calculus and applications.

Prescribed Reading:

Sydsaeter, K. & Hammond, P. (2002). Mathematics for Economic Analysis. Pearson Educational Asia.

No. of classes required: 10

Unit 4: Linear algebra

Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations: properties, matrix representations and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications.

Prescribed Reading:

Sydsaeter, K. & Hammond, P. (2002). Mathematics for Economic Analysis. Pearson Educational Asia.

No. of classes required: 15

Course Learning Outcomes:

A central aim to this course is to increase mathematical ability, confidence in the types of problems that will be encountered and built upon later. On successful completion of this course, students will be able to use appropriate techniques to solve problems with calculus and linear algebra and can model economic questions as mathematical problems.

Methodology of Teaching:

All the problem sets, questions and relevant material is being provided through email or whatsapp. And various other interesting information related to their course is also been shared with them to innovate and spur interest in students.

Additional sources:

1. Simon, C.P., & L. Blume (1994). Mathematics for economists. New York: W.W. Norton & Co.
2. Foundations of Mathematical & Computational Economics, Kamran Dadkhah, 2nd edition, Thomson South-Western (Cengage Learning).

3. Rosser, M. (2003). Basic Mathematics for Economists. Second Edition. Roulledge Tayler and Francis Group, London and New York
4. Hoy, M., Livernois, J., McKenna, C., Rees, R., and Stengos, T. (2001). Mathematics for Economics. Cambridge: The MIT Press, 2nd edition.
5. Chiang, A. C., & Wainwright, K. (2009). Fundamental methods of mathematical economics, 4. ed. McGraw-Hill, Boston, Mass.

Utility of additional sources: Additional resources will provide better understanding of the concepts and students learn how to use and apply mathematics by working with concrete examples and exercises. Moreover, these will make them ready to analyze simulated as well as real economic situations. The ability to present proofs can be trained and improved.

Tutorials: Clarification of doubts and discussions on tests and assignments.

Assessment

Test 1: Scheduled in first week of January

Test 2: Scheduled in first week of February

Assignment: Scheduled in first week of March

Criteria of Assessment: The students are assessed on their understanding and clarity of concepts based on learning and application. During the weekly tutorials, doubts related to recommended text book and assignments/tests are clarified to enhance understanding of the students.

I have adhered to the above-mentioned teaching plan and have completed the course on time.



ITI TOMAR

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

COURSE AND YEAR: B.A. (HONS.) II YEAR

SEMESTER: III

TAUGHT INDIVIDUALLY OR SHARED: SHARED

PAPER: DATA ANALYSIS

FACULTY: ITI TOMAR & RICHIKA RANA

NUMBER of classes (per week): 2 L + 4 P

Teaching plan

Unit 1

Introduction to the course: How can the representation and analysis of data help us study real world problems. Publicly available data sets.

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. pp. 25-35.

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch. 1, sections 1.1-1.3

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences*. (8th ed.). Cengage Learning. Ch. 1, pp. 32-33 (trimmed mean)

Data base of Indian Economy, World bank data set

RBI (n.d.). Retrieved from <https://dbie.rbi.org.in/DBIE/dbie.rbi?site=home>

World Bank (n.d.). Retrieved from <https://data.worldbank.org/>

On data and its representation and a large data set

https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen (Gapminder.org)

Tattar, P., Ramaiah, S., & Manjunath, B. (2018). *A Course in Statistics with R*. Wiley. Ch. 1 pp. 6-7

Number of classes required: 4 LECTURES + 8 PRACTICALS

Unit 2

Using Data: Available statistical software, steps in data storage, organisation and cleaning.

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch. 1, Section 1.4 onwards; Ch. 2, Sections 2.1-2.2

Gardener, M. (2012). *Beginning R The Statistical Programming Language*. Wiley. Ch. 1, pp.1-24; Ch. 2, pp. 25-52

Tattar, P., Ramaiah, S., & Manjunath, B. (2018). *A Course in Statistics with R*. Wiley. Ch. 2 pp. 15-18, pp.41-46

Number of classes required: 8 LECTURES + 12 PRACTICALS

Unit 3

Visualisation and Representation: Alternative forms of presenting summarising and presenting data.

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch. 2, Section 2.3 onwards; Ch. 3, Ch. 4

Tattar, P., Ramaiah, S., & Manjunath, B. (2018). *A Course in Statistics with R*. Wiley. Ch. 5 pp. 105-109

Gardener, M. (2012). *Beginning R The Statistical Programming Language*. Wiley. Ch. 5, pp.154-158, Ch. 7, pp. 215-217

Number of classes required: 12 LECTURES + 18 PRACTICALS

Unit 4

Simple estimation techniques and tests for statistical inference

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch 5 (pp. 199,203-204); Ch 6 (pp. 225,228-229); Ch. 7; Ch. 8, Sections 8.1-8.4, pp. 292-293; Ch. 9; Ch. 10, Sections 10.1,10.4, pp. 361- Summary onwards, Relevant parts of Excel guide

Gardener, M. (2012). *Beginning R The Statistical Programming Language*. Wiley. Ch. 6, pp. 181-183

Number of classes required: 12 LECTURES + 18 PRACTICALS

Course Learning Outcomes: The course will use data simulations and publicly available data sources to help students learn about data types, their organization and visual representation. They will learn how to compute summary statistics and do some basic statistical inference.

Methodology of Teaching: Interactive online Lectures and practical classes with actual big data sets, discussion on collection, visualization and making inferences about the real-world problem. Students are familiarized to use Microsoft Office Excel and R software to analyse data.

Additional sources:

1. Gupta, S.C. (2019). Fundamentals of Statistics, 5th edition, Himalaya Publishing House
2. Wickham, H., & Grolemund, G. (2016). R for data science: import, tidy, transform, visualize, and model data. " O'Reilly Media, Inc.".
3. <https://www.rstudio.com/resources/cheatsheets/>
4. Jaynal Abedin and Kishor Kumar Das: Data Manipulation with R, 2nd Edition (2015), PACKT Publishing
5. Winston W, (2019).Microsoft Excel 2019 Data Analysis and Business Modeling.Microsoft Press
6. Mark P. J. van der Loo and Edwin de Jonge: Data Validation Infrastructure for R, Journal of Statistical Software, Vol. 97, No. 10.
[https://cran.rproject.org/web/packages/validate/vignettes/JSS_3483.pdf]
7. https://stats.oecd.org/Index.aspx?DatasetCode=SNA_TABLE1

Utility of additional sources: Additional resources will provide better understanding of data, sampling techniques, data types, their organization and visual representation. The books can be referred to learn more about computing summary statistics and statistical inference. Also, these provide a relatively gentle yet informative exposure to the statistical software environment, alongside some common statistical analyses, so that students have a solid foundation.

Assessment: A hands-on project for the project the students are expected to use secondary sources of data available in public domain (eg. Indian economy data, World Bank data etc.) and analyse it using at least one of the software taught (Excel and R) preferably both (though for different parts of the project).

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

I have adhered to the above mentioned teaching plan and have completed the course on time.

ITI TOMAR

RICHIKA RANA

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

COURSE AND YEAR: B.A. (HONS.) II YEAR

SEMESTER: III

TAUGHT INDIVIDUALLY OR SHARED: INDIVIDUALLY

PAPER: STATISTICAL METHODS IN ECONOMICS

FACULTY: ITI TOMAR

NUMBER of classes (per week): 5

Teaching plan

Unit 1

Introduction and overview, The distinction between populations and samples and between population parameters and sample statistics

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences* (8th ed.).

Massachusetts, USA: Cengage Learning. Chapter 1.1

No of classes required to complete the unit (approx.): 3

Unit 2

Elementary probability theory Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes' rule; independence

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences* (8th ed.).

Massachusetts, USA: Cengage Learning. Chapter 2

No of classes required to complete the unit (approx.): 7

Unit 3

Random variables and probability distributions Defining random variables; probability distributions; expected values and functions of random variables; properties of commonly used discrete and continuous distributions (uniform, binomial, exponential, Poisson, hypergeometric and Normal random variables)

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences* (8th ed.).

Massachusetts, USA: Cengage Learning. Chapter 3 (except Negative Binomial

Distribution) & Chapter 4 (4.1-4.3 and pgs. 165-166)

No of classes required to complete the unit (approx.): 15

Unit 4

Random sampling and jointly distributed random variables Density and distribution functions for jointly distributed random variables; computing expected values of jointly distributed random variables; covariance and correlation coefficients

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences* (8th ed.).

Massachusetts, USA: Cengage Learning. Chapter 5 (except pgs. 200-202)

No of classes required to complete the unit (approx.): 10

Unit 5

Point and interval estimation, estimation of population parameters using methods of moments and maximum likelihood procedures; properties of estimators; confidence intervals for population parameters

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences* (8th ed.).

Massachusetts, USA: Cengage Learning. Chapter 6 (except pages 249-250), Chapter 7

(till page 289)

No of classes required to complete the unit (approx.): 15

Unit 6

Hypothesis testing Defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences* (8th ed.).

Massachusetts, USA: Cengage Learning. Chapter 8 (except β and sample size

determination in each case)

No of classes required to complete the unit (approx.): 10

Methodology of Teaching:

1. Interactive online Lectures.
2. Also, many problems sets, questions and relevant material are being provided through different platforms and various other interesting information related to their course is also been shared with them to innovate and spur interest in students.

Additional sources:

1. Gupta, S.C. (2019). Fundamentals of Statistics, 5th edition, Himalaya Publishing House
2. P.H. Karmel and M. Polasek (1978), Applied Statistics for Economists, 4th edition, Pitman
3. M.R. Spiegel, L.J. Stephens and N. Kumar (2010), Statistics, 4th edition, Schaum Series, McGraw Hill
4. Brase, C. H., & Brase, C. P. (2003). Understandable statistics: Concepts and methods. Boston: Houghton Mifflin.
5. Miller, I., Miller, M., Freund, J. E., & Miller, I. (2004). John E. Freund's mathematical statistics with applications. Upper Saddle River, NJ: Prentice Hall.

Utility of Additional Sources: These offer an in-depth the theoretical foundations to students for statistical methods that are useful in many applications. The goal is to understand the role of Statistics and its methods in the research and development. At the end of this course, students are able to formulate a statistical problem from a real-life situation, select appropriate statistical methods and understand the implications and limitations of various methods.

Tutorials: Clarification of doubts and discussions on tests and assignments.

Assessment: Internal assessment and final examination as per CBCS rules

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

Tentative date of assessments/ assignments:

Test 1: October Second Week

Test 2: November Second Week

Assignment: October Fourth Week

I have adhered to the above-mentioned teaching plan and have completed the course on time.

ITI TOMAR

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

Course and Year: General Elective in Economics B.A (Hons.) II Year

Semester: Semester III

Taught individually or shared: Shared

Paper: Money and Banking

Faculty: Iti Tomar & Vaishali Kapoor

No. of Classes (per week): 5 (3+2)

Course Objective:

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course, the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Learning Outcomes: This course is useful for understanding various real macroeconomic issues and evaluating policy outcomes

Course Outline:

Unit 1

- Introduction: What is macroeconomics? Macroeconomic issues in an economy
(i) Abel and Bernanke Chapter 1 "Introduction to Macroeconomics"; Sections 1.1, 1.2 and 1.3 (pp 2 to 23) (Chapter 1 in LPE 5th edition)

Unit 2

- National Income Accounting: Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept
(i) Abel and Bernanke Chapter 2 "The Measurement and Structure of the National Economy"; Sections 2.1, to 2.5 (pp 24 to 59) (Chapter 2 in LPE 5th)

Unit 3

- Determination of GDP: Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.
(i) Dornbusch, Fisher and Startz Chapter 10 "Income and Spending"; Sections 10.1, 10.2 and 10.3 (pp 198 to 209)
(ii) Abel and Bernanke Chapter 4 "Consumption, Saving and Investment"; Section 4.1 and

4.2 (pp 111 -113, 122- 128) (Chapter 4 in LPE 5th edition)

Unit 4

- National Income Determination in an Open Economy with Government; Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.
 - (i) Dornbusch, Fisher and Startz Chapter 10 “Income and Spending”; Sections 10.4 to 10.6 (pp 209 to 222)
 - (ii) Net exports (Lipsey and Chrystal, pp. 386 to 392, 12th Edition or pp 421-24, 13th Edition)

Unit 5

- Money in a Modern Economy: Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy
 - (i) Dornbusch, Fisher and Startz Chapter 16 “Demand for Money”; Sections 16.2, 16.3 and 16.5 (pp 385 to 391 and 395 to 399)
 - (ii) Blanchard and Johnson Chapter 4; Sections 4.1 to 4.4 (pp 83 to 104)

Suggested number of lectures:

Units 1 and 2 - approximately **15**;

Units 3 and 4 – approximately **30**;

Unit 5 - approximately **15**.

Readings:

1. Abel, A., Bernanke, B. (2008). Macroeconomics, 5th ed. Pearson Education.
2. Blanchard, O, Johnson, D. (2017). Macroeconomics, 6th ed. Pearson Education.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill Education India.
4. Lipsey, R. & Chrystal, A. (2015), Economics, 13th Edition, OUP, (pp 421-24). And 12th Edition (page 386 to 392)

Additional books:

1. **Soumen Sikdar() Principles of Macroeconomics 3rd Edition**, : Special attention has been given to macroeconomic management in a country linked to the global economy. This book presents a wide coverage of relevant themes and updated statistics modelled on the **Indian context**.
2. **John Maynard Keynes(1936) The General Theory of Employment, Interest and Money**: This book caused a profound shift in economic thought,[1] giving macroeconomics a **central place** in economic theory and contributing much of its terminology. The entire course is based on findings by author in his book.
3. **N Gregory Mankiw(2019) Macroeconomics, 10th edition**: Balancing classical and Keynesian economics, this book uses the modern approach of presenting **long-run analysis** before short-run fluctuation.

4. **Paul Krugman(2008), The return of Depression Economics**: the author is the winner of the 2008 Nobel Prize in economics, shows how **today's crisis parallels** the events that caused the **Great Depression** - and explains what it will take to avoid catastrophe.

5. **ML Jhingan (2013)Macroeconomic Theory, 13th edition**: This book covers the entire course and along with extends to cover **UPSC mains** (Economics) syllabus.

Methodology of Teaching:

A group is created for regular communication and problem-solving discussion.

Tutorials:

Clarification of doubts pertaining to concepts taught in lectures.

Links:

- <https://dbie.rbi.org.in/DBIE/dbie.rbi?site=home>

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

- Test 1: Scheduled in fourth week of September
- Mid-Semester break Assignment
- Test 2: Scheduled in fourth week of October

Shyama Prasad Mukherji College

Teaching Plan for Aug – Dec 2021

Course and Year: **Core for BA (P)/ II**

Semester: **Third**

Taught Individually or Shared: Shared

Paper: **Principles of Macroeconomics (Section B)**

Faculty: **Dr. Jyotsna and Richika Rana(2+3)**

No. of Classes (per week): **5**

Teaching plan

Unit 1: Introduction (*Jyotsna*) (*16TH August TO 30TH September*)

- 1.What is Macroeconomics
- 2.Macroeconomic Issues in the economy.

Readings prescribed:

1. Abel, A., Bernanke, B. (2016). *Macroeconomics*, 9th edition. Chapter 1. Pearson Education.

Number of classes required (approx.): 10-12 classes.

Methodology of teaching: Interactive Lectures along with Tutorials for problem solving. Discussion on contemporary macroeconomic issues. Use of e-platforms like Watsapp and Google drive for sharing relevant e-content.

https://drive.google.com/drive/folders/1F_9ufRv8iG_v1MMFloFaxT9FCLILFiK-?usp=sharing

Timescale: 16TH August TO 30TH September (Every Wednesday and Thursday)

Unit 2: National Income Accounting (*Richika Rana*) (*16TH August TO 17TH September*)

1. Concepts of GDP and National Income
2. Measurement of national income and related aggregates

3. nominal and real GDP

4. limitations of the GDP concept.

Readings prescribed:

1. Abel, A., Bernanke, B. (2016). *Macroeconomics*, 9th edition. Chapter 2. Pearson Education.

Number of classes required(approx.): 10-12 classes

Timescale: 16TH August TO 17TH September (Every Monday, Tuesday and Friday)

Methodology of teaching: Interactive Lectures and Tutorials for problem solving and reiterating concepts.

Unit 3: Determination of GDP (Richika Rana) (20TH September TO 5TH November)

1. Actual and potential GDP
2. Aggregate expenditure
3. Consumption function
4. Investment function
5. Equilibrium GDP
6. Concepts of MPS, MPC, APC, APS
7. Autonomous expenditure
8. Concepts of multiplier.

Readings prescribed:

1. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics*, 12th edition. Chapter 10 (till section 10.3). Tata McGraw-Hill.
2. Abel, A., Bernanke, B. (2016). *Macroeconomics*, 9th edition. Chapter 4 (till section 4.2). Pearson Education.

Number of classes required: 15-18 classes.

Timescale: 20TH September TO 5TH November (Every Monday, Tuesday and Friday)

Methodology of teaching: Interactive Lectures along with problem based learning. Utilization of e-platforms like Whatsapp, Google classrooms ,Google Drive and Microsoft Team during duration of online classes.

Unit 4: National Income Determination with Government and in an Open Economy (*Richika Rana*) (*8TH November TO 6TH December*)

1. Fiscal policy
2. Impact of changes in government expenditure and taxes
3. Net exports
4. Equilibrium national income.

Readings prescribed:

1. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics*, 12th edition. Chapter 10 (section 10.4 to 10.6).Tata McGraw-Hill.

Number of classes required: 16-18 classes

Timescale: *8TH November TO 6TH December* (Every Monday, Tuesday and Friday)

Methodology of teaching: Interactive Lectures using examples from economy to illustrate conceptual material in textbook and Tutorials. Utilization of e-platforms like Whatsapp, Microsoft Team and Google Drive during duration of online classes.

Unit-5: Money in a Modern Economy (*Jyotsna*) (*6THOctober to 2ND December*)

1. Concept of money in a modern economy
2. Monetary aggregates
3. Demand for money
4. Quantity theory of money
5. Liquidity preference and rate of interest
6. Money supply and credit creation

7. Monetary policy.

Readings prescribed:

1. Abel, A., Bernanke, B. (2016). *Macroeconomics*, 9th edition. Chapter 16 (section 16.11,16.2,16.3,16.5). Pearson Education.
2. Blanchard and Johnson. (2017). *Macroeconomics*, 6th edition. Chapter 4 (till section 4.4).Pearson Education.

Number of classes required: 16-18 classes

Timescale: 6TH October to 2ND December (Every Wednesday and Thursday)

Methodology of Teaching: Interactive Lectures using examples from Indian economy to illustrate conceptual material in textbook and Tutorials. Use of e-platforms like Watsapp ,Microsoft Team and Google drive during duration of online classes.

Additional sources:

1. Karl E. Case and Ray C. Fair (2007), *Principles of Economics*, 8th edition. Pearson Education (Asia).
2. Mankiw, N. G. (2003). *Macroeconomics* (Vol. 41). New York: Worth Publishers.
3. Williamson, S. D. (2018). *Macroeconomics*, 6th ed. Pearson
4. Sikdar, S (2006). *Principles of Macroeconomics*. OUP India
5. Ahuja H.L (2015), *Macroeconomics: Theory and policy*. 20th edition. S.Chand Publishers

Utility of additional reference material- The material can referred to get a better understanding macroeconomic theoretical concepts and models, various real economic issues and evaluating policy outcomes.

ASSESSMENT

TENTATIVE DATE OF ASSESSMENT

Test 1 -28th September 2021 (Richika Rana)

Test 2- 8th October 2021 (Richika Rana)

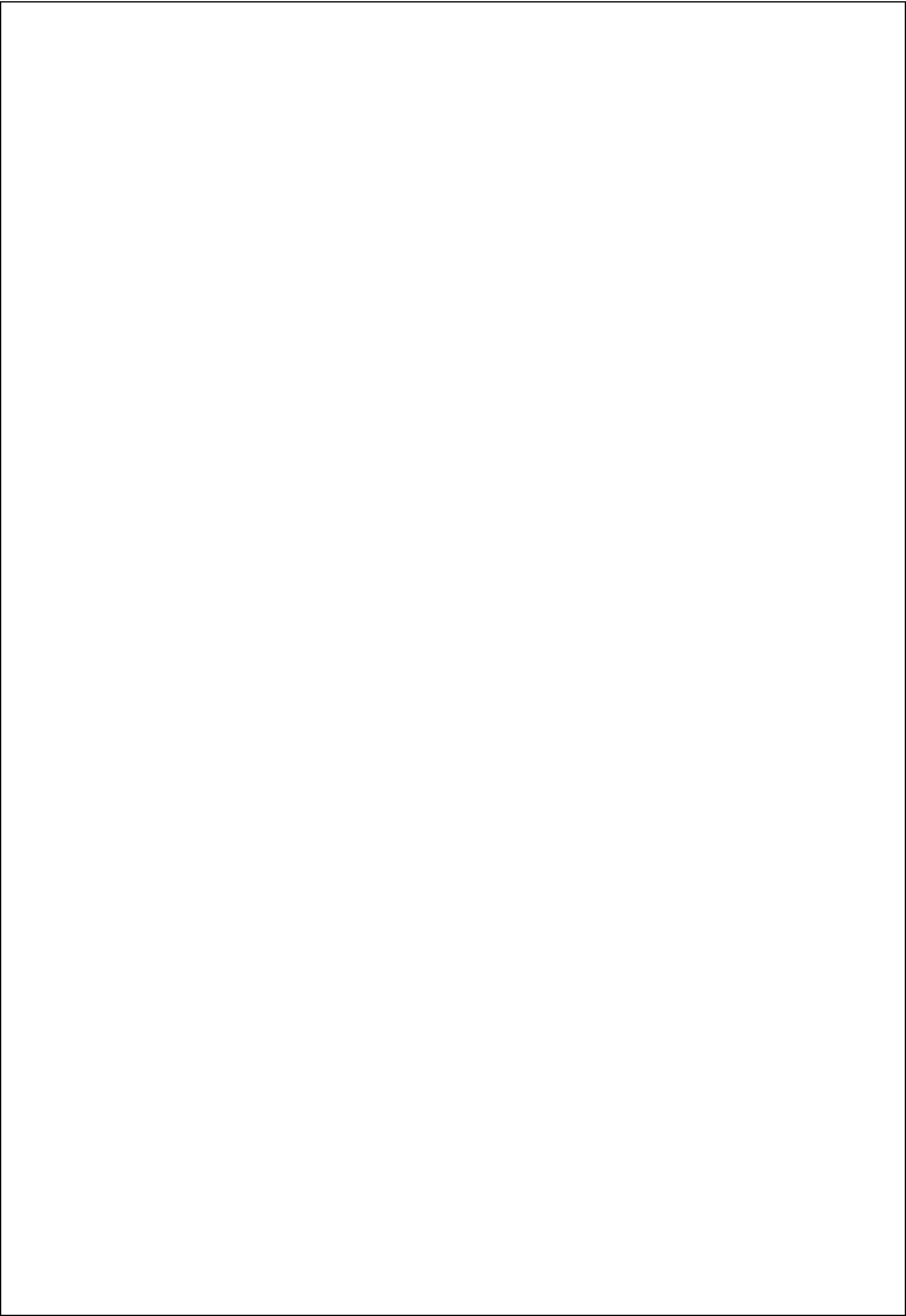
Assignment- First week of November (Jyotsna)

CRITERIA OF ASSESSMENT: Students are assessed on comprehension and clarity of concepts based on learning and application.

We have adhered to the above-mentioned teaching plan and have completed the course on time.

Richika

Dr. Jyotsna



SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN JULY 2021 TO NOVEMBER 2021

Course and Year: **B.A Programme III Year**

Semester: **V**

Taught individually or shared: **Individually**

Paper: **Economics Development and Policy in India-I**

Faculty: **Dr. JYOTSNA**

No. of Classes (per week): **5**

Teaching Plan

Unit I: Issues in Growth, Development and Sustainability

Prescribed Readings:

1. Todaro, P. M. & Smith. S. (2011), “*Economic Development*”, 11th Edition. Pearson. Chapter 1 and 2
2. Dreze & Sen (2013): “*An Uncertain Glory*”, Chapter 2 & 3

No. of classes required to complete the unit: 05 Lectures

Methodology of Teaching:

Online lectures supplemented with relevant e-materials (videos, PPTs etc.). A whatsapp group is created for regular communication and problem-solving discussion.

Unit II: Factors in Development: Capital Formation (Physical and Human); Technology;

Prescribed Readings:

1. Todaro, P. M. & Smith.S. (2011), “*Economic Development*”, 11th Edition . Pearson. Chapter 1 and 2
2. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation 31st Edition, Chapter 5.

No. of classes required to complete the unit: 11 Lectures

Methodology of Teaching:

Online lectures supplemented with relevant e-materials (videos, PPTs etc.). A whatsapp group is created for regular communication and problem-solving discussion.

Unit III: Population and Economic Development: Demographic Trends; Urbanization

Prescribed Readings:

1. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation, 31st Edition, Chapter 5 and 6.

No. of classes required to complete the unit: 13 Lectures

Methodology of Teaching:

Online lectures supplemented with relevant e-materials (videos, PPTs etc.). A whatsapp group is created for regular communication and problem-solving discussion.

Unit IV: Employment: Occupational Structure in the Organized and Unorganized Sectors; Open, Under and Disguised Unemployment (Rural and Urban); Employment Schemes and their Impact

Prescribed Readings:

1. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation 31st Edition, Chapter 17.

No. of classes required to complete the unit: 13 Lectures

Methodology of Teaching:

Online lectures supplemented with relevant e-materials (videos, PPTs etc.). A whatsapp group is created for regular communication and problem-solving discussion

Unit V: Indian Development Experience: Critical Evaluation of Growth, Inequality, Poverty and Competitiveness, Pre and Post Reform Era

Prescribed Readings:

1. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation 31st Edition, Chapter 2, 4, 9, 11 and 13.
2. Das, S. (2020), “*RBI Bulletin*”, February, Speech
3. Rao, M. G. (2005), “*Changing Contours of Federal Fiscal Arrangements in India*”, Amaresh Bagchi, editor, Readings in Public Finance, Oxford University Press
4. Surya, S. (2021), “*Report Summary of the 15th Finance Commission for 2021-26*”, in PRS Legislative Research, February.
5. Guha, S. (2020), “*India in the Pandemic Age*”, Indian Economic Review, Volume 55, Issue 1.
6. Balakrishnan, P. & Namboodhary. S. K. (2021), “*The importance of investing in a public health system: evidence from COVID-19 mortality*”, in Indian Economic Review, Volume 55, Issue 2, 2021.

No. of classes required to complete the unit: 16 Lectures

Methodology of Teaching:

Online lectures supplemented with relevant e-materials (videos, PPTs etc.). A whatsapp group is created for regular communication and problem-solving discussion.

Tutorials: Clarification of doubts related to the subject. Discussion on topic studied, tests and assignments.

Assessment

Test 1: Scheduled in First week of August

Test 2: Scheduled in First week of September

Test 3: Scheduled in First week of October

Criteria of Assessment: The students are assessed on clarity and understanding of concepts based on learning and application.


ADDITIONAL SUGGESTED READINGS

1. Panagariya A, 2020, *India Unlimited: Reclaiming the Lost Glory*, Chapter 2.
2. Ahluwalia, M. S., 2019, "India's economic reforms: Achievements and Next Steps", *Asian Economic Policy Review*, 14(1), 46-62.
3. K Basu and A Maertens, 2007, "The pattern and causes of economic growth in India. *Oxford Review of Economic Policy*, 23, 143-167.
4. Progressive fiscal policy in India. Edited book by PRAVEEN JHA
5. Government of India, *Report of the 15th Finance Commission for 2021-26* (available at <https://fincomindia.nic.in/>)
6. Government of India: *Economic Survey* (latest)

Course Objective, Learning Outcomes: Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

At the end of the course, a student should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and wellbeing.

I have adhered to the above-mentioned teaching plan and have completed the course on time.



Dr. JYOTSNA

SHYAMA PRASAD MUKHERJEE COLLEGE

DEPARTMENT OF ECONOMICS

TEACHING PLAN

Course and Year: Indian Economy/JULY-DECEMBER 2021

SEMESTAR-5TH

Taught individually /shared: Individually by Dr JYOTSNA

Paper: B.A (HONS)-CBCS

Faculty: Economics

No of Lecture (per week):5

Teaching Plan

Name of the Unit: Economic Development since Independence

Unit I: Economic Development since Independence

a. Major features of the Economy at Independence

B. Growth and Development under different policy regimes Goals, constraints, institution and Policy framework

c. Assessment of Performances Sustainability and regional contrasts\

d. Structural changes

E. Savings and Investments

Readings:

1. Pulapre Balakrishnan, 2007, “The Recovery of India: Economic Growth in the Nehru Era”, Economic and Political Weekly, November. 2. Vijay Joshi, 2016,

India’s Long Road: The Search for Prosperity, Allen Lane, Gurgaon, Ch 2

3. Arvind Subramanian, 2012, “Growth Experience” in K Basu and A Maertens, The New Oxford Companion to Economics, Oxford University Press Delhi

4. Rakesh Mohan, 2014, Pressing the Indian Growth Accelerator: Policy Imperatives, IMF papers.

5. Jagdish Bhagwati and Arvind Panagariya, 2012 India's Tryst with Destiny Collins Business, Noida, pp. 45, 32-38.

6. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory Allen Lane, chapters

, No. of classes required to complete the unit (approx.): 10-12 Lectures

Finished by second week of august 2021

Name of the Unit: Population and Economic Development

UNIT –II: Population and Economic Development

a. Demographic trends and issues

b. Education

c. Health and Malnutrition

Readings:

1. David Bloom, 2011, "Population Dynamics in India and Implications for

Economic Growth" PGDA, Harvard School of Public Health Working Paper 65[excluding section 2

(review of technical literature) but including section 2.1 (Comparing China and India)].

2. Rama Baru et al., 2010, "Inequities in Access to Health Services in India: Caste, Class and Region", Economic and Political Weekly, September 18

3. Vijay Joshi, 2016, India's Long Road: The Search for Prosperity, Allen Lane, Gurgaon, Ch 9.

4. Jean Dreze, 2012, 'Food and Nutrition' in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India, OUP.

5. J V Meenakshi, 2012, 'Undernutrition' in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India OUP.

No. of classes required to complete the unit (approx.): 12-15 Lectures

Finished by third week of September 2021

UNIT III : Growth and Distribution

a. Trends in poverty, inequality and unemployment

b. Policies for eradicating poverty and generating employment

Readings:

1. Gaurav Datt and M Ravallion, 2010, "Shining for the Poor Too?" Economic and Political Weekly, February 13, 2010 (econometric discussion of biases in elasticity estimates on p.58 to be deemphasized).
2. Executive Summary, Report of the Expert Group to Review the Methodology for Measurement of Poverty (Rangarajan Committee report), GOI, 2014, pp. 1-5.
3. Ajit Mishra and Indranil Dutta, 2012, "Inequality" in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India, OUP, 2012
4. J.J. Thomas, 2012, "India's Labour Market during the 2000s: Surveying the Changes", EPW December 22.

No. of classes required to complete the unit (approx.): 10-12 Lectures

End by third week of October 2021

UNIT 4: International Comparisons

Readings:

1. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Allen Lane, Chapter 3 (pp. 45-72)
2. Pranab Bardhan, 2010, Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India, OUP, Ch. 2.

No. of classes required to complete the unit (approx.): 10-12 Lectures

End by last week of November 2021

No of classes required to complete the unit (approx.):

1. Unit I: No of Classes (Approx 10-12)
2. Unit II: No of Classes (Approx 12-15)
3. Unit III : No of Classes (Approx 12-15)
4. Unit IV : No of classes (Approx 10-12)

Sub topics to be covered and their order along with the respective time frames (if any)

NO

Methodology of Teaching:

- Classroom teachings.
 - Regular notes are given through group email and internal assessment submitted through on line.
 - Student email group to undertake collective study and solve questions.
-

ADDITIONAL SUGGESTED READINGS

1. Panagariya A, 2020, *India Unlimited: Reclaiming the Lost Glory*
2. Ahluwalia, M. S., 2019, “India's economic reforms: Achievements and Next Steps”, *Asian Economic Policy Review*, 14(1), 46-62.
3. K Basu and A Maertens, 2007, “The pattern and causes of economic growth in India. *Oxford Review of Economic Policy*, 23, 143-167.
4. UMA KAPILA. 31st addition . Indian economy since independence
5. Progressive fiscal policy in India. Edited book by PRAVEEN JHA

Course Objective, Learning Outcomes: Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

At the end of the course, a student should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and wellbeing.

INTERNAL ASSESSMENT

Tentative date of assessments/ assignments (time frame): Tentative date of assessments/ assignments (time frame):

First internal on last week of august

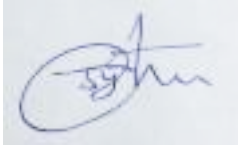
Second internal on last week of september

Third internal on third week of october

Criteria of Assessment:

Out of three internal the best two be included which is divided into 10 + 10=20(5 mark for attendance)

I have adhered to the above mentioned teaching plan and have completed the course on time.

A handwritten signature in blue ink, appearing to read 'Jyotsna', enclosed within a circular flourish.

Dr. JYOTSNA

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN JULY 2021 TO NOVEMBER 2021

Course and Year: **B.A Programme III Year**

Semester: **V**

Taught individually or shared: **Individually**

Paper: **Economics Development and Policy in India-I**

Faculty: **Dr. Kalpna Negi**

No. of Classes (per week): **5**

Teaching Plan

Unit I: Issues in Growth, Development and Sustainability

Prescribed Readings:

1. Todaro, P. M. & Smith. S. (2011), “*Economic Development*”, 11th Edition. Pearson. Chapter 1 and 2
2. Dreze & Sen (2013): “*An Uncertain Glory*”, Chapter 2 & 3

No. of classes required to complete the unit: 05 Lectures (July)

Unit II: Factors in Development: Capital Formation (Physical and Human); Technology;

Prescribed Readings:

1. Todaro, P. M. & Smith.S. (2011), “*Economic Development*”, 11th Edition . Pearson. Chapter 1 and 2
2. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation 31st Edition, Chapter 5.

No. of classes required to complete the unit: 11 Lectures (August)

Unit III: Population and Economic Development: Demographic Trends; Urbanization

Prescribed Readings:

1. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation, 31st Edition, Chapter 5 and 6.

No. of classes required to complete the unit: 13 Lectures (August-September)

Unit IV: Employment: Occupational Structure in the Organized and Unorganized Sectors; Open, Under and Disguised Unemployment (Rural and Urban); Employment Schemes and their Impact

Prescribed Readings:

1. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation 31st Edition, Chapter 17.

No. of classes required to complete the unit: 13 Lectures (September-October)

Unit V: Indian Development Experience: Critical Evaluation of Growth, Inequality, Poverty and Competitiveness, Pre and Post Reform Era

Prescribed Readings:

1. Kapila, U. (2020-21): “*India Economy since Independence*”, Academic Foundation 31st Edition, Chapter 2, 4, 9, 11 and 13.
2. Das, S. (2020), “*RBI Bulletin*”, February, Speech
3. Rao, M. G. (2005), “*Changing Contours of Federal Fiscal Arrangements in India*”, Amaresh Bagchi, editor, Readings in Public Finance, Oxford University Press
4. Surya, S. (2021), “*Report Summary of the 15th Finance Commission for 2021-26*”, in PRS Legislative Research, February.
5. Guha, S. (2020), “*India in the Pandemic Age*”, Indian Economic Review, Volume 55, Issue 1.
6. Balakrishnan, P. & Namboodhary. S. K. (2021), “*The importance of investing in a public health system: evidence from COVID-19 mortality*”, in Indian Economic Review, Volume 55, Issue 2, 2021.

No. of classes required to complete the unit: 16 Lectures (October-November)

Additional References:

1. Niti Aayog, SDG India Index Baseline report pages 1-12. <https://niti.gov.in/content/sdg-india-indexbaseline-report-2019>.
2. OECD (2014) Regional, rural and urban development- The Challenge of Urbanisation <https://www.oecd.org/policy-briefs/India-Challenges-of-Urbanisation.pdf>
3. Thomas, J. J. (2020). Labour Market Changes in India, 2005–18. *Economic & Political Weekly*, 55(34), 57
4. Rangarajan Committee Report on Poverty
5. Basole, A. (2019). State of working India 2019. Chapter 2, Available at https://cse.azimpremjiuniversity.edu.in/wpcontent/uploads/2019/04/State_of_Working_India_2019.pdf
6. Vijay Joshi, India’s Long Road the Search for Prosperity, Health and Education
7. T R Jain, V K Ohri (2019), *Economic Development And Policy In India* (English and Hindi)

Utility of Additional References: Some additional articles/chapters will be referred for better clarity and understanding on the current state of the economy with reference to relevant topics. This will help the students to prepare the answers with the latest database.

Methodology of Teaching: Interactive online lectures supplemented with relevant e-materials (videos, PPTs etc.). A whatsapp group is created for regular communication and problem-solving discussion.

Tutorials: Clarification of doubts related to the subject. Discussion on topic studied, tests and assignments.

Assessment

Test 1: Scheduled in Last week of August

Test 2: Scheduled in Last week of September

Test 3: Scheduled in Last week of October

Criteria of Assessment: The students are assessed on clarity and understanding of concepts based on learning and application.

I have adhered to the above-mentioned teaching plan and have completed the course on time.

Kalpna Negi

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

COURSE AND YEAR: B.A. (HONS.) II YEAR

SEMESTER: III

TAUGHT INDIVIDUALLY OR SHARED: SHARED

PAPER: DATA ANALYSIS

FACULTY: MANISHA JAYANT & KALPNA NEGI

NUMBER of classes (per week): 2 L + 4 P

Teaching plan

Unit 1

Introduction to the course: How can the representation and analysis of data help us study real world problems. Publicly available data sets.

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. pp. 25-35.

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch. 1, sections 1.1-1.3

Devore, J. L. (2012). *Probability and Statistics for Engineering and the Sciences*. (8th ed.). Cengage Learning. Ch. 1, pp. 32-33 (trimmed mean)

Data base of Indian Economy, World bank data set

RBI (n.d.). Retrieved from <https://dbie.rbi.org.in/DBIE/dbie.rbi?site=home>

World Bank (n.d.). Retrieved from <https://data.worldbank.org/>

On data and its representation and a large data set

https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen (Gapminder.org)

Tattar, P., Ramaiah, S., & Manjunath, B. (2018). *A Course in Statistics with R*. Wiley. Ch. 1 pp. 6-7

Number of classes required: 4 LECTURES + 8 PRACTICALS

Unit 2

Using Data: Available statistical software, steps in data storage, organisation and cleaning.

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch. 1, Section 1.4 onwards; Ch. 2, Sections 2.1-2.2

Gardener, M. (2012). *Beginning R The Statistical Programming Language*. Wiley. Ch. 1, pp.1-24; Ch. 2, pp. 25-52

Tattar, P., Ramaiah, S., & Manjunath, B. (2018). *A Course in Statistics with R*. Wiley. Ch. 2 pp. 15-18, pp.41-46

Number of classes required: 8 LECTURES + 12 PRACTICALS

Unit 3

Visualisation and Representation: Alternative forms of presenting summarising and presenting data.

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch. 2, Section 2.3 onwards; Ch. 3, Ch. 4

Tattar, P., Ramaiah, S., & Manjunath, B. (2018). *A Course in Statistics with R*. Wiley. Ch. 5 pp. 105-109

Gardener, M. (2012). *Beginning R The Statistical Programming Language*. Wiley. Ch. 5, pp.154-158, Ch. 7, pp. 215-217

Number of classes required: 12 LECTURES + 18 PRACTICALS

Unit 4

Simple estimation techniques and tests for statistical inference

Readings prescribed:

Levine, D., Stephan, D. & Szabat, K. (2017). *Statistics for Managers using Microsoft Excel*. (8th ed.). Pearson. Ch 5 (pp. 199,203-204); Ch 6 (pp. 225,228-229); Ch. 7; Ch. 8, Sections 8.1-8.4, pp. 292-293; Ch. 9; Ch. 10, Sections 10.1,10.4, pp. 361- Summary onwards, Relevant parts of Excel guide

Gardener, M. (2012). *Beginning R The Statistical Programming Language*. Wiley. Ch. 6, pp. 181-183

Number of classes required: 12 LECTURES + 18 PRACTICALS

Methodology of Teaching: Interactive online Lectures and practical classes with actual big data sets, discussion on collection, visualization and making inferences about the real-world problem. Students are familiarized to use Microsoft Office Excel and R software to analyse data.

Additional sources:

1. Gupta, S.C. (2019). *Fundamentals of Statistics*, 5th edition, Himalaya Publishing House
2. <https://www.rstudio.com/resources/cheatsheets/>

3. Jaynal Abedin and Kishor Kumar Das: Data Manipulation with R, 2nd Edition (2015), PACKT Publishing

4. Mark P. J. van der Loo and Edwin de Jonge: Data Validation Infrastructure for R, Journal of Statistical Software, Vol. 97, No. 10.

[https://cran.rproject.org/web/packages/validate/vignettes/JSS_3483.pdf]

5. https://stats.oecd.org/Index.aspx?DatasetCode=SNA_TABLE1

Utility of additional sources: The course will use data simulations and publicly available data sources to help students learn about data types, their organization and visual representation. They will learn how to compute summary statistics and do some basic statistical inference.

Assessment: A hands-on project for the project the students are expected to use secondary sources of data available in public domain (eg. Indian economy data, World Bank data etc.) and analyse it using at least one of the software taught (Excel and R) preferably both (though for different parts of the project).

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

I have adhered to the above mentioned teaching plan and have completed the course on time.

MANISHA JAYANT

KALPNA NEGI

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN NOVEMBER 2021 TO APRIL 2022

Course and Year: B.A (Hons.) I Year

Semester: I

Taught individually or shared: Shared

Paper: Introductory Microeconomics

Faculty: Dr. Kalpna Negi (3L+1T) and Ms. Sonika (2L+1T)

No. of Classes (per week): 5L+2T

Teaching Plan

Unit 1: Introduction

What is microeconomics? Scope and method of economics; the economic problem: scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; science of economics; institutions for allocating resources; the basic competitive model; prices, property rights and profits; incentives and information; rationing; positive versus normative analysis. The scientific method; the role of assumptions; models and mathematics; why economists sometimes disagree Interdependence and gains from trade; specialization and trade; absolute advantage; comparative advantage and trade.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 1, 2 and 3.

No. of classes required: 10

Done by: Kalpna (December-January)

Unit 2: Supply and Demand: How Markets Work, Markets and Welfare

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. Application to international trade; comparison of equilibria with and without trade, the winners and losers from trade; effects of tariffs and quotas; benefits of international trade; some arguments for restricting trade.

Prescribed Readings:

1. Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Hereafter Mankiw (2007) Chapter 4, 5, 6, 7, 8 and 9.

2. Bernheim, B., and Whinston, M. (2009). Microeconomics. Tata McGraw-Hill. Chapter 2.

No. of classes required: 20

Done by: Kalpna (January-March)

Unit 3: The Households

The consumption decision—budget constraint, consumption and income/price changes, demand for all other goods and price changes; Description of preferences (representing preferences with indifference curves), properties of indifference curves, consumer's optimum choice; Income and substitution effects; Labour supply and savings decision—choice between leisure and consumption.

Prescribed Reading:

1. Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 21.
2. Bernheim, B., and Whinston, M. (2009). Microeconomics. Tata McGraw-Hill. Chapter Chapter-4 pp 105-107; Chapter-6, pp 185-189.

No. of classes required: 8-10

Done by: Sonika (November-December)

Unit 4: The Firm and Perfect Market Structure

Behaviour of profit maximizing firms and the production process; Short run costs and output decisions; Costs and output in the long run.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 13 and 14

No. of classes required: 10-12

Done by: Sonika (January - February)

Unit 5: Imperfect Market Structure

Imperfect Market Structure

Monopoly and anti-trust policy, government policies towards competition; imperfect competition.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 15

No. of classes required: 05-07

Done by: Sonika (February)

Unit 6: Input Markets

Labour and land markets—Basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

Prescribed Reading:

Mankiw, N. (2007), “Economics: Principles and Applications”, 4th ed. Cengage Learning. Chapter 18

No. of classes required: 6-7

Done by: Sonika (March)

Additional References:

1. Karl E. Case and Ray C. Fair, Principles of Economics.
2. Joseph E. Stiglitz and Carl E. Walsh, Economics.
3. Rakesh V. Vohra, Prices and Quantities: Fundamentals of Microeconomics.
4. Paul Krugman and Robin Wells, Microeconomics

Utility of Additional References: Some additional books were referred for better clarity and understanding on basic principles of microeconomic theory. The students were able to illustrate how microeconomic concepts can be applied to analyze real-life situations.

Methodology of Teaching:

Classroom lectures supplemented with relevant e-materials (videos, PPTs etc., if required). A whatsapp group was created for regular communication and problem-solving discussion.

Tutorials: Clarification of doubts related to the subject. Discussion on topic studied, tests and assignments.

Assessment

Test 1: First week of January (Kalpna)

Test 2: First week of February (Kalpna)

Assignment 3: First week of March (Ms. Sonika)

Criteria of Assessment: The students were assessed on comprehension and clarity of concepts based on learning and application. During the weekly tutorials, doubts related to recommended text book, workbook and assignment/ test were clarified to enhance understanding of the students.

We adhered to the above-mentioned teaching plan and have completed the course on time.



Dr. Kalpna Negi

Ms. Sonika

Shyama Prasad Mukherji College
Teaching Plan (July- November 2021)

Course and Year: B.A. (Hons) Economics IIIrd Year

Semester: Vth

Taught individually or shared: Individually

Paper: Development Economics-I

Faculty: Dr. Kamlesh Aggarwal

No. of Classes (per week): 5 Lectures+2 Tutorials

Teaching Plan

Name of the Unit: Conceptions of Development

Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

Readings Prescribed:

i) Partha Dasgupta, Economics: A Very Short Introduction, (AVSI), Oxford University Press, 2007, pages 1-29: Characteristics of Development

ii) Debraj Ray, Development Economics, (DE), Princeton University Press, 1998, chapter 2: Some historical explanations for differences in development indicators.

iii) Angus Deaton, The Great Escape: Health, Wealth and the Origins of Inequality, Princeton University Press, 2013, chapter 1.

iv) Human Development Report 2016 Technical Note 1 (for HDI formulae and examples), available at: http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf

v) Pranab Bardhan, Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India, OUP, 2010, Chapter 10.

Unit duration - Will be completed by 17th-18th August 2021

Methodology of Teaching: Interactive Lectures and tutorials for clarifying doubts and making concepts more clear. Also provided overview of (i) & (ii) readings via whatsapp or email.

Name of the Unit . Poverty and Inequality: Definitions, Measures and Mechanisms

Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.

Readings Prescribed:

i) Debraj Ray, Development Economics, (DE), Princeton University Press, 1998, chapter 6 on inequality measurement, chapter 8 on poverty measures and correlates (8.1, 8.2, 8.3 and appendix for FGT measures)

ii) Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (eds), *Understanding Poverty (UP)*, Oxford University Press, 2006, Ch 1 by Angus Deaton, ``Measuring Poverty''.

iii) Thomas Piketty and Emmanuel Saez, "Inequality in the Long Run", *Science* 344 (838), 2014.

iv) Amartya Sen, "Poverty as Capability Deprivation," chapter 4 in *Development as Freedom*, Oxford University Press, 2000.

Unit duration - Will be completed by 16th-17th September 2021

Methodology of Teaching: Interactive Lectures and tutorials for clarifying doubts and making concepts more clear. Also provided e-content to the students on entire unit for better learning (vle.du.ac.in).

Name of the Unit: Growth Models and Empirics

The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.

Readings Prescribed:

Debraj Ray, *Development Economics, (DE)*, Princeton University Press, 1998, chapters 3 and 4

Unit duration - Will be completed by 7th-8th October 2021

Methodology of Teaching: Interactive Lectures and tutorials for clarifying doubts and making concepts more clear.

Name of the Unit . Political Institutions and the Functioning of the State

The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

Readings Prescribed:

i) Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990, chapter 1.

ii) Thomas Dietz, Elinor Ostrom and Paul C. Stern, "The Struggle to Govern the Commons" *Science*, vol. 302, No. 5652 (Dec. 12, 2003), pp. 1907-1912.

iii) Mancur Olson, Jr. "Big Bills Left on the Sidewalk: Why Some Nations are Rich, and Others Poor", *Journal of Economic Perspectives*, vol. 10, no. 2, pp 3-24, 1996.

iv) Dani Rodrik, *One Economics, Many Recipes: Globalization, Institutions and Economic Growth Chapter 1: ``Fifty Years of Growth (and lack thereof): An Interpretation''*.

v) Andre Shleifer and Robert W. Vishny, "Corruption", *Quarterly Journal of Economics*, 108(3), 1993, pp 599-617.

Unit duration - Will be completed by 14th-15th November 2021

Methodology of Teaching: Interactive Lectures and tutorials for clarifying doubts and making concepts more clear. Also provided overview of (iv) reading via whatsapp or email.

Additional readings:**1. Thomas Piketty 'Capital and Ideology'**

Very helpful in exploring the history of inequality, societies, justification for inequality, lessons drawn from this history and lessons for political struggle. It also focuses on multidimensional causes of poverty.

2. Severine Deneulin with Lila Shahani(ed), An introduction to the Human Development and Capability Approach: Freedom and Agency.

Very helpful in explaining Amartya Sen's capability approach. Correlates human development with capability development. Focuses on inequality and related policy issues.

3. Rethinking economic development, growth and institutions by Jaime Ros.

Very useful in explaining convergence and divergence of various countries to similar levels of per capita income. Why some countries are rich and others poor?

4. The Great Convergence : Information Technology and the new globalisation by Richard Baldwin.

Useful in explaining why the share of world income going to today's wealthy nations rose from 20% to almost 70% between 1820 and 1990 and since then fell to where it was in 1900.

5. Markets, Governance & Institutions in the process of economics development by Ajit Mishra, Tridip Ray.

This book offers original insight and perspectives on issues relating to well being, freedoms and institutions in the developmental context. Emphasises on the role of market as key resource allocation mechanism and suitable governance structure and institutions as facilitators and regulators.

ASSESSMENT**Tentative date of assessments/ assignments (time frame):**

1. Assignment from Conceptions of Development in last week of August, 2021.

2. Class test from Poverty and Inequality: Definitions, Measures and Mechanisms in last week of September 2021

3. Class test from Growth Models and Empirics in 3rd week of October, 2021.

Criteria of Assessment: Class Tests, Assignments and Semester examination

I have adhered to the above teaching plan and completed the course in time.

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021-DECEMBER 2021

COURSE AND YEAR: **B.A. (HONS.) II YEAR**

SEMESTER: **III**

TAUGHT INDIVIDUALLY OR SHARED: **Shared(4+1)**

PAPER: **Intermediate Macroeconomics - I**

FACULTY: **N. Lalitha & Richika Rana**

NUMBER of classes (per week): 5

Teaching plan

Name of the Unit: **Aggregate demand and aggregate supply curve**

1. Derivation of aggregate demand *(to be covered in the 3rd and 4th week of August 2021)*
2. Wage determination, Wages, prices and employment,
Natural rate of unemployment, From employment to output.
(to be covered in the 1st, 2nd & 3rd week of September 2021).
3. Interaction of aggregate demand and aggregate supply to
determine equilibrium output, price level and employment.
(to be covered in the 4th week of September 2021).

Readings prescribed:

1. Dornbusch, R., and Fischer, S. (1994). In: *Macroeconomics, sixth edition*. Chapter 5 (5.1-5.3) and Chapter 7. McGraw Hill.
2. Blanchard, O. (2006). In: *Macroeconomics, fourth edition*. pp292-294, pp300-306, Chapter 6 and Chapter 7. Pearson Education Inc.

Methodology of teaching: Interactive lectures and tutorials for solving questions.

Name of the Unit: **Inflation, unemployment and expectations**

1. Phillips curve (*to be covered in the 1st week of October 2021*).
2. Adaptive and rational expectations (*to be covered in the 2nd and 3rd week of October 2021*).
3. Policy ineffectiveness debate (*to be covered in the 4th week of October and 1st week of November 2021*).

Readings prescribed:

1. Blanchard, O. (2006). In: *Macroeconomics, fourth edition*. Chapter 8 and Chapter 9, pp300-306. Pearson Education Inc.
2. Attfield, C.L.F., Demery, D. and Duck, N.W. (1991). *Rational expectations in macroeconomics. Second edition*. pp5-28. Blackwell.
3. Sheffrin, S. (1996). *Rational expectations. Second edition*. Chapter 2, pp34-40. Cambridge University Press.

Methodology of teaching: Interactive lectures and tutorials for reinforcing concepts.

Name of the Unit : **Microeconomic foundation**

1. Consumption:

Keynesian consumption function;

Fisher's theory of optimal inter-temporal choice;

life cycle and permanent income hypotheses;

rational expectations and random walk of consumption expenditure (*to be covered in the 2nd, 3rd & 4th week of November 2021*).

Readings prescribed

1. Branson, W.H (2005). *Macroeconomic theory and policy*, third edition. Chapter 12, pp.239-268. East-West Press.

Methodology of teaching: Interactive lectures and tutorials for reinforcing concepts .

2. Investment

- a. Determinants of business fixed investment

- b. Residential investment
- c. Inventory investment *(to be covered by Ms. Richika Rana in the 3rd & 4th week of August , entire month of September and first 2weeks of October 2021).*

Readings prescribed:

- 1. Dornbuseh, R., and Fischer, S. (1994). In: *Macroeconomics, sixth edition*. Chapter 12.

Methodology of teaching: Interactive lectures and tutorials for reinforcing concepts.

- 1. Demand for Money
 - a. Interest sensitivity of money demand function
 - b. Baumol's, Tobin's and Friedman's approach to money demand *(to be covered by Ms. Richika Rana in the 3rd & 4th week of October, entire month of November and the 1st week of December 2021).*

Readings prescribed:

- 1. Branson, W.H (2005). *Macroeconomic theory and policy*, third edition. Chapter 14, pp319-342. East-West Press.

Methodology of teaching: Interactive lectures and tutorials for solving questions.

Additional readings

- 1.Mankiw,N.G (2019). *Macroeconomics*, 3rd edition.Macmillan.

An easy and excellent read for undergraduate students.Explains various concepts without resorting to high level mathematics.

- 2.Froyen,R.T (2013). *Macroeconomics,Theories and Policies*,10th edition
Pearson.

A good book for understanding the evolution of thought in macroeconomics.Gives an excellent analysis of macroeconomic theories.

3.Mishkin,F.S (2010). *Macroeconomics-Policy and Practice* ,1st edition Addison Wesley

A good book for understanding microeconomic foundation of macroeconomics. The chapter on consumption discusses various hypothesis including random walk as also uses behavioural economics to throw light on consumption behaviour.

4.Abel,A.B ,Bernanke,B.S and Croushore,D.(2014).*Macroeconomics*,8th edition .Pearson .

Relates macroeconomic concepts to real world issues and explains in detail economic recessions in particular the recession following the financial crisis of 2008.

5.Sikdar,S(2020).*Principles of Macroeconomics*,3rd edition.Oxford University Press.

Covers macroeconomic issues using data and examples from India.

ASSESSMENT

TENTATIVE SCHEDULE FOR ASSESSMENT: 3rd week of September 2021 and 4th week of October 2021 and Project work in the first week of November 2021.

CRITERIA OF ASSESSMENT: Class tests, Project work and Semester Examination.

Shyama Prasad Mukherji College
Teaching Plan for July – November 2020

Course and Year: Eco (H)/ III year

Semester: Fifth

Taught Individually or Shared: Shared

Paper: International Trade

Faculty: N Lalitha and Richika Rana (2+3)

No. of Classes (per week): 5

Teaching Plan
<p>Unit I: <i>Introduction: What is international economics about? An overview of world trade. Stylized facts about international trade (Richika Rana)</i></p> <p>Readings</p> <p>1.1 Feenstra, R., Taylor, A. (2014). Ch 1, pp1-25. <i>International economics</i>, 3rd ed. Worth Publishers.</p> <p><u>Timescale:</u> within 3rd week of July (Every Tuesday, Wednesday, and Thursday)</p> <p>Unit II: <i>Neoclassical trade theories (N Lalitha)</i></p> <p>Readings</p> <p>2.1 Ricardian trade theory (notion of comparative advantage and gains from trade due to specialisation)</p> <p>Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 3, pp 52-78. <i>International Economics - Theory and Policy</i>, 11th ed. Pearson Education.</p> <p><u>Timescale-</u> 3rd-4th week of July to 1st-2nd week of August. (Every Monday and Friday)</p> <p>2.2 Specific factor model; international movement of factors, standard trade model</p> <p>Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 4, pp 79-114. <i>International Economics - Theory and Policy</i>, 11th ed. Pearson Education.</p> <p><u>Timescale-</u> 3rd week of August to 4th week of August. (Every Monday and Friday)</p> <p>Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 6, pp 151-178. <i>International Economics - Theory and Policy</i>, 11th ed. Pearson Education.</p>

Timescale- 1st week of September to 2nd week of September. (Every Monday and Friday)

2.3 Heckscher-Ohlin theory; Heckscher-Ohlin theorem; factor price equalisation, Rybczynski and Stolper-Samuelson theorems, Heckscher- Ohlin-Vanek Model

Gandolfo,G.(2014). Ch 4, pp 63-86, 90-91, 97-99. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2 nd ed. Springer.

Gandolfo,G.(2014). Ch 5, pp 103-108. *International Trade Theory and Policy* (with contribution from Federico Trionfetti),2 nd ed. Springer.

Timescale- 3rd-4th week of September to 1-3rd week of October. (Every Monday and Friday)

Unit III: New trade theories (N Lalitha and Richika Rana)

Readings

3.1 Gravity model, external economies of scale, internal economies of scale; the Krugman model

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 2, pp 39-41.*International Economics - Theory and Policy*,11th ed.Pearson Education.

Timescale: within 4th week of July. (Every Tuesday, Wednesday, and Thursday)

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 7, pp 179-197.*International Economics - Theory and Policy*,11th ed. Pearson Education.

Timescale: within 4th week of October. (Every Monday and Friday)

3.2 firm heterogeneity; introduction to the theory of multinational firms and FDI, Offshoring of Goods and Services

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 8, pp 198-242.*International Economics - Theory and Policy*,11th ed. Pearson Education.

Timescale: within 1 and 2 week of November. (Every Monday and Friday)

Feenstra, R., Taylor, A. (2014). Ch 7, pp197-232.*International economics*,3rd ed. Worth Publishers.

Timescale: 1st week of November to 2nd week of November. (Every Tuesday, Wednesday, and Thursday)

Unit IV: Trade Policy (Richika Rana)

Readings

4.1 Instruments of trade policy; tariffs, quotas, export subsidies, voluntary export restraints. The economics of trade policy

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 9, pp 243-273. *International Economics - Theory and Policy*, 11th ed. Pearson Education.

Timescale: 4th week of August -2nd week of September. (Every Tuesday, Wednesday, and Thursday)

4.2 Political economy of trade policy.

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 10, pp 274-282. *International Economics - Theory and Policy*, 11th ed. Pearson Education.

Timescale- within 3rd week of September. (Every Tuesday, Wednesday, and Thursday)

Feenstra, R., Taylor, A. (2014). Ch 10, pp327-366 *International economics*, 3rd ed. Worth Publishers.

Timescale- 4th week of September to 1st week of October. (Every Tuesday, Wednesday, and Thursday)

Gandolfo, G. (2014). Ch 10, pp 245-250. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2nd ed. Springer.

Timescale- within 1st week of October. (Every Tuesday, Wednesday, and Thursday)

4.3 International Agreements: Trade, Labour, and the Environment

Feenstra, R., Taylor, A. (2014). Ch 11, pp367-410. *International economics*, 3rd ed. Worth Publishers.

Timescale- 1st week of August to 4th week of August. (Every Tuesday, Wednesday, and Thursday)

Gandolfo, G. (2014). Ch 12, pp 277-295. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2nd ed. Springer.

Timescale- 3rd week of October-4th week of October. (Every Tuesday, Wednesday, and Thursday)

Gandolfo, G. (2014). Ch 3, pp 43-53. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2nd ed. Springer.

Timescale-within 1st week of November. (Every Tuesday, Wednesday, and Thursday)

Additional sources:

- 1) Krugman, P. R., & Obstfeld, M. (2009). *International economics: Theory and policy*. Pearson Education.
- 2) Mansfield, E. D., & Milner, H. V. (2012). *Votes, vetoes, and the political economy of international trade agreements*. Princeton University Press.
- 3) Salvatore, D. (2012). *Introduction to international economics*. Wiley.
- 4) Acharyya, R., & Kar, S. (2014). *International trade and economic development*. Oxford University Press, USA.
- 5) Batabyal, A. A., & Beladi, H. (Eds.). (2001). *The economics of international trade and the environment*. CRC Press.

Utility of additional reference material- The material can be referred for deeper understanding of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. And study the causes and consequences of the rapid expansion of international financial flows in recent years through real world examples and case studies.

Methodology of Teaching:

Interactive Lectures along with Tutorials for problem solving. Utilization of e-platforms like Whatsapp, Google Drive and Google meet during duration of online classes.

<https://drive.google.com/folderview?id=1kqogTBZHslZ7e3WawqUEjctTTmO4Tpg0>

ASSESSMENT

Internal Assessment as per CBCS rules.

Dates of assessments:

1. 31st August 2021 (Richika)
2. 13th September 2021 (N.Lalitha)
3. 1st October Assignment

Criteria of Assessment: Clarity and understanding of concepts tested through class tests.

Shyama Prasad Mukherji College
Teaching Plan for July – November 2020

Course and Year: Eco (H)/ III year

Semester: Fifth

Taught Individually or Shared: Shared

Paper: International Trade

Faculty: N Lalitha and Richika Rana (2+3)

No. of Classes (per week): 5

Teaching Plan
<p>Unit I: <i>Introduction: What is international economics about? An overview of world trade. Stylized facts about international trade (Richika Rana)</i></p> <p>Readings</p> <p>1.1 Feenstra, R., Taylor, A. (2014). Ch 1, pp1-25. <i>International economics</i>, 3rd ed. Worth Publishers.</p> <p><u>Timescale:</u> within 3rd week of July (Every Tuesday, Wednesday, and Thursday)</p> <p>Unit II: <i>Neoclassical trade theories (N Lalitha)</i></p> <p>Readings</p> <p>2.1 Ricardian trade theory (notion of comparative advantage and gains from trade due to specialisation)</p> <p>Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 3, pp 52-78. <i>International Economics - Theory and Policy</i>, 11th ed. Pearson Education.</p> <p><u>Timescale-</u> 3rd-4th week of July to 1st-2nd week of August. (Every Monday and Friday)</p> <p>2.2 Specific factor model; international movement of factors, standard trade model</p> <p>Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 4, pp 79-114. <i>International Economics - Theory and Policy</i>, 11th ed. Pearson Education.</p> <p><u>Timescale-</u> 3rd week of August to 4th week of August. (Every Monday and Friday)</p> <p>Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 6, pp 151-178. <i>International Economics - Theory and Policy</i>, 11th ed. Pearson Education.</p>

Timescale- 1st week of September to 2nd week of September. (Every Monday and Friday)

2.3 Heckscher-Ohlin theory; Heckscher-Ohlin theorem; factor price equalisation, Rybczynski and Stolper-Samuelson theorems, Heckscher- Ohlin-Vanek Model

Gandolfo,G.(2014). Ch 4, pp 63-86, 90-91, 97-99. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2 nd ed. Springer.

Gandolfo,G.(2014). Ch 5, pp 103-108. *International Trade Theory and Policy* (with contribution from Federico Trionfetti),2 nd ed. Springer.

Timescale- 3rd-4th week of September to 1-3rd week of October. (Every Monday and Friday)

Unit III: New trade theories (N Lalitha and Richika Rana)

Readings

3.1 Gravity model, external economies of scale, internal economies of scale; the Krugman model

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 2, pp 39-41.*International Economics - Theory and Policy*,11th ed.Pearson Education.

Timescale: within 4th week of July. (Every Tuesday, Wednesday, and Thursday)

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 7, pp 179-197.*International Economics - Theory and Policy*,11th ed. Pearson Education.

Timescale: within 4th week of October. (Every Monday and Friday)

3.2 firm heterogeneity; introduction to the theory of multinational firms and FDI, Offshoring of Goods and Services

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 8, pp 198-242.*International Economics - Theory and Policy*,11th ed. Pearson Education.

Timescale: within 1 and 2 week of November. (Every Monday and Friday)

Feenstra, R., Taylor, A. (2014). Ch 7, pp197-232.*International economics*,3rd ed. Worth Publishers.

Timescale: 1st week of November to 2nd week of November. (Every Tuesday, Wednesday, and Thursday)

Unit IV: Trade Policy (Richika Rana)

Readings

4.1 Instruments of trade policy; tariffs, quotas, export subsidies, voluntary export restraints. The economics of trade policy

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 9, pp 243-273. *International Economics - Theory and Policy*, 11th ed. Pearson Education.

Timescale: 4th week of August -2nd week of September. (Every Tuesday, Wednesday, and Thursday)

4.2 Political economy of trade policy.

Krugman, P., Obstfeld, M., Melitz, M. (2018). Ch 10, pp 274-282. *International Economics - Theory and Policy*, 11th ed. Pearson Education.

Timescale- within 3rd week of September. (Every Tuesday, Wednesday, and Thursday)

Feenstra, R., Taylor, A. (2014). Ch 10, pp327-366 *International economics*, 3rd ed. Worth Publishers.

Timescale- 4th week of September to 1st week of October. (Every Tuesday, Wednesday, and Thursday)

Gandolfo, G. (2014). Ch 10, pp 245-250. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2nd ed. Springer.

Timescale- within 1st week of October. (Every Tuesday, Wednesday, and Thursday)

4.3 International Agreements: Trade, Labour, and the Environment

Feenstra, R., Taylor, A. (2014). Ch 11, pp367-410. *International economics*, 3rd ed. Worth Publishers.

Timescale- 1st week of August to 4th week of August. (Every Tuesday, Wednesday, and Thursday)

Gandolfo, G. (2014). Ch 12, pp 277-295. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2nd ed. Springer.

Timescale- 3rd week of October-4th week of October. (Every Tuesday, Wednesday, and Thursday)

Gandolfo, G. (2014). Ch 3, pp 43-53. *International Trade Theory and Policy* (with contribution from Federico Trionfetti), 2nd ed. Springer.

Timescale-within 1st week of November. (Every Tuesday, Wednesday, and Thursday)

Additional sources:

- 1) Krugman, P. R., & Obstfeld, M. (2009). *International economics: Theory and policy*. Pearson Education.
- 2) Mansfield, E. D., & Milner, H. V. (2012). *Votes, vetoes, and the political economy of international trade agreements*. Princeton University Press.
- 3) Salvatore, D. (2012). *Introduction to international economics*. Wiley.
- 4) Acharyya, R., & Kar, S. (2014). *International trade and economic development*. Oxford University Press, USA.
- 5) Batabyal, A. A., & Beladi, H. (Eds.). (2001). *The economics of international trade and the environment*. CRC Press.

Utility of additional reference material- The material can be referred for deeper understanding of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. And study the causes and consequences of the rapid expansion of international financial flows in recent years through real world examples and case studies.

Methodology of Teaching:

Interactive Lectures along with Tutorials for problem solving. Utilization of e-platforms like Whatsapp, Google Drive and Google meet during duration of online classes.

<https://drive.google.com/folderview?id=1kqogTBZHslZ7e3WawqUEjctTTmO4Tpg0>

ASSESSMENT

Internal Assessment as per CBCS rules.

Dates of assessments:

1. 31st August 2021 (Richika)
2. 13th September 2021 (N.Lalitha)
3. 1st October Assignment

Criteria of Assessment: Clarity and understanding of concepts tested through class tests.

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

Course and Year: B.A./ B.com Program, Generic Elective, III Year

Semester: Vth

Taught individually or shared: Individually

Paper: Principles of Microeconomics

Faculty: Manisha Jayant

No. of Classes (per week): 5L + 2T

Teaching Plan

Unit 1: Introduction (16th August – 15th September)

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, and market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 1, 2, 4, 5, 6, 7

No of classes required to complete the unit (approx.): 16-18

Unit 2: Consumer Theory (16th September – 10th October)

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 21

No of classes required to complete the unit (approx.): 12-14

Unit 3: Production and Costs (11th October- 15th November)

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.

Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 13

No of classes required to complete the unit (approx.):18-20

Unit 4: Market Structures (16th November – 6th December)

Perfect Competition

Assumptions, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries; allocative efficiency under perfect competition.

Theory of a Monopoly Firm.

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; natural monopoly.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 14

No of classes required to complete the unit (approx.): 14-16

Methodology of Teaching:

Apart from online lectures, relevant material like case studies etc. are being shared in PowerPoint presentation, E-learning material to spur interest in students. Practical applications of concepts are being discussed. Discussion sessions on contemporary related issues.

Tutorial: Clarification of doubts, problem solving discussions, interactive sessions, presentations and queries related to tests and assignments are also solved. Assistance in understanding concepts taught in class and practice questions.

Additional sources:

1. Case, K. E. & Ray C. F. (2007). *Principles of Economics*. Pearson Education, Inc., (8th ed).
2. Bernheim, B. & Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
3. Jain. T.R, et al (2008). *Principles of Microeconomics*. VK Global Publications Pvt. Ltd.
4. Deepashree (2011). *Principles of Microeconomics*. ANE Books.
5. Jain. T.R & Ohri V.K. (2008). समष्टि अर्थशास्त्र. VK Global Publications Pvt. Ltd.

Utility of additional sources:

Above mentioned additional sources will be referred for better understanding of some selected concepts. This will enhance student's problem/numerical solving and better answer writing. Further relevant Hindi translation texts will act as study material for Hindi medium students.

Assessment: Internal assessment and final examination as per CBCS rules

Test 1: First week of September

Test 2: First week of October

Assignment- November

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

I have adhered to the above-mentioned teaching plan and have completed the course on time.

MANISHA

SHYAMA PRASED MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

Course and Year: B.A./ B.com Program, Generic Elective, III Year

Semester: Vth

Taught individually or shared: Individually

Paper: Principles of Microeconomics

Faculty: Manisha Jayant

No. of Classes (per week): 5L + 2T

Teaching Plan

Unit 1: Introduction (16th August – 15th September)

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, and market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 1, 2, 4, 5, 6, 7

No of classes required to complete the unit (approx.): 16-18

Unit 2: Consumer Theory (16th September – 10th October)

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 21

No of classes required to complete the unit (approx.): 12-14

Unit 3: Production and Costs (11th October- 15th November)

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.

Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 13

No of classes required to complete the unit (approx.):18-20

Unit 4: Market Structures (16th November – 6th December)

Perfect Competition

Assumptions, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries; allocative efficiency under perfect competition.

Theory of a Monopoly Firm.

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; natural monopoly.

Mankiw, N. G. (2008). *Principles of Economics*, (6th ed.). Cengage Learning, Ch. 14

No of classes required to complete the unit (approx.): 14-16

Methodology of Teaching:

Apart from online lectures, relevant material like case studies etc. are being shared in PowerPoint presentation, E-learning material to spur interest in students. Practical applications of concepts are being discussed. Discussion sessions on contemporary related issues.

Tutorial: Clarification of doubts, problem solving discussions, interactive sessions, presentations and queries related to tests and assignments are also solved. Assistance in understanding concepts taught in class and practice questions.

Additional sources:

1. Case, K. E. & Ray C. F. (2007). *Principles of Economics*. Pearson Education, Inc., (8th ed).
2. Bernheim, B. & Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
3. Jain. T.R, et al (2008). *Principles of Microeconomics*. VK Global Publications Pvt. Ltd.
4. Deepashree (2011). *Principles of Microeconomics*. ANE Books.
5. Jain. T.R & Ohri V.K. (2008). समष्टि अर्थशास्त्र. VK Global Publications Pvt. Ltd.

Utility of additional sources:

Above mentioned additional sources will be referred for better understanding of some selected concepts. This will enhance student's problem/numerical solving and better answer writing. Further relevant Hindi translation texts will act as study material for Hindi medium students.

Assessment: Internal assessment and final examination as per CBCS rules

Test 1: First week of September

Test 2: First week of October

Assignment- November

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

I have adhered to the above-mentioned teaching plan and have completed the course on time.

MANISHA

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

COURSE AND YEAR: **BA (P) II YEAR**

SEMESTER: **III**

TAUGHT INDIVIDUALLY OR SHARED: **SHARED**

PAPER: **Principles of Macroeconomics I**

FACULTY: **MANISHA JAYANT (3L+2T) & SONIKA (2L)**

NUMBER of classes (per week): **5 L + 2 T**

Teaching plan

Unit 1: Introduction (SONIKA) (17th Aug 21 to 30th Sep 21)

What is Macroeconomics, Macroeconomic Issues in the economy.

Readings prescribed:

Abel, A., Bernanke, B. (2016). Macroeconomics, 9th edition. Chapter 1. Pearson Education.

Number of classes required (approx.): 8-10

Methodology of teaching: Interactive Lectures along with Tutorials for problem solving.
Discussion on contemporary macroeconomic issues. Use of e-platforms like Whatsapp and Google drive for sharing relevant e-content.

Unit 2: National Income Accounting (SONIKA) (5th Oct 21 to 25th Nov 21)

Concepts of GDP and National Income, Measurement of national income and related aggregates, Nominal and real GDP, Limitations of the GDP concept.

Readings prescribed:

Abel, A., Bernanke, B. (2016). Macroeconomics, 9th edition. Chapter 2. Pearson Education.

Number of classes required (approx.): 15-17

Methodology of teaching: Interactive Lectures and Tutorials for problem solving and reiterating concepts.

Unit 3: Determination of GDP (MANISHA) (16TH August TO 30TH September)

Actual and potential GDP, Aggregate expenditure, Consumption function, Investment function, Equilibrium GDP, Concepts of MPS, MPC, APC, APS, Autonomous expenditure, Concepts of multiplier.

Readings prescribed:

1. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th edition. Chapter 10 (till section 10.3).Tata McGraw-Hill.
2. Abel, A., Bernanke, B. (2016). Macroeconomics, 9th edition. Chapter 4 (till section 4.2).Pearson Education.

Number of classes required: 13 - 15 classes.

Methodology of teaching: Interactive Lectures along with problem based learning. Utilization of e-platforms like WhatsApp, Google classrooms during duration of online classes.

Unit 4: National Income Determination with Government and in an Open Economy
(MANISHA) (1ST October TO 30TH October)

Fiscal policy, Impact of changes in government expenditure and taxes, Net exports, Equilibrium national income.

Readings prescribed:

1. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th edition. Chapter 10 (section 10.4 to 10.6).Tata McGraw-Hill.

Net exports (Lipsey and Chrystal, pp. 386 to 392, 12th Edition or pp 421-24, 13th Edition)

Number of classes required: 13-15 classes

Methodology of teaching: Interactive Lectures along with problem based learning. Utilization of e-platforms like WhatsApp, Google classrooms during duration of online classes.

Unit-5: Money in a Modern Economy (Manisha Jayant) (1ST November to 4TH December)

Concept of money in a modern economy, Monetary aggregates, Demand for money, Quantity theory of money, Liquidity preference and rate of interest, Money supply and credit creation, Monetary policy.

Readings prescribed:

1. Abel, A., Bernanke, B. (2016). Macroeconomics, 9th edition. Chapter 16 (section 16.11, 16.2,16.3,16.5). Pearson Education.
2. Blanchard and Johnson. (2017). Macroeconomics, 6th edition. Chapter 4 (till section 4.4).Pearson Education.

Number of classes required: 15 classes

Methodology of Teaching:

- Online Lectures are delivered using institutional ID.
- A WhatsApp group is created for regular communication and problem-solving discussion.
- Interactive lectures using examples from Indian economy (using the latest editions of the Economic Survey) to illustrate conceptual material in the textbook instead of US economy.

- Relevant Reserve Bank of India (RBI) statistics is shared from official website links to familiarize students with the database on Indian economy.

Tutorials: Clarification of doubts pertaining to concepts taught in lectures. Interactive discussion and written assignment.

Additional sources :

In addition to the readings prescribed by the Department of Economics, Delhi School of Economics, some additional books will be referred for better understanding of some selected topics and for better clarity of concepts. That will help students to frame the answers of the questions in better way so improve their answers' quality and make their answers unique by incorporating some additional points which are missing in the regular readings. Moreover these books will be helpful for the Hindi medium students also for whom no relevant material is available. Following is the list of books:

1. Macroeconomics: Theory and Policy by H.L Ahuja
2. Macroeconomics: Theories and Policies by Richard T. Froyen
3. Macroeconomics: Theory and Policy by D. N Dwivedi
4. Principles of Macroeconomics by T.R Jain and V.K Ohri (In Hindi)
5. Principles of Macroeconomics by Dr. Deepashri

ASSESSMENT

Test 1: Last week of September (Manisha Jayant)

Test 2: Last week of October (Manisha Jayant)

Assignment- October 2021(Sonika)

CRITERIA OF ASSESSMENT: Students shall be assessed on comprehension and clarity of concepts based on learning and application.

We will adhere to the above-mentioned teaching plan and will complete the course on time.

MANISHA JAYANT

SONIKA

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN NOVEMBER 2021 TO APRIL 2022

Course and Year: B.A (Hons.) I Year

Semester: I

Taught individually or shared: Individually

Paper: Introductory Microeconomics

Faculty: Dr. Manjit Kaur

No. of Classes (per week): 5L+2T

Teaching Plan

Unit 1: Introduction

What is microeconomics? Scope and method of economics; the economic problem: scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; science of economics; institutions for allocating resources; the basic competitive model; prices, property rights and profits; incentives and information; rationing; positive versus normative analysis. The scientific method; the role of assumptions; models and mathematics; why economists sometimes disagree Interdependence and gains from trade; specialization and trade; absolute advantage; comparative advantage and trade.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 1, 2 and 3.

No. of classes required: 10

Unit 2: Supply and Demand: How Markets Work, Markets and Welfare

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. Application to international trade; comparison of equilibria with and without trade, the winners and losers from trade; effects of tariffs and quotas; benefits of international trade; some arguments for restricting trade.

Prescribed Readings:

1. Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Hereafter Mankiw (2007) Chapter 4, 5, 6, 7, 8 and 9.

2. Bernheim, B., and Whinston, M. (2009). Microeconomics. Tata McGraw-Hill. Chapter 2.

No. of classes required: 20

Unit 3: The Households

The consumption decision—budget constraint, consumption and income/price changes, demand for all other goods and price changes; Description of preferences (representing preferences with indifference curves), properties of indifference curves, consumer's optimum choice; Income and substitution effects; Labour supply and savings decision—choice between leisure and consumption.

Prescribed Reading:

1. Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 21.
2. Bernheim, B., and Whinston, M. (2009). Microeconomics. Tata McGraw-Hill. Chapter Chapter-4 pp 105-107; Chapter-6, pp 185-189.

No. of classes required: 8-10

Unit 4: The Firm and Perfect Market Structure

Behaviour of profit maximizing firms and the production process; Short run costs and output decisions; Costs and output in the long run.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 13 and 14

No. of classes required: 10-12

Unit 5: Imperfect Market Structure

Imperfect Market Structure

Monopoly and anti-trust policy, government policies towards competition; imperfect competition.

Prescribed Reading:

Mankiw, N. (2007), "Economics: Principles and Applications", 4th ed. Cengage Learning. Chapter 15

No. of classes required: 05-07

Unit 6: Input Markets

Labour and land markets—Basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

Prescribed Reading:

Mankiw, N. (2007), “Economics: Principles and Applications”, 4th ed. CengageLearning. Chapter 18

No. of classes required: 6-7

Additional References:

1. Karl E. Case and Ray C. Fair, Principles of Economics.
2. Joseph E. Stiglitz and Carl E. Walsh, Economics.
3. Rakesh V. Vohra, Prices and Quantities: Fundamentals of Microeconomics.
4. Paul Krugman and Robin Wells, Microeconomics

Utility of Additional References: Some additional books were referred for better clarity and understanding on basic principles of microeconomic theory. The students were able to illustrate how microeconomic concepts can be applied to analyze real-life situations.

Methodology of Teaching:

Classroom lectures supplemented with relevant e-materials (videos, PPTs etc., if required). A whatsapp group was created for regular communication and problem-solving discussion.

Tutorials: Clarification of doubts related to the subject. Discussion on topic studied, tests and assignments.

Assessment

Test 1: First week of January

Test 2: First week of February

Assignment 3: First week of March

Criteria of Assessment: The students were assessed on comprehension and clarity of concepts based on learning and application. During the weekly tutorials, doubts related to recommended text book, workbook and assignment/ test were clarified to enhance understanding of the students. I have adhered to the above-mentioned teaching plan and have completed the course in time

Shyama Prasad Mukherji College for Women
Teaching Plan (July-December 2021)

Course and Year: B.Com. Programme, Generic Elective, III Year

Semester: Fifth

Taught individually or shared: Individually

Paper: Principles of Microeconomics

Faculty: Pallavi Manchanda

No. of Classes (per week): 5

Teaching Plan
<p>Unit 1: Introduction</p> <p>Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.</p> <p>Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, and market equilibrium.</p> <p>Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.</p> <p>Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.</p> <p>Mankiw, N., <i>Principles of Economics</i> (6th ed.). Cengage Learning. Chapters 1, 2, 4, 5, 6, and 7.</p> <p><i>To be completed by 8th September 2021</i></p> <p>Unit 2: Consumer Theory</p> <p>Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference</p>

curves, derivation of demand curve from indifference curve and budget constraint.

Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 21.

To be completed by 24th September 2021

Unit 3: Production and Costs

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and iso-cost lines, cost minimizing equilibrium condition.

Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 13.

To be completed by 27th October 2021

Unit 4: Perfect Competition

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.

Welfare: allocative efficiency under perfect competition.

Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 14

To be completed by 16th November 2021

No of classes required to complete the unit (approx.):

1. Unit 1: 30
2. Unit 2: 12
3. Unit 3: 17
4. Unit 4: 11

Methodology of Teaching:

1. Online lectures on Google Meet via institutional ID pallavi@spm.du.ac.in
2. ICT: Case studies to be explored by students with the help of internet.
Class Assignments to be given and submitted via email and Google classroom.
Student email and WhatsApp groups to undertake collective study and solve questions.
3. Weekly discussion sessions on related contemporary issues/ stories.
4. **ADDITIONAL READINGS:**
 - A. Case, Karl E. & Ray C. Fair (2007). *Principles of Economics*, (8th ed.). Pearson Education.
 - B. Varian, Hal R. (2010). *Intermediate Microeconomics: A Modern Approach*, (8th ed). W.W. Norton and Company/Affiliated East-West Press (India).
 - C. Snyder, C. & Nicholson, W. (2010). *Fundamentals of Microeconomics*. Cengage Learning (India), Indian edition.
 - D. Osborne, M. J., *An introduction to Game Theory*, Indian Edition.
 - E. Bernheim, B. Douglas & Whinston, M. (2009). *Microeconomics*. Tata McGraw Hill (India).

The additional books would be referred to provide more examples and clarify concepts wherever additional help is required. Students would be encouraged to refer to the additional books to practise numerical problems. They would be used to illustrate the main concepts in a better way wherever needed. The students would also be using them for several proofs of important theorems.

Tutorial: Discussion on problem areas, assistance in understanding concepts taught in class and practise questions.

ASSESSMENT

There will be two class tests of 15 marks each (out of which best shall be counted for assessment) and one assignment of 10 marks.

Dates of assessments:

1. TEST 1: 3rd September 2021
2. TEST 2: 8th October 2021
3. ASSIGNMENT: 8th November 2021

Criteria of Assessment: Clarity and understanding of concepts tested through class tests and assignments.

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN

TEACHING PLAN (July-December 2021)

Course and Year: SEC for B.A. Programme, Second year

Semester: Third

Taught individually or shared: Shared

Paper: Understanding the Economic Survey & the Union Budget of India

Faculty: Ms. Vishakha Sharma and Ms. Pallavi Manchanda

No. of Classes (per week): 2+2

Teaching Plan
Unit I: BASIC CONCEPTS
1.1 BASIC BUDGET CONCEPTS (Vishakha)
<ul style="list-style-type: none">a. ANNEXURE I: Glossary of Budget Concepts and Documents, pages 72-75b. Annexure II: Navigating Union Budget Documents, page 76c. Annexure III: Budget Cycle of the Union Government, page 77 [Reference: Budget in the Time of the Pandemic, An analysis of Union Budget 2021-22, Centre for Budget and Governance Accountability (2021) https://www.cbgaindia.org/wp-content/uploads/2021/02/Budget-in-the-Time-of-Pandemic-An-Analysis-of-Union-Budget-2021-22.pdf
1.2 GENDER BUDGETING (Pallavi)
a. INTRODUCTION, Recognising Gender Biases, Rethinking Budgets, Chapter 1, Unit 1.1 Reference: UN Women. (2012). Recognizing Gender Biases, Rethinking Budgets, <i>Review of Gender Responsive Budgeting in the Union Government and Select States</i> . Centre for Budget and Governance Accountability. Ch. 1, pp. 11-12; Ch. 2, pp. 21-31. Retrieved from https://www.cbgaindia.org/wp-content/uploads/2016/03/Recognising-Gender-Biases-Rethinking-Budgets.pdf
1.3 FISCAL FEDERALISM (Pallavi)
Reference: Dhillon, A. (2011). Fiscal Federalism. In K. Basu & A. Maertens (Eds.), <i>The Concise Oxford Companion to Economics in India</i> . Oxford University Press.
1.4 Report of 15th Finance Commission for 2021-26 (Pallavi)
<ul style="list-style-type: none">a. Chapter 1 – Introduction – Section 1.44 till Section 1.54 (Page 11-14)b. Chapter 2 - Intergovernmental Fiscal Relations: Lessons from International Experience – Section 2.23 till Section 2.36 (Page 32-36) Retrieved from: PRELIMS.cdr (fincomindia.nic.in)
1.5 PRS. Report of the 15th Finance Commission for 2021-26 (2021). Committee Reports. PRS Legislative Research. (Pallavi)

Retrieved from: <https://prsindia.org/policy/report-summaries/report-15th-finance-commission-2021-26>

UNIT 2: ECONOMIC SURVEY OF INDIA (For ENGLISH and HINDI versions)
<https://www.indiabudget.gov.in/economicsurvey/>

2.1 EVOLUTION OF THE PLANNING PROCESS (Pallavi)

Ministry of Statistics and Programme Implementation, Government of India. (n.d.). Five Year Plans. Statistical Year Book India 2016. Ch. 7.

Retrieved from

http://www.mospi.gov.in/sites/default/files/Statistical_year_book_india_chapters/ch7.pdf

2.2 CURRENT POLICY ISSUES AND INITIATIVES

a. State of the Economy (Pallavi)

Reference: Government of India. (2020-21) Economic Survey. (Vol. 2, Chapter 1. Section 1.6- 1.20). Retrieved from [echap03_vol2.pdf \(indiabudget.gov.in\)](#)

b. Fiscal Development (Vishakha)

Reference: Government of India. (2020-21) Economic Survey. (Vol. 2, Chapter 2). Retrieved from [echap02_vol2.pdf \(indiabudget.gov.in\)](#)

c. External Sector (Pallavi)

Reference: Government of India. (2020-21) Economic Survey. (Vol. 2, Ch. 3. Section 3.1- 3.29, Box 1 (Pg 97, 98, 99), Annexure 1 [Pg 122 – Students should be able to comprehend the BoP Table). Retrieved from [echap03_vol2.pdf \(indiabudget.gov.in\)](#)

d. Prices and Inflation (Vishakha)

Reference: Government of India. (2020-21) Economic Survey. (Vol. 2, Chapter 5). Retrieved from [echap05_vol2.pdf \(indiabudget.gov.in\)](#)

e. Health Care takes centre stage (Vishakha)

Reference: Government of India. (2020-21) Economic Survey. (Vol. 1, Chapter 5). Retrieved from [echap05_vol1.pdf \(indiabudget.gov.in\)](#)

f. Saving lives and livelihoods amidst a once in a century crises (Vishakha)

Reference: Government of India. (2020-21) Economic Survey. (Vol. 1, Chapter 1). Retrieved from [echap01_vol1.pdf \(indiabudget.gov.in\)](#)

g. Golden Jubilee of Bank Nationalisation: Taking Stock (Pallavi)

Reference: Government of India. (2019-20) Economic Survey. (Vol. 1, Ch. 7, Section 7.1 to 7.12 (Page 149 – 155)). Retrieved from https://www.indiabudget.gov.in/economicsurvey/doc/vol1chapter/echap07_vol1.pdf

h. Digitalisation and Development (Pallavi)

Reference: Maiti, D., Castellacci, F., & Melchior, A. (2019) *Digitalisation and Development: Issues for India and Beyond*. Springer. p 11-18, Retrieved from https://link.springer.com/content/pdf/10.1007%2F978-981-13-9996-1_1.pdf

UNIT 3: THE UNION BUDGET OF INDIA 2021

Union Budget website link for material in ENGLISH

<https://www.indiabudget.gov.in/bh.php>

Union Budget website link for material in HINDI

<https://www.indiabudget.gov.in/hbh.php>

3.1 Key to Budget Documents (Vishakha)

Reference: Government of India (2020-21). Union budget. Key to Budget Document 2020. Retrieved from

https://www.indiabudget.gov.in/doc/Key_to_Budget_Document_2020.pdf

3.2 Budget at a Glance (Vishakha)

a. Budget at a Glance

Reference: Government of India. (2021-22). Union Budget. Budget at a Glance. Retrieved from

https://www.indiabudget.gov.in/doc/Budget_at_Glance/bag1.pdf

b. Budget Document

Reference: Government of India. (2021-22). Union Budget. Key to Budget Document. Retrieved from

https://www.indiabudget.gov.in/doc/Key_to_Budget_Document_2021.pdf

c. Highlights

Reference: Government of India. (2021-22). Union Budget. Highlights.

Retrieved from <https://www.indiabudget.gov.in/doc/bh1.pdf>

d. Receipts

Reference: Government of India. (2021-22). Union Budget. Receipts. Retrieved from

https://www.indiabudget.gov.in/doc/Budget_at_Glance/bag5.pdf

e. Expenditure

Reference: Government of India. (2021-22). Union Budget. Expenditure. Retrieved from

https://www.indiabudget.gov.in/doc/Budget_at_Glance/bag6.pdf

f. Budget Profile

Reference: Government of India. (2021-22). Union Budget. Budget Profile. Retrieved from

https://www.indiabudget.gov.in/doc/Budget_at_Glance/bag4.pdf

g. Key features of the budget

Reference: Government of India. (2021-22). Union Budget. Key features to the Budget. Retrieved from <https://www.indiabudget.gov.in/doc/bh1.pdf>

3.3 Let's Talk About Budget (not available in Hindi)

a. Union Budget of India, chapter 4, Let's Talk About Budget (Pallavi)

b. How is the Union Budget prepared?, chapter 5, Let's Talk About Budget (Pallavi 3 lectures + Vishakha 1 Lecture)

c. What do Union Budget papers look like?, chapter 6, Let's Talk About Budget (Vishakha)

Reference: Das, S. (2012). Let's Talk About Budget. Centre for Budget and Governance Accountability. Ch. 4; Ch.5; Ch. 6. Retrieved from

<https://www.cbgaindia.org/wp-content/uploads/2016/03/PRIMER-1-FIN-reduced.pdf>

No of classes required to complete the units (approx.):

Unit I: Total classes by both teachers – 14

- Sections by Pallavi - to be completed by 19th October 2021
- Sections by Vishakha – to be completed by 29th October 2021

Unit II: Total classes by both teachers – 32

- Sections by Pallavi – to be completed by 7th December 2021
- Sections by Vishakha – to be completed by 10th December 2021

Unit III: Total classes by both teachers – 14

- Sections by Pallavi – completed by 7th September 2021
- Sections by Vishakha – completed by 30th September 2021

Methodology of Teaching: Interactive Online Lectures taken on Virtual Meeting Platform Google Meet.

The lectures would be supplemented with relevant articles and online videos shared via WhatsApp group/ Email group.

The paper is a skill enhancement course which requires students to particularly be able to read and understand the Union Budget, Finance Commission Reports and Economic Survey released by the government organisations. Therefore, the core readings for this paper are the relevant documents mentioned in the plan. The students are encouraged to read the newspaper articles pertaining to the topics discussed in the class.

ASSESSMENT

Two tests (out of which the best would be considered for assessment) and Submission of a Project on one of the related topics studied: TEST 10 + PROJECT 15 = TOTAL 25.

- TEST 1: 21st October 2021
- TEST 2: 8th November 2021
- Project Submission: 26th November 2021

Criteria of Assessment: Clarity and understanding of topics tested through Tests and Project.

Shyama Prasad Mukherji College
Teaching Plan for November 2021 – March 2022

Course and Year: BA (P)/ I year SECTION B

Semester: First

Section: B

Taught Individually or Shared: Shared

Paper: Principles of Microeconomics-I

Faculty: Richika Rana and Pallavi Manchanda

No. of Classes (per week): 5

Teaching Plan
<p>Course Objective: This course intends to expose the students to the basic principles in microeconomics and their applications. The course will illustrate how microeconomic concepts can be applied to analyze real-life economic situations.</p> <p>Course Learning Outcomes: The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.</p> <p>Unit I: <u>Introduction</u>: (<i>Richika Rana</i>)</p> <p>Learning objectives: Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities</p> <p>Readings</p> <p style="text-align: center;">1. Mankiw, N., <i>Principles of Economics</i> (6th ed.). Cengage Learning. Chapter 1 2. Mankiw, N., <i>Principles of Economics</i> (6th ed.). Cengage Learning. Chapter 2</p> <p><u>Timescale:</u> Within month of December</p> <p>Unit II: <u>Consumer Theory</u></p> <p>Learning objectives: Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference</p>

curves, derivation of demand curve from indifference curve and budget constraint.
(Pallavi Manchanda)

Readings

1. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 21

Timescale: Within month of December

Unit III: Supply and Demand: How markets work, markets and welfare

Learning objectives: Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets. (Richika Rana)

Readings

- 1. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 4**
- 2. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 5**
- 3. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 6**
- 4. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 7**

Timescale: 1st week of January to 1st week of March

Unit IV: Cost of Production and Perfect Competition

Learning objectives: Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments Perfect competition: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competition. (Pallavi Manchanda)

Readings

- 1. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 13**
- 2. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning. Chapter 14**

Timescale- 1st week of January to 1st week of March

ADDITIONAL READINGS for advanced learners:

- A. Case, Karl E. & Ray C. Fair (2007). *Principles of Economics*, (8th ed.). Pearson Education.**

- B. Varian, Hal R. (2010). *Intermediate Microeconomics: A Modern Approach*, (8th ed). W.W. Norton and Company/Affiliated East-West Press (India).
- C. Snyder, C. & Nicholson, W. (2010). *Fundamentals of Microeconomics*. Cengage Learning (India), Indian edition.
- D. Osborne, M. J., *An introduction to Game Theory*, Indian Edition.
- E. Bernheim, B. Douglas & Whinston, M. (2009). *Microeconomics*. Tata McGraw Hill (India).

Utility of additional reference material- The sources can be complimented with course material for an introduction to economics. The material can referred for deeper understanding of concepts that try to explain the composition, power, and breadth of principles of microeconomics.

ESSENTIAL READING for all the learners:

A. Mankiw, N., *Principles of Economics* (6th ed.). Cengage Learning.

Methodology of Teaching:

Interactive Lectures along with Tutorials for problem solving. Utilization of e-platforms like WhatsApp, Google Drive and Google meet during duration of online classes.

https://drive.google.com/drive/folders/1wBNuDoaWsdobQnyfCE_DkwNDkqi_izs?usp=sharing

ASSESSMENT

Internal Assessment as per LOCF rules.

Dates of assessments:

1. 25th January (TEST 1 Pallavi)
2. 14th February (TEST 2 Richika)
3. 20th February Assignment (Richika)
4. 5th March (Test 3 Pallavi)

Criteria of Assessment: Clarity and understanding of concepts tested through class tests.

We have adhered to the above-mentioned teaching plan and have completed the course in time.



RICHIKA RANA



PALLAVI MANCHANDA

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN July 2021 TO Nov 2021

COURSE AND YEAR: **BA (P) III YEAR**

SEMESTER: **V**

TAUGHT INDIVIDUALLY OR SHARED: **INDIVIDUALLY**

PAPER: **ECONOMIC DEVELOPMENT AND POLICY IN INDIA - I**

FACULTY: **SONIKA**

NUMBER of classes (per week): **5 L + 2 T**

Teaching plan

1. Issues in Growth, Development and Sustainability

Readings prescribed:

Todaro and Smith, Ch 1, 2

Dreze and Sen Ch. 2 & 3

Number of classes required (approx.): 15-20 Classes

2. Factors in Development

Capital formation (physical and human); technology; institutions.

Readings prescribed:

Todaro and Smith, Ch 1, 2

Kapila (2020-21), Ch 6

Number of classes required (approx.): 10-12 Classes

3. Population and Economic Development

Demographic trends; urbanization.

Kapila (2020-21), Ch 6, 7*

Number of classes required (approx.): 10-12 Classes

4. Employment

Occupational structure in the organized and unorganized sectors; open, under and disguised unemployment (rural and urban); employment schemes and their impact.

Kapila (2020-21), Ch 13

Number of classes required (approx.): 10-12 Classes

5. Indian Development Experience

Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reform era;

Kapila (2020-21), Ch 3, 15.

Savings and investment; Kapila (2020-21), Ch 11, 12

Mobilisation of internal and external finance; Kapila (2020), Ch 8. Monetary and fiscal policies; Kapila (2020-21), Ch 5, Shaktikanta Das (2020)

Centre-state financial relations; 15th Finance Commission Report*, M. Govinda Rao (2005), Saket Surya (2021)

Historical horizon and public health policy experiences in India with Covid-19 Pandemic; Sumit Guha (2020), Pulapre Balakrishnan and Sreenath K. Namboodhary (2021)[#]

Number of classes required (approx.): 20-25 Classes

Methodology of Teaching:

- Online Lectures are delivered using institutional ID.
- A WhatsApp group is created for regular communication and problem-solving discussion.
- Interactive lectures using examples from Indian economy (using the latest editions of the Economic Survey) to illustrate conceptual material in the textbook instead of US economy.
- Relevant statistics is shared from official website links to familiarize students with the database on Indian economy and policies.

Tutorials: Clarification of doubts pertaining to concepts taught in lectures. Interactive discussion and written assignment.

Additional sources :

In addition to the readings prescribed by the Department of Economics, Delhi School of Economics, some additional books will be referred for better understanding of some selected topics and for better clarity of concepts. That will help students to frame the answers of the questions in better way so improve their answers' quality and make their answers unique by incorporating some additional points which are missing in the regular readings. Moreover these books will be helpful for the Hindi medium students also for whom no relevant material is available. Following is the list of books:

1. Development in India : Micro and Macro Perspective by S. Mahendra Dev and P.G. Babu
2. Perspectives on Economic Development and Policy in India by K.L Krishna et.al.
3. Economic Development and Policy in India by Prof. S.K Gupta and Dr. D. D Chaturvedi
4. Economic Development and Policy in India by Dr. V.C Sinha and Dr. Pushpa Sinha
5. Economic Development and Policy in India by Dr. Deepashree

ASSESSMENT

Test 1: Last week of September

Test 2: Last week of October

Assignment- First week of October

CRITERIA OF ASSESSMENT: Students shall be assessed on comprehension and clarity of concepts based on learning and application.

I will adhere to the above-mentioned teaching plan and will complete the course on time.

SONIKA

SHYAMA PRASAD MUKHERJEE COLLEGE

DEPARTMENT OF ECONOMICS

TEACHING PLAN

Course and Year: Indian Economy/JULY-DECEMBER 2021

SEMESTAR-5TH

Taught individually /shared: Individually by Dr JYOTSNA

Paper: B.A (HONS)-CBCS

Faculty: Economics

No of Lecture (per week):5

Teaching Plan

Name of the Unit: Economic Development since Independence

Unit I: Economic Development since Independence

a. Major features of the Economy at Independence

B. Growth and Development under different policy regimes Goals, constraints, institution and Policy framework

c. Assessment of Performances Sustainability and regional contrasts\

d. Structural changes

E. Savings and Investments

Readings:

1. Pulapre Balakrishnan, 2007, “The Recovery of India: Economic Growth in the Nehru Era”, Economic and Political Weekly, November. 2. Vijay Joshi, 2016,

India’s Long Road: The Search for Prosperity, Allen Lane, Gurgaon, Ch 2

3. Arvind Subramanian, 2012, “Growth Experience” in K Basu and A Maertens, The New Oxford Companion to Economics, Oxford University Press Delhi

4. Rakesh Mohan, 2014, Pressing the Indian Growth Accelerator: Policy Imperatives, IMF papers.

5. Jagdish Bhagwati and Arvind Panagariya, 2012 India's Tryst with Destiny Collins Business, Noida, pp. 45, 32-38.

6. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory Allen Lane, chapters

, **No. of classes required to complete the unit (approx.):** 10-12 Lectures

Finished by second week of august 2021

Name of the Unit: Population and Economic Development

UNIT –II: Population and Economic Development

a. Demographic trends and issues

b. Education

c. Health and Malnutrition

Readings:

1. David Bloom, 2011, "Population Dynamics in India and Implications for

Economic Growth" PGDA, Harvard School of Public Health Working Paper 65[excluding section 2

(review of technical literature) but including section 2.1 (Comparing China and India)].

2. Rama Baru et al., 2010, "Inequities in Access to Health Services in India: Caste, Class and Region", Economic and Political Weekly, September 18

3. Vijay Joshi, 2016, India's Long Road: The Search for Prosperity, Allen Lane, Gurgaon, Ch 9.

4. Jean Dreze, 2012, 'Food and Nutrition' in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India, OUP.

5. J V Meenakshi, 2012, 'Undernutrition' in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India OUP.

No. of classes required to complete the unit (approx.): 12-15 Lectures

Finished by third week of September 2021

UNIT III : Growth and Distribution

a. Trends in poverty, inequality and unemployment

b. Policies for eradicating poverty and generating employment

Readings:

1. Gaurav Datt and M Ravallion, 2010, “Shining for the Poor Too?” Economic and Political Weekly, February 13, 2010 (econometric discussion of biases in elasticity estimates on p.58 to be deemphasized).
2. Executive Summary, Report of the Expert Group to Review the Methodology for Measurement of Poverty (Rangarajan Committee report), GOI, 2014, pp. 1-5.
3. Ajit Mishra and Indranil Dutta, 2012, “Inequality” in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India, OUP, 2012
4. J.J. Thomas, 2012, “India’s Labour Market during the 2000s: Surveying the Changes”, EPW December 22.

No. of classes required to complete the unit (approx.): 10-12 Lectures

End by third week of October 2021

UNIT 4: International Comparisons

Readings:

1. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Allen Lane, Chapter 3 (pp. 45-72)
2. Pranab Bardhan, 2010, Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India, OUP, Ch. 2.

No. of classes required to complete the unit (approx.): 10-12 Lectures

End by last week of November 2021

No of classes required to complete the unit (approx.):

1. Unit I: No of Classes (Approx 10-12)
2. Unit II: No of Classes (Approx 12-15)
3. Unit III : No of Classes (Approx 12-15)
4. Unit IV : No of classes (Approx 10-12)

Sub topics to be covered and their order along with the respective time frames (if any)

NO

Methodology of Teaching:

- Classroom teachings.
 - Regular notes are given through group email and internal assessment submitted through on line.
 - Student email group to undertake collective study and solve questions.
-

ADDITIONAL SUGGESTED READINGS

1. Panagariya A, 2020, *India Unlimited: Reclaiming the Lost Glory*
2. Ahluwalia, M. S., 2019, “India's economic reforms: Achievements and Next Steps”, *Asian Economic Policy Review*, 14(1), 46-62.
3. K Basu and A Maertens, 2007, “The pattern and causes of economic growth in India. *Oxford Review of Economic Policy*, 23, 143-167.
4. UMA KAPILA. 31st addition . Indian economy since independence
5. Progressive fiscal policy in India. Edited book by PRAVEEN JHA

Course Objective, Learning Outcomes: Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

At the end of the course, a student should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and wellbeing.

INTERNAL ASSESSMENT

Tentative date of assessments/ assignments (time frame): Tentative date of assessments/ assignments (time frame):

First internal on last week of august

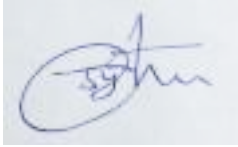
Second internal on last week of september

Third internal on third week of october

Criteria of Assessment:

Out of three internal the best two be included which is divided into 10 + 10=20(5 mark for attendance)

I have adhered to the above mentioned teaching plan and have completed the course on time.

A handwritten signature in blue ink, appearing to read 'Jyotsna', enclosed within a circular flourish.

Dr. JYOTSNA

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN AUGUST 2021 TO DECEMBER 2021

Course and Year: B.A (Hons.) Economics III Year

Semester: Semester V

Taught individually or shared: individually

Paper: Financial Economics

Faculty: Vaishali Kapoor

No. of Classes (per week): 5

Readings:

David G. Luenberger, *Investment Science*, 1998

Hull, John C., *Options, Futures and Other Derivatives*, Pearson Education, Inc, 9th edition, 2018.

Brealey, Richard A., Myers, Stewart, C., Allen, Franklin, Mohanty, Pitabas, *Principles of Corporate Finance*. Tata McGraw-Hill Education, 10th edition, 2013.

Copeland, Weston. Shastri & Katz , *Financial Theory and Corporate Policy*. Pearson 4th edition,

Bodie, Kane & Marcus, *Investments*, Tata McGraw-Hill Company Limited, 10th edition.

Topic wise readings with their tentative lecture requirements and weightage (%) in semester examination

Unit 1: Investment Theory and Portfolio Analysis (5 Lectures)

a) Deterministic Cash Flow Streams: Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunisation; the term structure of interest rates; yield curves; spot rates and forward rates.

Brealey, Richard A., Myers, Stewart, C., Allen, Franklin:

Chapter 5: Net Present Value and Other Investment Criteria (Section 5.3, pages 115-123)**

David G Luenberger:

Chapter – 3: Fixed-Income Securities (Full Chapter)

Chapter – 4: The Term Structure of Interest Rates (4.1 to 4.3)**

Reading for Teachers: Bodie, Kane & Marcus: Chapters -14, 15 & 16.

Suggested Problem Set: David G Luenberger:

Chapter-3: Exercises-1, 5, 6, 7, 9, 11, 12 &14

Bodie, Kane & Marcus: Exercises of Chapters: 14, 15 & 16

Unit 2: CAPM (15 Lectures)

b) Single – Period Random Cash Flows : Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.

David G Luenberger: Chapter 6: Mean-Variance Portfolio Theory [excluding section - 6.2, example - 6.5, 6.7, 6.10, 6.11, 6.12 & 6.13, nonnegativity constraint (page-160-161) and solution method page-167-168)]

Reading for Teachers: Copeland, Weston, Shastri & Katz: Chapter-5.

Suggested Problem Set: David G Luenberger: Chapter - 6: Exercises-1, 3, 4 & 5.

Copeland, Weston, Shastri & Katz: Chapter-5: Exercises - 5.5, 5.9, 5.11 & 5.13.

c) CAPM : The capital market line; the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula.

David G Luenberger: Chapter 7: The Capital Asset Pricing Model (excluding Sections 7.6 & 7.8)

Reading for Teachers: Copeland, Weston, Shastri & Kartz: Chapter - 6.

Suggested Problem Set: David G Luenberger: Chapter-7: Exercises -1, 2 & 6.

Copeland, Weston, Shastri & Katz: Chapter-6: Exercises - 6.2, 6.8, 6.10, 6.11 & 6.16.

David G Luenberger: Chapter 8: Models and Data: 8.1, 8.2, 8.3 & 8.4

Unit 3: Options and Derivatives

I. FUTURES (12 Lectures)

a) Introduction to derivatives and options; forward and futures contracts; options; other derivatives

Hull Chapter - 2: Mechanics of Futures Markets (Sections 2.1 - 2.4 & 2.11)**

b) Forward and future prices

Hull Chapter-5: Determination of Forward & Futures Prices (Sections 5.1 - 5.5, 5.9, 5.11 & 5.12)

Suggested Problem Set: Hull Chapter-5:

c) Stock index futures & the use of futures for hedging

Hull Chapter - 3: Hedging Strategies using Futures

Suggested Problem Set: Hull Chapter - 3: Sections 3.1 - 3.25 & 3.26

d) Interest rate futures & duration-based hedging strategies**

Hull Chapter - 6: Interest rate futures (6.1 to 6.4) [exclude page-158 & 159]

Suggested Problem Set: Hull Chapter - 6: Sections 6.1, 6.2, 6.4, 6.7, 6.8, 6.9, 6.11, 6.12, 6.15, 6.16, 6.17, 6.18, 6.23, 6.24 & 6.25.

II. OPTIONS:

Part A (15 Lectures)

e) Option markets; call and put options; factors affecting option prices; put-call parity

Hull Chapter - 10: Mechanics of options markets (10.1 to 10.7);

Hull Chapter -11: Properties of stock options (Full Chapter)

Suggested Problem Set: Hull Chapter - 10: Sections 10.1 - 10.22, 10.23 & 10.25.
Chapter -11: Sections 11.1 - 11.19, 11.22 - 11.26.

f) Option trading strategies: spreads; straddles; strips and straps; strangles

Hull Chapter -12: Trading strategies involving options (Full Chapter)

Suggested Problem Set: Hull Chapter-11: Sections 12.1 - 12.5, 12.8 - 12.11, 12.13, 12.16, 12.20, 12.21 & 12.22.

Part B (15 Lectures)

g) The principle of arbitrage; discrete processes and the binomial tree model; risk neutral valuation, Black Scholes Merton (BSM) Model, Greek letters

Hull Chapter - 13: Binomial trees. Sections 13.1-13.4, 13.6 - 13.9 & Appendix
(Derivation of BSM)

Hull Chapter - 14: Section 14.6 ITO's Lemma**

Hull Chapter - 15: The Black–Scholes–Merton Model: Sections 15.3, 15.4, 15.5, 15.6, 15.8, 15.11

Hull Chapter - 19: The Greek Letters**

Additional Readings:

1. **Ajay Shah , Susan Thomas & Michael Gorham (2008) Indian Financial Markets: an Insider's Guide to How the Markets Work:** this book tells you the why and how of investing in India. It explains how **India's financial markets** work, discusses the amazing growth of the Indian economy, identifies growth drivers, uncovers areas of uncertainty and risk. It describes how each market works: private equity and IPOs, bonds, stocks, derivatives, commodities, real estate, currency.

2. **Benjamin Graham(2013), The Intelligent investor**: It's considered a must-have for new investors who are trying to figure out the **basics** of how the market works.

3. **Raghuram Rajan(2011), Fault Lines**: How Hidden Fractures Still Threaten The World Economy: The author believes that these fault lines were responsible for the **financial crisis** that the world saw, in the year 2008. The author mentions his belief that the financial meltdown experienced by the world has been due to these fault lines and not solely due to the choices made by individuals, such as government officials, bankers and homemakers. In this book, the author chalks out a fixed course of action that the world's economies must adopt, if they want to see things change for the better. He also chalks out a specific developmental plan for India as well.

4. **Hymen P Minsky(2008) , Stabilizing an Unstable Economy**: Minsky presents his ground-breaking financial theory of investment, one that is startlingly relevant today. He explains why the American economy has experienced periods of debilitating inflation, rising unemployment, and marked slowdowns-and why the economy is now undergoing a credit crisis that he foresaw. In recent times, **China** is witnessing **Minsky moment**, explained by the author in this book.

5. **Stephen F. LeRoy, Jan Werner & Stephen A. Ross (2000),Principles of Financial Economics**: This book will fulfil further quest of students for **further topics** in Financial economics. This book finds the link between financial economics and equilibrium theory hard to grasp, they devote less attention to purely financial topics such as calculation of derivatives, while aiming to make the connection explicit and clear in each stage of the exposition.

****These topics will not be examined in the final examination.**

Methodology of Teaching:

A group is created for regular communication and problem-solving discussion.

Tutorials:

Clarification of doubts pertaining to concepts taught in lectures.

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

- Test 1: Scheduled in fourth week of September
- Term paper for mid-semester break
- Test 2: Scheduled in fourth week of October

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

SHYAMA PRASAD MUKHERJI COLLEGE FOR WOMEN
TEACHING PLAN November 2021 to April 2022

Course and Year: BA (Hons) Economics I Year (Section B)

Semester: I

Taught individually or shared: individually

Paper: Mathematical Methods for Economics I (HC11)

Reference: Sydsaeter, K., Hammond, P. (2002). Mathematics for economic analysis. Pearson Educational.

Faculty: VAISHALI KAPOOR

No. of Classes (per week): 5lectures + 2 tutorials

Teaching Plan

The Reading List for the course was fixed. Chapters 1 to 9 (in their entirety), and Chapters

12 to 14 with the following exclusions comprise the reading list. Exclusions: 13.3

(determinants of order n), 14.4 (eigenvalues), 14.5 (diagonalization), 14.6 (spectral theorem for symmetric matrices).

2. The 4 Units of the course will carry the following weights:

Unit I (preliminaries): Logic and proof techniques; sets and set operations;

relations; functions and their properties; number systems.

10%.

Unit 2 (functions of one real variable): Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterizations, properties with respect to various operations and applications; differentiable functions: characterizations, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

45%.

Unit 3 (single-variable optimization): Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric characterizations, characterizations using calculus and applications.

20%

Unit 4 (linear algebra): Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications.

25%

Teaching Learning Process: Lectures and tutorials

Assessment Methods: Internal assessment and final examination as per CBCS rules

No of classes required to complete the units (approx.):

- 1) Unit I: 6 Lectures
- 2) Unit II: 27 Lectures
- 3) Unit III: 12 Lectures
- 4) Unit IV: 15 Lectures

Methodology of Teaching:

Online interactive lectures supplemented with relevant e-materials (videos, PPTs etc., if required). A whatsapp group is created for regular communication and problem-solving discussion.

Tutorials: Clarification of doubts related to the subject and exercises at the end of the chapters. Discussion on topics studied and assignments.

In tutorials, back end exercises of the books are taken up along with exercises from other books. The focus of tutorials is to allow students ask their doubts in the topics covered so far. The students are also encouraged to solve questions and send on whatsapp if they get stuck. The problems are resolved within a day usually on whatsapp platform to maintain continuity in their studies.

Internal Assessment

Test 1: Jan 2022

Assignment: Feb 2022

Test 2: Mar 2022

Criteria of Assessment: Graded tests, Home assignments and semester examinations. The students are assessed on clarity and understanding of concepts based on learning and application.

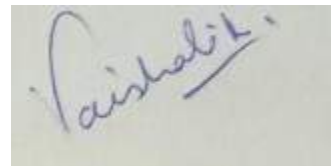
Additional books:

1. **R S Bhardwaj (2006). Mathematics for Economic and Business, Excel Books:** This book has ample amount of numerical examples and applications to economics for practice of students.
2. **Simon and Blume(1994). Mathematics for economists, W. W. Norton & Company:** An abundance of applications to current economic analysis, illustrative diagrams, thought-provoking exercises, careful proofs, and a flexible organization-these are the advantages that Mathematics for Economists brings to today's classroom.
3. **David C Lay (1994). Linear algebra and its applications. Addison-Wesley:** This book has very lucid treatise on vectors and matrices. And graphical representation of Vectors and operations on it are present in it in a simpler manner.

4. **Tom Apostol(1996) Calculus –I, Reverte:** this book deals with one variable calculus and linear algebra simultaneously which help students take further and advanced topics beyond this course.

5. **Rangarajan K. sundaram (1996). A first course in optimization theory, Cambridge University press:** This book, first published in 1996, introduces students to optimization theory and its use in economics and allied disciplines. 'Cookbook' procedures are accompanied by a discussion of when such methods are guaranteed to be successful, and, equally importantly, when they could fail.

I have adhered to the above mentioned teaching plan and completed the course on time.



Vaishali Kapoor

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: GE(Hons) II Year (2021-22)

Semester: Semester III

Taught individually or shared: Individually

Paper: Money and Banking

Faculty: Vishakha Sharma

No. of Classes (per week): 5L+2T

UNIT 1: MONEY: Concept, Functions, Measurement, Theories of Money Supply Determination

Prescribed Reading:

- Baye, M.R., & Jansen, D.W. (1996). *Money, Banking and Financial Markets AITBS*. Ch. 1, pp 2 - 27; Ch. 14, pp 465-486
- Jadhav, N. (2006). *Monetary Policy, Financial Stability and Central Banking in India*. Macmillan. Ch. 2 Section 2.1, pp 18 –25; Section 2.3 pp 37-45; Annexure 2.1
- Reserve Bank of India. (1998). *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*. Annual Report; RBI Bulletin, Report of Currency and Finance. Ch. 2, pp 11-17

Number of classes required: 5 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion.

UNIT 2: FINANCIAL INSTITUTIONS, MARKETS, INSTRUMENTS AND FINANCIAL INNOVATIONS

- a) **Role of Financial Markets and Institutions; problems of asymmetric information –adverse selection and moral hazard, financial crisis.**

Prescribed Reading:

- Mishkin, F.S. & Eakins, S.G. (2009). *Financial Markets and Institutions*, Pearson Education, (6 th ed.). Ch. 15 pp 369 – 396
- Khan, M.Y. (2011). *Indian Financial System*. Tata McGraw Hill, (7th ed.). Ch. 1
- Baye, M.R., & Jansen, D.W. (1996). *Money, Banking and Financial Markets AITBS*. Ch. 5, pp 153-161

Number of classes required: 10-12 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Relevant Reserve Bank of India statistics is shared from official website links to familiarize students with the database on Indian economy.

b) Money and Capital Markets; Organization, Structure and Reforms in India; Role of Financial Derivatives and Other Innovation

Prescribed Reading:

- Khan, M.Y. (2011). *Indian Financial System*. Tata McGraw Hill, (7th ed.). Ch. 9
- Bhole, L.M. & Mahakud, J. (2011). *Financial Institutions and Market*, Tata McGraw Hill, (5th ed.). Ch. 5 pp 137-143
- Fabozzi, F.J., Modigliani, F., Jones, F.J. & Ferri, M.G. (2009). *Foundations of Financial Markets and Institutions*, Pearson Education, (3rd ed.). Ch. 26, pp 496 -504; Ch. 27, pp 517-529; Ch. 30, pp 577 – 580

Number of classes required: 10-12 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Relevant Reserve Bank of India statistics is shared from official website links to familiarize students with the database on Indian economy.

UNIT 3: INTEREST RATES: Determination, Sources of interest rates differentials, Theories of term structure of interest rates ; interest rates in India

Prescribed Reading:

- Baye, M.R., & Jansen, D.W. (1996). *Money, Banking and Financial Markets AITBS*. Ch. 10
- Reserve Bank of India. (2017). *Report of the Internal Study Group to Review the Working of the Marginal Cost of Funds Based Lending Rate System*. Reserve Bank of India, September 2017; Chapter 1(p. 1-12) and Chapter 2(p. 5-7).

Number of classes required: 10-12 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Relevant Reserve Bank of India statistics is shared from official website links to familiarize students with the database on Indian economy.

UNIT 4: BANKING SYSTEM:

- a) **Balance Sheet and Portfolio Management**
b) **Indian Banking System. Changing Role and Structure, Banking Sector Reforms**

Prescribed Reading:

- Sengupta and Vardhan (2017). Non-performing Assets in Indian Banks, EPW, Vol. 52, Issue No. 12, 25 Mar, 2017, Money, Banking and Finance.
- Reserve Bank of India (2012-13). Glossary, Master Circular - Prudential Norms on Capital Adequacy - Basel I Framework – 2012.
- Subbarao, D. (2012). Implications of Basel III for capital, liquidity and profitability of Banks. *RBI Bulletin*. Reprinted in Indian Financial Reforms edited by Uma Kapila

Number of classes required: 10-12 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Relevant Reserve Bank of India statistics is shared from official website links to familiarize students with the database on Indian economy.

UNIT 5: CENTRAL BANKING AND MONETARY POLICY

Functions, Balance Sheet Goals, Targets, Indicators and instruments of monetary control, monetary management in an open economy, current monetary policy of India

Prescribed Reading:

- Baye, M.R., & Jansen, D.W. (1996). *Money, Banking and Financial Markets AITBS*. Ch. 19, pp 666-687, 692-693, 697-705
- Jadhav, N. (2006). *Monetary Policy, Financial Stability and Central Banking in India*. Macmillan. Ch. 9.2-9.3 - except 9.3.7
- Dua, P. (2020). *Monetary Policy Framework in India*, Indian Economic Review. Vol. 55, Issue 1, June 2020, Pages 117–154.
- Reserve Bank of India. (2015 -16). Annual Report. *RBI Bulletin*. Chapter 3: Box III.1 and III.2 (p. 44, p.50).
- Reserve Bank of India. (2015 -16). Annual Report. *RBI Bulletin*. Chapter 3: Monetary Policy Operations.
- Monetary Policy. https://www.rbi.org.in/scripts/FS_Overview.aspx?fn=2752.

Number of classes required: 15- 16 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Relevant Reserve Bank of India statistics is shared from official website links to familiarize students with the database on Indian economy.

Additional Readings

- Luenberger, G. D. (2012). Investment Science.. Indian edition.
- Basu, Sankarshan. & Hull, John C. (2013). Options, Futures and Other Derivatives (8th ed.). Pearson Education, Inc.
- Reilly, K. F., Brown, C. K & Leeds, J. S. (2018). Investment Analysis and Portfolio Management (11th Edition). Cengage Publishers
- Mayo, B. H . Investments: An Introduction (11th Edition). Cengage Publishers
- Bodie, Kane & Marcus. Investment (10th Edition). Tata McGraw Hill Company Limited.

The additional books would be referred to clarify the basic concepts of investment and derivative markets wherever additional information is required. Students would be encourage to refer to the additional books to understand the basic concepts of investment like NPV, discounting, debt market, yield etc. and practise numerical on derivate markets.

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

- Test 1: Scheduled in Third week of September.
- Mid-Semester break Assignment
- Test 2: second week of October

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

I have adhered to the above-mentioned teaching plan and have completed the course on time

VISHAKHA SHARMA

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: B.A. (Hons) Economics, 2021-2022

Semester: Semester V

Taught individually or shared: Individually

Paper: Public Economics

Faculty: Vishakha Sharma

No. of Classes (per week): 5L +2T

PART 1: PUBLIC ECONOMIC THEORY

Unit I: Fiscal functions: an overview

Prescribed Reading: Jean Hindriks and Gareth D. Myles. Intermediate Public Economics, MIT Press, 2nd edition, 2013, Chapter 5

Number of classes required: 6-7 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion.

Unit 2: Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding

Prescribed Reading: John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 2nd edition, 1998, Chapter 3 and 12

Number of classes required: 8-9 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion.

Unit 3: Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem

Prescribed Reading: Jean Hindriks and Gareth D. Myles. Intermediate Public Economics, MIT Press, 2nd edition, 2013, Chapter 8.

Number of classes required: 10-11 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion.

Unit 4: Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation

Prescribed Reading:

- Jean Hindriks and Gareth D. Myles. Intermediate Public Economics, MIT Press, 2nd edition, 2013, Chapter 15, 16 and 17
- Joseph E. Stiglitz, Economics of the Public Sector, 3rd edition, W. W. Norton and Co. 2009, Chapter 18

Number of classes required: 18-19 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion.

PART 2: INDIAN PUBLIC FINANCE

Unit 5: Tax System: structure and reforms

Prescribed Reading:

- M. Govinda Rao and Sudhanshu Kumar (2017). "Envisioning Tax Policy for Accelerated Development in India," Working Paper No. 190, National Institute of Public Finance and Policy (NIPFP).
- Rao, M. Govinda. (2019). "Goods and Services Tax in India: Progress, Performance and Prospects." Indian Economic Summit (2019), School of International and Public Affairs, Columbia University.
- Srivastava, D K et al. (2021). Taxing Petroleum Products: Sharing Revenue Space between Centre and States, Vol. 56, Issue No. 9, 27 Feb, 2021, EPW.

Number of classes required: 6-7 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Articles related to government policies related to tax and expenditure from government websites through mail/Whatsapp.

Unit 6: Budget, deficits and public debt

Prescribed Reading:

- Bajaj & Dutt (2020), “Financing of fiscal response to COVID-19: a pragmatic Alternative”, Indian Economic Review, Vol. 55. (Suppl 1): S149 – S160 Budget at Glance 2021-22.
- Chakraborty, Lekha Union Budget 2021–22: The Macroeconomic Framework, Vol. 56, Issue No. 9, 27 Feb, 2021, EPW

Number of classes required: 3-4 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Articles related to government policies related to tax and expenditure from government websites through mail/Whatsapp.

Unit 7: Fiscal federalism in India

Prescribed Reading:

- Rao, M. Govinda. "Central transfers to states in India: rewarding performance while ensuring equity." Final report submitted to NITI Aayog (2017) (pages 1 to 18).
- Fifteenth Finance Commission Report 2021-26, Chapter 6
- Report Summary, 15th Finance Commission, PRS India

Number of classes required: 4-5 Classes

Methodology of teaching: Online interactive lectures and tutorials. A Whatsapp group is created for regular communication and problem-solving discussion. Articles related to government policies related to tax and expenditure from government websites through mail/Whatsapp.

Additional Readings

- Musgrave, A. R. & Musgrave, B. P. Public Finance in Theory and Practice (5th Ed.). Mc Graw Hill International Edition.
- Stiglitz, E. Joseph. Economics of the Public Sector (3rd Ed.). New York: W.W. Norton
- Rosen, Harvey. (2005). Public Finance (7th Edition). New York: Mc Graw Hill.
- Gareth D. Myles (2012). Public Economics. Cambridge University Press
- Anthony B. Atkinson and Joseph E. Stiglitz. Lectures on Public Economics. Princeton University Press.

The additional books would be referred to clarify the basic concepts of Public Economics wherever additional information is required. Students would be encourage to refer to the additional books to understand the basic concepts of Public Economics.

Assessment

Internal Evaluation: There will be two class tests of 10 marks each and 5 marks for attendance.

Tentative date of assessments/ assignments (time frame):

1st Test: First Week of September

Assignment: 2nd week of October

2nd Test: 1st week of November

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

I have adhered to the above-mentioned teaching plan and have completed the course on time

VISHAKHA SHARMA