COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026_____ SEMESTER - ___IV_____ DEPARTMENT -_____Economics_____

Teacher's Name : Dr. Suranjana Mitra

Course Name: Macroeconomics (II) (DSCC-6)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
1. Income Determination in the short-run: IS-LM	Students will be able to: **Knowledge:** 1. Evaluate the mathematical and graphical conditions required for **macroeconomic equilibrium** within the IS-LM framework, distinguishing between stable and unstable equilibria. 2. Explain the theoretical mechanism of **crowding out**, specifically how expansionary fiscal policy impacts interest rates and private investment levels. **Skill:** 1. Conduct a **comparative statics** analysis to predict how exogenous shocks (like a change in tax rates or money supply) shift the equilibrium position of the	Formative assessment	Diagrammatic representation and explanation Formative and Summative Assessment	10 hours	

	economy. 2. Calculate the **policy multiplier** effects to determine the quantitative impact of specific fiscal and monetary interventions on national income **Values** 1. Appreciate the **trade-offs** inherent in policy-making, recognizing that "neutral" policies do not exist and every intervention benefits certain demographic groups over others. 2. Prioritize economic stability as a public good, valuing policies that aim to minimize the social costs of high inflation or cyclical unemployment. **Attitudes** 1. Adopt a **critical perspective** toward "one-size-fits-all" policy prescriptions, acknowledging that the effectiveness of fiscal vs. monetary policy depends on the specific economic context (e.g., liquidity traps). 2. Demonstrate **intellectual humility** when forecasting economic outcomes, acknowledging the limitations of static models in a dynamic, unpredictable global market.				

2.Aggregate Demand and Aggregate Supply: The Complete Keynesian Model	Students will be able to: **Knowledge** 1. Analyze the mathematical and graphical derivation of AD from IS-LM frameworks and the AS curve under different wage assumptions. 2. Evaluate the impact of exogenous shocks (policy changes or supply shocks) on macroeconomic equilibrium and price stability. **Skill** 1. **Construct** AD-AS diagrams to predict	Formative Assessment	Diagrammatic Representation and Explanation Formative and Summative Assessment	10 hours	

	the outcomes of expansionary and contractionary government interventions. 2. **Calculate** the changes in real balances and output when given specific changes in price levels and nominal money supply. **Value** 1. **Appreciate** the complexity of government policy-making and the trade-offs between controlling inflation and reducing unemployment. 2. Recognize the importance of social safety nets and labor market stability in maintaining a healthy national economy. **Attitude** **1. Develop** a critical mindset toward economic theories, acknowledging that contexts like wage rigidity change policy effectiveness. **2. Maintain** an objective perspective when debating the merits of state intervention versus free-market self-correction.				

3. Keynes Vs Classics	Students will be able to: **Knowledge** 1. Contrast the Classical belief in flexible prices and Say's Law against the Keynesian emphasis on "sticky" wages and the role of aggregate demand in determining output. 2. Explain how Milton Friedman's **Monetarism** restated classical principles by arguing that the demand for money is stable and that "inflation is always and everywhere a monetary phenomenon." **Skill** 1. Use the **Aggregate Demand/Aggregate Supply (AD-AS)** model to illustrate hybrid scenarios, showing how the economy behaves "Keynesian" in the short run (horizontal/sloping SRAS) and	Formative Assessment	Diagrammatic representation of the hybrid models to make a comparative appraisal Formative and Summative Assessment	7 Hours	

	"Classical" in the long run (vertical LRAS). 2. Evaluate a given economic crisis (e.g., a recession) to determine whether a Classical "laissez-faire" approach or a Keynesian fiscal stimulus would be more effective based on current market rigidities **Values** 1. Value the historical context of economic thought, recognizing that theories like Keynesianism emerged as a necessary response to the failure of Classical models during the Great Depression. 2. Respect the validity of competing economic schools, understanding that there is rarely a solution to global economic volatility. **Attitude** 1. Maintain a critical mindset toward "absolute" economic claims, questioning the underlying assumptions of any model before applying it to				

	real-world data. 2. Demonstrate a disposition toward evidence-based reasoning, favouring models that align with empirical data over those that rely solely on ideological preference.				
4.Money supply, Monetary Policy and Government Budgetary Operations	Students will be able to: **Knowledge:** **1.** Identify and distinguish between the various components of M1, M2, M3, and M4 within the Indian financial landscape. **2.** Explain the relationship between the RBI's balance sheet assets and the creation of High-PoweredMoney	Formative Assessment	Diagrammatic representation of balance sheet of the banking sector and government's budgetary operations Formative and Summative Assessment	10 hours	

	Skill: 1. Calculate the Money Multiplier and total money supply given specific currency-deposit and reserve-deposit ratios. 2. Analyze the impact of a change in the Repo Rate or SLR on the lending capacity of a commercial bank. **Values:** 1. Appreciate the role of the Central Bank in maintaining economic stability and preventing runaway inflation. 2. Recognize the importance of banking ethics and liquidity management in maintaining public trust in the financial system. **Attitude:** 1. Develop a critical perspective on government deficit financing and its long-term implications for the common citizen.				

	2. Demonstrate a proactive interest in tracking national monetary policy updates (e.g., Bi-monthly RBI reviews) to understand real-world economic shifts.				
5.Inflation, Unemployment and expectations	**Students will be able to:** **Knowledge** 1.Demonstrate a comprehensive understanding of the **Four Models of Aggregate Supply** (Sticky-Wage, Worker-Misperception, Imperfect-Information, and Sticky-Price) to explain why the short-run AS curve slopes upward. 2. Explain the mathematical and conceptual derivation of the **Phillips Curve** from the AS curve, specifically highlighting how output gaps translate into inflation deviations. **Skills** 1. Calculate the **Sacrifice Ratio** for a given disinflationary period and evaluate the real-world costs of reducing inflation in terms of lost GDP and	Formative Assessment	Mathematical Derivation of Aggregate Supply curve and Diagrammatic representation of Phillips curve Formative and Summative Assessment	8 hours	

	increased unemployment. 2. Contrast the impact of **Adaptive vs. Rational Expectations** on policy effectiveness, using these frameworks to predict whether a "painless disinflation" is theoretically possible. **Values** 1. Appreciate the **social cost of unemployment versus inflation**, recognizing that policy choices involve inherent trade-offs that affect different socioeconomic groups disproportionately. 2. Value the importance of **Central Bank credibility**; understanding that transparent communication can minimize the economic "pain" (sacrifice) during stabilization periods. **Attitude** 1. Formulate a critical perspective on **Policy Ineffectiveness**, maintaining a healthy skepticism toward monetary interventions in the face of				

	rational market actors. 2. Adopt a **forward-looking analytical mindset** that prioritizes the role of expectations and future-oriented data when assessing the health of a national economy.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR - 2026 SEMESTER - IV DEPARTMENT -ECONOMICS
Paper: DSCC-8:Indian Economics -I

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Economic Development since Independence	**Knowledge:** • Critically examine India's development strategies from planning to market-based reforms. • Analyze achievements and limitations of India's economic planning. • Examine the causes and macroeconomic implications of the late 1980s economic crisis. **Skill:** • Develop structured analytical answers linking theory with Indian experience. • Compare pre-reform and post-reform growth patterns. • Present data-driven arguments through graphs, charts, and presentations. **Value:** • Appreciate the importance of inclusive and equitable economic growth. • Value evidence based planning for national progress. **Attitude:** • Develop critical thinking about reforms.	Oral questions, Short research based assignments Presentation Group Discussion Reflection	**Strategies**: Presentation(PPT) with lecture, board work, case study discussion. **Evaluation Process**: Continuous oral and written assessment Concept-based short and long analytical answers Group discussion and presentation evaluation Observation of participation and application skills.	**15**	

	• Show openness to diverse policy perspectives.				
Population and Human Development	**Knowledge:** • Analyze demographic trends and population issues in India. • Critically examine major health challenges and government initiatives. • Evaluate human development indicators and government initiatives. **Skill:** • Interpret DDI related datasets and graphs on population trends and HD indicators. • Present short reports on health and education initiatives. **Value:** • Recognize health and education as central to sustainable development • Appreciate role of government welfare policies. **Attitude:** • Develop sensitivity to social problems. • Encourage concern for vulnerable groups. • Promote awareness of human rights.	Oral questions, Short research based assignments Presentation Group Discussion Reflection	**Strategies**: Presentation(PPT) with lecture, board work, case study discussion, article based discussion, student led presentation. **Evaluation Process**: Continuous oral and written assessment Concept-based short and long analytical answers Group discussion and presentation evaluation Observation of participation and application skills.	**09**	
Growth and Distribution: Policy perspectives	**Knowledge:** • Analyze GDP trends, per capita income, poverty, inequality and unemployment using empirical data. • Critically examine theoretical and	Oral questions, Short research based assignments Presentation Group	**Strategies**: Presentation(PPT) with lecture, board work, case study discussion.	**09**	

	policy perspectives on distribution and employment. • Evaluate various policy measures addressing youth employment. **Skill:** • Plot GDP, poverty and unemployment trends using given data. • Develop data-driven analytical answers and policy-based reports. **Value:** • Appreciate inclusive economic growth. • Recognize importance of poverty reduction. **Attitude:** • Develop a critical approach to labour market and inequality issues. • Encourage fairness and social justice.	Discussion Reflection	**Evaluation Process**: Continuous oral and written assessment Concept-based short and long analytical answers Group discussion and presentation evaluation Observation of participation and application skills including data interpretation.		
Economic Reforms in India	**Knowledge:** • Critically analyze industrial, financial, fiscal, trade and labour reforms in India. • Evaluate the objectives of liberalization, privatization and globalization. • Examine public sector restructuring and its implications on the economy. **Skill:** • Prepare sector-wise analytical reform comparison reports.	Oral questions, Short research based assignments Presentation Group Discussion Reflection	**Strategies**: Presentation(PPT) with lecture, board work, case study discussion. **Evaluation Process**: Continuous oral and written assessment Concept-based short and long analytical answers Group discussion and presentation	**12**	

	• Present PPTs on reform outcomes Individually or in group. **Value:** • Value economic efficiency with social responsibility. • Appreciate transparency in governance. **Attitude:** • Develop analytical policy outlook. • Show openness to economic transformation.		evaluation Observation of participation and application skills.		

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - IV DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: Mathematical Economics (I) [DSCC5]

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit 11.1.3	**Knowledge:** Understand the properties, behavior, and mathematical foundations of functions of one real variable, including limits, continuity, and differentiation. **Skills:** Apply analytical and graphical techniques to solve problems involving functions and interpret their economic applications such as marginal analysis and elasticity. **Values:** Appreciate the relevance of	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation.	**05**	

	mathematical concepts in explaining real-world economic phenomena. **Attitude:** Cultivate logical thinking, precision, and a problem-solving mindset while approaching mathematical and economic analysis.				
Unit 11.1.4	**Knowledge:** Understand the behavior and properties of multivariable functions, including partial derivatives, optimization conditions, and key theorems like Euler's theorem and the Implicit Function Theorem. **Skills:** Apply multivariable calculus techniques to analyze economic models involving utility, demand, and production functions, including use of Jacobians and comparative statics. **Values:** Appreciate the role of multivariable analysis in	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation	**08**	

	explaining complex economic relationships and decision-making frameworks. **Attitude:** Develop analytical rigor, multidimensional thinking, and confidence in handling complex mathematical-economic problems.				
Unit 11.2	**Knowledge:** Understand concepts of local and global maxima/minima, stationary points, and the role of first- and second-order conditions in optimization. **Skills:** Apply optimization techniques to solve economic problems such as profit maximization and analyze the effects of different types of taxation under perfect competition. **Values:** Appreciate the importance of optimization methods in rational economic decision-making and policy analysis. **Attitude:**	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation	**10**	

	Develop critical thinking, precision, and confidence in solving optimization problems in economic contexts.				
Unit 11.3.1	**Knowledge:** Understand concepts of local and global maxima/minima, stationary points, and the role of first- and second-order conditions in optimization. **Skills:** Apply optimization techniques, including methods like Lagrange multipliers, to solve economic problems with and without constraints. **Values:** Appreciate the significance of optimization frameworks in efficient resource allocation and economic analysis. **Attitude:** Develop analytical discipline, logical reasoning, and confidence in handling constrained decision-making problems.	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation	**03**	
Unit 11.3.2	**Knowledge:**	Written tests for	Strategies & Aids:	**05**	

	Understand unconstrained optimization of two-variable functions, including stationary points, second-order conditions, and the role of the Hessian matrix and definiteness. **Skills:** Apply partial differentiation and Hessian-based tests to determine maxima/minima and solve economic problems like profit maximization with respect to factor inputs. **Values:** Appreciate the usefulness of mathematical optimization in analyzing firm behaviour and efficient resource use. **Attitude:** Develop precision, analytical thinking, and confidence in solving multivariable optimization problems in economic contexts.	knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation		

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - IV DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: Statistics for Economics (I) [DSCC7]

Topic/Unit	**Competency-Based Expected Learning Outcome** **(Knowledge, Skill Value, Attitude)**	**Assessment**	**Brief** **Description of** **Strategies,** **Aids (if any), Evaluation process**	**Hours** **Allotted**	**Evaluated** **Outcome/** **Post-Teaching Reflections**
Unit 13.2	**Knowledge:** Understand the concepts of random variables, probability distributions, expected values, and properties of key distributions (Binomial, Poisson, Normal) including joint distributions. **Skills:** Apply probabilistic methods to	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class	**15**	

	compute moments, analyze distributions, and work with joint, marginal, and conditional probabilities. **Values:** Appreciate the importance of probability theory in modeling uncertainty and real-world economic phenomena. **Attitude:** Develop analytical thinking, attention to detail, and confidence in handling uncertainty and data-driven analysis.		participation		
Unit 13.4	**Knowledge:** Understand the fundamental concepts of estimation and hypothesis testing, including properties of estimators, confidence intervals, and testing procedures for population parameters. **Skills:**	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-	**15**	

	Apply statistical methods such as OLS, MLE, and hypothesis testing to estimate parameters and make data-driven inferences. **Values:** Appreciate the role of statistical inference in reliable decision-making and empirical economic analysis. **Attitude:** Develop critical thinking, objectivity, and confidence in interpreting statistical results and drawing valid conclusions.	for attitude.	solving exercises, quizzes, assignments, and class participation		

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - IV DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: Macroeconomics (I) [MN-2]

Topic/Unit	**Competency-Based Expected Learning Outcome** **(Knowledge, Skill Value, Attitude)**	**Assessment**	**Brief** **Description of** **Strategies,** **Aids (if any), Evaluation process**	**Hours** **Allotted**	**Evaluated** **Outcome/** **Post-Teaching Reflections**
Unit 6.2	**Knowledge:** Understand the structure of the Simple Keynesian Model, including consumption and saving functions, equilibrium income, multiplier, and the role of government. **Skills:** Apply the Keynesian framework to analyze income determination, multiplier effects, and fiscal policy impacts such as taxation and	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation	**12**	

	government expenditure. **Values:** Appreciate the significance of macroeconomic models in explaining output determination and policy effectiveness. **Attitude:** Develop critical and analytical thinking to evaluate macroeconomic policies and their real-world implications.				
Unit 6.3	**Knowledge:** Understand the determinants of investment and key concepts such as marginal productivity of capital, MEC, and MEI. **Skills:** Apply investment theories to analyze decision-making and evaluate the responsiveness of investment to changes in economic variables. **Values:** Appreciate the role of investment in economic growth and macroeconomic stability. **Attitude:** Develop analytical thinking and	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples. Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation	**03**	

	a critical approach to understanding investment behaviour and its economic implications.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - IV

DEPARTMENT – ECONOMICS

Teacher's Name: Dr. Mainak Bhattacharjee

Paper: DSCC – 5 (Mathematical Economics- 1)

Topic (Unit/Module / Sub Module)	Competency-based Expected Learning Outcomes	Assessment	Brief Description of Strategies, Aids, Evaluation Process	Hours Allotted	Evaluated Outcomes / Post Teaching Reflections
Unit 11.1/Module-11.1.1 (Set Operation)	**Knowledge:** Students will able to understand and explain the concept of sets, Cartesian products, and different types of sets (open, closed, convex) and relevance the role of set theory in mathematical and economic analysis. **Skills:** Students will be to apply set operations to solve problems involving relations and domains in economic	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	4	

	contexts. **Values** Students will be to appreciate logical structuring and precision in mathematical reasoning. .**Attitude** Students will be to demonstrate curiosity toward foundational mathematical concepts.				
Unit 11.1/ Module: 11.1.2 (Matrix Algebra)	**Knowledge** Students will be to learn the foundational rubrics linear algebra with relevance to their application in Economics **Skills** Students will be to solve systems of linear equations based on validation and consistency checks **Values** Students will be to recognise the importance of mathematical tools in simplifying	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	**5**	

	complex economic modelling **Attitude** Students will be to build confidence in handling quantitative techniques.				
Unit 11.3/ Module 11.3.3 (Constrained Optimisation with inequality type constraint)	**Knowledge** Students will be to learn the rubrics non-linear programming with relevance to its application in Economics. **Skills** Students will be to build quantitative model explaining choice-making behaviour of economic agents **Values** Students will be to discern efficiency and optimal decision-making in economic planning. **Attitude** Students will be to develop a strategic and	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	6	

	analytical approach to complex problem-solving.				
Unit 11.3/ Module 11.3.4 (Linear Programming Problem)	**Knowledge** Students will be to understand the formulation of a Linear Programming Problem, including objective functions and constraints. **Skills** Students will be to formulate real-life economic problems as linear programming models. **Values** Students will be to appreciate the importance of optimal resource allocation and efficiency in decision-making. **Attitude** Demonstrate analytical thinking in approaching constrained optimization problems.	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	**8**	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - IV

DEPARTMENT – ECONOMICS

Teacher's Name: Dr. Mainak Bhattacharjee

Paper: DSCC-7 (Statistics for Economics)

Topic (Unit/Module / Sub Module)	Competency-based Expected Learning Outcomes	Assessment	Brief Description of Strategies, Aids, Evaluation Process	Hours Allotted	Evaluated Outcomes / Post Teaching Reflections
Unit 13.1 (Elementary Probability Theory)	**Knowledge:** Student will be able to explain concepts of sample space, events, and different definitions of probability, including conditional probability and Bayes' theorem. **Skills:** Students will be to apply probability laws and theorems to solve numerical problems involving uncertainty and real-life situations. **Values** Students will be	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	8	

	to appreciate the role of probability in rational decision-making under uncertainty. **Attitude** Students will be to develop logical and analytical thinking while dealing with uncertain outcomes and probabilistic reasoning.				
Unit 13.3/ (Sampling Theory)	**Knowledge** Students will be to understand concepts of sampling, sampling distributions, standard error, and basic statistical distributions (Chi-square, t, F) **Skills** Students will be to apply sampling techniques and compute sample statistics and standard errors in different sampling scenarios. **Values** Students will be to recognize the importance of accuracy, reliability, and representativeness in data collection	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	7	

	and analysis. **Attitude** Students will be to develop a critical and responsible approach toward interpreting statistical results and data-based conclusions.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - IV

DEPARTMENT – ECONOMICS

Teacher's Name: Dr. Mainak Bhattacharjee

Paper: MN-2 (Macroeconomics -1)

Topic (Unit/Module / Sub Module)	Competency-based Expected Learning Outcomes	Assessment	Brief Description of Strategies, Aids, Evaluation Process	Hours Allotted	Evaluated Outcomes / Post Teaching Reflections
Module 6.1: (National Income Accounting)	**Knowledge:** Students will be to develop a comprehensive understanding of macroeconomic statistics and methods of Computation **Skill:** Students will be to apply macroeconomic accounting methods to compute aggregates, interpret macroeconomic data, and analyse relationships such as saving–investment gap and budget deficits. **Value:** Students will be to appreciate the	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	10	

	importance of data-driven macroeconomic policymaking **Attitude:** Students will be to cultivate analytical and critical thinking on macro-perspectives of economic dynamics				
Module 6.4: The Classical System	**Knowledge:** Students will be to understand the core principles of Classical School of Economics aligned with market-driven economic system. **Skill:** Students will be to analyse and evaluate classical models of income and employment determination, aligning these further with the role of interest rates and money in economic equilibrium. **Value:** Students will be to recognize the theoretical significance and historical contribution of classical thought in shaping modern macroeconomic policy debates.	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	10	

	Attitude: Students will be to develop openness to comparing different economic perspectives, fostering intellectual curiosity and balanced judgement between classical and alternative theories.				
Module 6.5: Inflation	**Knowledge:** Students will be to learn the concept of inflation, its types (demand-pull and cost-push), and relation with real economy dynamics **Skill:** Students will be to analyse inflationary trends, discern the causes of inflation, and evaluate the effectiveness of monetary and fiscal policies in controlling inflation. **Value:** Students will be to understand the socio-economic implications of inflation, promoting sensitivity	Class test, Assignments, Presentations	**Strategies :** Lecture & Demonstration, Problem solving, Case study, group discussion **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	5	

	towards equity and economic stability. **Attitude:** Students will be to develop a responsible and informed outlook towards macroeconomic issues, particularly price stability and policy interventions.				