

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - VI

DEPARTMENT – ECONOMICS

Teacher’s Name: Mainak Bhattacharjee

Paper: DSCC-13 (International Economics- 1)

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 23.2 Module -1 (Community Indifference Curve – Justification and Properties)	<p>Knowledge Students will be able to demonstrate understanding of the concept, justification, and properties of community indifference curves in the welfare analysis of international trade.</p> <p>Skill Students will be able to Analyse welfare implications of trade using community indifference curve frameworks.</p> <p>Value</p>	Class test, Assignments, Presentations	<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion Aid: Smartboard, PPTs Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class participation.</p>	3	

	<p>Students will be able to appreciate the importance of social welfare considerations in economic decision-making.</p> <p>Attitude Develop a critical and reflective approach towards welfare-based economic models.</p>				
<p>Unit- 23.2/Module - 2 (Trade Indifference Curves, Offer Curves, Elasticities, Terms of Trade and Marshall–Lerner Condition)</p>	<p>Knowledge Students will be able to explain the derivation and properties of trade indifference curves and offer curves, related elasticities, international equilibrium, terms of trade, and the Marshall–Lerner condition.</p> <p>Skill Students will be able to apply diagrammatic and analytical techniques to evaluate international equilibrium and terms of trade outcomes.</p> <p>Value Students will be able to value analytical rigour and evidence-based reasoning in international trade analysis.</p> <p>Attitude</p>		<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion</p> <p>Aid: Smartboard, PPTs</p> <p>Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class participation.</p>	4	

	Students will be able to exhibit a policy-sensitive and problem-solving orientation towards international trade issues.				
Unit 23.2/Module: Gains from Trade (GFT) Theorem	<p>Knowledge Students will be able to describe the Gains from Trade theorem, its illustration, decomposition, and determinants of magnitude.</p> <p>Skill Students will be able to illustrate and decompose gains from trade using standard analytical tools.</p> <p>Value Students will be able to recognise international trade as a source of mutual gains and welfare enhancement.</p> <p>Attitude Students will be able to demonstrate a balanced and analytical perspective on trade liberalisation and its welfare</p>			3	
Unit 23.4 (Module1: Partial Equilibrium Analysis of	<p>Knowledge Students will be able to explain the partial equilibrium effects of tariffs, quotas, subsidies, voluntary export restraints, and</p>	Class test, Assignments, Presentations	<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion</p> <p>Aid: Smartboard, PPTs</p>	8	

<p>Tariffs, Quotas and Related Trade Policy Instruments)</p>	<p>their cost–benefit implications, including quota–tariff equivalence and non-equivalence. Skill Students will be able to analyse and compare the welfare effects of tariffs and quantitative restrictions using partial equilibrium frameworks. Value Students will be able to appreciate the need for efficiency and welfare considerations in the design of trade policy instruments. Attitude Students will be able to develop a critical and evaluative approach towards protectionist trade measures.</p>		<p>Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class participation.</p>		
<p>Unit:23.4 Module 2: General Equilibrium Analysis of Tariffs in Small and Large Economies</p>	<p>Knowledge Students will be able to understand general equilibrium analysis of tariffs, distinguishing between small and large economies, welfare effects, tariff-ridden offer curves, tariff wars, optimum tariff, and Metzler’s paradox.</p>		<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion Aid: Smartboard, PPTs Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class</p>	<p>7</p>	

	<p>Skill Students will be able to apply general equilibrium and offer-curve analysis to assess welfare and terms-of-trade effects of tariffs.</p> <p>Value Students will be able to value theoretical rigor and comprehensive welfare analysis in evaluating national and global trade policies.</p> <p>Attitude Students will be able to cultivate a balanced, policy-aware perspective on tariff use in international trade.</p>		participation.		
<p>Unit 23.4 Topic: Balance of Payments and Exchange Rate Systems</p>	<p>Knowledge Students will be able to explain the structure of Balance of Payments accounts, the distinction between autonomous and accommodating transactions, and the basic concepts of fixed and flexible exchange rate systems.</p> <p>Skill Students will be able to analyse Balance of Payments positions</p>		<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion Aid: Smartboard, PPTs Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class participation.</p>		

	<p>and interpret implications of fixed and flexible exchange rate regimes.</p> <p>Value Students will be able to appreciate the importance of external sector stability and sound macroeconomic management.</p> <p>Attitude Students will be able to develop an analytical and policy-sensitive outlook towards external balance and exchange rate management</p>				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - VI

DEPARTMENT – ECONOMICS

Teacher’s Name: Mainak Bhattacharjee

Paper: DSCC-15 (Environmental Economics- 1)

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 24.1 : Environment, Ecology, and Economy	<p>Knowledge: Students will be able to demonstrate conceptual understanding of environmental economics by explaining the inter-linkages between the economy and the environment</p> <p>Skills: Students will be able to apply environmental economic concepts to analyse real-world issues related to resource use, waste generation, and environmental</p>	Class test, Assignments, Presentations	<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion</p> <p>Aid: Smartboard, PPTs</p> <p>Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class participation.</p>	10	

	<p>degradation.</p> <p>Values: Students will be able to internalise the value of environmental sustainability and intergenerational equity in evaluating economic growth and development strategies.</p> <p>Attitudes: Students will be able to exhibit a sustainability-oriented and responsible attitude towards economic decision-making and environmental stewardship.</p>				
<p>Unit 24.4 Measuring the Value of Environmental Cost and Benefit</p>	<p>Knowledge: Demonstrate conceptual understanding of environmental economics by explaining the inter-linkages between the economy and the environment</p> <p>Skills: Apply environmental economic concepts to analyse real-world issues related to resource use, waste generation, and environmental degradation.</p>	<p>Class test, Assignments, Presentations</p>	<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion Aid: Smartboard, PPTs Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class participation.</p>	<p>15</p>	

	<p>Values: Internalise the value of environmental sustainability and intergenerational equity in evaluating economic growth and development strategies.</p> <p>Attitudes: Exhibit a sustainability-oriented and responsible attitude towards economic decision-making and environmental stewardship.</p>				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - VI

DEPARTMENT – ECONOMICS

Teacher’s Name: Mainak Bhattacharjee

Paper: MN-3 (Development Economics- 1)

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 : 9.2 Poverty, Inequality, and Human Development	Knowledge: Students will be able to demonstrate conceptual understanding of the causes and consequences of poverty in developing economies and explain key measures of poverty and inequality, including Poverty Line,	Class test, Assignments, Presentations	Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion Aid: Smartboard, PPTs Evaluation Process: Summative tests, problem-solving exercises, quizzes,	10	

	<p>HPI, MPI, Lorenz Curve, Gini Coefficient, and GII.</p> <p>Skills: Students will be able to apply appropriate poverty and inequality measures to analyse income, wealth, and gender disparities using empirical data or case-based contexts.</p> <p>Values: Students will be able to recognise the ethical and social importance of equity, inclusiveness, and human dignity in addressing poverty, income inequality, and gender disparities.</p> <p>Attitudes: Students will be able to exhibit a sensitive and inclusive attitude towards marginalized groups and a constructive disposition towards policies aimed at poverty alleviation and reduction of inequalities.</p>		<p>assignments, and class participation.</p>		
<p>Unit: 9.4 Financial Inclusion and Development</p>	<p>Knowledge: Students will be able to demonstrate conceptual understanding of financial</p>	<p>Class test, Assignments, Presentations</p>	<p>Strategies : Lecture & Demonstration, Problem solving, Case study, group discussion</p>	<p>15</p>	

<p>(Sub unit 1, 2 & 3)</p>	<p>inclusion and its role in economic development, including access to credit, microfinance</p> <p>Skills: Students will be able to analyse the effectiveness of financial services, microfinance initiatives, and institutional interventions in promoting inclusive growth and poverty alleviation, particularly in rural contexts.</p> <p>Values: Students will be able to appreciate the importance of equity, financial empowerment, and institutional responsibility in fostering inclusive and sustainable economic development.</p> <p>Attitudes: Students will be able to exhibit a development-oriented and inclusive attitude towards strengthening access to formal financial systems and supporting policies that enhance financial inclusion.</p>		<p>Aid: Smartboard, PPTs</p> <p>Evaluation Process: Summative tests, problem-solving exercises, quizzes, assignments, and class participation.</p>		
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - VI DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: International Economics (I) [DSCC13]

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 23.1	<p>Knowledge: Understand absolute and comparative advantage, arbitrage, the Ricardian one-factor model, terms of trade, and gains from trade.</p> <p>Skills: Analyze trade patterns using comparative advantage, PPFs, relative demand–supply, and equilibrium terms of trade.</p> <p>Values: Appreciate efficiency gains from</p>	<p>Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.</p>	<p>Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples.</p> <p>Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation.</p>	07	

	<p>trade while recognizing externalities and perverse comparative advantage.</p> <p>Attitude: Develop a critical and balanced view of classical trade theories and their real-world relevance.</p>				
Unit 23.3	<p>Knowledge: Understand the Heckscher–Ohlin theorem, physical and price definitions of factor abundance, homothetic tastes, factor intensity reversal, Stolper–Samuelson, Rybczynski, factor price equalization, and the Leontief Paradox.</p> <p>Skills: Analyze trade patterns and income distribution using factor abundance measures, factor intensity rankings, and commodity–factor price relationships.</p> <p>Values: Appreciate the limits of factor-endowment theories and the role of empirical evidence and</p>	<p>Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.</p>	<p>Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples.</p> <p>Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation</p>	15	

	<p>distributional consequences in trade analysis.</p> <p>Attitude: Develop a critical, evidence-based approach to evaluating factor-based theories of international trade.</p>				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - VI DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: Environmental & Resource Economics (I) [DSCC14]

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 24.2	<p>Knowledge: Understand the concepts of externalities, public goods and bads, market failure, property rights, and the Coase Theorem.</p> <p>Skills: Identify and analyze market failures using simple models and apply the Coase framework to evaluate institutional solutions.</p>	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	<p>Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples.</p> <p>Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation</p>	08	

	<p>Values: Appreciate the importance of efficiency, equity, and well-defined property rights in addressing externalities and public welfare.</p> <p>Attitude: Develop a policy-oriented and analytical approach to correcting market failures through economic reasoning and institutions.</p>				
Unit 24.3	<p>Knowledge: Understand the evolution of environmental policy design, monitoring and enforcement mechanisms, Pigouvian fees, alternative regulatory instruments, and the basic concept of tradable pollution permits.</p> <p>Skills: Analyze pollution-control policies by comparing Pigouvian fees, subsidies, command-and-</p>	<p>Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.</p>	<p>Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples.</p> <p>Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class</p>	12	

	<p>control regulations, economic incentives, and permit-based systems in simple settings.</p> <p>Values: Appreciate the role of efficient and accountable policy design in addressing environmental externalities and promoting sustainable outcomes.</p> <p>Attitude: Develop a balanced and critical approach toward environmental regulation, recognizing trade-offs between efficiency, feasibility, and enforcement.</p>		participation		
<p>Unit 24.4 (sub units 1, 2 and 3)</p>	<p>Knowledge: Understand the concept of Total Economic Value, including user and non-user values, market-based valuation, future use, bequest and vicarious values, and objective standard-based valuation.</p> <p>Skills: Identify and classify different components of economic value and apply appropriate valuation</p>	<p>Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.</p>	<p>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</p>	<p>08</p>	

	<p>approaches to simple environmental and resource-use contexts.</p> <p>Values: Appreciate the importance of incorporating non-market and intergenerational values in economic evaluation and policy decision-making.</p> <p>Attitude: Develop a comprehensive and ethically informed perspective toward valuing environmental and social resources beyond market prices.</p>				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - VI DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: Development Economics (I) [MN-3]

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 9.3	<p>Knowledge: Understand the concepts of surplus labour and disguised unemployment, the Lewis dual-sector model, balanced and unbalanced growth strategies, and the choice of techniques in development planning.</p> <p>Skills: Analyze development processes using the Lewis model, assess growth strategies, and evaluate alternative techniques under</p>	Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.	<p>Strategies & Aids: Interactive lectures using smartboard comprising of numerical illustrations, diagrams, and brief case examples.</p> <p>Evaluation Process: Written tests, problem-solving exercises, quizzes, assignments, and class participation</p>	12	

	<p>different factor endowment and employment conditions.</p> <p>Values: Appreciate inclusive growth, productive employment, and efficient use of labour in the context of economic development.</p> <p>Attitude: Develop a critical and policy-oriented perspective on development strategies and labour absorption in developing economies.</p>				
Unit 9.4 (sub unit 4)	<p>Knowledge: Understand the objectives and functions of the IMF, World Bank, and WTO in promoting financial stability, development finance, and inclusive global economic integration.</p> <p>Skills: Analyze the role of international financial institutions in supporting development, financial inclusion, balance of payments stability, and trade</p>	<p>Written tests for knowledge, numerical/diagram problems for skills, case-based assignments for values, and class discussions/quizzes for attitude.</p>	<p>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</p>	05	

	<p>facilitation.</p> <p>Values: Appreciate the importance of multilateral cooperation, inclusive development, and global responsibility in addressing development and financial disparities.</p> <p>Attitude: Develop a critical and informed perspective on the contribution and limitations of global institutions in advancing financial inclusion and development.</p>				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - VI DEPARTMENT - ECONOMICS

Teacher: Dr. Rupa Ghosh (RG)

Paper: Development 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
Introduction to Development Economics (Definition and Scope of Development Economics - Historical Perspective of Development Theories (Brief Idea Only) _ Growth Vs. Development - Goals and Indicators of Economic Development HDI (concepts	<p>Knowledge:</p> <ul style="list-style-type: none"> • Define Development Economics. • Explain the scope of Development Economics • Identify major theories of Development Economics • Understand Amartya Sen’s Capability Approach as a human-centred measure of development focusing on freedom and well-being • Describe HDI as a composite index <p>Skill:</p> <ul style="list-style-type: none"> • Link development theories with real-world situations • Organize comparative tables (growth vs development, income 	Oral questions, Worksheet, MCQs Presentation Group Discussion	<p>Strategies: Presentation(PPT) with lecture, board work, case study discussion.</p> <p>Evaluation Process:</p> <p>Continuous oral and written assessment Concept-based short and long analytical answers Group discussion and presentation evaluation Observation of participation and application skills</p>	09	

<p>only) _ Income Approach and Capability Approach International Comparisons - Challenges and Opportunities in Developing Economies</p>	<p>vs capability) <ul style="list-style-type: none"> • Interpret basic development data • Present group discussions on development issues <p>Value:</p> <ul style="list-style-type: none"> • Appreciate focus on human welfare • Recognize equity and social justice as central to economic development • Appreciate the importance of health and education in improving quality of life <p>Attitude :</p> <ul style="list-style-type: none"> • Develop interest in development issues • Show concern for unequal development across countries and regions • Develop responsibility towards social and economic improvement </p>				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 _____ SEMESTER - VI _____ DEPARTMENT - Economics _____

Teacher's Name : Dr. Suranjana Mitra

Course Name : Public Finance (DSCC-14)

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. Government in a Market Economy	<p align="center">Students will be able to:</p> <p align="center">Knowledge:</p> <ol style="list-style-type: none"> Distinguish between different types of goods Articulate why the price mechanism fails to achieve allocative efficiency in the presence of externalities Describe the four branches of government intervention <p align="center">Skill :</p> <ol style="list-style-type: none"> Evaluate specific government interventions to determine if they effectively solve the targeted market failure Assess the trade-offs between economic efficiency and social equity <p align="center">Value:</p> <ol style="list-style-type: none"> Demonstrate an understanding of "Social Efficiency" by recognizing that individual profit-seeking does not 	Formative assessment	<p align="center">Diagrammatic representation and explanation</p> <p align="center">Formative and Summative Assessment</p>	6 hours	

	<p>always equate to collective well-being</p> <p>Attitude:</p> <ol style="list-style-type: none"> 1. Develop awareness about the Free Rider problem and the ethical implication of the unequal wealth distribution 2. Recognise that government intervention can sometimes lead to government failure 				
2.Choice and Public Economics	<p>Students will be able to:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Define the core characteristics of non-excludability and non-rivalry that distinguish pure public goods from private goods 2. Explain the mathematical and graphical conditions for the Samuelson Model and the pricing mechanism of the Lindahl Equilibrium <p>Skill:</p> <ol style="list-style-type: none"> 1. Calculate the optimal provision of a public good by vertically summing 	Formative Assessment	<p>Study Lindahl model as a theoretical solution where individuals are taxed according to their marginal benefits</p> <p>Formative and Summative Assessment</p>	12 hours	

	<p>individual demand curves (marginal benefit curves) to derive the social marginal benefit</p> <p>Value:</p> <p>1. Develop an appreciation for the role of the state in providing goods that are essential for the well-being of the society but are not profitable for private enterprises</p> <p>Attitude:</p> <p>1. Develop a balanced perspective on government intervention to correct specific market deficiencies.</p>				
3. Revenue and Expenditure of the Government	<p>Students will be able to:</p> <p>Knowledge:</p> <p>1. Distinguish between the Benefit Principle (paying for what you get) and the Ability to Pay Principle including the nuances of horizontal and vertical equity.</p> <p>2. Explain the relationship between tax rates and total tax revenue</p> <p>Skill:</p> <p>1. Calculate the Economic Incidence of a tax determining how the burden is shared between buyers and sellers based on the price elasticity of demand and supply.</p> <p>2. Demonstrate graphically how a direct tax (like income tax) creates a "disincentive effect" on work efforts by analyzing the trade-off between labor</p>	Formative Assessment	<p>Use indifference curve analysis to show the substitution effect vs income effect for labour-leisure trade-off</p> <p>Debate -style strategy for Efficiency vs Equity to explain Optimal taxation</p> <p>Formative and Summative Assessment</p>	15 Hours	

	<p>and leisure.</p> <p>Value:</p> <ol style="list-style-type: none"> 1. Evaluate the concept of Equal Sacrifice, arguing whether a progressive, proportional, or regressive tax structure is most "just" for a diverse society. 2. Appreciate the role of Optimal Taxation in balancing the need for public revenue with the goal of minimizing deadweight loss <p>Attitude:</p> <ol style="list-style-type: none"> 1. Develop a nuanced attitude toward tax policy, moving beyond "taxation as a burden" to viewing it as a tool for wealth redistribution and economic stabilization 				
4.Public Finance	<p>Students will be able to:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Distinguish between different types of deficits 2. Articulate Domar's Condition for debt sustainability and the logic behind Ricardian Equivalence <p>Skill:</p> <ol style="list-style-type: none"> 1. Interpret what a rising fiscal-to-GDP ratio implies for inflation and crowding out. 	Formative Assessment	<p>Data-driven fiscal federalism And Crowding out analysis for effects of public debt</p> <p>Formative and Summative Assessment</p>	12 hours	

	<p>2. Apply Domar's Model to determine if a country's debt path is sustainable or if it is heading toward a debt trap using real data</p> <p>Value:</p> <p>1. Evaluate the ethics of public debt, arguing whether current generations are unfairly burdening future citizens with repayment</p> <p>Attitude:</p> <p>1. Develop an interest in analyzing federal finance commission reports, viewing tax devolution not just as a legal requirement but as a mechanism for social justice.</p>				
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