COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - II DEPARTMENT -Economics

Dr. Suranjana Mitra

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. National Income Accounting	Students will be able to: **Knowledge:** 1. Define and distinguish between key macroeconomic aggregates—including GDP, GNP, NDP, and NNP—and accurately explain the theoretical difference between measuring them at market price versus factor cost 2. Describe the circular flow of income in a multi-sector economy and identify the specific leakages and injections caused by the government and foreign sectors. **Skill:** 1. Compute National Income using the Value-Added Method and the Expenditure Method, ensuring they successfully identify and	Formative assessment	Solving Numerical problems using raw data sets and explanation using real life examples Formative and Summative Assessment	12 hours	

	eliminate the problem of double counting 2. Calculate and reconcile the transition from National Income to Personal Disposable Income by mathematically accounting for corporate taxes, corporate savings, and personal taxes **Values** 1. Critically evaluate the limitations of using GDP as a sole proxy for societal welfare and standard of living, recognizing what traditional national income accounting fails to capture 2. Appreciate the ethical importance of tax compliance, understanding how personal and corporate tax revenues directly fund the government's role in public welfare and economic stabilization **Attitude** 1. Develop an analytical mindset toward economic data 2. Foster a holistic perspective on national fiscal health				
2. Income Determination in the short-run: SKM in a closed economy	Students will be able to: **Knowledge** **1.** Define and explain the concepts of effective demand, demand-determined output, the Keynesian	Formative Assessment	Diagrammatic Representation and Explanation Formative and Summative	12 hours	

	consumption function, and the corresponding saving function. 2. Describe the mechanism of the Simple Keynesian Multiplier and explain the theoretical basis of the "Paradox of Thrift" and the Balanced Budget Multiplier in a closed economy **Skill** **1.** Derive algebraically and graphically model the equilibrium level of income in a Simple Keynesian Model (SKM) for both a two-sector economy and a three-sector closed economy with government expenditure and taxation. **2.** Calculate the numerical values of the autonomous expenditure multiplier, tax multiplier, and balanced budget multiplier given specific values for the marginal propensity to consume and tax rates **Value** 1. Evaluate critically the ethical and social implications of the Keynesian "effective demand" theory, recognizing how involuntary unemployment justifies state intervention to		Assessment		

	protect human dignity during economic downturns 2. Assess the socio-economic trade-offs of a balanced budget versus deficit spending, balancing the value of fiscal discipline against the urgent need for public welfare and economic stabilization **Attitude** **1.** Develop a counter-intuitive analytical mindset, learning to habitually look past individual micro-level virtues (like saving) to analyze their unintended macro-level consequences (the Paradox of Thrift) during a recession **2.** Cultivate a proactive perspective on the role of fiscal policy				
3. Basic Theory of Investment	Students will be able to: **Knowledge** 1. Distinguish between the Marginal Efficiency of Capital (MEC) and the Marginal Efficiency of Investment (MEI), explaining how the responsiveness of capital-goods supply prices differentiates these two concepts **Skill** 1. Construct and interpret an	Formative Assessment	Diagrammatic representation Formative and Summative Assessment	3 Hours	

	investment demand schedule by comparing the MEC/MEI with the prevailing market rate of interest to determine an enterprise's optimal, profit-maximizing level of investment **Values** 1. Critically evaluate how business expectations (animal spirits) influence investment, reflecting on the ethical responsibility of corporations to balance short-term financial returns against long-term, sustainable capital investments that benefit society. **Attitude** 1. Develop a forward-looking, risk-aware economic mindset, habitually analyzing investment decisions not just based on current physical productivity (Marginal Productivity of Capital), but on discounted future revenue streams and changing market dynamics.				
4. The Classical System	Students will be able to: **Knowledge:** 1. Define and explain the core tenets of Classical Macroeconomics, including Say's Law ("supply	Formative Assessment	Diagrammatic representation and explanation Formative and Summative Assessment	12 hours	

	creates its own demand"), the Quantity Theory of Money (MV = PT), and the concept of the Classical Dichotomy. 2. Describe the mechanism of wage-price flexibility and explain how it theoretically ensures automatic full-employment equilibrium in the labour market. **Skill:** 1. Analyze graphically and calculate equilibrium interest rates using the Loanable Funds Theory by plotting saving (supply) and investment (demand) schedules. 2. Demonstrate mathematically the Neutrality of Money, illustrating how changes in the money supply impact nominal variables (like prices) but leave real variables (like output and employment) unchanged **Values:** 1. Appreciate critically the ethical and philosophical foundations of laissez-faire economics, evaluating the classical belief in minimal government intervention				

	as a means to maximize societal welfare 2. Assess the socio-economic values inherent in the classical view of unemployment, contrasting the perspective of voluntary unemployment with the ethical realities of systemic market failures **Attitude:** 1. Develop an analytical mindset that questions economic assumptions, allowing them to objectively compare the self-correcting optimistic outlook of classical theory against real-world economic crises 2. Demonstrate an openness to theoretical pluralism, appreciating how classical macroeconomic models serve as a foundational benchmark for modern monetarist and new classical theories				
5.Inflation	**Students will be able to:**	Formative Assessment	Diagrammatic representation and explanation	6 hours	

	Knowledge 1. Distinguish between demand-pull and cost-push inflation, and explain how an inflationary gap arises when aggregate demand exceeds the economy's full-employment potential output **Skills** 1. Model graphically an inflationary gap using the Aggregate Demand/Aggregate Supply (AD-AS) framework and formulate appropriate fiscal and monetary anti-inflationary policy mixes to restore macroeconomic equilibrium **Values** 1. Evaluate the ethical trade - offs of anti-inflationary policies, assessing how aggressive contractionary measures (like rising interest rates or spending cuts) might control prices but disproportionately impact employment and vulnerable socioeconomic groups **Attitude** 1. Cultivate a proactive and analytical mindset toward economic stability, recognizing		Formative and Summative Assessment		

	inflation not just as an abstract statistic, but as a dynamic challenge that requires vigilant, evidence-based policy responses from central banks and governments.				

COMPETENCY-BASED LEARNING DESIGN/COMPETENCY-BASED POST-TEACHING REFLECTION

DEPARTMENT -ECONOMICS
SEMESTER -II
YEAR – 2026
SKILL ENHANCEMENT COURSE: INTRODUCTORY STATISTICS AND APPLICATIONS (II)
PAPER: ECON-H-SEC2-2

Name of Teacher: Dr.Rupa Ghosh

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
Basic ideas of economic data Types of data-cross section, time series, pooled data, panel data etc. Nature of field survey data – types of cross section data Advantages and disadvantages of field survey data Importance of field survey data for economic analysis Role of pilot survey	**Knowledge**: Classify and distinguish between the structural setups of cross-section, time series, pooled, and panel data formats. Identify the specific advantages, limitations, and theoretical biases associated with primary field survey methods and pilot studies. **Skill**: Analyze secondary data reports or economic research abstracts to correctly identify the underlying data used. Evaluate a given economic problem or research hypothesis and logically choose the most appropriate data structure needed to analyze it. **Value:** Recognize the critical importance of data integrity, validation, and transparency in building reliable economic theories.	Short, simple in-class quizzes to identify data types from given examples and classroom discussions to compare different data sources Short assignment to identify and explain choices for best data types in a particular economic situation	**Strategies**: **Lectures:** Explaining data concepts using smartboard and citing examples of real economic datasets and Case Study Analysis to discuss what happens to a research project if a pilot survey is skipped. **Evaluation Process**: Continuous Oral and Written Assessment: Using short, in-class verbal quizzes and written unit tests. Concept-Based Short and Long Analytical Answers to grade students on their ability to write clear, structured answers explaining theoretical concepts, Group Discussion and Presentations	15	

	Value the ethical necessity of respondent privacy, informed consent, and unbiased sampling in field research methodology. **Attitude** : Cultivate a critical mindset that automatically questions the quality, source, and biases of any dataset. Develop an appreciation for rigorous preparatory steps (like pilot surveys) before accepting data as a basis for economic analysis.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - II DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: Macroeconomics (I) [MECO-MN2]

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:** Students will be able to explain the Keynesian theory of income determination, consumption and saving functions, multiplier mechanism and the role of government in a closed economy. **Skills:** Students will be able to analyze equilibrium income, calculate multipliers, and interpret the effects of consumption, saving, taxation and government expenditure on aggregate	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**	

	demand. **Values:** Students will develop an appreciation for the importance of fiscal policy and effective demand in maintaining economic stability and employment. **Attitude:** Students will demonstrate critical and analytical thinking while examining short-run macroeconomic fluctuations and policy interventions.				
Unit 6.3	**Knowledge:** Students will be able to explain the concepts of investment function, determinants of investment, marginal productivity of capital, marginal efficiency of capital and marginal efficiency of investment. **Skills:** Students will be able to analyze investment decisions and interpret the relationship between expected returns,	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**	

	capital productivity and investment behaviour. **Values:** Students will develop an appreciation for the role of investment in economic growth, capital formation and employment generation. **Attitude:** Students will demonstrate analytical interest in understanding how investment decisions influence economic activity and development.				
Unit 6.5	**Knowledge:** Students will be able to describe the concepts, types and causes of inflation along with anti-inflationary policy measures. **Skills:** Students will be able to distinguish between demand-pull and cost-push inflation and assess the effectiveness of policy measures in controlling inflationary pressures. **Values:** Students will develop	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	**06**	

	awareness regarding the socio-economic impact of inflation on individuals, businesses and the economy. **Attitude:** Students will demonstrate responsible and informed perspectives towards price stability and economic policy measures for controlling inflation.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - II DEPARTMENT - ECONOMICS

Teacher: Nilavo Roy (NR)

PAPER: Elementary Economics [IDC-ECOD]

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 5.1	**Knowledge:** Students will be able to explain the fundamental concepts of demand, supply, elasticity, production, cost and market structures along with their interrelationships in economic decision-making. **Skills:** Students will be able to interpret demand and supply curves, calculate elasticity, 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	**10**	

	analyze pricing and output decisions using basic economic diagrams and numerical examples. **Values:** Students will develop an appreciation for rational resource allocation and efficient market functioning in economic activities. **Attitude:** Students will demonstrate analytical curiosity and logical thinking while examining consumer and producer behaviour in different market situations.		participation		
Unit 5.3	**Knowledge:** Students will be able to explain the concepts of economic growth, development, human development indicators, inequality and sustainable development goals. **Skills:** Students will be able to	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-	**5**	

	compare and interpret development indicators such as HDI, GDI, MPI and GINI indices to assess socio-economic progress. **Values:** Students will develop sensitivity towards equity, inclusion and sustainability in the process of economic development. **Attitude:** Students will demonstrate a positive and socially responsible outlook towards sustainable and inclusive development practices.	for attitude.	solving exercises, quizzes, assignments, and class participation		
Unit 5.4	**Knowledge:** Students will be able to explain the background and major features of economic reforms in India along with the structure and objectives of NITI Aayog. **Skills:** Students will be able to analyze the role of economic reforms and policy institutions in shaping India's economic development.	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	**5**	

	Values: Students will develop appreciation for policy reforms and institutional initiatives aimed at national economic progress and welfare. **Attitude:** Students will demonstrate awareness and interest in contemporary Indian economic policies and developmental challenges.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - II

DEPARTMENT – ECONOMICS

Teacher's Name: Dr. Mainak Bhattacharjee

Paper: SEC-2 (Introductory Statistics & Applications- 2)

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 7.1/Module-7.2.1 (Concept on Data Frame)	**Knowledge:** Students are expected to get acquainted with the data structures compatible with MS Excel configuration the need to clean and format a data set before analysing it **Skills:** Students are expected to learn how to format, validate, sort, and filter datasets using MS Excel. **Value:** Students are expected to merit the importance of accuracy,	Class test, Assignments, Presentations	**Strategies :** Demonstration, Problem solving, Case study **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	4	

	consistency, and integrity in data management. **Attitude:** Students are expected to demonstrate a systematic approach to handling data.				
Unit 7.2/ Module 7.2.2 (Frequency Analysis & Data Visualization)	**Knowledge:** Students are expected to develop aptitude in r frequency analysis and data visualization suing MS Excel. **Skill:** Students are expected to visualise using customised chart and diagrams through an interactive interface **Value:** Students are expected to recognize the role of visual analytics in enhancing d a t a - d r i v e n decision-making. **Attitude:** Students are expected to develop an analytical bent in exploring and interpreting data patterns.	Class test, Assignments, Presentations	**Strategies :** Demonstration, Problem solving, Case study, mini projects **Aid**: Smartboard, PPTs **Evaluation Process:** Summative tests, problem-solving exercises, quizzes, assignments, and class participation.	**6**	

Unit 7.2 Module 7.2.3 (Descriptive Statistics)	**Knowledge:** Students are expected to be acquainted with the various applications of descriptive statistics and in data analysis. **Skills:** Students are expected to compute and interpret descriptive statistical measures using MS Excel tools and functions. **Value:** Students are expected to appreciate the importance of statistical evidence in understanding real-world phenomena. **Attitude:**Students are expected to demonstrate critical thinking while analyzing and interpreting data.	Class test, Assignments	**Strategies :** Demonstration, Problem solving, Case study, mini projects **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 – I1

DEPARTMENT – ECONOMICS

Teacher's Name: Dr. Mainak Bhattacharjee

Paper: Elementary Economics (IDC-2/ECOD)

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 5.2 (Macroeconomic Concepts)	**Knowledge:** Students are expected to learn the key concepts of macroeconomic accounting , theories, and policies **Skill:** Students are expected to analyze basic macroeconomic indicators and relate them to economic policies and real-world economic developments. Value: Students are expected to merit significance of macroeconomic order and international	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	

	cooperation in fostering economic well-being. **Attitude:** Students are expected to develop a critical perspective ton contemporary macroeconomic issues and policy matter.				
Unit 5.4 (Indian Economics)	**Knowledge:** Students are expected learn the background, rationale, and key features of economic reforms in India and the roles of evolving institutions, like NITI Aayog **Skill**: Students are expected to analyse the impact of economic reforms and institutional changes on India's development trajectory. **Value:** Students are expected to appreciate the role of policy reforms and governance institutions in promoting	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	

	economic growth and development. **Attitude:** Students are expected to demonstrate an objective and analytical approach towards understanding India's evolving economic landscape.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2025-26

SEMESTER - II

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:**	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	

	Students will be to appreciate the 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	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	

	macroeconomic policy debates. **Attitude:** Students will be to develop openness to comparing different economic perspectives, fostering intellectual curiosity and balanced judgement between classical and alternative theories.				