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SYMBIOSIS COLLEGE OF ARTS AND COMMERCE

(AN AUTONOMOUS COLLEGE UNDER SAVITRIBAI PHULE PUNE UNIVERSITY)

**Teaching Plan
M.A. Program**

NAME OF THE TEACHER: Varun Miglani

Year: 2020-21

DEPARTMENT:

Economics and Banking

Semester: III

CLASS: M.A.

SUBJECT: Macroeconomic Analysis & Applications-I

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	Unit 1: Role of agriculture in economic development:	1.1 Nature and scope of Agricultural Economics. Traditional agriculture and its modernization.	4	Experiential Learning and Problem- solving Methods Students will deliberate upon the various aspects of Agricultural Economics and discuss attempts made to modernize it.

WEEK 2	Unit 1: Role of agriculture in economic development:	1.2. Contribution of agriculture in economic development; Agricultural Infrastructure: Physical Infrastructure (transport, telecommunication, Irrigation, Power, Markets and storage)	4	Participative and Experiential Learning Students will be able to critically evaluate the contribution of agriculture in economic development as well as analyze the challenges inherent in improving the agriculture infrastructure.
WEEK 3	Unit 1 Role of agriculture in economic development Unit 2 Agricultural Growth in India	1.3. Social infrastructure (Education); Institutional Infrastructure (banking, extension services, FPOs) 2.1. Agricultural growth in India since independence – Sources of Growth and instability in Indian agriculture	4	Participative and Experiential Learning Students will be able to analyze the growth and development of Social Infrastructure as well as discuss the growth of agriculture in India since Independence.
WEEK 4	Unit 2 : Agricultural Growth in India	2.2 Risk and Uncertainty in Agriculture; cropping pattern shifts, Agricultural technology – Irrigation, HYV seed, Fertilizers and micronutrients	4	Participative and Experiential learning Students will discuss and critically evaluate the risk and the uncertainty elements involved in agricultural growth in India

WEEK 5	Unit 2 : Agricultural Growth in India	1.3. Critique of green revolution and need of sustainable and water-conservation agriculture	4	Participative and Experiential Learning Students will be able to critically evaluate the Water Seed Technology (Green Revolution) that had started in India in the 1960's.
WEEK 6	Unit 3 : Agricultural Production Economics	3.1. Agricultural production; Production function analyses in agriculture; size of farm and law of returns; Factor Product, Factor-factor, Product- Product Relations	4	Problem solving Method Students will be able to analyze the input output analysis in agricultural sector
WEEK 7	Unit 3: Agricultural Production Economics	3.2. Costs and supply curves; Farm budgeting and cost concepts	4	Participative and Experiential Learning Students will be able to analyze the cost and supply curves as well as evaluate importance of farm budgeting and various cost accounting techniques in the field of agriculture.
WEEK 8	Unit 4: Agriculture price and food policy	4.1. Agriculture Prices Functions and Fluctuations; Cobb-Web Model; Need for Government intervention; Objectives of Price policy;	4	Participative and Problem- solving methodologies Students will be able to analyze the cobb web model in terms of agriculture price functions and fluctuations.
WEEK 9	Unit 4: Agriculture price and food policy	4.2. Types of Agriculture Prices: Minimum Support Prices and Statutory Minimum Support Price, Procurement Prices;	4	Participative Learning Students will discuss the real-world problems with reference to Minimum Support Price and evaluate the difference between MSP , SMSP and Procurement Prices.

WEEK 10	Unit 4: Agriculture price and food policy	4.3. Fixation of Minimum Support Price; Food Security; Food Corporation of India and Buffer stock; Public Distribution System (PDS) in India and its critique; National Food Security Act.	4	Experiential Learning Students will be able to Understand the problem of Food security, PDS system in India as well as critically evaluate the National Food Security Act.
WEEK 11	Unit 5: Agricultural Marketing	Agricultural Marketing and its Importance; Components of Agriculture Market and Classifications; Marketable and Marketed Surplus; Marketing functions; Marketing Channels; Regulated Market;	4	Problem Solving Method Students will deliberate on the various macroeconomic tools that could be incorporated to solve these uncertain situations faced by the economy.
WEEK 12	Unit 5: Agricultural Marketing	5.1. Marketing efficiency; Marketing Costs and Margins; Reforms in Agricultural Produce Marketing Regulation Act (including three Farms Act of 2020)	4	Participative and Experiential Learning Students will be able to analyze the various reforms introduced in APMC through the various reports. They will also critically analyze the Farm Acts of 2020.
WEEK 13	Unit 5: Agricultural Marketing	5.2. Direct marketing, contract farming, private markets, Organized Retailing, Farmer Producer Organizations (Agricultural cooperatives); Agricultural Value Chains	4	Experiential Learning Students will be able to discuss on the importance of direct marketing techniques as well as analyze the role of agricultural cooperatives in India.

WEEK 14	Unit 6: Agricultural and Micro Finance in India	Role of Capital in Agriculture, Meaning, scope and significance – Factors determining demand for credit	4	Participative Learning Students will be able to analyze the role of capital and its significance in the growth of the agricultural sector.
WEEK 15	Unit 6: Agricultural and Micro Finance in India	Classification and sources of Agricultural Credit – Cooperation - Micro finance and SHGs	4	Problem Solving Method Students will deliberate on the role that MFI's and SHG's play in the growth of the agricultural sector in India.
Total No. of Lecture Hours= 60				



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Teaching Plan

M.A. Program

NAME OF THE TEACHER: Dr. Jini Jacob

Year: 2020-21

DEPARTMENT: Economics and Banking

Semester: III

CLASS: M.A.

SUBJECT: Theories of Economic Growth and Development

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	Unit 1: Perspectives on Economic Growth and Development	1.1 Growth and Development: A Contrast in Concepts 1.2 Measuring Economic Growth	4	Experiential Learning and Problem-Solving Methods Students will deliberate upon the difference between Economic growth and Economic Development and also analyze the various methods used to calculate Economic Growth.

WEEK 2	Unit 1: Perspectives on Economic Growth and Development	1.3. Measuring Economic Development 1.4. The Development Gap	4	Problem Solving Method Students will analyze the methods used to measure Economic Development and also evaluate ways in mitigating the developmental gaps between the developed and developing countries
WEEK 3	Unit 1: Perspectives on Economic Growth and Development	1.5. Modern Growth and the rise in International Inequalities	4	Participative and Experiential Learning Students will be able to analyze the contemporary problems faced by developing economies and critically evaluate the reasons for the rise in inequality in the developing nations.
WEEK 4	Unit 1: Perspectives on Economic Growth and Development & Unit 2: Human Development	1.6 Convergence of Development Levels 2.1. Concept of Human Development 2.2. Components of Human Development	4	Participative and Experiential learning Students will work out sums which focuses on converging the developmental gaps between developed and developing nations
WEEK 5	Unit 2 : Human Development	2.2. Components of Human Development 2.3. Measurement of Human Development Index, Gender related development Index, Human Poverty Index, Multidimensional Poverty Index, Inequality Adjusted HDI, Gender Inequality Index	4	Participative and Experiential Learning Students with the help of the HDR will be able to read and measure the various indices and analyze the changes and improvements in it over the span of time.

WEEK 6	Unit 2 : Human Development	2.4. HDI Ranking V/s Income Ranking. 2.5. Links between Economic Growth and Human Development	4	Participative Method Students will be able to analyze the differences amongst countries with same HDI ranking but having different income ranking and vice versa.
WEEK 7	Unit 2 : Human Development	2.6. Recasting Planning in terms of Human Development 2.7. Sustainable Development Goals (SDG's)	4	Participative and Experiential Learning Students will be able to critically analyze the need for changing the perspective especially for developing economies.
WEEK 8	Unit 3: Models of Development	3.1. Classical Theories of development- Adam Smith and Ricardo	4	Participative and Experiential Learning Students will understand the practical implications and the relevance of the growth model in the present context as suggested by these economists
WEEK 9	Unit 3: Models of Development	3.2. Malthus &Marx's theory of Development	4	Participative and Experiential Learning Students will understand the practical implications and the relevance of the growth model in the present context as suggested by these economists

WEEK 10	Unit 3: Models of Development	3.3. Schumpeter's theory of Development	4	Participative and Experiential Learning Students will understand the practical implications and the relevance of Entrepreneurship and Innovations as suggested by Schumpeter.
WEEK 11	Unit 3: Models of Development	3.4. Theory of Unlimited Supply of Labour- Lewis	4	Participative and Experiential Learning Students will understand the practical implications and the relevance of the problem of surplus labour and disguised unemployment faced by developing countries and ways to address it as suggested by economist Arthur Lewis.
WEEK 12	Unit 3: Models of Development	3.5. Theory of Circular Causation- Myrdal	4	Participative and Experiential Learning Students will understand the practical implications of backwash and spread effects and its relevance especially in developing economies as suggested by the economist Gunnar Myrdal.
WEEK 13	Unit 3: Models of Development & Unit 4: Models of Development	3.6. Big Push Theory- Rosenstein-Rodan 4.1. Environment Degradation and Sustainable Development	4	Participative and Experiential Learning Students will understand the practical implications and the relevance of the need for big investments in order to experience a transition from developing to developed

				economies as suggested by the economist Rosenstein Rodan. The students will also be oriented to the concept of sustainable development through environmental protection.
WEEK 14	Unit 4: Models of Development	4.2. Population Growth and Economic Development 4.3. Human Capital Formation and Manpower	4	Participative and Experiential Learning Students will be able to analyze the correlation between economic development and investing on human capital and thus capitalizing on the demographic dividend.
WEEK 15	Unit 4: Models of Development	4.4. Technological change and Development 4.5 Infrastructure and Economic Development	4	Participative and Experiential Learning Students will be able to analyze the correlation between economic development and investing on infrastructure development and technology.
Total No. of Lecture Hours= 60				



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Teaching Plan

M.A. Program

NAME OF THE TEACHER: Dr. Sunayini Parchure & Dr. Jini Jacob

Year: 2020-21

DEPARTMENT: Economics and Banking

Semester: I

CLASS: M.A.

SUBJECT: Macroeconomic Analysis & Applications-I

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	Unit 1: National Income and Social Accounting	1.1 The Economy's Income and Expenditure-Related National Income Concepts-Definitions and Inter-relationships -Real vs Nominal Income, Computing Real GDP/GNP Deflator.	4	Experiential Learning and Problem- solving Methods Students will deliberate upon the various national income aggregates and analyse the interrelationship between the various macro aggregates

WEEK 2	Unit 1: National Income and Social Accounting	1.2 Methods of measurement of National Income and computational difficulties.	4	Experiential Learning and Problem- solving Methods Students will discuss the problems concerning measuring the national income -GDP of the nation objectively and will attempt to suggest some practical solutions for the same.
WEEK 3	Unit 1: National Income and Social Accounting	1.3 Circular flow of Income –four sector model 1.4 Different forms of National Income accounting –Social accounting, Flow of funds accounting, Balance of payments accounting	4	Participative and Experiential Learning Students will be able to analyze the circular flow model and discuss issues pertaining to Balance of Payments accounting system
WEEK 4	Unit 1: National Income and Social Accounting& Unit 2 : Money: Its Demand and Supply	1.5. Concept of ‘Economic Well-Being’ from GDP to GNH 2.1 RBIs approach to Money Supply, High Powered Money, and Money Multiplier	4	Participative and Experiential learning Students will discuss and analyze the importance of transitioning to GNH from GDP. The relationship between the various determinants of money supply will also be analyzed.
WEEK 5	Unit 2 : Money: Its Demand and Supply	2.2 Demand for Money-Classical and Keynesian approach to demand for Money 2.3. Milton Friedmans approach	4	Participative and Experiential Learning Students will be able to differentiate between classical, Keynesian and Monetarist approach to the demand for money

WEEK 6	Unit 2 : Money: Its Demand and Supply	2.4. Portfolio Balance approach (Tobin & Baumol)	4	Problem solving Method Students will be able to evaluate the risk involved while investing and parting with liquid cash and its implications
WEEK 7	Unit 2 : Money: Its Demand and Supply &	2.5 Patinkin's Real Balance approach.	4	Participative and Experiential Learning Students will be able to find out the difference between classical and neo- classical approaches to the demand for money.
WEEK 8	Unit 3: Inflation Analysis	3.1. Theories of Inflation	4	Participative and Problem- solving methodologies Students will be able to relate to the problems of inflation and deflation that the economy experiences.
WEEK 9	Unit 3: Inflation Analysis	3.2. Phillips Curve Analysis	4	Participative Learning Students will discuss the real- world problems with reference to Inflation and Unemployment and the relevance of Phillips Curve in explaining the tradeoff.
WEEK 10	Unit 3: Inflation Analysis	3.3 Natural Rate of Unemployment 3.4 Tobin's Modified Phillips Curve	4	Experiential Learning Students will be able to Understand the problem of stagflation that persists in an economy and differentiate the relationship between these variables in the short run and long run.

WEEK 11	Unit 3: Inflation Analysis	3..5 Measuring Inflation: Index Nos., C.P.I & W.P.I 3.6 Policies to control Inflation.	4	Problem Solving Method Students will deliberate on the various macroeconomic tools that could be incorporated to solve these uncertain situations faced by the economy.
WEEK 12	Unit 4: Neo-Classical and Keynesian Synthesis: The IS-LM Framework	4.1 Background of Neo-classical and Keynesian Economics 4.2. General Equilibrium of Product and Money Markets-The IS-LM Functions.	4	Participative and Experiential Learning Students will be able to practically relate to the relevance of Keynesian economics as a solution to counter recessionary and depressionary phenomenon and the general equilibrium conditions attained through IS LM functions.
WEEK 13	Unit 4: Neo-Classical and Keynesian Synthesis: The IS-LM Framework	4.3 Product Market Equilibrium 4.4. Money Market Equilibrium	4	Experiential Learning Students will be able to analyze the neo-classical synthesis of the product and money market equilibrium through the IS LM framework.
WEEK 14	Unit 4: Neo-Classical and Keynesian Synthesis: The IS-LM Framework	4.5. General Equilibrium of Product and Money Markets	4	Participative Learning Students will be able to differentiate the general equilibrium attained in the product and money markets

WEEK 15	Unit 4: Neo-Classical and Keynesian Synthesis: The IS-LM Framework	4.6. Relative effectiveness of Monetary and Fiscal Policy	4	Problem Solving Method Students will deliberate on the efficacy of the various monetary and fiscal policy tools that could be incorporated
Total No. of Lecture Hours= 60				



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**Teaching Plan
M.A. Program**

NAME OF THE TEACHER: Dr. Vishal Gaikwad

Year: 2020-21

DEPARTMENT: Economics and Banking

Semester: III

CLASS: M.A.

SUBJECT: Principles of Econometrics and Its Applications

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	Unit 1: Simple Linear Regression Model	1.1 Specifications of Model – Assumptions	4	Experiential Learning and Problem- solving Methods Students will deliberate upon the various aspects of Agricultural Economics and discuss attempts made to modernize it.

WEEK 2	Unit 1: Simple Linear Regression Model	1.1. Deriving the Ordinary Least Squares	4	Participative problem -solving Learning Students will be able to understand and derive the least squares method.
WEEK 3	Unit 1: Simple Linear Regression Model	1.2. OLS Estimates – Gauss Markov Theorem – Estimation of Error Variance	4	Participative and problem-solving Students will be able to understand and apply OLS Estimates and Gauss Markov Theorem in the estimation of error variance.
WEEK 4	Unit 1: Simple Linear Regression Model	1.3. Confidence Interval Approach of Estimated Parameter and Testing of Hypothesis	4	Participative and Problem solving Students will be able to understand the concept of confidence interval approach and its application in the testing of hypothesis.
WEEK 5	Unit 1: Simple Linear Regression Model	1.4. Computer Applications: Excel, EViews, R	4	Participative and Problem Solving Students will be able to understand the use and application of Excel. EViews and R in econometric models
WEEK 6	Unit 2: Problems in OLS Method	2.1. Multicollinearity: Problem, Detection, Remedies	4	Problem solving Method Students will be able to identify and detect multicollinearity problems and suggest remedies.

WEEK 7	Unit 2: Problems in OLS Method	2.2. Heteroscedasticity : Problem , Detection, Remedies	4	Problem solving Method Students will be able to identify and detect heteroscedasticity problems and suggest remedies.
WEEK 8	Unit 2: Problems in OLS Method	2.3. Autocorrelation: Problem, Detection, Remedies	4	Problem solving Method Students will be able to identify and detect Autocorrelation problems and suggest remedies.
WEEK 9	Unit 2: Problems in OLS Method	2.4. Computer Applications: Excel	4	Participative and Problem Solving Students will be able to understand the use and application of Excel in econometric models
WEEK 10	Unit 2: Problems in OLS Method	2.4. R, EViews	4	Participative and Problem Solving Students will be able to understand the use and application of EViews and R in econometric models
WEEK 11	Unit 3: Introduction to Multiple Linear Regression Model	3.1 Qualitative Variables: Dummy Variables	4	Problem Solving Method Students will deliberate on the various qualitative dummy variables.
WEEK 12	Unit 3: Introduction to Multiple Linear Regression Model	3.2 Anatomy of Multivariate Regression Analysis	4	Participative and Problem-Solving Method Students will deliberate and apply the use of multivariate regression analysis in various econometric models.

WEEK 13	Unit 3: Introduction to Multiple Linear Regression Model Unit 4: Time Series Analysis	3.3 Computer Applications: Excel, Reviews	4	Participative and Problem Solving Students will be able to understand the use and application of Excel and EViews in econometric models
WEEK 14	Unit 4: Time Series Analysis	4.1 Model of Time Series Analysis: Purely Random Process, Random Walk, Moving Average 4.2 Auto Regressive Process, Auto Regressive Moving Average process.	4	Problem Solving Students will be to understand, analyze and apply the concepts of time series model, auto progressive process and Auto Regressive Moving Average Process in econometric models.
WEEK 15	Unit 4: Time Series Analysis	4.3 Differential Component of Time Series and their measurement. 4.4 Computer Application: Excel, Reviews.	4	Participative and Problem Solving Students will be able to understand the use and application of Excel and Reviews in econometric models
Total No. of Lecture Hours= 60				



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Teaching Plan

M.A. Program

NAME OF THE TEACHER: Dr. Neelofar Raina, Ms. Diya Devare & Dr. Jini Jacob

Year: 2020-21

DEPARTMENT: Economics and Banking

Semester: IV

CLASS: M.A.

SUBJECT: Economics of the Social Infrastructure

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	Unit 1: Introduction	1.1 Social Sector - Theoretical Paradigms	4	Participative and experiential learning with lot of discussions on the various social sector paradigms like Conflict Theory, Symbolic Interactionism, Functionalism and Post Modernism

WEEK 2	Unit 1: Introduction	1.2. Social Exclusion & Inclusion- Social Development Index	4	Problem solving Method where students will analyze the social Inclusion and Exclusion Index Development report
WEEK 3	Unit 1: Introduction	1.3. Scope and relevance of Social Sector in economic development	4	Participative and Experiential Learning Students will be able to correlate the importance of the development of the social sector to that of economic development of the nation.
WEEK 4	Unit 1: Introduction Unit 2 : Economics and Financing of Education	1.4. Human capital - Human capital vs. physical capital, components of human capital, Gary Becker's Theory of Human capital 2.1 Concept and scope of Economics of Education	4	Participative and Experiential learning Students will discuss the relevance and importance of investing in human capital and its correlation with Economic Development

WEEK 5	Unit 2 : Economics and Financing of Education	<p>2.2 Cost of education & Benefits of Education, Cost Efficiency and Cost-Effectiveness in Education, Cost-Benefit analysis in education.</p> <p>2.3 Issues Concerning Formal and Non-Formal Education in India.</p>	4	<p>Participative and Experiential Learning</p> <p>Students will be able to differentiate between cost efficiency and cost effectiveness as well as discuss various issues concerning formal and non-formal education in India</p>
WEEK 6	Unit 2 : Economics and Financing of Education	<p>2.4 Economics of educational planning in developing countries with special emphasis on India</p> <p>2.5 Targets to achieve an Affordable and Quality Education for All- Analysis of National Education Policy-2020.</p>	4	<p>Problem solving Method</p> <p>Students will be able to evaluate the NEP in context to the present need and discuss on the importance and advantages of understanding the economics of educational planning in India</p>

WEEK 7	Unit 2 : Economics and Financing of Education	2.6. Role & Effects of financing educational development in India	4	Participative and Experiential Learning Students will be able to analyze the effects of financing educational development in India by evaluating the EASER reports
WEEK 8	Unit 3: Economics of Health	3.1. Definition and Scope of Economics of Health, the concept of health and health care	4	Participative and Problem- solving methodologies Students will be able to analyze the importance of health and its implications on the economy of India
WEEK 9	Unit 3: Economics of Health	3.2. Determinants of Health and Economic Dimensions of Health Care 3.3 Health Indicators: Overview and Analysis.	4	Participative Learning Students will be able to evaluate the various determinants of health and analyze the various health indicators through the various health care reports published by the Ministry of Health Affairs
WEEK 10	Unit 3: Economics of Health	3.4 Policy Initiatives by Ministry of Health and Family Welfare 3.4.1 National Health Mission (NHM) 3.4.2 Maternal & Adolescent Healthcare 3.4.3 Child Health Programme 3.4.4 Disease Control Programmes (NHM)	4	Experiential Learning Students will be able to critically evaluate the various health care programmes initiated by the government for the welfare of the people.

WEEK 11	Unit 4 Issues & Policy Perspective of Social Sector Development in India	4.1. State of Social sector Development -Key indicators	4	Problem Solving Method Students will deliberate on the various key tools and indicators that has been incorporated to improve the state o social sector of the country.
WEEK 12	Unit 4: Issues & Policy Perspective of Social Sector Development in India	4.2. Trends in Social Sector expenditure by General government	4	Participative and Experiential Learning Students will be able to critically evaluate the expenditure borne by the state governments on the development of the social sector and analyze the implications of it in the economy.
WEEK 13	Unit 4: Issues & Policy Perspective of Social Sector Development in India	4.3 Social sector Policies and performance-Evaluation	4	Experiential Learning Students will be able to analyze and evaluate the performance of the various social sector policies adopted by the government.
WEEK 14	Unit 4: Issues & Policy Perspective of Social Sector Development in India	4.4. Social sector Development and SDGs in India	4	Participative Learning Students will be able to focus on the correlation of social sector development of India to that of fulfilment of SDGs in India.
WEEK 15	Unit 4:	Revision	4	Participative Learning Students will be able to revise and clear the doubts that they have.

Total No. of Lecture Hours= 60



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Teaching Plan

M.A. Program

NAME OF THE TEACHER: Dr. Sunayini Parchure & Dr. Jini Jacob

Year 2020-21

DEPARTMENT: Economics and Banking

Semester: II

CLASS: M.A.

SUBJECT: Macroeconomic Analysis & Applications-II

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	Unit 1: Macroeconomics in an Open Economy	1.1. Balance of Payments, Exchange Rates & Forex Markets	4	Participative Learning Students will be able to analyze the important understanding and interrelationship between BOP, Exchange rate and Forex market in the economy

WEEK 2	Unit 1: Macroeconomics in an Open Economy	1.2. Mundell-Fleming Model, Perfect Capital Mobility under Fixed Exchange Rates 1.3. Perfect Capital Mobility under Flexible Exchange Rates	4	Experiential Learning Students will be able to analyze and evaluate the difference between perfect capital mobility under fixed and flexible exchange rates.
WEEK 3	Unit 1: Macroeconomics in an Open Economy	1.4 Adjustment Mechanism of Balance of Payments: Marshall Lerner Condition	4	Participative and Problem-Solving Method Students will be able to understand the correlation between currency devaluation and its impact on the BOP.
WEEK 4	Unit 1: Macroeconomics in an Open Economy & Unit 2: Growth and Development Models.	1.5. Applications to real world Problems. 2.1 Overview of Economic Growth & Economic Development	4	Problem -Solving Method Students will be able to relate to the various macroeconomic problems and suggest possible solutions in a broad framework.
WEEK 5	Unit 2: Growth and Development Models.	2.1 Overview of Economic Growth & Economic Development (Contd.)	4	Participative Learning Students will be able to analyze the difference associated between Economic growth and Economic Development and challenges associated with it.

WEEK 6	Unit 2: Growth and Development Models.	2.2 Development Models: Dual Sector Models (Fei Ranis& Lewis Model)	4	Participative Learning Students will be able to understand the practical application of the developmental models in real world situations and challenges associated with it.
WEEK 7	Unit 2: Growth and Development Models.	2.3 Harrod – Domar Model	4	Problem-Solving Students will be able to differentiate between the two models and understand the importance of propelling growth by boosting investments through the understanding of these models.
WEEK 8	Unit 2: Growth and Development Models.	2.4. Solow- Swan Model of Growth 2.5. Endogenous Growth Theory	4	Participative Learning Students will be able to evaluate and understand the importance of investing in human capital and not just in physical capital which forms the essence of endogenous growth theory.

WEEK 9	Unit 3: Economic Fluctuations & Business Cycle Theories	3.1 Theories of Business Cycles: Schumpeter, Kaldor, Samuelson & Hicks	4	Problem Solving Students will be able to analyze the difference between the business cycle models as developed by these economists and the solutions offered to counter it in the real-world scenario.
WEEK 10	Unit 3: Economic Fluctuations & Business Cycle Theories	3.2 Theories of Business Cycles: Hawtrey, Hayek, Keynes & Friedman	4	Problem Solving Students will be able to analyze the difference between the business cycle models as developed by these economists and the solutions offered to counter it in the real-world scenario.
WEEK 11	Unit 3: Economic Fluctuations & Business Cycle Theories	3.3 Control of Business Cycles	4	Problem Solving Method Students will deliberate on the various macroeconomic tools that could be incorporated to solve these uncertain situations faced by the economy.
WEEK 12	Unit 3: Economic Fluctuations & Business Cycle Theories &	3.4. Relative Efficacies of Monetary & Fiscal Policies 4.1. Paul Krugman	4	Problem Solving Method Students will deliberate on the efficacy of the various monetary and fiscal policy tools that could be

	Unit 4: Contemporary Macroeconomic Thinkers			incorporated. They will also understand “new trade theory,” as propounded by Paul Krugman.
WEEK 13	Unit 4: Contemporary Macroeconomic Thinkers	4.2. Richard Thaller	4	Participative Learning Students will be able to analyze how nudging plays an important part in one’s decision-making process.
WEEK 14	Unit 4: Contemporary Macroeconomic Thinkers	4.3. Sen/ Bhagwati Debate 4.4. Abhijeet Banerjee	4	Participative & Experiential Learning Students will be able to relate to Amartya Sen- Jagdish Bhagwati Debate by analyzing the real-world problems faced in an economy. The works of Nobel Laureate Abhijeet Banerjee on Poverty and disparities in income will also be analyzed.
WEEK 15	Unit 4: Contemporary Macroeconomic Thinkers	4.5. Mihir Rakshit and discussion on various contemporary economists	4	Participative Learning Students will evaluate the Indian economist, work on fiscal, monetary and other policy issues concerning developing economies.

Total No. of Lecture Hours= 60



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Teaching Plan

M.A. Program

NAME OF THE TEACHER: Dr. Sheena Mathews

YEAR 2020-21

DEPARTMENT: Economics

Semester : 2

CLASS: MA

SUBJECT: Principles of Microeconomics and its Applications 2

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	1. Theories of the Firm	Profit Maximization Theory Hall & Hitch report , Full cost Pricing Rule	16	Lecture method with the use of PPT Interactive sessions

		Simon's Satisficing Theory		Use of audio -visual aids such as you-tube videos, images, websites etc.
WEEK 2		Behavioural Theory of Cyert & March Williamsons Managerial Discretion Model		Participative Learning through Class Discussions, Debates, Presentations Analysis of Case Studies
WEEK 3		Growth Maximization Model of Marris Baumols Sales maximization Model Bain's & Silos- Labini's Limit Pricing Theory Pricing of Public Undertakings		

WEEK 4	2. Welfare Economics	Pigovian Welfare Economics Pareto Optimal Conditions	16	Lecture method with the use of PPT Interactive sessions Use of audio -visual aids such as you-tube videos, images, websites etc. Participative Learning through Class Discussions, Debates, Presentations Analysis of Case Studies
WEEK 5		Compensation Criteria- Hicks, Kaldor and Scitovsky Social Welfare Function		

WEEK 6		Arrow's Impossibility Theorem Rawl's Theory of Justice		
WEEK 7		Amartya Sen's Contribution on Welfare Economics Inability to obtain optimum welfare- Market failure		
WEEK 8	3. Theory of Distribution	Neo-Classical Approach- Marginal Productivity Theory Price and Employment of Factor Inputs- Competitive Factor market	16	Lecture method with the use of PPT Interactive sessions Use of audio -visual aids such as you-tube videos, images, websites etc. Participative Learning through Class Discussions, Debates, Presentations

				Analysis of Case Studies
WEEK 9		Factor Markets with Monopsony Power Factor Markets with Monopoly Power		
WEEK 10		Assessment		
WEEK 11	4. Economics of Risk and Uncertainty	Individual Behaviour towards Risk Risk Preference and Expected Utility Risk and Risk Aversion, Measures to Reduce Risk	14	Lecture method with the use of PPT Interactive sessions Use of audio -visual aids such as you-tube videos, images, websites etc.

				<p>Participative Learning through Class Discussions, Debates, Presentations</p> <p>Analysis of Case Studies</p>
WEEK 12		<p>Insurance- Risk Pooling, Risk Spreading, Risk Sharing Market with Asymmetric Information</p>		
WEEK 13		<p>Game Theory</p>		
WEEK 14		<p>Assessment</p>		

WEEK 15				
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SYMBIOSIS COLLEGE OF ARTS AND COMMERCE

(AN AUTONOMOUS COLLEGE UNDER SAVITRIBAI PHULE PUNE UNIVERSITY)

Teaching Plan

M.A. Program

NAME OF THE TEACHER: Dr.Neelofar Raina& Ms. Diya Devare

Year: 2020-

21

DEPARTMENT: Economics and Banking

Semester: 2

CLASS: M.A.

SUBJECT: Commercial Banking in India: Performance and Policy environment

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
Week 1	Unit 1: Introduction	1.1 Macro-Economic Environment and Banking Sector	4	Participative Learning students discuss the macro-Economic Indicators and its Correlation with Banking Sector. Discussion on Effectiveness of Policy responses.
WEEK 2	Unit 1: Introduction	1.2 Emerging Issues and Policy Responses	4	

WEEK 3	Unit 1: Introduction	1.3: Indian banking Sector at A Glance	4	Qualitative and Quantative analyses of Data Relating to Indian Banking sector(Select parameters)
WEEK 4	Unit 2 : Performance of Scheduled Commercial Banks	2.1 Consolidated Balance sheet of Scheduled Commercial Banks	4	Participative learning Students will discuss and analyze the Consolidated Balance Sheet of Scheduled Commercial Banks.
WEEK 5	Unit 2 : Performance of Scheduled Commercial Banks	2.2 Select performance Indicators of Scheduled Commercial Banks	4	Students will do Data Analysis from Annual Report of RBI and Data analysis of Select Banks
WEEK 6	Unit 2 : Performance of Scheduled Commercial Banks	2.3. Select Asset Quality Indicators of Scheduled commercial Banks	4	Comparative Analysis of Select Asset Quality Indicators of Scheduled Commercial Banks
WEEK 7	Unit 3:Policy environment and Legal Aspects for Banks	3.1 Prudential, Regulatory and Supervisory Policies	4	Group Discussion and Debates on Rationale and Effectiveness of Prudential,Regulatory and Supervisory Policies.

WEEK 8	Unit 3:Policy environment and Legal Aspects for Banks	3.2 Legal Framework of Regulation of Banks 3.2.1 Reserve bank of India Act 3.2.2 Banking Regulation Act	4	Discussion, Analyses of Various provisions Related to RBI Act and Banking Regulation Act.
WEEK 9	Unit 3:Policy environment and Legal Aspects for Banks	3.3Major Policy Changes related to Banking Regulations	4	Analyze Recent amendments Relating to Banking Regulations in India
WEEK 10	Unit 4: Recent Trends in Commercial Banking Content	4.1 Information Technology and Digitalization 4.1.1Alternative Delivery Channels	4	Discussion,Deliberations and case Studies on Technology Interventions in select Banks.
WEEK 11	Unit 4: Recent Trends in Commercial Banking Content	4.1.2 Digital Initiatives .	4	Bank wise Case studies on Digital Initiatives taken by Scheduled Commercial Banks in India.
WEEK 12	Unit 4: Recent Trends in Commercial Banking Content	4.1.3New Frontiers of Banking	4	Debate,Discussion,Presentations on New frontiers of Banking

WEEK 13	Unit 4: Recent Trends in Commercial Banking Content	4.2 Human Resource Perspective learning and Development	4	Group Discussion and Students conclave on Human Resource Perspective in Indian Banking Sector.
WEEK 14	Unit 4: Recent Trends in Commercial Banking Content	4.3 Learning & Development	4	Bank Wise detailed study on Growing importance of Learning and Development in Scheduled Commercial banks.
WEEK 15	Unit 4: Recent Trends in Commercial Banking Content	4.4 Manpower planning and Recruitment	4	Case Studies, Presentations on Role and Relevance of Manpower Planning in SCBs. Discussion on Changing Dynamics of recruitment.
Total No. of Lecture Hours= 60				



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NAME OF THE TEACHER: Kashmira Behere

YEAR 2020-21

DEPARTMENT: ECONOMICS

CLASS: MA PART II

SUBJECT: FINANCIAL SYSTEM

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by Board of Studies	Teaching Methodology
WEEK 1	1: Introduction to Financial System	Components, meaning and functions of financial system	4	PPTs, classroom discussions, videos
WEEK 2	1: Introduction to Financial System	Relationship between financial system and economic development, overview of Indian Financial system	4	PPTs, classroom discussions, videos
WEEK 3	2: Indian Financial Institutions	Profile of SCBs, post reform progress	4	PPTs, classroom discussions on various reports, videos
WEEK 4	2: Indian Financial Institutions	Profitability of banks, Bank wise Capital and Adequacy Ratio	4	PPTs, classroom discussions on various reports, videos
WEEK 5	2: Indian Financial Institutions	Developments in Indian Banking – Overview of Basel Norms I, II, III; Consolidation	4	PPTs, classroom discussions on various reports, videos

WEEK 6	2: Indian Financial Institutions	Financial Inclusion and KYC Norms, Recapitalization of Banks, Digitization in Banking	4	PPTs, classroom discussions on various reports, videos
WEEK 7	2: Indian Financial Institutions	Role of Payment and Small Banks in Financial System	4	PPTs, classroom discussions on various reports, videos
WEEK 8	3: Reserve Bank of India	Role of RBI in the financial system, reserve management and liquidity management in the post liberalization period	4	PPTs, classroom discussions on various reports, videos
WEEK 9	3: Reserve Bank of India	RBI and policy debates	4	PPTs, classroom discussions on various reports, videos
WEEK 10	3: Reserve Bank of India	changing role of monetary policy and inflation targeting	4	PPTs, classroom discussions on various reports, videos
WEEK 11	4: Non - Banking Financial Institutions	Classification of NBFCs, small savings, pension funds, mutual funds, insurance companies	4	PPTs, classroom discussions on various reports, videos
WEEK 12	4: Non - Banking Financial Institutions	Leasing, hire purchase, merchant banking,	4	PPTs, classroom discussions on various reports, videos
WEEK 13	4: Non - Banking Financial Institutions	venture capital, factoring, regulation of NBFCs	4	PPTs, classroom discussions on various reports, videos
WEEK 14	5: Financial Markets	Structure and instruments in Money and Capital Markets	4	PPTs, classroom discussions, videos, group assignment
WEEK 15	5: Financial Markets	Organisational structure of foreign exchange markets, regulatory framework	4	PPTs, classroom discussions, videos, group assignment



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Teaching Plan

M.A. Program

NAME OF THE TEACHER: Dr. Sheena Mathews

YEAR 2020-21

DEPARTMENT: ECONOMICS

SEMESTER: 1

CLASS: MA

SUBJECT: Principles of Microeconomics and its Applications 1

WEEK	Unit No. and Name	Topic / Contents	No of Lecture Hours approved by the Board of Studies	<i>list the teaching pedagogy, student centric methods, such as experiential learning, participative learning and problem solving methodologies used by you for enhancing learning experiences</i>
TERM –				
Week 1	1. Themes of Micro Economics	Basic Economic Problem – Choice and Scarcity Deductive and Inductive Methods of Analysis Positive and Normative Economics Static and Dynamic Analysis	12	Lecture method with the use of PPT Interactive sessions

WEEK 2		Characteristics of Equilibrium and Disequilibrium Systems General Equilibrium v/s Partial Equilibrium		Use of audio -visual aids such as you-tube videos, images, websites etc. Participative Learning through Class Discussions, Debates, Presentations Analysis of Case Studies
WEEK 3	2.Theory of Consumers Choice	Indifference Curve and Budget Constrain Hicks and Slutsky's Substitution Effect Ordinary and Compensated demand curve and their applications	16	Lecture method with the use of PPT Interactive sessions

				<p>Use of audio -visual aids such as you-tube videos, images, websites etc.</p> <p>Participative Learning through Class Discussions, Debates, Presentations</p> <p>Analysis of Case Studies</p>
WEEK 4		<p>Samuelson's Revealed Preference Theory</p> <p>Stated Preference Theory</p> <p>Revision of Demand theory by Hicks</p>		
WEEK 5		<p>Producers Surplus</p> <p>Demand Forecasting</p>		
WEEK 6		<p>Demand Forecasting</p>		

WEEK 7	3. Theory of Production and Cost	Production Function: Traditional Approach Production Function: Isoquant-Isocost Approach, Producers Equilibrium	16	Lecture method with the use of PPT Interactive sessions Use of audio -visual aids such as you-tube videos, images, websites etc. Participative Learning through Class Discussions, Debates, Presentations Analysis of Case Studies
WEEK 8		Economies of Scale- Internal & External Economies & Diseconomies Cobb- Douglas Production Function		
WEEK 9		Assessment		

WEEK 10		Constant Elasticity of Substitution Pricing under Perfect Competition		
WEEK 11	4. Price and Output Determination	Monopoly : Measurement of Monopoly Power, Control and Regulation of Monopoly	16	Lecture method with the use of PPT Interactive sessions Use of audio -visual aids such as you-tube videos, images, websites etc. Participative Learning through Class Discussions, Debates, Presentations Analysis of Case Studies
WEEK 12		Price & output determination under Monopsony & Bilateral Monopoly Monopolistic Competition- Chamberlin approaches to Group Equilibrium and Excess Capacity		

WEEK 13		<p>Oligopoly- Non- Collusive (Cournot, Bertrand, Edgeworth, Chamberlin,Stackelbergs solution</p> <p>Collusive Cartels & Price Leadership Models</p>		
WEEK 14		<p>Class Assessment</p>		
WEEK 15				