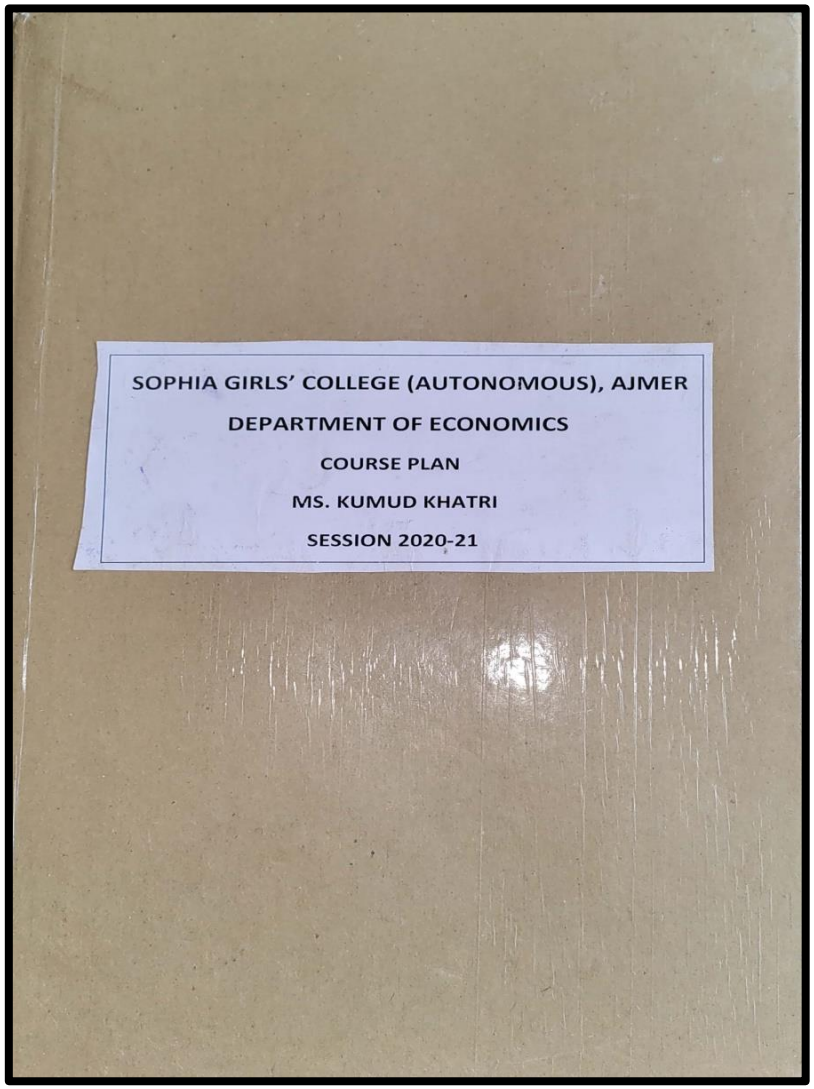
SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER



COURSE_PLAN_2018-19_MS_KUMUD_KHATRI

COURSE PLAN

U.G Programs

SOPHIA GIRLS' COLLEGE, AJMER (*AUTO*NOMOUS)

(2018-19)

SOPHIA GIRLS' COLLEGE, AJMER (*AUTO*NOMOUS)
B.A. I (SEMESTER I)
Quantitative Techniques and Statistical Methods (PAPER II) (ECO-102)

(QUANTITATIVE TECHNIQUES AND STATISTICAL METHODS-I)

Max. Marks :75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

COURSE PLAN

SEM I Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I JULY	Basic Concepts: Variables, Sets, Functions, Identities, Systems of equations,	Functions and equations	Direct Instruction, Problem solving Classes	Interpret the basic concepts of quantitative techniques in economics	*Knowledge Based* -Define Set - Give an example of Identities *Understanding Based* - Describe the various methods of Statistical Sampling. - Calculate the sum of the following progression	Knowledge--40 Understanding-50 Higher Order-10
	Application of straight-line system, Slope of the line, Homogeneous function		Video Lectures, Direct Instruction			
	Arithmetic and Geometric progression. Logarithm.	AP, GP and Logarithm	Direct Instruction, Problem Solving Classes.			
AUGUST	Introduction to Statistics-Population, Sample, Parameter, Frequency distribution, Cumulative frequency	Statistics and its related concepts.	Direct Instruction, Game Based Learning.	Use the concepts of statistics in economics.		
	Graphical and Diagrammatic representation of data;	Techniques of data collection and representation.	Direct Instruction, Problem Solving			

	Techniques of data collection		Classes.			
	Concepts and types of Sampling; Primary and Secondary data.	Types of Data.	Direct Instruction, Inquiry based learning		*Higher Order Thinking Skills Based* - Arithmetic Mean of two numbers is 15 and geometric mean of these two numbers is 9.Then find the numbers.	
SEPTEMBER-OCTOBER	Measures of Central Tendency: Mean, Median, Mode, Geometric Mean and Harmonic Mean.	Measures of Central Tendency	Game based learning, Differentiated Instruction	Compute the central tendencies and measures of dispersion.		
	Measures of Dispersion: Range, Mean Deviation, Standard Deviation.	Measures of dispersion	Differentiated Instruction, Kahoot Quiz			
	Coefficient of Variation, Quartile Deviation; Skewness.	Skewness	Direct Instruction, Problem Solving Classes.			

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II (SEMESTER III)

Macroeconomics–I (PAPER I) (ECO-301)

Max. Marks :75 (50Ext; 25 Int)

(MACROECONOMICS)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

COURSE PLAN

SEM III Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I JULY	UNIT I Nature and scope of Macroeconomics; Fallacy of Composition	Macroeconomics, Paradox of Thrift	PPT, Demonstration, Quiz,	Understand the concept of National Income	*Knowledge Based* -Define Macroeconomics - Illustrate the nature and scope of Macroeconomics *Understanding Based* ------ -Distinguish between Demand Pull and Cost Push Inflation -Discuss the concept of Phillips curve?	Knowledge--60 Understanding-30 Higher Order-10
	National Income: Concept and measurement; National Income identities with four sectors;	Concepts of National income	Match the following, Kahoot Classes, Role play			
	Problems in measurement of National Income National Income and Welfare, Concept of Green accounting	-Actual Measurement of N.Y - Normative Measurement of N.Y	Flipped Classroom			
AUGUST	UNIT II Demand for Money: Traditional version of	Various Theories of Demand for money	Diagrams, Models, Enquiry based			

	Quantity Theory of Money; Friedman's Quantity Theory of Money,		learning	Analyze the various monetary theories	*Higher Order Thinking Skills Based* - Appraise the concept of circular flow of income in four sector economy -Interpret MV=PT	
	Tobin's and Baumol's Analysis. Supply of Money: Money multiplier theory;	Money supply, High Powered Money and Money Multiplier	Direct Instruction, "Real-World" learning			
	Inflation: Causes, types, consequences and cures; Phillips curve hypothesis.	Types of Inflation, Inflation and Unemployment	Diagrams, Game based learning			
SEPTEMBER-OCTOBER	UNIT III The Classical model of determination of level of output and employment	Classical Views on Full employment	Video Lectures, Differentiated Instruction	Summarize the classical and Keynesian theory of output and employment.		
	Keynes' criticism against classical theory; Keynesian theory of Output, Employment and General Equilibrium	Keynesian Views on Full employment	PPT, Video Lectures, Differentiated Instruction			
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Department of Economics
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Eco. Hons. II (SEMESTER III)

Economic Thought (PAPER II) (ECOH-102)

(ECONOMIC THOUGHT)

Max. Mark :75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit:04

COURSE PLAN

SEM III Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM III JULY	UNIT-1 Mercantilist, Physiocratic, Classical; Adam Smith (Theory of Value, Division of labour)	Mercantilists, Physiocratic Economic Thought	Diagrams, Models, Inquiry based learning, PPT	Outline the ideas of Mercantilists, Physiocrats and Classical Thinkers.	*Knowledge Based* -Name any two books written by Karl Marx. -Name any two Physiocrats. *Understanding Based* -Explain the Malthus Theory of population. -Critically Analyse Mercantilist Economic	Knowledge-30 Understanding-50 Higher Order-20
	Ricardo (Theory of Distribution, Theory of Rent), Says	Classical Economic thought.	PPT, Lecture, Diagrams, Inquiry based learning.			
	Thomas Malthus (Theory of Population), Marxist economics.	Marxist Economic Thought	PPT, Video Lectures, Group Discussion.			
AUGUST	UNIT II Marginalist; Jevons, Menger (Theory of Utility)	Neo-Classical Economic Thought.	PPT, Lectures.	Outline the ideas of Marginalist and Keynes.		
	Walras; Alfred Marshall (Theory of Demand, Supply, Distribution)	Marshallian Economic Thought.	PPT, Video Lectures, Diagrams.			
	Keynesian Economics	Keynesian Economic Thought.	"Real World" learning, Inquiry			

			Based learning.		Views	
SEPTEMBER-OCTOBER	UNIT III Indian Thinkers- Manu, Kautilya.	Indian Economic Thought.	Flipped Classroom, Student's Presentation.	Outline the ideas of Indian Thinkers.	*Higher Order Thinking Skills Based* According to Ricardo, rent is due precisely to the limitations on the _____and _____.	
	Dada Bhai Naoroji, Mahatma Gandhi, B.R. Ambedkar.		Video Lectures, Kahoot classes, Students Presentation.			
	Deen Dayal Upadhyay, Amartya Sen.		Direct Instruction, Student Participation.			

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AJMER

Kumud

Head
Department of Economics
Sophia Girls' College
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B.A. Eco. Hons. II (SEMESTER III)

Macroeconomics (PAPER IV) (ECOH-304)

(MACROECONOMICS-I)

Max. Mark :75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit:04

COURSE PLAN

SEM III Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM III JULY	Nature and scope of Macroeconomics; Fallacy of Composition, Macroeconomic Models	Macroeconomics, Paradox of Thrift, Keynesian Model, Classical Model.	PPT, Demonstration, Quiz,	Understand the concept of National Income	*Knowledge Based* -Define Macroeconomics - Illustrate the nature and scope of Macroeconomics *Understanding Based* -------Distinguish between Demand Pull and Cost Push Inflation -Discuss the	Knowledge-30 Understanding-50 Higher Order-20
	National Income: Concept and measurement; National Income identities with four sectors;	Concepts of National income	Match the following, Kahoot Classes, Role play			
	Problems in measurement of National Income National Income and Welfare, Concept of Green accounting	-Actual Measurement of N.Y - Normative Measurement of N.Y	Flipped Classroom			
AUGUST	UNIT II Demand for Money: Traditional version of Quantity Theory of Money; Friedman's Quantity Theory	Various Theories of Demand for money	Diagrams, Models, Enquiry based learning	Analyse the various monetary theories.		

	of Money,				concept of Phillips curve? *Higher Order Thinking Skills Based* - Appraise the concept of circular flow of income in four sector economy -Interpret MV=PT	
	Tobin's and Baumol's Analysis. Supply of Money: Money multiplier theory;	Money supply, High Powered Money and Money Multiplier	Direct Instruction, "Real-World" learning			
	Inflation: Causes, types, consequences and cures; Phillips curve hypothesis.	Types of Inflation, Inflation and Unemployment	Diagrams, Game based learning			
SEPTEMBER-OCTOBER	UNIT III The Classical model of determination of level of output and employment	Classical Views on Full employment	Video Lectures, Differentiated Instruction	Summarize the classical and Keynesian theory of output and employment.		
	Keynes' criticism against classical theory; Keynesian theory of Output, Employment and General Equilibrium	Keynesian Views on Full employment	PPT, Video Lectures, Differentiated Instruction			

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B.A. Eco. Hons. III (SEMESTER V)

Introduction to econometrics (PAPER II) (ECOH-502)

(INTRODUCTION TO ECONOMETRICS)

Max. Mark :75 (50Ext; 25 Int) Min. Marks: 30(20 Ext;10 Int) Credit:04

COURSE PLAN

SEM V Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM V JULY	UNIT-I Definition, Scope, Goals and Divisions of Econometric.	Applied and theoretical distribution.	Inquiry based learning, Direct Lecture.	Understand the basic concepts of econometrics	*Knowledge Based* -Define Econometrics - Illustrate the scope and goals of Econometrics *Understanding Based* - -Distinguish between R^2 and adjusted R^2 -Discuss the concept of BEST estimator? *Higher Order Thinking Skills Based* - Discuss the	Knowledge-40 Understanding-50 Higher Order-10
	Methodology of Econometric Research	Hypothesis formulation, Forecasting, etc.	Brainstorming on difference between statistics and econometrics.			
	Correlation theory. R^2 and Adjusted R^2.	Positive, negative and no correlation.	Chart, Demonstration.			
AUGUST	UNIT-II Linear Regression Model in two variables	b_0 and b_1 calculation.	Practise Test	Construct the Linear Regression Model using OLS method.		
	Method of ordinary least squares (OLS),	Assumptions of error term.	Game Based Learning, Problem Solving			
	Properties of BEST estimator.	Best Linear Unbiased Estimator with min. variance.	Direct Lectures, PPT			

					nature ,consequence, and remedial measures for solving the problem of multicollinearity .	
SEPTEMBER-OCTOBER	UNIT-III Econometric Problems: Nature, consequences, detection and remedial measures of the problems of multicollinearity	Collinearity between two explanatory variables.	Group discussion, Inquiry Based Learning	Validate the Linear Regression Model.		
	Econometric Problems: Nature, consequences, detection and remedial measures of the problems of hetroscedasticity	Variance of error term is not constant.	Group discussion, Inquiry Based Learning			
	Econometric Problems: Nature, consequences, detection and remedial measures of the problems of autocorrelation.	Error terms of two different time periods are correlated.	Group discussion, Inquiry Based Learning			

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SOPHIA GIRLS' COLLEGE, AJMER (*AUTO*NOMOUS)
B.A. I (SEMESTERII)
Quantitative techniques and statistical methods (PAPER II) (ECO-202)

(QUANTITATIVE TECHNIQUES AND STATISTICAL METHODS – II)

Max. Marks: 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext; 10 Int)

Credit: 03

COURSE PLAN

SEM II Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM II DECEMBER-JANUARY	Matrix and Determinants: Various types of Matrices, Determinants, Inverse of a Matrix, Crammer's Rule.	Matrices and related concepts.	Direct Instruction, Problem Solving Classes	Use the concepts of calculus in economics.	*Knowledge Based* - State the formula of Laspeyre's Index No. - Name the components of Time Series. - State the formula of Spearman's Rank correlation method	Knowledge--40 Understanding-50 Higher Order-10
	Calculus- Differentiation of a function.	Differentiation	Direct Instruction, Problem Solving Classes			
	Integration of a function.	Integration	Direct Instruction, Problem Solving Classes			
FEBRUARY	Correlation: Simple, Coefficient of Correlation- Karl Pearson and Rank	Correlation	Direct Instruction, Game Based	Calculate the correlation and regression		

	Correlation.		Learning, Problem Solving Classes	coefficients		
	Partial and Multiple Correlation analysis	Correlation between more than two variables.	Direct Instruction, Problem Solving Classes			
	Regression analysis: Estimation of regression line in a bivariate distribution (individual series), Least square method, and Interpretation of Regression coefficients.	Regression Techniques.	Direct Instruction, Inquiry based learning, Problem Solving Classes			
MARCH	Time Series Analysis: Concept, Determination of regular, Trend and Seasonal indices.	Concept of Time Series.	Game based learning, Differentiated Instruction, Problem Solving Classes	-Anticipate future trends and find the missing values. -Formulate Index numbers.		
	Index Numbers: Concept, Price relative, Quantity relative and Value relative, Laspeyer's, Paasche's, Fisher, Family budget method, Tests for Ideal index number, Problems in the construction and limitations of index numbers.	Index Number and related concepts.	Differentiated Instruction, Kahoot Quiz, Problem Solving Classes.		*Understanding Based* -Using Karl Pearson method calculate correlation coefficient from the following data. -Differentiate between Regression and Correlation. *Higher Order Thinking Skills Based* - State the similarity between Family budget method and laspeyre's method. - Prove that Fisher Index no. is Ideal Index no.	

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B.A. Eco. Hons. I (SEMESTER II)

Environmental Economics (PAPER II) (ECOH-202)

(ENVIRONMENTAL ECONOMICS)

Max. Mark: 75 (50Ext; 25 Int) Min. Marks: 30(20 Ext; 10 Int) Credit: 04

COURSE PLAN

SEM II Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM II DECEMBER/JANUARY	UNIT-I Meaning nature and scope of environmental economics, Distinction between environment economics and natural resources economics.	Meaning of Environmental Economics.	Inquiry based learning, Direct Lecture, Video Lectures.	Explain the basic concept ofenvironmental economics.	*Knowledge Based* - Explain the meaning and Scope of Environmental Economics *Understanding Based* -Distinguish between Environment as a luxury and as a Necessity? -Analyze the problem of Market failure with reference to	Knowledge-40 Understanding-50 Higher Order-10
	Environment economics linkages. Environment as a necessity and luxury. Issues of environment.	Importance and Linkages of environmental economics.	Lecture, PPT, Group Discussion.			
	Problems of market failure: public bad and externalities. Social choice of optimum pollution.	Environmental Issues.	Group Discussion, video lectures, Presentation by students.			
FEBRUARY	UNIT-II Theory of environmental regulation: price rationing,	Methods to curb environmental Pollution.	Presentation from students, Group	Evaluate various		

	Pigovian taxes; Subsidies for Abatement of pollution- the case in short and long run		Discussion, Diagrams, Lectures.	methods of pollution abatements.	Environmental Goods? *Higher Order Thinking Skills Based* -Appraise the various factors responsible for trans-boundary pollution? -Assess the relationship between trade and environment?
	Property Rights and the Coasian Approach: Bargain Solution.	Property Rights.	Inquiry based learning, Group Discussion, Video Lectures, Diagrams.		
	Types of pollution; laws and regulations regarding pollution control (Indian Context); food security.	Types of Pollution.	Direct Lectures, PPT, Group Discussion.		
MARCH	UNIT-III Sustainable development- concept and measurement; implementation of environmental policies.	Sustainable Development.	Group discussion, Inquiry Based Learning, Flipped Classroom.	Summarize the economics of climate change.	
	International environmental problem, trans-boundary environmental problems.	Trans boundary Environmental Issues.	Group discussion, Inquiry Based Learning, Quiz		
	Economics of climate change; trade and environment.	Trade and Environment.	Group discussion, Inquiry Based		

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B.A. Eco. Hons. II (SEMESTER IV)

Macroeconomics (PAPER IV) (ECOH-404)

(MACROECONOMICS)

Max. Mark: 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext; 10 Int)

Credit: 04

COURSE PLAN

SEM IV Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM IV DECEMBER/JANUARY	Unit I Theories of consumption: Absolute, Relative, Permanent and Life-cycle hypothesis.	Theories of Consumption. .	PPT, Quiz, Lecture	Illustrate the theories of consumption and its applicability	*Knowledge Based* - Define Accelerator - Explain the Relative Income Hypothesis. *Understanding Based*Criticall y Analyze Keynes view on Trade cycle - Illustrate various methods used	Knowledge-30 Understanding-50 Higher Order-20
	Multiplier: Concept, operation, leakages and weaknesses; Multiplier analysis in 4 sector economy.	Concept of Multiplier	Kahoot Classes, Lecture, Video Lectures.			
	Accelerator: Concept, operation and weaknesses; The Multiplier-Accelerator interaction.	Concept of Accelerator	Lecture, Flipped Classroom.			
FEBRUARY	UNIT II Trade cycles: Nature and characteristics.	Nature and Characteristics of Trade Cycle	Diagrams, Inquiry based learning,	Appraise the theories of trade cycle		

			Lecture		to control trade cycles*Higher Order Thinking Skills Based* Appraise the concept of Multiplier-Accelerator interaction. -Assess the relative effectiveness of Monetary and Fiscal policy using IS-LM curves.	
	Hawtrey'sMonetary Theory; Hayek's Over investment theory; Keynes' view of trade cycle	Various theories of Trade cycle.	Lecture, PPT.			
	Samuelson and Hicks' multiplier-accelerator model of trade cycles; Control of trade cycles.	Control of Trade Cycle	Lecture, PPT, Group Discussion			
MARCH	UNIT III IS-LM curves: Derivation, Interaction of Money market and Product market.	Investment-Saving &Money demand and supply curves.	Diagrams, Lectures, PPT.	Assess the concept of interaction of money and product market through IS LM curves.		
	Relative effectiveness of Fiscal and Monetary policies.	Monetary and Fiscal Policy effectiveness using IS-LM curves.	PPT, Diagrams, Lectures, Kahoot Quiz.			

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B.A. II (SEMESTER IV) **Macroeconomics–I I (PAPER I) (ECO-401)**

(MACROECONOMICS)

Max. Marks: 75 (50Ext; 25 Int) Min. Marks: 30(20 Ext; 10 Int) Credit: 03

COURSE PLAN

SEM IV Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM IV DECEMBER/JANUARY	UNIT I Theories of consumption: Absolute, Relative, Permanent and Life-cycle hypothesis.	Theories of Consumption.	PPT, Quiz, Lecture,	Illustrate the theories of consumption and its applicability	*Knowledge Based* -Define Multiplier - Explain the Permanent Theory of Consumption *Understanding Based* -Critically Analyze Keynes view on Trade cycle - Illustrate various methods used to control trade cycles. *Higher Order Thinking Skills Based* - Appraise the concept of	Knowledge--60 Understanding-30 Higher Order-10
	Multiplier: Concept, operation, leakages and weaknesses; Multiplier analysis in four sector economy.	Concept of Multiplier	Kahoot Classes, Lecture, Video Lectures.			
	Accelerator: Concept, operation and weaknesses; The Multiplier-Accelerator interaction.	Concept of Accelerator	Lecture, Flipped Classroom			
FEBRUARY	UNIT II Trade cycles: Nature and characteristics	Nature and Characteristics of Trade Cycle	Diagrams, Inquiry based learning, Lecture.	Appraise the theories of trade cycle		
	Hawtrey's Monetary Theory; Hayek's Over investment theory; Keynes' view of trade cycle	Various theories of Trade cycle.	Lecture, PPT.			

	Samuelson and Hicks' multiplier-accelerator model of trade cycles; Control of trade cycles.	Control of Trade Cycle	Lecture, PPT, Video Lecture, Group Discussion.		Multiplier-Accelerator interaction. -	
MARCH	UNIT III Sources of growth; Classical Theories of growth: Adam Smith	Various theories of Growth and Development	Lectures Differentiated Instruction, Group Discussion.	Summarize the growth theories.		
	Ricardo, Balanced growth, unbalanced growth.		PPT, Lectures, Inquiry Based Learning.			
	Lewis' Unlimited supply of labour		PPT, Diagrams, Lectures, Kahoot Quiz.			

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B.A. III (SEMESTER VI)
RAJASTHAN ECONOMICS (PAPER II) (ECO-602)
(RAJASTHAN ECONOMICS)

Max. Marks: 75 (50Ext; 25 Int) Min. Marks: 30(20 Ext; 10 Int) Credit: 3

COURSE PLANS

SEM VI Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM VI DECEMBER/ JANUARY	UNIT -I Position of Rajasthan in Indian economy: Population,	Position of Rajasthan in Indian Economy	Diagrams, Inquiry based learning,		*Knowledge Based* -List the	

	Area, Industry and Infrastructure, Population: Size, Growth.		Discussing Current news	Explain the position of Rajasthan in Indian Economy	various crops grown in Rajasthan during Kharif and Rabi season. -Explain in brief characteristics of Rajasthan Tenancy Act, 1955. *Understanding Based* -Illustrate the concept of Industrial development in Rajasthan during five year plans. -Explain the importance of small scale industries in	Knowledge--60 Understanding-30 Higher Order-10
	District wise distribution of rural and urban population, Occupational structure, Human Resource Development (Literacy, Health and Nutritional indicators).	-Population Distribution in Rajasthan - HRD in Rajasthan	Discussing current News, PPT, and Presentation from students.			
	Problems of Poverty & Unemployment. Natural Resource Endowments: Land, Water, Forests and Minerals.	Social, Economic and Environmental status of Rajasthan.	PPT, Video Lectures, Group Discussion.			
FEBRUARY	UNIT-II Agriculture: Land utilization, Major crops & cropping pattern.	Characteristics of Agriculture in Rajasthan.	Inquiry Based Learning, Presentation from students	Analyze the major Land Utilization patterns of Rajasthan.		
	Land reforms: Rajasthan Tenancy Act, Ceiling on land and Distribution of land.	Land reforms.	PPT, Lectures			
	Animal Husbandry: Importance of livestock, Dairy Development Program.	Livestock of Rajasthan	Discussing Current News, PPT.			

					Rajasthan.	
MARCH	UNIT-III Industrial Development in Rajasthan: During five year plans.	Industrial development in Rajasthan.	Enquiry based learning, PPT.	Appraise the process of Industrial Development in Rajasthan.	*Higher Order Thinking Skills Based* - Propose various methods that can be used to develop Tourism in Rajasthan?	
	Regional variations, Small scale industries, Handicrafts, Industrial policy.	Industrial policy of Rajasthan	Presentation from students, Group Discussion.			
	Role of RFC, RSMDC and RIICO. Tourism development in Rajasthan.	Tourism development in Rajasthan.	Videos, PPT, Group discussion.			

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