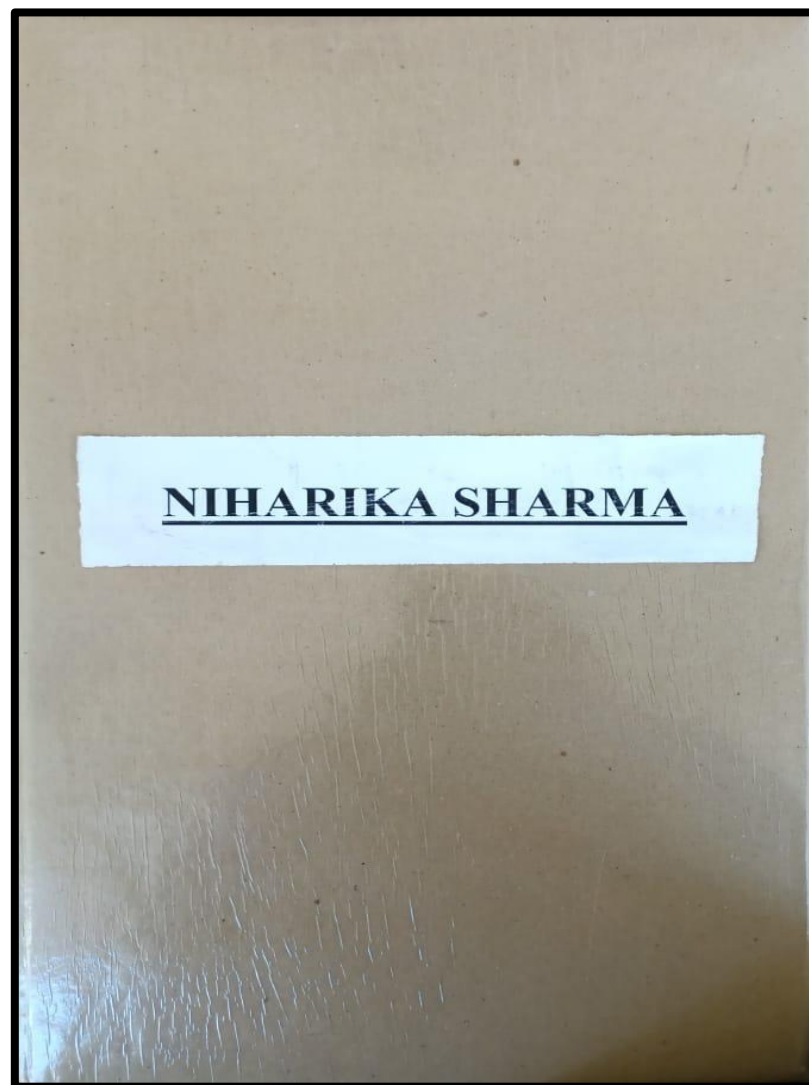




## **SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER**





## Eco. Hons. I (SEMESTER I)

### 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.	<u>Knowledge Based</u> -Name any two books written by Karl Marx. -Name any two Physiocrats.	Knowledge-30 Understanding-50 Higher Order-20
	Ricardo (Theory of Distribution, Theory of Rent), Says	Classical Economic thought.	PPT, Lecture, Diagrams, Inquiry based learning.		<u>Understanding Based</u> -Explain the Malthus Theory of population.	
	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.		-Critically Analyse Mercantilist Economic	
	Keynesian Economics	Keynesian Economic	"Real World"			

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		Thought.	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.	<u>Higher Order Thinking Skills Based</u> 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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**Eco. Hons. II (SEMESTER III)**  
**International economics (PAPER II) (ECOH-302)**  
**(INTERNATIONAL ECONOMICS)**

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

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

Credit:04

**COURSE PLAN**

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I JULY	UNIT-1 Theories of Absolute advantage, Comparative advantage	Various theories of International trade.	Diagrams, Models, Inquiry based learning,	Explain the importance of international economics through various theories.	<u>Knowledge Based</u> -What is increasing opportunity cost. -Name the two economists who derived Offer Curves. <u>Understanding Based</u>  -Classify all the concepts of Terms of Trade	Knowledge-30 Understanding-50 Higher Order-20
	Opportunity cost theory, Heckscher-Ohlin theory of trade: main features.	Types of opportunity Cost	“Real-World” learning, Game Based learning			
	Heckscher-Ohlin theory of trade: assumptions and limitations; Factor Reversal, Demand reversal and Leontief Paradox.	Factor Endowment, Demand reversal, Factor Intensity reversal, Leontief Paradox	PPT, Video Lectures, Differentiated Instruction			
AUGUST	Factor Price Equalization Theorem	Factor Mobility	PPT, Video Lectures, Charts	Analyze the importance of factor		
	Stopler-Samuelson Paradox, Rybcznski theorem	Abundant factor of production and	PPT, Video Lectures, Charts			

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		increased output of the good using abundant factor intensively.		mobility in International Trade.	
	Offer Curve Analysis.	Doctrine of Reciprocal Demand	"Real World" learning, Inquiry Based learning.		-Distinguish between Inter-regional and International trade.
SEPTEMBER-OCTOBER	Gains from Trade: Their measurement and distribution	Small and Large country gains from trade.	Flipped Classroom, Inquiry based learning	Evaluate terms of trade.	<u>Higher Order Thinking Skills Based</u>
	Concepts of Terms of Trade and their importance in the theory of trade	Different Concepts of Terms of Trade.	Video Lectures, Kahoot classes		Make use of Numerical Examples to explain Absolute Advantage theory of International Trade.
	Trade as an engine of growth, Immiserizing Growth	Benefits and loss of International Trade for developed and developing countries.	Direct Instruction, "Real-World" learning		Illustrate the implication of the concept of Immiserizing growth for developing economies.

  
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