



Lesson Plan No. 1.0	Course Name: Management Accounting Topic: Introduction – to the Course	Course No.: UGMDC-202 B
----------------------------	---	--

Objectives	At the end of the lesson the student shall be able to: a. Define behavioral economics and differentiate it from traditional economics. b. Understand the scope and relevance of behavioral economics in various domains. c. Appreciate the importance of studying behavioral economics in the 21st century
Teaching Aids (if any)	a. ICT b. White board c. https://www.youtube.com/watch?v=FHAhaUMmNIU
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Start with a quick, interactive activity. For example:- Ask students to share a recent purchase decision they made and why they made that choice.- Present a common economic puzzle or paradox and ask for initial reactions.- This activity should highlight the complexity of human decision-making and pique their interest in the subject.-2. Development (30 minutes)<ol style="list-style-type: none">Introduce behavioral economics as a field that combines insights from psychology and economics to understand how people actually make decisions. Contrast it with traditional economics, which often assumes perfect rationality. Define key terms: bounded rationality, cognitive biases, heuristics, framing effects. Briefly explain the scope of behavioral economics – how it applies to various fields like finance, marketing, policy, health, etc.Why Study Behavioral Economics? Emphasize the relevance of behavioral economics in understanding real-world phenomena: Market bubbles and crashes Consumer behavior and marketing strategies Public policy design and effectiveness Health choices and well-being Highlight the limitations of traditional economic models in explaining these phenomena. Underscore the growing importance of behavioral economics in the 21st century.Course Overview and Learning Outcomes: Briefly introduce the course syllabus, highlighting the key topics to be covered (as outlined in your provided syllabus). Explain how each unit contributes to the overall learning outcomes (COs).



	<p>Emphasize the practical applications of the course content.</p> <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none">- Gauge student engagement and interest through class participation.- Observe their initial understanding of the core concepts <p>Use QA to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.exploring-economics.org/en/orientation/behavioral-economics/3. Homework Ask students to find a news article or advertisement that illustrates a behavioral economics concept (e.g., loss aversion, framing). They can bring it to the next class for discussion. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.1	Course Name: Management Accounting Topic: Introduction to Behavioral Economics- Definition	Course No.: UGMDC-202 B
----------------------------	---	------------------------------------

Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Define behavioral economics and differentiate it from traditional economics. Identify and explain key concepts in behavioral economics, including bounded rationality, cognitive biases, heuristics, framing effects, and social norms. Analyze how these concepts influence real-world decision-making. Apply behavioral economics principles to understand and potentially improve choices in various contexts
Teaching Aids (if any)	<ol style="list-style-type: none"> PPT White board
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Begin with a brief overview of traditional economic theories (e.g., neo-classical economics) and their assumptions about rational decision-making. Introduce behavioral economics as a field that combines psychology and economics to understand how people make decisions, often deviating from rationality Development (30 minutes) <ol style="list-style-type: none"> Definition of Behavioral Economics Present a clear definition: Discuss the importance of understanding these deviations in real-world contexts. Key Principles of Behavioral Economics Bounded Rationality: Explain how individuals have cognitive limitations that affect their decision-making processes. Cognitive Biases: Introduce common biases such as: Loss Aversion: The tendency to prefer avoiding losses over acquiring equivalent gains Framing Effects: How the presentation of information influences choices . Social Influences: Discuss how social norms and peer pressure can affect economic decisions. Applications of Behavioral Economics Highlight real-world applications: Public policy (nudges to promote better health or financial decisions). Marketing strategies (using psychological insights to influence consumer behavior). Provide examples such as the Swachh Bharat Mission in India, which applied behavioral insights for public cleanliness initiatives Exercise (5 minutes) –: Open the floor for questions and encourage students to discuss how behavioral economics might apply to their own experiences or current events. Consider asking students to think about a recent decision they made that



	<p>may have been influenced by cognitive biases.</p> <p>Use QA to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://study.com/academy/lesson/behavioral-economics-definition-applications.html3. Homework: Revise the concept Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions At the end of the lesson, students will be asked to write a short reflection on how understanding behavioral economics might change their perspective on economic decision-making. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 1.2	Course Name: Management Accounting Topic: Introduction to Behavioral Economics- scope	Course No.: UGMDC-202 B
----------------------------	--	------------------------------------

Objectives	At the end of the lesson the student shall be able to: a. Identify the broad scope of behavioral economics and its applications across various domains. b. Explain how behavioral economics provides insights into real-world phenomena that traditional economics struggles to address. c. Analyze case studies illustrating the application of behavioral economics. d. Critically evaluate the potential benefits and challenges of using behavioral economics in different contexts
Teaching Aids (if any)	a. PPT b. White board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Briefly recap the definition of behavioral economics and its core principles (bounded rationality, cognitive biases, etc.).Ask students to share any examples they've encountered of seemingly "irrational" behavior in everyday life.Development (30 minutes)<ol style="list-style-type: none">Exploring the Scope: Introduce the broad scope of behavioral economics. Explain how it goes beyond traditional economic models by considering psychological and social factors. Highlight key areas where behavioral economics has made significant contributions: Consumer Behavior: Marketing, pricing, purchasing decisions. Finance: Investment decisions, market bubbles, risk aversion. Public Policy: Nudging, behavioral interventions, tax compliance. Health: Health choices, medication adherence, preventative care. Environmental Conservation: Sustainable behavior, resource management. Organizational Behavior: Motivation, productivity, ethical decision-making. Provide brief examples within each area.Exercise (5 minutes) –: Facilitate a class discussion: What are the potential benefits of applying behavioral economics in different areas? What are the ethical considerations or potential drawbacks? (e.g., manipulation, unintended consequences). How can behavioral economics be used to create positive change? Use QA to collect responses and discuss the answers.
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading:



	<p>https://study.com/academy/lesson/behavioral-economics-definition-applications.html</p> <p>3. Homework: Students choose one area where behavioral economics is applied (e.g., consumer behavior, finance, health) and find a real-world example of its use. They write a short paragraph explaining the example, the behavioral principles involved, and its impact.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions Students write a short reflection on the following question: "How has this lesson changed your understanding of how people make decisions?"</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.3	Course Name: Management Accounting Topic: Historical Background and Key Developments	Course No.: UGMDC-202 B
----------------------------	---	------------------------------------

Objectives	At the end of the lesson the student shall be able to: a. Trace the historical development of economic thought, from classical economics to the emergence of behavioral economics b. Identify key figures and their contributions to the field of behavioral economics. c. Understand the major shifts in perspective that led to the development of behavioral economics.
Teaching Aids (if any)	a. PPT b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with a brief icebreaker or discussion about a common economic decision people make (e.g., buying a product on sale, investing in the stock market).- Ask students to share their thoughts on why they made that particular decision.- Briefly introduce the concept of behavioral economics and how it differs from traditional economics..2. Development (30 minutes)<ol style="list-style-type: none">a. Historical Roots:<ul style="list-style-type: none">- Briefly discuss early influences on behavioral economics, such as the work of Adam Smith on moral sentiments and the recognition of psychological factors in economic behavior.- Highlight the limitations of the purely rational actor model in explaining real-world economic decisions.- Introduce the concept of "homo economicus" and its critique.b. Key Developments and Figures:<ul style="list-style-type: none">- Focus on the mid-20th century emergence of behavioral economics as a distinct field. Discuss the contributions of key figures:<ul style="list-style-type: none">- Herbert Simon: Bounded rationality, satisficing.- Daniel Kahneman and Amos Tversky: Prospect theory, cognitive biases (loss aversion, framing effects).- Richard Thaler: Nudges, mental accounting, behavioral finance.- Briefly explain the significance of their work and how it challenged traditional economic assumptions.c. Major Influences: Discuss the influences that shaped the development of behavioral economics: Cognitive Psychology: The study of mental processes, such as perception, memory, and decision-making. Social Psychology: The study of how people interact with each other and how social factors influence behavior.



	<p>Experimental Economics: The use of experiments to test economic theories and observe behavior in controlled settings.</p> <p>3. Exercise (5 minutes) –: Ask students to reflect on how behavioral economics has changed our understanding of economic decision-making</p> <p>Use QA to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://study.com/academy/lesson/behavioral-economics-definition-applications.html3. Homework: Find real-world examples of economic decisions that seem to contradict the assumptions of traditional economic rationality. Explain how behavioral economics concepts might explain these behaviors. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions Students write a short reflection on the following question: "How has this lesson changed your understanding of how people make decisions?" <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.4	Course Name: Management Accounting Topic: Methodological Approach - Origins of Behavioural Economics	Course No.: UGMDC-202 B
----------------------------	---	--

Objectives	At the end of the lesson the student shall be able to: a. describe the scientific method and its application in behavioral economics. b. understand the different research methods used in behavioral economics (experiments, surveys, field studies, etc.). c. Compare and contrast the methodologies of behavioral economics and traditional economics.
Teaching Aids (if any)	a. PPT b. White board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with a brief review of the distinction between behavioral economics and traditional economics.Ask students to brainstorm about how we can study economic decision-making empirically. What kinds of tools or methods might we use?Development (30 minutes)<ol style="list-style-type: none">The Scientific Method and Behavioral Economics:<p>Briefly review the steps of the scientific method (observation, hypothesis formation, testing, analysis, conclusion). Explain how the scientific method is applied in behavioral economics research. Emphasize the importance of empirical evidence in testing behavioral hypotheses.</p>Research Methods in Behavioral Economics:<p>Experiments: Discuss the use of controlled experiments to study economic behavior. Explain the concept of control groups, treatment groups, and random assignment. Provide examples of classic behavioral economics experiments (e.g., the Ultimatum Game, the Prisoner's Dilemma). Surveys: Explain how surveys are used to gather data on attitudes, beliefs, and preferences related to economic decisions. Discuss the advantages and limitations of survey research. Field Studies: Discuss the use of field studies to observe economic behavior in real-world settings. Provide examples of field experiments and natural experiments. Neuroeconomics: Briefly introduce neuroeconomics and its use of brain imaging techniques (fMRI, EEG) to study the neural basis of economic decision-making. Comparison with Traditional Economics: Contrast the methodologies used in behavioral economics (often experimental) with the more theoretical and deductive approaches often used in traditional economics.</p> <p>The Role of Experiments:</p>



	<p>Emphasize the critical role of experiments in the development of behavioral economics. Discuss how experiments have challenged traditional economic assumptions and led to new insights about human behavior.</p> <p>3. Exercise (5 minutes) – Ask students to reflect on the strengths and weaknesses of different research methods. Use QA to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://study.com/academy/lesson/behavioral-economics-definition-applications.html3. Homework: Find a published research article in behavioral economics that uses experiments. Briefly describe the experiment, its methodology, and its main findings Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions Students write a short reflection on the following question: " What are the strengths and weaknesses of different research methods." Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 1.5	Course Name: Management Accounting Topic: Neo-Classical and Behavioral Approaches to Studying Economics	Course No.: UGMDC-202 B
----------------------------	--	------------------------------------

Objectives	At the end of the lesson the student shall be able to: a. Describe the key assumptions and principles of neoclassical economics. understand the different research methods used in behavioral economics (experiments, surveys, field studies, etc.). b. Explain the behavioral approach to studying economics and how it differs from the neoclassical approach. c. Compare and contrast the two approaches in terms of their assumptions, methodologies, and focus
Teaching Aids (if any)	a. PPT b. White board
Teaching Development	1. Introduction (5 minutes) - Start with a quick review of the basic economic problem of scarcity and choice. - Ask students: How do economists typically model human decision-making? What assumptions do they make? 2. Development (30 minutes) a. Neoclassical Economics: - Explain the core assumptions of neoclassical economics: - Rationality: Individuals are perfectly rational and make decisions to maximize their utility. - Self-interest: Individuals are primarily motivated by their own self-interest. - Maximization: Individuals seek to maximize their utility or profits. - Perfect Information: Individuals have access to all relevant information needed to make informed decisions. - Discuss how these assumptions are used to build economic models and make predictions about behavior. - Briefly touch upon key concepts like supply and demand, market equilibrium, and consumer choice theory. b. Behavioral Economics: - Explain how behavioral economics challenges the assumptions of neoclassical economics. - Introduce the concept of bounded rationality and its implications for decision-making. - Discuss key behavioral concepts and how they affect economic choices: - Cognitive biases (loss aversion, framing effects, etc.) - Emotions and their influence on decisions - Social influences (norms, conformity) - Explain how behavioral economics uses insights from psychology to develop more realistic models of economic behavior. c. Comparison and Contrast:



	<ul style="list-style-type: none">- Use a table or chart to visually compare and contrast the two approaches across different dimensions:- Assumptions about human behavior- Methodology (theoretical vs. empirical)- Focus (market outcomes vs. psychological processes)- Strengths and weaknesses <p>Discuss the limitations of each approach and when each might be more applicable.</p> <p>3. Exercise (5 minutes) – Ask students to reflect on the strengths and weaknesses of different research methods. Use QA to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.econlib.org/library/Enc1/NeoclassicalEconomics.html#:~:text=1.,utility%20and%20firms%20maximize%20profits.3. Homework: List and explain the core assumptions of neoclassical economics. Provide examples of how these assumptions are used in economic models. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions Ask students to reflect on the implications of each approach for understanding real-world economic phenomena. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 1.5	Course Name: Management Accounting Topic: Neo-Classical and Behavioral Approaches to Studying Economics	Course No.: UGMDC-202 B
----------------------------	--	------------------------------------

Objectives	At the end of the lesson the student shall be able to: a. Describe the key assumptions and principles of neoclassical economics. understand the different research methods used in behavioral economics (experiments, surveys, field studies, etc.). b. Explain the behavioral approach to studying economics and how it differs from the neoclassical approach. c. Compare and contrast the two approaches in terms of their assumptions, methodologies, and focus
Teaching Aids (if any)	a. PPT b. White board
Teaching Development	1. Introduction (5 minutes) - Start with a quick review of the basic economic problem of scarcity and choice. - Ask students: How do economists typically model human decision-making? What assumptions do they make? 2. Development (30 minutes) a. Neoclassical Economics: - Explain the core assumptions of neoclassical economics: - Rationality: Individuals are perfectly rational and make decisions to maximize their utility. - Self-interest: Individuals are primarily motivated by their own self-interest. - Maximization: Individuals seek to maximize their utility or profits. - Perfect Information: Individuals have access to all relevant information needed to make informed decisions. - Discuss how these assumptions are used to build economic models and make predictions about behavior. - Briefly touch upon key concepts like supply and demand, market equilibrium, and consumer choice theory. b. Behavioral Economics: - Explain how behavioral economics challenges the assumptions of neoclassical economics. - Introduce the concept of bounded rationality and its implications for decision-making. - Discuss key behavioral concepts and how they affect economic choices: - Cognitive biases (loss aversion, framing effects, etc.) - Emotions and their influence on decisions - Social influences (norms, conformity) - Explain how behavioral economics uses insights from psychology to develop more realistic models of economic behavior. c. Comparison and Contrast:



	<ul style="list-style-type: none">- Use a table or chart to visually compare and contrast the two approaches across different dimensions:- Assumptions about human behavior- Methodology (theoretical vs. empirical)- Focus (market outcomes vs. psychological processes)- Strengths and weaknesses <p>Discuss the limitations of each approach and when each might be more applicable.</p> <p>3. Exercise (5 minutes) – Ask students to reflect on the strengths and weaknesses of different research methods. Use QA to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.econlib.org/library/Enc1/NeoclassicalEconomics.html#:~:text=1.,utility%20and%20firms%20maximize%20profits.3. Homework: List and explain the core assumptions of neoclassical economics. Provide examples of how these assumptions are used in economic models. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions Ask students to reflect on the implications of each approach for understanding real-world economic phenomena. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 1.6	Course Name: Management Accounting Topic: Differences between Traditional Economics and Behavioural Economics.	Course No.: UGMDC-202 B
----------------------------	---	------------------------------------

Objectives	At the end of the lesson the student shall be able to: a. Identify the core assumptions of traditional (neoclassical) economics. b. Evaluate the strengths and weaknesses of each approach. c. Compare and contrast traditional and behavioral economics across key dimensions.
Teaching Aids (if any)	a. ICT b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with a relatable scenario involving an economic decision (e.g., choosing between two products, deciding whether to save or spend).- Ask students: What factors do you consider when making these kinds of decisions? Do you always make the "most rational" choice?2. Development (30 minutes)<ol style="list-style-type: none">a. Comparison and Contrast:<ul style="list-style-type: none">- Use a table or chart to visually compare and contrast the two approaches across different dimensions:- Assumptions about human behavior- Methodology (theoretical vs. empirical)- Focus (market outcomes vs. psychological processes)- Strengths and weaknessesDiscuss the limitations of each approach and when each might be more applicable.3. Exercise (5 minutes) – Ask students to reflect on which approach they find more realistic and why. Use QA to collect responses and discuss the answers.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.econlib.org/library/Enc1/NeoclassicalEconomics.html#:~:text=1.,utility%20and%20firms%20maximize%20profits.3. Homework: Research a specific area where behavioral economics has been applied (e.g., marketing, public policy, finance). Describe how behavioral insights have been used to improve outcomes. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions Ask students to reflect on the implications of each approach for understanding real-world economic phenomena.



Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Kot Bhalwal, Jammu



Spend 5 minutes to evaluate student assimilation of the lesson contents





Lesson Plan No. 1.7	Course Name: Management Accounting Topic: The Power of Defaults - Organ Donation (Case Study)	Course No.: UGMDC-202 B
----------------------------	--	------------------------------------

Objectives	At the end of the lesson the student shall be able to: a. Explain how defaults influence decision-making. b. Connect the organ donation case study to key behavioral economics concepts (default bias, status quo bias, loss aversion). c. Critically evaluate the ethical implications of using nudges.
Teaching Aids (if any)	a. ICT b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin by asking students if they are registered organ donors. Take a quick poll (without pressure to disclose).- Briefly discuss the organ donation shortage and its societal impact.- Ask: Why do you think some countries have much higher organ donation rates than others?2. Development (30 minutes)<ol style="list-style-type: none">a. Presenting the Case Study:<ul style="list-style-type: none">- Briefly summarize the organ donation case study, highlighting the difference in donation rates between opt-in and opt-out systems.- Display data or visuals if available (e.g., a graph showing donation rates across countries).- Ask: What's going on here? Why is there such a big difference?b. Connecting to Behavioral Economics Concepts:<ul style="list-style-type: none">- Introduce the concept of default bias and explain how it influences people's tendency to stick with the default option.- Explain status quo bias and how it reinforces the preference for the current state of affairs.- Discuss loss aversion and how it can explain people's reluctance to change the default, even when it might be beneficial.- Connect these concepts to the organ donation case study. How do they explain the observed differences in donation rates?3. Exercise (5 minutes) –<ul style="list-style-type: none">- Facilitate a class discussion using the provided discussion questions:- How does this case study challenge the traditional economic assumption of rational decision-making?- What other real-world examples can you think of where defaults have a significant impact on behavior? (Examples: retirement savings plans, software installation options, email newsletter subscriptions)- What are the ethical considerations of using nudges to influence people's choices? Is it manipulative? When is it justified?



	<p>- Could similar strategies be used to encourage other positive behaviors, such as recycling or healthy eating?</p> <p>Use QA to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.econlib.org/library/Enc1/NeoclassicalEconomics.html#:~:text=1.,utility%20and%20firms%20maximize%20profits.3. Homework: Find two real-world examples of how defaults are used to influence behavior. Explain which behavioral economics principles are at play. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions: Ask students to reflect on how they might apply these insights to their own lives or to address social issues they care about <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>