

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name: **ECONOMICS**

Subject Code:

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name: **DEVELOPMENT ECONOMICS AND ISSUES IN INDIAN ECONOMY**

Course Code: **ECONMIN202**

Course Credit: Theoretical **3** Practical/Tutorial **1**

Marks Allotted: Theoretical **60** Practical/Tutorial **20**

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

- Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor VAC
 Research Project/Dissertation Vocational

Is the course focused on employability/entrepreneurship? YES NO

Is the course focused on imparting life skills? YES NO

Is the course based on Activity? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: **120/UG-24**

Date: **25/07/2024**

Course Code: ECONMIN202

Course Name: Development Economics and Issues in Indian Economy

Brief Course Description:

This paper consists of six modules on Development economics and the Indian economy. The first part of this paper deals with the issues in development and their indicators, the role of gender in development, and the sustainable development goals. The second part of the paper is designed to understand the functioning of the economy. It includes topics like poverty, unemployment, agriculture, post 1991 development strategies of India, and the new education policy.

Prerequisite(s) and/or Note(s):

Prior knowledge of economics is optional for this course.

Course Objectives:

Knowledge acquired:

Upon completing the course, the students will know the basic concepts of Development economics and Indian economy. They will understand the concept of development and its indicators. The students will be aware of very relevant issues of the role of gender and environment in development. This course will provide a comprehensive understanding of the Indian economy and make the students aware of the different government policies and programs in this regard.

Skills gained:

Upon completing the course, the students will be able to identify the importance and contribution of human development, gender discrimination, global warming, and climate change in the development of a country. They will be capable of understanding the current economic problems in India. The students will identify the challenges faced by different sectors of the economy and will learn about the policy regimes of government in resolving those problems.

Competency Developed:

The students will be able to understand the very basic, relevant and core issues relating to the development and problems of the Indian economy. They can work on issues relating to gender empowerment, gender discrimination, human development, sustainable development goals, poverty, agriculture, and globalization to understand an economy better and prepare study reports in this regard.

Course Syllabus:

1. Development Economics

Module I- Issues in Development: [7 hrs]

Meaning and Challenges of Development, Features of Underdeveloped Economy, Economic Development and its indicators: Per capita income, Physical Quality of Life Index, Human Development Index, MDGs.

Module II- Gender and Development: [8 hrs]

Gender discrimination and gender division of labour, Concepts of gender equality and gender equity, gender mainstreaming, gender empowerment, Women in Development (WID) approach, Gender and Development (GAD) approach, gender development index, gender empowerment measure, gender inequality index.

Module III- Environment and Development: [7 hrs]

Renewable and Non-Renewable Resources, Issues relating to environment and economic development, Sustainable development, SDGs, Global Warming and Climate Change, and Policy options with developing and developed countries.

Suggested Readings

- Agarwala and Singh (eds.): The Economics of Underdevelopment, OUP.
- A.P., Thirwall, Economic Development, Palgrave Macmillan, 2011.
- Debraj Ray, Development Economics, Oxford University Press, 1998.
- M.P., Todaro, and S.C., Smith, Economic Development, Pearson Education, 2022.
- P.A. Koli, Economic Development and Environment Issues, 2005
- Sustainable Development Report: Implementing the SDG Stimulus
<https://s3.amazonaws.com/sustainabledevelopment.report/2023/sustainable-development-report-2023.pdf>
- Gender Roles, Power and Inequality: Chapter by Sayani Das
<https://ebooks.inflibnet.ac.in/hsp14/chapter/gender-roles-power-inequalities/>
- Human Development Report, 1990. hdr1990encompletenostats.pdf (undp.org)
- Human Development Report, 1995. hdr1995encompletenostats.pdf (undp.org)
- Human Development Report, 2010. human-development-report-2010-complete-english.human-development-report-2010-complete-english (undp.org)
- Human Development Report, 2011. human-development-report-2011-english.human-development-report-2011-english (undp.org)

2. Issues in Indian Economy

Module I- Features of Indian Economy: [9 hrs]

India as a developing country, Poverty and Inequality: Concept and Incidence of Poverty in India, Poverty estimates, Strategy of Poverty Alleviation Measures: Integrated Rural Development Programme (IRDP), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Income Inequality: Nature and Causes, Unemployment-Nature and types of Unemployment in India, Gig economy, Causes of Unemployment, Concepts of work participation rate, Labour force participation rate, unemployment rate, the concept of main and marginal workers according to the census, Government policies and measures:

Swarnajayanti Gram Swarozgar Yojana (SGSY), Jawahar Rozgar Yojana (JRY), Pradhan Mantri Kaushal Vikas Yojana (PMKY)

Module II- Indian Agriculture: [6 hrs]

Land reform, Green Revolution, Feminisation of Agriculture, Marketed and Marketable surplus, Agricultural Marketing, Agricultural Price Policy, Agricultural credit- institutional and non-institutional sources, Role of NABARD

Module III- Post-1991 Development Strategies of India: [8 hrs]

Liberalization, Privatisation and Globalization (LPG) Models, Impact of Liberalization, Privatisation and Globalization (LPG) on Indian Economy, Monetary and Fiscal policy, Trade policy, Niti Ayog- Organization and Functions, Right of Children to Free and Compulsory Education Act (RTE) 2009, New Education Policy (NEP) 2020: salient features of school and higher education, Problems of India's education system

Suggested Readings

- Kaushik Basu, (ed.), India's Emerging Economy, Performance and Prospects in the 1990s and Beyond, Oxford University Press
- Ramesh Singh (15th edition), Indian economy, Mc Graw Hill
- Ruddar Datt and K.P.M Sundharam (Latest ed.): Indian Economy, S. Chand & Company Ltd., New Delhi.
- Sanjiv Verma, The Indian Economy, Unique Publishers
- S.K Mishra & V.K Puri (Latest ed.) "Indian Economy and –Its development experience", Himalaya Publishing House.
- Sri Ram Srirangam, Manish Kumar, Rohit Deo Jha, Indian Economy: Principles, Policies and Progress, Pearson
- Uma Kapila (24th edition), Indian Economy: Performances and Policies, Academic Foundation
- Uma Kapila (34th edition), Indian Economy: Performances and Policies, Academic Foundation
- https://www.niti.gov.in/sites/default/files/2019-01/Strategy_for_New_India_0.pdf
- https://www.ugc.gov.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf
- <https://cisfbhilai.kvs.ac.in/sites/default/files/Salient%20Features%20NEP%20-%20SE.pdf>

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify the contents of the course better. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) a written examination, (b) a take-home assignment, and (c) a presentation on the topic suggested by the course instructor.