

# SHYAMA PRASAD MUKHERJEE COLLEGE

## DEPARTMENT OF ECONOMICS

### TEACHING PLAN

**Course and Year: Indian Economy-I /JULY-NOVEMBER 2022**

**SEMESTAR-5<sup>TH</sup>**

**Taught individually /shared: Individually by Dr JYOTSNA**

**Paper: B.A (HONS)-CBCS**

**Faculty: Economics**

**No of Lecture (per week):5**

#### Teaching Plan

**Name of the Unit: Economic Development since Independence**

**Unit I: Economic Development since Independence**

a. Major features of the Economy at Independence

B. Growth and Development under different policy regimes Goals, constraints, institution and Policy framework

c. Assessment of Performances Sustainability and regional contrasts\

d. Structural changes

E. Savings and Investments

**Readings:**

1. Pulapre Balakrishnan, 2007, “The Recovery of India: Economic Growth in the Nehru Era”, Economic and Political Weekly, November. 2. Vijay Joshi, 2016,

India’s Long Road: The Search for Prosperity, Allen Lane, Gurgaon, Ch 2

3. Arvind Subramanian, 2012, “Growth Experience” in K Basu and A Maertens, The New Oxford Companion to Economics, Oxford University Press Delhi

4. Rakesh Mohan, 2014, Pressing the Indian Growth Accelerator: Policy Imperatives, IMF papers.

5. Jagdish Bhagwati and Arvind Panagariya, 2012 India's Tryst with Destiny Collins Business, Noida, pp. 45, 32-38.

6. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory Allen Lane, chapters

, **No. of classes required to complete the unit (approx.):** 10-12 Lectures

**Finished by second week of august 2021**

### **Name of the Unit: Population and Economic Development**

#### **UNIT –II: Population and Economic Development**

a. Demographic trends and issues

b. Education

c. Health and Malnutrition

Readings:

1. David Bloom, 2011, "Population Dynamics in India and Implications for

Economic Growth" PGDA, Harvard School of Public Health Working Paper 65[excluding section 2

(review of technical literature) but including section 2.1 (Comparing China and India)].

2. Rama Baru et al., 2010, "Inequities in Access to Health Services in India: Caste, Class and Region", Economic and Political Weekly, September 18

3. Vijay Joshi, 2016, India's Long Road: The Search for Prosperity, Allen Lane, Gurgaon, Ch 9.

4. Jean Dreze, 2012, 'Food and Nutrition' in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India, OUP.

5. J V Meenakshi, 2012, 'Undernutrition' in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India OUP.

**No. of classes required to complete the unit (approx.):** 12-15 Lectures

**Finished by third week of September 2021**

#### **UNIT III : Growth and Distribution**

a. Trends in poverty, inequality and unemployment

b. Policies for eradicating poverty and generating employment

Readings:

1. Gaurav Datt and M Ravallion, 2010, “Shining for the Poor Too?” Economic and Political Weekly, February 13, 2010 (econometric discussion of biases in elasticity estimates on p.58 to be deemphasized).
2. Executive Summary, Report of the Expert Group to Review the Methodology for Measurement of Poverty (Rangarajan Committee report), GOI, 2014, pp. 1-5.
3. Ajit Mishra and Indranil Dutta, 2012, “Inequality” in Basu, K and A. Maertens (ed), The New Oxford Companion to Economics in India, OUP, 2012
4. J.J. Thomas, 2012, “India’s Labour Market during the 2000s: Surveying the Changes”, EPW December 22.

**No. of classes required to complete the unit (approx.): 10-12 Lectures**

End by third week of October 2021

#### **UNIT 4: International Comparisons**

##### **Readings:**

1. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Allen Lane, Chapter 3 (pp. 45-72)
2. Pranab Bardhan, 2010, Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India, OUP, Ch. 2.

**No. of classes required to complete the unit (approx.): 10-12 Lectures**

End by last week of November 2021

**No of classes required to complete the unit (approx.):**

1. Unit I: No of Classes (Approx 10-12 )
2. Unit II: No of Classes (Approx 12-15)
3. Unit III : No of Classes (Approx 12-15)
4. Unit IV : No of classes (Approx 10-12)

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**Sub topics to be covered and their order along with the respective time frames (if any)**

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NO

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**Methodology of Teaching:**

- Classroom teachings.
  - Regular notes are given through group email and google class room.
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**ADDITIONAL SUGGESTED READINGS**

1. Panagariya A, 2020, *India Unlimited: Reclaiming the Lost Glory*
2. Ahluwalia, M. S., 2019, "India's economic reforms: Achievements and Next Steps", *Asian Economic Policy Review*, 14(1), 46-62.
3. K Basu and A Maertens, 2007, "The pattern and causes of economic growth in India. *Oxford Review of Economic Policy*, 23, 143-167.
4. UMA KAPILA. 31<sup>st</sup> addition . Indian economy since independence
5. Progressive fiscal policy in India. Edited book by PRAVEEN JHA

**Course Objective, Learning Outcomes:** Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

At the end of the course, a student should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and wellbeing.

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**INTERNAL ASSESSMENT**

**Tentative date of assessments/ assignments and class tests (time frame): Tentative date of assessments/ assignments (time frame):**

**First internal on last week of august**

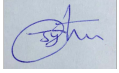
**Second internal on last week of September**

**Third internal on third week of October**

**Criteria of Assessment:**

**Out of three internal the best two be included which is divided into 10 + 10=20(5 mark for attendance)**

I have adhered to the above mentioned teaching plan and have completed the course on time.

A small, square image containing a handwritten signature in blue ink. The signature is stylized and appears to be 'Jyotsna'.

Dr. JYOTSNA

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