

**UNIVERSITY OF DELHI
DELHI SCHOOL OF ECONOMICS
DEPARTMENT OF ECONOMICS**

Minutes of Meeting

Subject : B.A. Programme Semester VI
Course : 06 Economic Development and Policy in India II
Date of Meetings: 12.1.2017
Venue : Department of Economics, Delhi School of Economics,
University of Delhi
Chair : Prof. Aditya Bhattacharjea

Attended by :

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|----------------------------|---------------------------|
| 1. Simin Akhter | Zakir Hussain College |
| 2. Supriti Mishra | Shyam Lal College |
| 3. Suman Rani | Shyam Lal College |
| 4. Manavi | IP College |
| 5. Saumya Shukla | Maharaja Argrasen College |
| 6. Lalit | Vivekanand College |
| 7. Amit Kumar | Vivekanand College |
| 8. Rajni Singh | Jesus & Mary College |
| 9. Priyanka Yadav | Daulat Ram College |
| 10. Meenakshi Sinha Swami | Mata Sundri College |
| 11. Gautam Jha | PGDAV (E) College |
| 12. V.A. Rama Raju | Sri Venkateswara College |
| 13. Bhumika Bhavnani | Shivaji College |
| 14. Chaitanya Prasad Garia | Dayal Singh College |
| 15. Manisha Vats | Miranda House |

Course Outline: The following revised topic-wise reading list was agreed upon:

Topic 1 –ISSUES IN DEVELOPMENT POLICY

1. Michael Todaro and Stephen Smith, *Economic Development*, Pearson (11th Edition, 2011) (Chapters 5, 7, 11 Covering, Poverty, Inequality and Development, Urbanization and Rural-Urban Migration, and Development Policymaking and the roles of Market, State and Civil Society resp.)
2. Bipan Chandra (1992), The Colonial Legacy in Bimal Jalan (ed) *The Indian Economy: Problems and Prospects*, Viking; Penguin Books, India
3. Dreze J. and Sen A. (2013), *An Uncertain Glory: India and its Contradictions* (Chapter 3 pp. 45-80), Princeton University Press.

4. Kaveri Gill (2012), Promoting inclusiveness: A framework for assessing India's flagship social welfare programmes, Social Policy Working Paper Series-2, UNICEF India (pp. 0818, 48-51).

Topic 2 - AGRICULTURE

1. Mahendra Dev (2012), *Agricultural Development*, in K. Basu and A. Maertens (eds), 2012, **New Oxford Companion to Economics in India**(referred to as NOCE hereafter). pp. 12-14.
2. *Overview, 2014*, in *Republic of India, Accelerating Agriculture Productivity Growth*, World Bank Group, (<http://documents.worldbank.org/curated/en/2014/05/23789323/india-accelerating-agricultural-productivity-growth>)
3. Maitreesh Ghatak (2012), Land Reforms, in NOCE
4. Vaidyanathan, A. (2012) Irrigation, in NOCE.
5. AmitBhaduri (2012), Productivity and Production Relations: The Case of Indian Agriculture, in AmitBhaduri, '*Employment and Development*', Oxford University Press
6. T.C. A. Anant (2006), Institutional Reforms for Agriculture Growth in N. A. Majumdar and Uma Kapila (ed)., *Indian Agriculture in the New Millennium, Changing Perceptions and Development Policy*, vol. 2, Academic Foundation
7. Chandrasekhar Rao and Mahendra Dev, 2010, *Agricultural Price Policy, Farm Profitability and Food Security*, **EPW**, June 26. pp. 174-175 (Introduction), 180-181 (Section 5 & 6)

Topic 3 - INDUSTRY

1. R. Nagaraj (2003), Industrial Policy and Performance since 1980, **EPW**, Aug.30-Sep.7
2. Pulin B. Nayak (2012), Privatization, in NOCE
3. Rakesh Mohan (2003), SSI Policy in India: A Critical Evaluation in A.O. Krueger (ed.), *Economic Policy Reforms and the Indian Economy*, Univ. of Chicago Press.
4. Bhagwati and Panagariya, 2012, *A Multitude of Labour Laws and their Reforms in India's Tryst with Destiny*, Collins Business, Noida, Ch. 8.

Topic 4 -TRADE

1. Nagesh Kumar (2012) 'Foreign Direct Investment' in NOCE
2. Biswajit Dhar (2015), *India's New Foreign Trade Policy*, **EPW**, May 24.
3. K Kanagasabapathy, Vishakha G Tilak, and R Krishnaswamy, (2013), *A Rethink on India's Foreign Trade Policy*, **EPW** August 3.

NOTE: Teachers are required to emphasize the conceptual understanding of theoretical ideas esp. in the topic, Measuring Poverty and Inequality while de-emphasizing mathematically rigorous formulae and derivations. The idea is to help the students develop a logical intuition to pick up concepts like the Lorenz curve and Gini Coefficient, without the help of advanced algebraic methods.

Examination Pattern: Students will be expected to answer any five out of eight questions. One of the eight questions will involve writing short notes on any three out of four topics. **All questions will be based on the above readings only, but credit will be given for familiarity with more recent developments on the respective topics.**