UNIVERSITY OF DELHI
DELHI SCHOOL OF ECONOMICS
DEPARTMENT OF ECONOMICS

Minutes of Meeting

Course: Economic Development and Policy in India-II
Date of Meeting: Friday, 12th December 2014, 2:30 pm
Venue: Department of Economics, Delhi School of Economics, University of Delhi
Convenor: Prof. Pulin B. Nayak

Attended by:

1. Archana Aggarwal, Hindu College
2. SiminAkhterNaqvi, Zakir Husain Delhi College
3. Meenakshi Sinha Swami, Mata Sundari College
4. DivyaMisra, Lady Shri Ram College
5. Deepali Khanna, Maharaja Agrasen College
6. Subansh Prasad Singh, Sri Aurobindo College
7. Reena Bajaj, Sri Aurobindo College

As noted in the syllabus passed by the Academic Council, the semester system would entail the following contact hours and scheme of assessment:

Contact Hours: Each course will have 4 lectures and 1 preceptorial (per group) per week.

Assessment: Each paper will carry 100 marks of which the End Semester Examination will be for 75 marks and the Internal Assessment will be worth 25 marks. Internal Assessment will comprise 1 Class Test (10 marks), 1 Project (10 marks) and Attendance (5 Marks).

End-Semester Exam: As per existing rules, the end-semester exam will comprise of 8 questions covering the entire course, out of which the student will be required to attempt any five questions carrying 15 marks each (75 marks in all).

Report/Instructions: It was observed that the existing reading-list needs to be supplemented with a few more readings in the sections on Agriculture and Industry. It was also decided that an existing reading in Trade be replaced by a more contemporary one. In the first section on ‘Issues in Development’ teachers need to note that since the readings by Lee Tucker (Child Slaves in Modern India, 2006) and Kaveri Gill (Promoting inclusiveness: A framework for assessing India’s flagship social welfare programmes, 2012) are lengthy and may be difficult for the students to follow section by section, it’s for the teachers to read the same in detail and try to give the students only a summary of these readings for conceptual understanding.
Teachers are also requested 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.

Course Description: Building upon the general and aggregative analysis of Growth, Development and Planning in the Indian Economy offered in the first part of this paper (Economic Development and Policy in India-I, Semester V), this course examines sector-specific trends along with a critical evaluation of the performance of India’s Development and Planning process in the post-Independence period from both an economic and social perspective.

Course Outline: The following topic-wise reading list (with percentage distribution of marks in parentheses) was agreed upon:

**Topic 1 – ISSUES IN DEVELOPMENT POLICY (weightage 40%)**


**Topic 2 - AGRICULTURE (weightage 20%)**


Topic 3 - INDUSTRY(weightage 20%)
1. R. Nagaraj (2003), Industrial Policy and Performance since 1980, EPW, Aug.30-Sep.7
2. Pulin B. Nayak, Privatization, in Kaushik Basu (ed) The Oxford Companion to Economics in India

Topic 4 - TRADE(weightage 20%)
3. D. N. Ghosh (2005), FDI and Reform: Significance ad relevance of Chinese experience, EPW, December 17, 2005