



Course Syllabus
Gyanmanjari Institute of Arts
Semester-3 (M.A)

Subject: Economic Growth and Development -MATEC12514

Type of course: Major (Core)

Prerequisite:

Basic understanding of economics, including microeconomics and macroeconomics. Knowledge of mathematical and statistical tools. Awareness of historical economic trends. Strong analytical and communication skills.

Rationale:

This syllabus aims to equip students with a solid theoretical foundation and analytical framework to comprehend and address the complexities of economic development in the modern world.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks					Total Marks
CI	T	P		C	Theory Marks		Practical Marks		
			ESE		MSE	V	P	ALA	
4	0	0	4	60	30	10	00	50	150

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.



Course Content:

Sr. No	Course content	Hrs.	Marks /Weight
1	Foundations and Dynamics of Economic Development <ul style="list-style-type: none"> • Economic Growth, Economic Development, and Sustainable Development • Historical Perspective of Economic Growth and Its Relevance • Structural Diversity and Common Characteristics of Developing Nations • Measuring Development: Income Measures, Basic Needs Approach, PQLI, HDI and Capabilities Approach; 	15	25%
2	Pioneers and Theories of Economic Development <ul style="list-style-type: none"> • Contributions of Adam Smith • Ricardo • Karl Marx and Schumpeter • Rostow's Theory of Stages of Economic Growth 	15	25%
3	Growth Models <ul style="list-style-type: none"> • Harrod and Domar: Instability of equilibrium; • Neo Classical Growth Models: Solow and Meade • +Growth Models of Joan Robinson, Kaldor and Pasinetti. 	15	25%
4	Technological Progress <ul style="list-style-type: none"> • Embodied and Disembodied • Neutral and Non-Neutral (Hicks and Harrod) • TFP and growth accounting • Endogenous Growth Theory • Role of learning, education and research • Accumulation of Human Capital 	15	25%



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	Economic Indicators Workshop: Organize a workshop where students explore various economic indicators such as GDP, GNP, and the Gini coefficient. Each student will present on one indicator, explaining its significance and how it relates to economic growth and development. Upload photos of the event on the GMIU Web Portal.	10
2	Indicator Calculation: Students are given raw economic data and guided through the process of calculating indicators like HDI and PQLI. Upload this data on the GMIU Web Portal in Excel or PDF format.	10
3	Country Comparison Project: Students select countries at different development stages, calculate key economic indicators, and compare them. Upload findings in a PDF on the GMIU Web Portal.	10
4	Case Study Development: Each student selects a country, calculates economic development indicators over a specific period, and analyzes the influence of policies, historical events, and other factors. Students will upload their findings in PDF format on the GMIU Web Portal.	10
5	Infographic Creation: Students Will create infographics that illustrate the concepts of embodied and disembodied technological progress, neutral and non-neutral progress, and the role of education and research. Upload their presentations in PPT format on the GMIU Web Portal.	10
	Total	50

Suggested Specification table with Marks (Theory):60

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	40%	40%	00	00	00



Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Identify the structural diversity and common characteristics of developing nations.
CO2	Criticise the ideas of Karl Marx and Joseph Schumpeter regarding economic development.
CO3	Evaluate diverse growth models (Harrod-Domar, Neo-Classical, Robinson, Kaldor, Pasinetti) and their impacts on economic stability, productivity, and income distribution.
CO4	Examine the role of learning, education, and research in fostering technological progress and economic growth.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

References:

[1].Adelman, I. (1961). Theories of Economic Growth and Development. Stanford University Press.

[2].Barro, R., & Salai-Martin, X. (n.d.). Economic Growth. McGraw Hill.

[3].Behrman, S., & Srinivasan, T. N. (Eds.). (1995). Handbook of Development Economics, Vol. 3. Elsevier.

[4]. Brown, M. (1966). On the Theory and Measurement of Technical Change. Cambridge University Press.

