

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Science Education (Honours) (Greater China Studies)
<b>Course Title</b>	: Comparative Development Policy: China and India
<b>Course Code</b>	: GCS2016
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Level</b>	: 2

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Synopsis

China and India are two rising stars of the 21st century. Increasingly, China and India are playing important roles in the global economy and global governance. They are depicted as the drivers of the global economy especially after the financial crisis 2008-09. Nevertheless, our understanding of China and India has remained fragmented and patchy. This course aims to examine development policy in China and India. The following questions will be investigated: how China and India have launched developmental initiatives, what policy instruments have been used in these two countries, what administrative systems of governance have been adopted, and what the implications are for other developing countries.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> understand the concept of development policy.
- CILO<sub>2</sub> compare the policy instruments used by China and India and evaluate the effectiveness of these policy instruments.
- CILO<sub>3</sub> learn the dynamics of state-market-business strategies and policy.
- CILO<sub>4</sub> evaluate administrative systems of governance in China and India.
- CILO<sub>5</sub> examine “good governance” in developing countries.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Development approaches and growth paths of China and India	<i>CILO<sub>1,2</sub></i>	<ul style="list-style-type: none"><li>• Lectures and seminars that examine the issues related to China and India.</li><li>• Tutorials and student presentations for a better comprehension of lectures and seminars.</li><li>• Video clips to deepen understanding of the relevant topics</li></ul>
2. Policy instruments used in China and India	<i>CILO<sub>2</sub></i>	
3. Dynamics of state-market-business strategies	<i>CILO<sub>3</sub></i>	
4. Social structures, public administration, political institutions in China and India	<i>CILO<sub>4</sub></i>	
5. China and India: Learning from Each Other	<i>CILO<sub>4,5</sub></i>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Regular attendance, class discussion and participation Students are expected to read relevant materials before s/he attends the seminars and must participate actively in the discussion. Students' engagement and participation are evaluated accordingly.	20%	CILO <sub>1-4</sub>
(b) Mid-term quiz Students are required to answer two questions based on the previous lectures.	40%	
(c) Group presentation Students are required to conduct a class presentation on a chosen topic related to comparative policy development in China and India. After the presentation, students are expected to submit individual reflective essay (200 words) to report the entire learning experience in the group project.	40%	

#### 5. Required Text(s)

Bardhan, P. K. (2010). *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*. Princeton, N.J.: Princeton University Press.

#### 6. Recommended Readings

Aziz, J., Dunaway, S. & Prasad. (2006). *China and India: Learning from each other: Reforms and policies for sustained growth*. International Monetary Fund.

Bahl, R. (2010). *Superpower? : The amazing race between China's hare and India's tortoise*. New York : Portfolio / Penguin.

Bo, Z. (2012). Regime types, political change and economic development: The cases of India and China 99-128. In X. Huang, A. C. Tan & S. Bandyopadhyay (Eds.), *China, India and the end of development* (pp. 99-128). New York: Palgrave Macmillan, 2012.

Chai, J. C. H. & Roy, K. C. Roy. (2006). *Economic reform in China and India: Development experience in a comparative perspective*. Cheltenham, UK ; Northampton, MA : Edward Elgar.

Guo , S. (2013). *Chinese politics and government: power, ideology, and organization*. New York : Routledge, 2013.

Hsueh, R. (2012). China and India in the age of globalization. *Comparative Political Studies*, 45(1), 32-61.

Kochar, A. (2008). The effectiveness of India's anti-poverty programmes. *The Journal of Development Studies*, 44(9), 1289-1308.

Malik, M. (2011). *China and India: great power rivals*. Boulder, Colo.: FirstForumPress.

Meredith, R. (2007). *The elephant and the dragon: The rise of India and China and what it means for all of us*. New York : W.W. Norton.

Rao, M. G., & Singh, N. (2007). The political economy of India's fiscal federal system and its reform. *Publius: The Journal of Federalism*, 37(1), 26-44.

Rao, M. G. (2009). Fiscal federalism in India-trends and reform. In R. W. Bahl, & S. Ichimura (Eds.), *Decentralization policies in Asian development* (pp. 107-140). Singapore; Hackensack, N.J.: World Scientific.

Wu, Y. (2007). Service sector growth in China and India: A comparison. *China: An International Journal*, 5(1), 137-154.

#### 7. **Related Web Resources**

Nil

#### 8. **Related Journals**

Nil

#### 9. **Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

#### 10. **Others**

Nil

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