**REPUBLIC OF UZBEKISTAN**

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION**

**KARSHI STATE TECHNICAL UNIVERSITY**

**"APPROVED"**

**Rector _____ Sh.K.Nematov**

**_____ 08 _____ 2025**

# INCLUSIVE GROWTH

## MODULE GUIDE

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| **Field of knowledge** | 400000 – | Business, management and law |
| **Field of education:** | 410000 – | Business and management |
| **Master's degree specialties:** | 70310102 – | Economy (by sector and industry), |
| | 70310301- | Regional economy |

**Module links**

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| Module name: | Inclusive growth |
| Code (if applicable) | IG2205 |
| Courses (if applicable) | 1 |
| Module teaching semesters | 1 |
| Language | Uzbek |
| Curriculum relevance | Elective subject |
| Type of teaching, contact hours | Lecture, practical |
| Workload | Total workload: 150 hours.<br>Auditory hours: 60 hours; Lecture: 30 hours, Practical training: 30 hours, Self-study: 90 hours |
| Credit points: | 5 |
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| Recommended previous subjects | Economic basics, History of economic studies |

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| Module objectives / expected learning outcomes | The aim of the course is to familiarize students with the essence of inclusive growth, measures to address issues related to economic growth, and mechanisms for developing the country's economy, to illuminate them in accordance with current requirements, and at the same time to form knowledge and skills appropriate to the profile of the direction on the impact of high-tech strategies on low-income workers, and the targeted orientation of the fight against poverty. The formation of the knowledge and skills required to develop measures to address issues related to promoting inclusive growth and developing economic growth models is to be shown as an integral part of the process of training highly qualified economists. |
| Content | This discipline focuses on the equitable and sustainable distribution of economic growth processes. The discipline guides students to analyze the impact of economic development on all segments of the population, especially vulnerable and socially disadvantaged groups. The discipline of inclusive growth helps to understand the interrelationships between economic policy, social equity, and sustainable development. |
| Study and exam requirements | **a) To obtain 90-100 points, the student's level of knowledge must meet the following requirements:**<br>- fully explain the essence and content of the subject;<br>- maintain scientificity and logic in presenting the topics in the subject, avoiding scientific errors and confusion;<br>- have a clear idea of the theoretical or practical significance of the subject materials in the subject;<br>- demonstrate the ability to think independently within the scope of the subject;<br>- can answer the questions asked clearly and concisely;<br>- has carefully prepared the outline;<br>- has completed independent assignments completely and clearly;<br>- has fully mastered the laws and other regulatory and legal documents related to the discipline;<br>- has published a scientific article on one of the topics related to the discipline;<br>- can interpret historical processes;<br>**b) To obtain 70-89.9 points, the student's level of knowledge must meet the following requirements:**<br>- understands the essence and content of the subject, does not allow scientific and logical confusion in explaining the topics in the subject;<br>- understands the practical significance of the content of the subject;<br>- performs the assigned tasks and assignments within the framework of the curriculum; |

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| | - can correctly answer the questions asked in the subject;<br>- has carefully formulated a subject outline;<br>- has fully completed independent assignments in the subject;<br>- has mastered laws and other regulatory documents related to the subject.<br>**c) To obtain 60-69.9 points, the student's level of knowledge must meet the following:**<br>- has a general understanding of the subject;<br>- has some intricacies in covering and presenting the topics in the subject in a narrow scope;<br>- if the presentation is not smooth;<br>- if complex and confusing answers are given to questions on the subject;<br>- if the text on the subject is not well-formed.<br>**d) In the following cases with a score of 0-59.9, the student's level of knowledge may be assessed as unsatisfactory:**<br>- if there is no preparation for the subject exercises;<br>- if there is no idea about the subject exercises;<br>- if it is noticeable that the texts on the subject have been copied from others;<br>- if serious errors and confusions are made in the text on the subject;<br>- if the questions asked about the subject are not answered;<br>- if the student does not know the subject. |
| Exam formats | Oral, written, test |
| Means used | Complete subject assignments and successfully pass current, midterm, and final tests. |
| List of educational literature | 1. Reza Hasmath. Inclusive Growth, Development and Welfare Policy. Taylor and Francis. UK, 2015.<br>2. Lavrov E.I., Kapoguzov E.A. Ekonomichesky rost: teorii i problemy: uchebnoe posobie. - Omsk: Izd-vo OmGU, 2006. - 214 p.<br>3. Dolinina T. N. Drivery inclusive development / T. N. Dolinina. - Minsk: BGTU, 2019. - 252 p.<br>4. Ergashev R.H., Khamrayeva S.N. Economic growth. "Intellect" publishing house, 2022. -300 pages. |
| Editors | S.N.Khamrayeva – QDTU, Head of the Department of "Innovative Economics", Doctor of Economics, Professor.<br>E.I.Ergashev – Professor of Tashkent State University of Economics, Doctor of Economics |
| Confirmed place and time | Developed and approved by Karshi State Technical University (Report No1, 26.08.2025) |