

TEACHING PLAN FOR B.A. (Hons.) ECONOMICS, SECOND YEAR,
AS GENERIC ELECTIVES COURSE, SEMESTER - Vth
(BASIC DEVELOPMENT ECONOMICS– ECON029)

TEACHER'S NAME- Dr. JITENDER KUMAR

UNIT:	TOPICS:	READING:	NO. OF LECTURES
1.	UNIT – I: Development and underdevelopment	1. Debraj Ray, <i>Development Economics</i> , Princeton University Press, 1998. Chapter 2 2. • Partha Dasgupta, <i>Economics: A Very Short Introduction (AVSI)</i> , Oxford University Press, 2007. Pp. 1-29: Characteristics of Development	Approx. 12
2.	UNIT – II: Development goals and indicators: Various concepts and measures of poverty and inequality	1. Debraj Ray, <i>Development Economics</i> , Princeton University Press, 1998. (Chapter 6-full and Chapter 8—8.1, 8.2 and 8.3 only)#	Approx. 12
3.	UNIT – III: Capabilities, Human Development and Sustainable Development	1. • Amartya Sen, <i>Development as Freedom</i> , OUP, 2000. Chapter 4—Pp. 87-94 (Before the topic ‘Unemployment and Capability Deprivation’) • Human Development Report 2016, Technical Note 1 (Technical Notes Pp. 2-3)—For understanding HDI formulae with examples.* (Available at: https://hdr.undp.org/sites/default/files/hdr2016_technical_notes.pdf) • Partha Dasgupta, <i>Economics: A Very Short Introduction (AVSI)</i> , Oxford University Press, 2007. Chapter 7	Approx. 11
4.	UNIT – IV: Globalisation and Development	1. • Michael P. Todaro and Smith, S.C., <i>Economic Development</i> . Pearson. 12th Edition. Chapter 12—Pp. 600-606 (Before the topic ‘Five Basic Questions about Trade and Development’) • Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (eds), <i>Understanding Poverty</i> , Oxford University Press, 2006. Chapter 7, ‘The Global Economy and the Poor’ by Pranab Bardhan	Approx. 12

Readings:

• Debraj Ray, *Development Economics*, Princeton University Press, 1998. Chapter 2

• Partha Dasgupta, *Economics: A Very Short Introduction (AVSI)*, Oxford University Press, 2007. Pp. 1-29: Characteristics of Development

Debraj Ray, *Development Economics*, Princeton University Press, 1998. (Chapter 6-full and Chapter 8—8.1, 8.2 and 8.3 only)#

• Amartya Sen, *Development as Freedom*, OUP, 2000. Chapter 4—Pp. 87-94 (Before the topic ‘Unemployment and

Capability Deprivation’)

- Human Development Report 2016, Technical Note 1 (Technical Notes Pp. 2-3)—For understanding HDI formulae with examples.* (Available at: https://hdr.undp.org/sites/default/files/hdr2016_technical_notes.pdf)
- Partha Dasgupta, *Economics: A Very Short Introduction (AVSI)*, Oxford University Press, 2007. Chapter 7
- Michael P. Todaro and Smith, S.C., *Economic Development*. Pearson. 12th Edition. Chapter 12—Pp. 600-606 (Before the topic ‘Five Basic Questions about Trade and Development’)
- Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (eds), *Understanding Poverty*, Oxford University Press, 2006. Chapter 7, ‘The Global Economy and the Poor’ by Pranab Bardhan

Internal Assessment:-

30 marks for Internal Assessment: This includes One Assignment and One Test.

40 marks for Continuous Assessment: This includes One Assignment and One Tests and One Viva-Voce.

TEACHING PLAN FOR B.A. (PROGRAMME) WITH ECONOMICS AS NON-MAJOR OR MINOR

DISCIPLINE SEMESTER - V

(INTRODUCTORY ECONOMIC DEVELOPMENT– ECON015)

TEACHER'S NAME- Dr. JITENDER KUMAR

UNIT	TOPIC	READING	NO. OF LECTURES
1.	UNIT I: Introducing Economic Development: Global Perspective	3. Todaro, M. P., & Smith, S. C. (2020). Chapter 1: 4. Todaro, M. P., & Smith, S. C. (2020). Chapter 2: 5. Prabhu, K. Seeta (2012) Human Development Index in Basu and Maertens (ed)	Approx. 10
2.	UNIT II: Theories of Economic Development	2. Todaro, M. P., & Smith, S. C. (2020). Chapter 3:	Approx. 12
3.	UNIT III: The Strategy of Economic Development: Institutional Pathways	2. Nurkse, Ragnar (1961). Problems of Capital Formation in Underdeveloped Countries. New York: Oxford University Ch. 3: Linkages in Economic Dutt, Amitava K. (2014). Chapter 6 : Strategies for economic development in Pathways to economic development." OUP Catalogue	Approx.12
4.	UNIT IV: Poverty and Inequality	2. Sen, A. (2000) Chapter 4 Poverty as Capability Deprivation in Development as Freedom 3. Todaro, M. P., & Smith, S. C. (2020). Chapter 5:	Approx.12

Readings:

1. Todaro, M. P., & Smith, S. C. (2020). *Chapter 1: Introducing Economic Development: A Global Perspective* in Economic Development. Pearson UK. (Appendix and case study not included)
 2. Todaro, M. P., & Smith, S. C. (2020). *Chapter 2: Comparative Economic Development* in Economic Development. Pearson UK. (Appendix and case study not included)
 3. Prabhu, K. Seeta (2012) *Human Development Index* in Basu and Maertens (ed) *The New Oxford Companion to Economics in India* #Mathematical portions on computation of HDI to be de-emphasized
 4. Todaro, M. P., & Smith, S. C. (2020). *Chapter 3: Classic Theories of Economic Growth and Development* in Economic Development. Pearson UK. (Appendix and case study not included)#
Mathematical portions to be de-emphasized
 5. Nurkse, Ragnar (1961). *Problems of Capital Formation in Underdeveloped Countries*. New York: Oxford University Press
 6. Albert O. Hirschman, Ch. 3: *Linkages in Economic Development* in *Rival Views of Market Society and Other Essays*
 7. Dutt, Amitava K. (2014). *Chapter 6 : Strategies for economic development* in *Pathways to economic development*." OUP Catalogue
 8. Sen, A. (2000) *Chapter 4 Poverty as Capability Deprivation* in *Development as Freedom*
 9. Todaro, M. P., & Smith, S. C. (2020). *Chapter 5: Poverty, Inequality, and Development* in Economic Development. Pearson UK (only upto and including section 5.5) # Mathematical portions to be de-emphasized *Partha Dasgupta (2007), *Economics: A Very Short Introduction*, (AVSI), Oxford University Press.
*Perkins, D. H., Radelet, S. C., Lindauer, D. L., & Block, S. A. (2013). *Economics of Development*. 7th Edition, New York: WW Norton & Company.
- Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson UK.

Elinor Ostrom (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.

*Gustav Ranis et.al, *Economic Growth and Human Development* (2000), *World Development* Vol. 28, No. 2, Elsevier Science Ltd.

*Pranab Bardhan (2010), *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*, OUP.

*Thomas Dietz, Elinor Ostrom and Paul C. Stern, 'The Struggle to Govern the Commons', *Science*, vol. 302, No. 5652 (Dec. 12, 2003), pp. 1907-1912.

*Mancur Olson, Jr. (1996), 'Big Bills Left on the Sidewalk: Why Some Nations are Rich, and Others Poor', *Journal of Economic Perspectives*, vol. 10, no. 2, pp 3-24.

Albert O. Hirschman, *Rival Views of Market Society and Other Essays*, Ch. 3: 'Linkages in Economic Development'.

Nurkse, Ragnar (1961). *Problems of Capital Formation in Underdeveloped Countries*. New York: Oxford University Press. Chapter 3.

*Rodenstein Rodan, PN (1943) *Problems of Industrialization of eastern and south eastern Europe*, *Economic Journal*, vol LIII, p 202-11.

*Dani Rodrik (2009), *One Economics, Many Recipes: Globalization, Institutions and Economic Growth*, Princeton University Press.

*Andre Shleifer and Robert W. Vishny (1993), 'Corruption', *Quarterly Journal of Economics*, 108(3), pp 599-617.

Internal Assessment:-

30 marks for Internal Assessment: which includes One Assignments and One Tests

40 marks for Continuous Assessment: which includes One Assignments and One Tests and One Viva-Voce.

TEACHING PLAN FOR B.A./B.Com./B.Sc. SEC PAPER in SEMESTER- V

SUSTAINABLE ECOTOURISM AND ENTREPRENEURSHIP

Skill Enhancement Course

TEACHER'S NAME- Dr. JITENDER KUMAR

Course title & Code: **Sustainable Ecotourism and Entrepreneurship**

Credits Credit distribution of the course:

Lecture 0

Tutorial 0

Practical/ Practice 2

Eligibility criteria **12th Pass**

Pre-requisite of the course (if any) **NIL**

Learning Objectives:

The Learning Objectives of this course are as follows:

- To train students in concepts and principles of sustainable ecotourism leading to a new generation of entrepreneurs
- To inculcate field-based practical skills in translating ecological systems into wealth generation while conserving natural resources
- To transform local biological wealth into a hub of global attraction and generate a scientific basis for Indian traditional knowledge Learning outcomes

Learning Outcomes:

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to develop next-generation ecological entrepreneurs
- After studying this course, students will be able to evolve an eco-literate society by integrating market-based instruments with eco-cultural knowledge of traditional societies
- After studying this course, students can practice ecological knowledge for wealth generation, environmental conservation, and popularising Indian traditional knowledge.

SYLLABUS

Practical/Hands-on Exercise

(15 weeks)

- Assess the current state of ecotourism in little-known/explored areas and examine ecotourism potential
- Field surveys to identify the existing locations having ecological, wildlife, scenic, and ethnic potential for ecotourism and analyze existing prevalent eco-practices having the potential to integrate with ecotourism programme
- Identify ten plant species having ecological, economic, and cultural significance as ecotourist attraction
- Develop stories on the selected wild habitats to attract ecotourists from within and outside the country
- Identify suitable track and prepare a checklist of birds and animals with their stories for a diverse group of ecotourists
- Examine the current state of natural resources and develop suitable messages and appropriate media for educating different target groups
- Survey and identify the target group for ecotourism based on their age, education, economic and other criteria and evaluate their psychological barriers to ecotourism
- Conduct inventory of facility and analyze a preliminary competitive advantage over ecological attractions in the nearby area
- Analyze tourist spending patterns and track preferences for ecotourism attractions in nearby areas and add value to ecological, wildlife, and cultural attractions
- Survey attitude and perception of residents regarding ecotourism plan and analyze costs and benefits of the sustainable ecotourism development programme using a demand-driven marketing approach
- Develop messages, stories, and pictures to attract tourists and promote ecotourism in the target area
- Analyze basic elements of ecotourism, the special needs of ecotourists, develop trips and travel packages offering an array of experiences and predict the market trends
- Develop ecotourist activities for individuals, families, and groups and craft social media campaigns for the proposed ecotourism business
- Develop a plan for strategic alliances and partnerships with other projects/groups /organizations for public- private partnership in the proposed ecotourism programme

Teaching and learning interface for practical skills:

To impart training on technical and analytical skills related to the course objectives, a wide range of learning methods will be used, including

- (a) laboratory practicals;
- (b) field-work exercises;
- (c) customized exercises based on available data;
- (d) survey analyses;
- (e) developing case studies;
- (f) demonstration and critical analyses;
- (h) experiential learning individually and collectively.

Prospective sector(s):

- Forest Departments
- Tourism industry
- World Bank
- UNDP
- WWF
- Environmental NGOs

Suggested Reading:

- Ballantyne, R. and Packer, J., 2013. International Handbook on Ecotourism. Edward Elgar Publishing Limited, UK
- Blumstein, D.T., Geffroy, B., Samia, D.S. and Bessa, E., 2017. Ecotourism's promise and
- Peril. A Biological Evaluation. Springer Int. Publ. (Chapters 10–11)
- Fennell, D.A., 2014. Ecotourism. An Introduction. Routledge, London, UK.
- Fletcher, R., 2014. Romancing the wild. In Romancing the Wild. Duke University Press.
- Tanguay, G.A., and Rajaonson, J., (2015). Evaluating Sustainable Tourism Using Indicators:
- Problems and Solutions. In: Brophy, S.C., (Ed), Ecotourism: Practices, Benefits and
 - Environmental Impacts. Nova Science Publishers, pp. 119 – 134.
- Wearing, S. and Schweinsberg, S., 2019. Ecotourism: Transitioning to the 22nd century. Routledge

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.