|  |
| --- |
| **Course Title: Economic Geography and Resource Management**  Course No: Geo. Ed. 433 Full Marks: 100  Nature of Course: Theoretical Pass Marks: 35  Level: B. Ed. Period per Week: 6  Year: Third Year Teaching Periods: 150  Time per periods: 55 min |

1. **Course Description**

This course has been developed to orient the students to the economic geography and resources management. It deals with various aspects of human activities, livelihood and living standard based on resources and its management within the geographic perspective at global to local scale. Teaching methods, tools and techniques of the economic geography and resources management are also contained in respective contents.

1. **General objectives**

The general objectives of this course are:

* enable students to understand scope and approaches of economic geography
* acquaint students with the global economic development regions and their classification schemes
* familiarize students with the economic resources, human activities and their distribution in the world
* enable the students to understand the concept of Density, Distance and Division (3-D) and globalization in economic geography
* acquaint the students with the economic geography of landlocked countries
* acquaint students with the knowledge of the resources and their management
* familiarize the students with different types of resources, management and measurement techniques of resources endowments

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Course Contents** |
| * To Introduce the economic geography * To explain nature, scope and approaches of economic geography | **Unit I: Introduction to Economic Geography (10)**   * 1. Definition, nature and origin of economic geogrpahy   2. Scope of economic geography   3. Approaches of economic geography |
| * To introduce the UN economic classification schema of the countries of the world * To discuss about the classification methodology * To map the countries of the world into different economies level * To discuss the reasons of human activities confined within each geographical regions divided | **Unit II: Global Economic Development Regions (20)**   * 1. United Nations classification schema of the countries into different economic classes      1. Least Developed,      2. Developing      3. Developed   2. Methodology, data types and aggregation schema of classification   3. Mapping the world countries with classification schema provided by the UN Organizations   4. Major characteristics of the regions classified      1. per capita Gross National Income (GNI)      2. fuel consumption, and      3. Human Development Index (HDI) |
| * To explain the major economic activities of people in each development region of the world | **Unit III: Major Human Activities in the Development Regions of the World (25)**   * 1. Human activities in the least developed countries (primary production)      1. primitive,      2. intensive subsistence   2. Human activities in developing countries (secondary and tertiary production)   3.2.1 subsistence,  3.2.1 transforming to commercial   * 1. Human activities in the developed countries (tertiary and quaternary production)   3.3.1 commercial,  3.3.2 mechanized |
| * To explain the concept of 3-D in economic geography * To introduce the geographical concentration of some specific countries of global and regional organization and their economic production * To discuss the changing context of globalization | **Unit IV: Concept of Density, Distance and Division (3-D) in Economic Geography (25)**  4.1 Concept of the 3-D as stated by The World Bank  4.2 Introduction of global and regional geographical organization and their economic production – SAARC, OPEC, BIMSTEC (Bay of Bengal Initiative on Multi Sectoral Technical and Economic Cooperation), ASEAN, G7, G20  4.3, Economic geography in the changing context of globalization |
| * To introduce the landlocked countries of the world * To discuss the economic opportunities and challenges of landlocked countries of the world * To examine the economic activities of Nepal and other landlocked countries of developed and developing regions of the world. | **Unit V: Economic Geography of Landlocked Countries (10)**  5.1 Geographical distribution of landlocked countries in the world  5.2 Economic opportunities and constraints of the landlocked countries  5.3 Comparative analysis of economic activities of other landlocked countries with reference to Nepal |
| * To Introduce the geography of resource management * To explain nature, scope and approaches of geography of resource management * To discuss the importance and use of major natural resources in human life | **Unit VI: Geography of Resource Management (5)**   * 1. Definition of resource and resource mangement   2. Scope and approaches of geography of resource management   3. Importance and use of major natural resources in human life |
| * To give the concept of resources types * To explain the different types of resources | **Unit VII: Classification of Resources (10)**  7.1 Types of resource  7.1.1 human  7.1.2 natural  7.2 Stock or exhaustible or non-renewable resources (minerals)  7.3 Flow or renewable resources  7.3.1 soils  7.3.2 forest  7.3.4 water  7.3.5 solar  7.3.6 wind  7.3.7 biodiversity  7.4 Aesthetic resources  7.4.1 sceneries  7.4.2 arts and crafts  7.4.3 values  7.4.4 temples |
| * To discuss and list the major natural resources of the world * To describe distribution, production and utilization of major resources in the world | **Unit VIII: Distribution of the Major Resources in the world (25)**  8.1 Distribution, production and utilization of major natural resources  8.1.1 Stock Resources (Metallic Minerals):  Iron Ore, Copper, Petroleum, Coal  8.1.2 Flow Resources: Soils and forest  8.2 Aesthetic resources: Sceneries and cultural values with reference to tourism |
| * To introduce common pool resources * To explain the major resource management principles * To give the concepts of resource management education with reference to Nepal | **Unit IX: Resource Management (10)**  9.1 Common pool resources or ‘commons’ or public resources,  9.2 Government controlled resource protection (Eco-centric)  9.3 Resource conservation and utilization (Bio-centric)  9.4 Community participated conservation, utilization and management (People- centric)  9.5 Resource management education with reference to Nepal |
| * To give the concept of measurement skills of resource endowments * To introduce different types of per-capita resource measurements techniques * To explain the concept of resources carrying capacity * To link the resource measurement skills in the case of Nepal | **Unit X: Measurements of Resources Endowments (10)**  10.1 Proportion of people and agriculture land  10.2 Proportion of people and forest land  10.3 Concept of carrying capacity  10.4 Application of resources measurement skills in Nepal |

***Note:*** *The figures in parentheses indicate the approximate periods for respective units.*

1. **Instructional Techniques**

Two types of instructional techniques have been recommended. The first group comprises general instructional techniques applicable to most of the units. The second group includes instructional techniques to be applied to each of the specific units.

**4.1 General Instructional Techniques**

* Lecture, discussion, question-answer and student interaction
* Group work on geographical issues and preparation and presentation of paper on selected topics

4.2 **Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Specific techniques** |
| I | * Use charts to show different approaches of studying economic geography |
| II | * Use the world regional/political map showing the list of the countries * Prepare the map of the countries according to the group provided by the United Nations * Use the world data from the UN publications about Gross national Income (GNI), Fuel consumption and Human Development Index (HDI) |
| III | * Based on the concept of the map and regionalization describe the human activities in each region i.e. LDCs, Developing s and Developed * Classification of human activities – primary, secondary, Tertiary and Quaternary production levels, |
| IV | * Use 3-D, based on the report of the World Bank 2009 (given in the reference which can be downloaded from the internet) – Density, Distance and Divisions are the major components of Economic Development |
| V | * Prepare a map of landlocked countries of the world based on world’s regional map * List out the countries with specific economic potentialities * List out the major economic activities of the respective countries * Compare the economic activities of other landlocked countries with Nepal |
| VI | * Use the charts for scope, approaches and importance of resource management |
| VII | * Use the charts of classification of resources – stock/exhaustible, flow, or renewable, non-renewable etc |
| VIII | * take some examples from each group of resources - Stock, flow and aesthetic and ask students to differentiate the characteristics of each type |
| IX | * Provide the concept of resource management with some contemporary examples through the global to local practices and experiences * Use some local examples i.e. community forest management, water resource management and conservation practices and education systems in Nepal |
| X | * Compute different indices applicable in the resource mapping at global to local level |

1. **Evaluation**

The students will be evaluated on the basis of assignment, classroom presentation and other classroom participation/activities. The score obtained by the students will be used for the feedback purposes. The actual performance of the students will be evaluated by the annual examination to be held by the Office of the Controller of Examinations T. U. The types and number of questions to be asked in the board examination and allotted marks are shown in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| Types of questions | Total questions  to be asked | Number of questions  to be answered and marks allocated | Total marks |
| Group A: Multiple choice items | 20 questions | 20 x 1 mark | 20 |
| Group B: Short answer type | 8 with 3 'or' questions | 8 x 7 marks | 56 |
| Group C: Long answer type | 2 with 1 'or' question | 1. x 12 marks |  |

1. **Recommended Books and References**

**Recommended Books**

Country classification ‘Data sources, country classifications and aggregation methodology’ <http://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf>

Faye, M. l., Mcarthur, J. W., Sachs, J. D. & Snow, T. (2004), The Challenges Facing Landlocked Developing Countries, Journal of Human Development Vol. 5, No. 1, Pp 31-68).

Poudel, K. P. (2012) Fundamentals of Resource Management: Principles and Practices. Lambert Academic Publishers

Salil, A. (??),Resource: Meaning, Concept and Its Classification | Geography, www.yourarticlelibrary.com/geography/resources/resource-meaning-concept-and-

Sokol, M. (2011). Economic geography, University of London International Programmes

The World Bank (2009). Reshaping Economic Geography, The World Development Report 2009. (Part One)

The World Bank (2007).The Cost of Being Landlocked Logistics, Costs, and Supply Chain Reliability (https://openknowledge.worldbank.org/handle/10986/2489)

**References**

Bhandari, B. H. (2048). *Economic geography.* Kathmandu: Ratna Pustak Bhandar.

Guha J. L. & Chattoraj P. R. (1980). *Economic geography.* Calcutta: The World Press Pvt. Ltd.

Hartshorn, T. A. & Alexander, J. W. (2004). *Economic geography*. New Delhi: Prentice Hall of India Pvt. Ltd.

Pandey, G. K. (2005). *Agricultural geography.* Kathmandu: Vidhyarthi Prakashan Pvt. Ltd.

Poudel, N. P. (2004). *Human and economic geography.* Kathmandu: Gyan Kunj Prakashan.

Pradhan P. K. & Pradhan, B. (2006). *Environment and natural resources.* Kathmandu: Quest Publication.

Wheeler, J. O. & Muller, P. O. (1986). *Economic geography*. Singapore: John Wiley & Sons.