

Course Syllabus

National Institute of Development Administration(NIDA)
School of Development Economics

Section 1: General Information

1.	Course Code	DE 9100
	Course Title	Development Economics
2.	Number of Credit	3 credits
3.	Program and course	Doctor of Philosophy Program in Economics Course Categories <input type="checkbox"/> Intensive Course <input type="checkbox"/> Basic Course <input type="checkbox"/> Core Course <input checked="" type="checkbox"/> Field Course <input type="checkbox"/> Elective Course <input type="checkbox"/> Independent Study
4.	Lecturer	Ajarn Dr.Thasanee Satimanon/ Ajarn Dr. Niramol Ariyaarpakamol/ Ajarn Dr.Saran Sarntisart
5.	Semester/Academic Year	1/2015
6.	Prerequisite(if any)	-
7.	Co-requisites(if any)	-
8.	Location	National Institute of Development Administration Room No. 8009, Navamindrachiraj Building, 8 th Fl.
9.	Date of course initiation or last update of course details	6 July 2015

Section 2: Purposes and Objectives

1. Course Goal
The course offers several concepts and techniques of economics involving development economic theories and applications. Students are expected to be able to use them for analyzing development economic problems.
2. Course Objectives
The main objective of this course is to give students understanding of the fundamental theoretical models used by economists in the field of development economics. In this course students will study how to apply household decision problems to understand agriculture and land used, risk and insurance, and health and education investment. Additionally, the course will cover topics on wage and labor market as well as behavioral economics.

Section 3: Description and Implementation

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1. Course Description				
This course covers advanced topics of development economics spanning micro-development and macro-development economics. Topics include dual economy, inter-linkage in rural markets, structural transformation, economic roles of institutions, social welfare, poverty and income distribution, international trade and economic development and computable general equilibrium analysis of development policy scenarios.				
2.Semester Hours				
Lecture	Practice	Self-study	Field trip/Internship	Extra Classes
45 hour (3 hour x 15 weeks)	-			45 hour

3. Office Hours

Monday 02:00 – 05:00 PM and Tuesday 01:00 – 04.00 PM; and by appointment.

Section 4: Learning Outcomes Development

Curriculum Mapping

Expected learning outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Awareness of values and virtues of ethics, sacrifice and honesty;
 - (2) Being disciplined, punctual and responsible regarding themselves, their profession and society;
 - (3) Having the leadership and interpersonal skill in teamwork, and also the ability to resolve conflicts and know how to priorities.
 - (4) Respect and listen to people's opinions and also respect the value the dignity of fellow human beings.
 - (5) Respect rules and regulations of their respective organizations and society;
 - (6) Ability to analyze economic impact on individual and society;
 - (7) Maintaining their respective professional ethics.
- Major Responsibility ○ Minor Responsibility

1.2 Teaching methods

Setting corporate culture to instill the students with discipline, for instance, emphasizing on class attendance on time, Students must learn to work with in groups, be trained to become a group leader and/or a group's member. They are to be honest, such as not committing fraud in examination or copying someone else's homework, etc. In addition, every instructor may add moral and ethical issues in course syllabuses.

1.3 Evaluation

Assessment can be performed on timeliness of the students in class attendance, submitting the assignment within the given date, involvement in activities, amount of fraudulent acts in the examinations, and responsibilities to duties as assigned.

2. Knowledge

2.1 Expected Knowledge

- (1) Have knowledge and understanding of the principles and theories of the field
 - (2) Have knowledge of macroeconomic and able to use economics as tool in applying to solve economic problems and additional self – study
 - (3) Able to keep on tract of academic progress and synthesis of advanced economics
 - (4) Able to analyze and research on economic issues and able to present research paper
- Major Responsibility ○ Minor Responsibility

2.2 Teaching methods

Use teaching methods in various ways by focusing on theoretical and practical applications that are up – to changes in economics, and according to the nature of the course.

2.3 Evaluation

- 1) Subtests
- 2) Mid – term and Final examinations
- 3) Evaluation of the student's report
- 4) Qualification examination
- 5) Dissertation proposal examination
- 6) Dissertation final examination

Curriculum Mapping

Expected learning outcomes

3. Intellectual Skills

3.1 Learning Results on Intellectual Skills

Students need to develop intellectual skills along with ethics and knowledge of the economics. While teaching, the lecturer has to focus on students' ability to reason causes of problems and to solve the problems. The students must have following qualifications in order to achieve the intellectual skills:

- (1) Systematic and critical thinking
- (2) Ability to detect, interpret, and evaluate information on economics to solve problems creatively
- (3) Able to collect, analyze, and summarize the issues and needs
- (4) Able to apply knowledge and skills to solve problems in economics appropriately

Intellectual skill on this regard can be assessed by testing out the students' concept of problem solving and how to solve problems by applying the knowledge learned

● Major Responsibility ○ Minor Responsibility

3.2 Teaching methods

- 1) Case study of advanced economic and current issues
- 2) Discussion
- 3) Independent study

3.3 Evaluation

Evaluation of the learning results can be done based on actual works and performance of the students i.e. evaluation on the presentation in the class, test or interview.

4. Interpersonal skills and responsibility

4.1 Interpersonal skills and responsibility to be developed

Incorporated learning related with the following qualifications of the students into course:

- (1) Ability to communication foreign language effectively
- (2) Ability to assist and facilitate problem – solving both as a team leader and a team member
- (3) Ability to use the knowledge learned with the society appropriately
- (4) Responsible for personal actions and work within the group
- (5) Able to propose ways to resolve a situation, as well as present the position appropriately to both themselves and the group
- (6) Responsible for professional learning development continuously

● Major Responsibility ○ Minor Responsibility

4.2 Teaching methods

- 1) Have leadership
- 2) Able to work well with others
- 3) Responsible for the work assigned
- 4) Adaptability to the situation and organization culture at work place
- 5) Have good interpersonal skills with colleagues in organization and the general public

4.3 Evaluation

Evaluate the behavior and performance of students in group presentation in class, and observation of behavior manifested in the activities.

Curriculum Mapping
Expected learning outcomes
<p>5. Numeric analysis, communication and information technology skills</p> <p>5.1 Numeric analysis, communication and information technology skills to be developed</p> <ul style="list-style-type: none"> ● (1) Have the skills to use necessary tools available to work with the computer ● (2) Can suggest the solution using mathematics, econometrics to related problems creatively ● (3) Able to communicate effectively both orally and in writing as well as selecting appropriate presentation media ● (4) Able to use information and communication technologies appropriately <p>The learning outcome may be assessed during courses by having the students solve problems, analyze effectiveness of the solutions, and to introduce the concepts of the solutions, and also academic discussion between the lecturer and the students</p> <p style="text-align: center;">●Major Responsibility ○ Minor Responsibility</p> <p>5.2 Teaching methods</p> <p>Arrange learning activities in the course for students to analyze various scenarios and realistic situations so that they can offer appropriate solutions, learn techniques in applying information technology in a variety of situations.</p> <p>5.3 Evaluation</p> <ol style="list-style-type: none"> 1) Evaluate from student presentations that use information technology tools, or mathematics and related statistics 2) Evaluate the ability to explain the reasons on using various tools and from discussion of case studies that were presented to classes

Section 5: Teaching and Evaluation Plan

1. Teaching Plan

Items/content	Number of hours	Lecturer
Week 1 Household Decision Problem	3	Ajarn Dr.Thasanee Satimanon
Week 2 Land and Agricultural	3	Ajarn Dr.Thasanee Satimanon
Week 3 Land and Agricultural (cont.)	3	Ajarn Dr.Thasanee Satimanon
Week 4 Risk and Insurance	3	Ajarn Dr.Thasanee Satimanon
Week 5 Risk and Insurance (cont.)	3	Ajarn Dr.Thasanee Satimanon
Week 6 Health and Nutrition	3	Ajarn Dr.Thasanee Satimanon
Week 7 Health and Nutrition (cont.)	3	Ajarn Dr.Thasanee Satimanon
Week 8 Education	3	Ajarn Dr.Thasanee Satimanon
Midterm Exam		
Week 9 Education (cont.)	3	Ajarn Dr.Thasanee Satimanon
Week 10 Wage and Labor Market	3	Ajarn Dr. Niramol Ariyaarpakamol

Items/content	Number of hours	Lecturer
Week 11 Wage and Labor Market (cont.)	3	Ajarn Dr. Niramol Ariyaarpakamol
Week 12 Behavioral Economics	3	Ajarn Dr.Saran Sarntisart
Week 13 Behavioral Economics (cont.)	3	Ajarn Dr.Saran Sarntisart
Week 14 Presentation	3	Ajarn Dr.Thasanee Satimanon/ Ajarn Dr. Niramol Ariyaarpakamol/ Ajarn Dr.Saran Sarntisart
Week 15 Presentation (cont.)	3	Ajarn Dr.Thasanee Satimanon/ Ajarn Dr. Niramol Ariyaarpakamol/ Ajarn Dr.Saran Sarntisart
Final Exam		

2. Instructional Media

- OHP media

3. Evaluation Plan

3.1 Assessment

The grading system for this course is distributed as follows:

Class Participation	10%
Referee Report	15%
Paper Discussion	15%
Research Proposal	30%
Final Exam	30%

Section 6: Teaching Materials

6.1 Required textbooks and materials	
1.	<p>Main: Bardhan, Pranab and Udry, Christopher (1999). <i>Development Microeconomics</i>, New York, Oxford University Press.</p> <p>Mavrotas, George, and Anthony Shorrocks, eds. 2007. <i>Advancing Development: Core Themes in Global Economics</i>. First Edition edition. Houndmills, Basingstoke Hampshire ; New York: Palgrave Macmillan.</p> <p>Additional: Assigned articles</p>
6.2 Other important materials and information	
2.	
6.3 Other recommended materials and information	
3.	

Section 7: Course Evaluation and Improvement

7.1 Evaluation Strategies on course effectiveness by students	
1.	Opinions on the course and the lecturer
2.	Class discussion between the lecturers and students
3.	Students' suggestions
7.2 Teaching evaluation strategies	
1.	Self evaluation
2.	Observation by teaching team
3.	Examination results/Learning outcomes
4.	Review of learning outcomes evaluation
7.3 Teaching Improvement	
1.	Improve teaching regarding students' suggestions, teaching evaluation results, and problems
2.	Classroom research
3.	Course detail improvement
4.	Meeting to develop teaching and learning
7.4 Review of students' academic performance	
1.	Form a committee to review students' learning outcomes evaluation
2.	Review students' scores and/or assignments
7.5 Course review and improvement plan	
1.	The evaluation results from item 1 and teaching evaluation from item 2 can be used to improve the course and teaching and learning methods
2.	Arrange meetings/seminars for lecturers to review and improve the course
3.	Improve the course annually regarding evaluation results