



CENTRE FOR STUDY OF SOCIAL EXCLUSION AND INCLUSIVE POLICY

BHARATHIDASAN UNIVERSITY

TIRUCHIRAPPALLI - 24

M.Phil. (Development Studies) Curriculum Design

Semester	Category	Course Code	Course Title	Inst Hrs/ Week	Credit	Exam Hours	Marks		
							Int.	Ext.	Total
I	Core Courses	22MPDSIP1	Methodology for Social Research	4	4	3	25	75	100
		22MPDSIP2	Development Theory and Practice	4	4	3	25	75	100
		22MPDSIP3	Teaching and Learning Skills	4	4	3	25	75	100
		22MPDSIP4	Contemporary Indian Economy	4	4	3	25	75	100
			Total	16	16		100	300	400
II	Core Courses	22MPDSIP5	Dissertation	4	8	3	150	50	200
			Total	20	24		250	350	600

- The evaluation criteria for dissertation will be 75 marks for external evaluation, 25 marks for internal examination and 50 marks for viva-voce examination

Syllabus for M.Phil Development Studies

METHODOLOGY FOR SOCIAL RESEARCH - I

Semester-I

(Code: 22MPDSIP1)

Credit: 4

Course Objective

- Expertise the knowledge on research methodology and new statistical techniques for doing scientific researches (both qualitative and quantitative perspectives) to the stakeholders.

Course Outcome

- With the acquired knowledge the stakeholders could able to conduct field studies (both qualitative and quantitative perspectives) easily and scientifically.

Unit I: Basics of Social Research: Natural and Social science, concept of research, components, concept, scope and ethics, approaches, characteristic and purpose, logic and techniques of research: ontology, epistemology, grounded theory, Theory, facts, concept, constructs, variables and Hypotheses, Research problem, Identification and Formulation.

Unit II: Social Work Research: Meaning, Objectives, Scope, process, integrating research and social work practice- Research Design: Meaning, component and importance of typology of research design, cross sectional and longitudinal studies, case studies, participatory and rapid assessment procedure; single subject research process, types.

Unit III: Sampling: Meaning, logic, sampling terminology: Universe (population), sampling frame and unit; methods and techniques of sampling - Data Collection: Source: Primary and secondary, unit of data collection and unit of data analysis - Tools & methods of data collection: preparation of an instrument for data collection interview schedule and questionnaire and their types; interview - direct and indirect; observation and its types - Scaling and testing techniques: reliability and validity of instrument's, pre-test and pilot study; use of information technology in data collection.

Unit IV: Qualitative and Quantitative Research: Qualitative: meaning, scope, characteristics, strategies, criteria, methods of qualitative research: ethnography, focus group discussion, life history (oral and narrative) and content analysis - use and limitations- Quantitative: Meaning, types, quantitative Vs. qualitative, triangulation and its protocols- Action Research, Mixed methods, Evidence based research- Evaluation Research in Social Work: Multiple study design, impact study, cost benefit analysis, social impact analysis, use of evaluation research.

Unit V: Data Analysis: Analysis of quantitative data: meaning, Scope and limitations of Statistics. Data Types Summation organization and presentation of data frequency distribution Tabulation and diagrammatical and graphical presentation. Correlation: Simple Partial and Multiple. Regression: Linear stepwise and multiple methods of hypothesis Testing: Parametric and non - parametric tests chi-square. Time series analysis. (Students may be given a brief orientation/ introduction on ANNOVA ANCOVA MANOVA index number cluster analysis factor analysis discriminate analysis path analysis) and logistic regression. Packages for Data Analysis- Analysis of qualitative data: data reduction data display and conclusion Interpretation explanation and theorization. c. Research Proposal and Reporting Research: Structure of research report audience- writing quantitative and qualitative report referencing.

Unit VI: Conduct Field studies and analyses the data with the application of scientific statistical techniques.

References Books

1. Anderson, J. Durtson H.S. & Pooram (1992) Thesis and Assignment Writing.: Wiley Eastern Ltd.. New Delhi.
2. Baper L.T(1998) Doing Social Research. McGraw Hill Singapore. Beverly Hills.
3. Bryman Alan& Duncan Cramer (1990) Qualitative Data Analysis For Social ScientistsRutledge London
4. Denzin K Norman & Lincoln S Yuonna (2000) Hand Book of Qualitative research sagepublications New Delhi
5. Denzin K Norman & Lincoln S Yuonna Collecting and interpreting qualitativematerials sage publications New Delhi.
6. Denzin Norman (1978) The Research Act MC Grew Hill
7. Goode&Hatt (1952) Methods in Social research MC Grew Hill
8. Gupta S.P (1992) Elementary Statistical methods sultan Chand & Sons New Delhi
9. Klaus Klippendorff (1996) Content analysis, An introduction to i...
10. Morgan David. L (1996) Focus Group, Annual Review of Sociology.
11. Nacmhias & Nacmhias (1981) Research methods in Social Sciences St. Martin'sPress, New York
12. Ramachandran. P (1993) Survey research for Social work : A Primer, TISS, Bombay
13. Richard, G., et al. (2003) Scaling Procedure- issues and Publications, New Delhi
14. Rubin & Boobie (1993) Research Methods for Social work, Brooks/ Cole Publishing Company, California.
15. Schutt Russel K (1995) Investigating Social World, Sage, London
16. Singleton, Royee JR., ct al, (1986) Approaches to Social Research Oxford UniversityPress, New Delhi
17. Slife, Brent, D. and Richard N. Williams (1995) , What" s Behind the research:Discovering Hidden Assumptions in Behavioral Sciences, Sage. Thousand Oaks.
18. Wilkinson & Bandarkar (1984) Methodology and Techniques of Social Research, Himalaya, Bombay
19. Young Pauline V (1960), Scientific Social Surveys and research, Prentice Hall, NewJersey 2
20. Zina O" leary (2004) the essential guide to doing research, Vistaar Pub. New DelhiCourse II:

DEVELOPMENT THEORY AND PRACTICE - 11

Semester-I

(Code: 22MPDSIP2)

Credit: 4

Course Objective

- Make the stakeholders to learn development studies with compatibility to pursue the subject matter of concepts and approaches.

Course Outcome

- Expertise on the concept and approaches of development by the stakeholders and exercise wherever it is possible.

Unit I: The concept of development, transition from quantitative to qualitative indices-Growth and Development - Synonymy to Disjunction-Characteristics of modern economic growth- its unequal spread and global disparities-Common characteristics and dissimilarities among developing countries.

Unit II: Ethics - Definition, nature and objectives - Approaches: normative and non-normative.- Development Ethics -concept and meaning - Principles and importance of Development Ethics - Development Ethics-classical, neo-classical & Liberals view Points -Paradigms of Development Ethics- Ethics and development theory – practice

Unit III: Core values of Development, Assessing development - from per capita income toPQLI, Choice and access, HDI, Seers' criteria- Approaches of Development: Adam Smith-Marx-, Schumpeter - Structuralist approach, post-dependency and actor-oriented approaches, Neo-liberalism, IMF and structural adjustment, Capabilities Approach.

Unit IV: Theories of Development: Theories of Development and the Capitalist WorldSystem, The evolution of thought on poverty reduction, Colonial Regimes and TheirLegacies, The Industrial Revolution and its Spread, Development and Growth, Theorizing Development, Modernization Theory, Dependency Theory.

Unit V: Theories of Underdevelopment and development- Underdevelopment Theories: Baran's theory, World System theory, Dependency theory& Theory of Unequal Exchange -Development Theories: Theory of Economic Growth, Theory of Positivistic Developmentand Theory of Realistic Development.

Unit VI: Series of lectures on the concept and approaches of development under various perspectives.

Reference Books:

1. Crocker, D. (2008). Ethics and development theory-practice, Ethics of Global Development Agency, Capability, and Deliberative Democracy, 67-106
2. Des Gasper (2008), Denis Goulet and the Project of Development Ethics: Development, 8, 99. 481-9, Elsevier Science, 1, pp. 10-26.
3. Drèze, J. (2005). Democracy and the Right to Food, Human Rights and Development towards Mutual Reinforcement, 45-64
4. Drèze, Jean and Amartya Sen. 2002, India: Development and Participation, second edition. Oxford: Oxford University Press.
5. Gasper, D. (2004). The ethics of development: From Economism to human development. Edinburgh: Edinburgh University Press
6. Harvey, David. 2005. A Brief History of Neoliberalism. Oxford: Oxford University Press.
7. Huntington, Samuel 1971, the change to change: Modernization, development and politics. Comparative Politics, 3.
8. Myrdal, Gunnar. 1974, what is Development?" Journal of Economic Issues 8(4):729-736.
9. Peet, Richard with Elaine Hartwick 2009, Theories of Development: Contentions, Arguments, Alternatives (2nd edition). New York: Guilford.
10. Sen, A. (1980). Famines, World Development, 8, 613-621
11. Sen, A. (1988). The Concept of Development in Chenery', H., (1988)., Hand book of development economics. Amsterdam: North-Holland
12. Sen, Amartya. 1999. Development as Freedom. New York: Anchor Books.
13. Sen, Gita and Caren Grown, 1987. Development, Crises and Alternative Visio...R.B.I - Report on Currency & Finance

TEACHING AND LEARNING AND SKILLS-111

Semester-I

(Code: 22MPDSIP3)

Credit: 4

Course Objective

- Application of teaching and learning methodology in an easiest way to acquire knowledge of the stakeholders.

Course Outcome

- Gain teaching and learning skills to peruse for their academic and research field of the stakeholders.

Unit I: Concept of Teaching - Teaching- an art or a science? - Relationship between Teaching and Learning. - Analysis of the concept of Teaching - Teaching as a deliberately planned process: Analysis in terms of teaching skills - General Model of instruction – Preactive, Interactive and Post active phases and Teachers role in them.

Unit II: Learner in the present Day Context - Four pillars of learning in the context of higher education - Socio-cultural background of the learner - Psychological background of the learner Post Graduate Diploma in Teaching Skills

Unit III: Teaching in the present day context - Needed shifts in teaching – teaching knowledge acquisition - teaching meaningful and transformative learning - Cognitive and constructivist perspectives to teaching

Unit IV: Planning for teaching - Analysis of the nature of different disciplines – Basic concepts and understandings methodology of different disciplines (logical grammar of disciplines) - Broad objectives of teaching different disciplines - Taxonomy of educational objectives in different domains - Skill of writing instructional objectives for different domains - Relationship between objectives and teaching strategies.

Unit V: Core teaching skills in classroom instruction Purpose- components and use of skills in classroom teaching with specific reference to: Ways of introducing a topic Employing effective questioning - Illustrating with examples - Making different types of explanations - Reinforcing student responses- Making variations in stimulus- Managing classroom learning- Ways of closing a lesson.

Unit VI: Make the stakeholders to perform and practice through

References

1. Cottrell, Stella (2003). The study skills. Hand book. Palgrave Macmillan, U.S UNESCO Learning the Treasure within: A Report of International commission on Education for the Twenty first century
2. Crosslang .G and Webb, G (2002). Supporting student learning- Case studies. Kogan page, London.
3. Dale Edgar (1961) Audio-visual Methods in Teaching (Revised) Hoft, Rinehart and Winston, New York.
4. Das RC (1993), Educational Technology - A Basic Text, Sterling Publishers, New Delhi.
5. Jangira NK and Ajit Singh (1982) Core Teaching Skills: The Microteaching Approach, NCERT, New Delhi.
6. Passi, BK (1976) Becoming better teacher Micro-teaching Approach, Sahitya Mudranalaya, Ahmedabad.
7. Sudheesh Kumar, P.K and Bindu C. M (2002). Instructional learning strategies and Cognitive entry behaviour; An Experimental analysis, Kanishka Publishers, New Delhi.
8. Sudheesh Kumar, P.K (2006). How pupils learn? Theory, Research and Practice, Kanishka
9. Publishers, New Delhi.

CONTEMPORARY INDIAN ECONOMICS-4

Semester-I

(code: 22MPDSIP4)

Credit: 4

Course Objective

- Explore the conceptualization of Indian Economy to the stakeholders in the contemporary situation.

Course Outcome

- Inculcation of knowledge on Indian Economy in the present context and exercise their economic activity accordingly.

Unit I: An overview of the Indian Economy. Features of Indian Economy – Indian economy on the eve of Independence- National income, savings & capital formation – sectoral composition of Indian economy - Human development status in India – Infrastructure development - Regional imbalances in development - Indian public finance - Inflation in India - FDI in India.

Unit II: Planning in India Rationale, Objectives & features of Indian planning – planning machinery - plan formulation, execution & evaluation - planning Models, Mahalanobis & P.R. Brahmananda & C.N Vakil Model - Regional planning in India - 12th five year plan, salient features & objectives - 60 years of planning in India - planning under globalisation.

Unit III: Population, poverty & unemployment Population explosion – trends in India's population growth - Demographic dividend population policy. Poverty concept, measurement & magnitude - poverty alleviation programmes. Concept of unemployment, measuring Unemployment, magnitude - causes & consequences major employment programmes - structure & emerging trends in employment.

Unit IV: Economic reforms in India Indian economy on the eve of economic reforms - objectives & features of economic reforms Structural Adjustment Programmes & Stabilization programmes major reforms in Agriculture, Industry, Trade. Services. Infrastructure, banking, taxation & capital market.

Unit V: Federal Finance: Constitutional provisions relating to fiscal and financial powers of the states, Finance Commissions and their formulae for sharing taxes, Financial aspect of Sarkaria Commission Report, Financial aspects of 73rd and 74th Constitutional Amendments.- Budgeting and Fiscal Policy, Public debt management and reforms, Fiscal Responsibility and Budget Management (FRBM) Act, Black Money and Parallel economy in India Inflation: Definition, trends, estimates, consequences and remedies (control): Wholesale Price Index, Consumer Price Index: components and trends.

Unit VI: Symposia, series of debates and lecture series will be conducted for having much interest to update the knowledge then and there.

References Books

1. K.P.M. Sundaram (2008), Indian Economy, S. Chand & company Ltd, New Delhi.
2. Misra S.K. & Puri V.K. (2007), Indian Economy Its Development Experience. Himalaya publishing house, New Delhi
3. Acharya Shankar (2003), India's Economy: Some issues & answers. Academic foundation, New Delhi
4. Kapila Uma, (2003), Indian Economy since Independence. Academic foundation. New Delhi.
5. Kruger O Anne ed (2003). Economic Policy Reforms & Indian Economy, Oxford University press, New Delhi
7. Government of India Economic Survey, Ministry of Finance, New Delhi Planning Commission – 11th five year plan, New Delhi