



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024.

M.Phil. COOPERATION (FT/PT) PROGRAMME

(For the candidates to be admitted from the academic year 2018-19 onwards)

ELIGIBILITY : M.Com. (Cooperation) / M.Com. (Cooperative Management) / M.A. (Cooperation) / M.Com. (All Branches) / MBA (Cooperative Management) / MBA (All Branches)/M.A. (Economics) / MIB (Master of International Business)

PROGRAMME OBJECTIVES :

1. To enable to scholars to understand the research methods.
2. To enable the scholars to identify and formulate problem for research.
3. To understand the management of cooperative enterprises.
4. To enable the scholars to understand the functional areas of cooperative management.
5. To enable the scholars to understand the cooperative accounting and audit.

PROGRAMME STRUCTURE

Seme ster	Course	Title of the Paper	Exam Hours	Credits	Marks		
					IA	UE	Total
I	Course I	Research Methodology	3	4	25	75	100
	Course II	Management of Cooperative Enterprises	3	4	25	75	100
	Course III	Teaching and Learning Skills (Common Paper)	3	4	25	75	100
	Course IV	Paper on Topic of Research (The syllabus will be framed by the Guide and the examination will be conducted by the COE)	3	4	25	75	100
II	Dissertation & Viva-Voce	Dissertation 150 Marks Viva 50 Marks	---	8	---	---	200
	Total			24	---	---	600

PROGRAMME OUTCOMES :

On completion of the course, the scholar would be

1. gained the knowledge about the research methods .
2. capacitated to identify the research problem.
3. obtained detail knowledge on management of cooperative enterprises.
4. acquired knowledge of cooperative management to undertake the Ph.D. research.

COURSE I

RESEARCH METHODOLOGY

Course Objectives :

1. To identify and formulate a problem for research.
2. To prepare suitable research design for a study.
3. To choose appropriate methods of sampling, and tools and techniques for data collection.
4. To apply the appropriate statistical methods for analysis of data.
5. To prepare research report without any manipulation.

UNIT I Research: Meaning, Purpose, Types of Research – Applied research, action research, and evaluation research – Theory and hypotheses. Methods of Research: Historical Research, Descriptive Research, Survey Research, Case Study and Experimental Research.

UNIT II Tools and Technique of Research: Observation, interview schedule and questionnaire, checklists - Planning a Research Project – selection and formulation of a research problem, review of literature, setting up of objectives, concepts, formulation of hypothesis, research design.

UNIT III Sampling: Types of sampling, sampling procedures, target population, sampling frame, sampling units, sampling error, standard error, and determination of sample size.

UNIT IV Scaling Concept: Measurement, types of scales, criteria for good measurement, index measures. Attitude Measurement: Attitude rating skills, ranking, sorting, coding, transcription and tabulation.

UNIT V Analysis of Data: Univariate, bi-variate and multi-variable analysis, testing of hypotheses, measurement of variability, correlation, regression, time series, chi-square test. Report Writing: Type of reports, contents of report, style of reporting, steps in drafting reports and follow up.

References:

1. Donald H. Mc Burney, **Research Methods**, Thomson Asia Pvt. Ltd., Singapore, 2002.
2. Donald R Cooper and Ramela S. Schindler, **Business Research Methods**, Tata McGraw Hill Publishing Company Limited, New Delhi, 2000.
3. Kothari CR, **Research Methodology**, Wishva Prakashan, New Delhi, 2001.
4. Krishnaswamy O.R., **Methodology of Research in Social Sciences**, Himalaya Publishing House, Bombay, 2002.
5. Ravichandran K and S.Nakkiran, **Introduction to Research Methods in Social Sciences**, Abhijeet Publications, Delhi, 2009.
6. Raymond-Alain, et. al., **Doing Management Research**, Sage Publications, London, 1999.
7. Uma Sekaran, **Research Methods for Business**, John Wiley and Sons Inc., New York, 2000.

Course Outcomes :

On completion of the course, the scholar will be able to

1. understand the research problem.
2. preparation of schedule.
3. choose appropriate sample frame, and tools & techniques of data collection.
4. understand the application of statistical tools and computation of various analysis.
5. frame of Hypothesis and test the Hypothesis.

COURSE II

MANAGEMENT OF COOPERATIVE ENTERPRISES

Course Objectives :

1. To familiarise the scholars with the concept of management of cooperative enterprises.
2. To enable the scholars to understand the governance structure of cooperative enterprises .
3. To enable the scholars to understand the basic issues faced by the cooperatives.
4. To motivate the Scholars to know the operational efficiency of cooperatives.
5. To encourage the scholars to understand the New Generation of Cooperatives.

UNIT I Cooperative Management: Cooperation as a socio-economic system – Cooperation as a system sector and movement – features of Cooperation – Cooperative Ideology – Principles of Cooperation ICA 1995 statement of cooperative identity – Cooperative management: Concept, Goals – Governance structure – General Body, Board, Executive control – management of cooperative enterprises vs. other form of business organization.

UNIT II Incorporation and System of Control: External control by Registrar of Cooperative Societies – Cooperative Legal Provisions relating the Registration, Amendments, Supervision, Inquiry, Inspection, Audit, Management, Liquidation, General Bye-laws – Recent trends towards liberalized legislation.

UNIT III Cooperative Accounting & Audit System: Salient features – Differences of Cooperative Accounting from Double and Single entry. System of Cooperative Audit: Need and Importance – Audit Programme – Financial Audit – Administrative Audit – Verification and Valuation – Audit of Final Accounts and Balance sheet – Compilation of Audit Report and Schedule of Defects.

UNIT IV Organisational Structure, Objectives and Functions of - National Cooperative Union of India (NCUI) – National Centre for Cooperative Training (NCCT), National Council for Cooperative Education (NCCE) – National Cooperative Development Corporation (NCDC) – International Cooperative Alliance (ICA) – Regional Institute of Cooperative Management (RICM) – Institute of Cooperative Management –Role of Federal Organizations.

UNIT V Functional Areas of Management as applied to Cooperatives: Elements of Financial, Operations, Marketing, Human Resources Management, SWOT Analysis in Cooperatives.

REFERENCES:

1. Government of Tamilnadu, **The Tamil Nadu Cooperative Audit Manual**, Chennai, 1993.
2. Government of Tamilnadu, **The Tamilnadu Cooperative Societies Act 1983**.
3. Government of Tamilnadu, **The Tamilnadu Cooperative Societies Rules 1988**.
4. Kamat, G.S., **New Dimensions of Cooperative Management**, Himalaya Publishing House, New Delhi, 1987.
5. Kapoor, D.R. **Hand Book of Cooperative Audit**, Anmol Publications Pvt., Ltd., New Delhi, 1998.
6. Krishnaswami, O.R., **Cooperative Account Keeping**, Oxford IBH Co., New Delhi, 1990.
7. Krishnaswami, O.R., **Principles of Cooperative Audit**, Oxford IBH Co., New Delhi, 1992.
8. Krishnaswamy, O.R., **Democracy in Action**, Somaiya Publishing House, New Delhi, 1979.
9. Kulandaiswamy V., **Text Book of Cooperative Management**, Aruda Academy, Coimbatore, 2002p
10. Manickavasagam, P.A., **Treatise on Cooperative Account Keeping**, Rainbow Publications, Coimbatore, 1989.
11. Nakkiran, S., **Cooperative Management – Principles and Techniques**, Deeop & Deep Publications, New Delhi, 2006.
12. Ravichandran, K and S.Nakkiran, **Cooperation: Theory and Practice** Abhijeet Publications, Delhi, 2009.
13. Shah, A.K., **Professional Management for Cooperatives**, Himalaya Publishing House, New Delhi, 1987.
14. Weeraman P.E., **A Model Cooperative Societies Law with the Authors Commentary**, New Delhi, ICA 1994.
15. Weeraman P.E., **The Effect of Cooperative Law on the Autonomy of Cooperatives in South East Asia**, New Delhi, ICA, 1989.

Course Outcomes:

On completion of the course, the scholar would be

1. gained knowledge about the cooperative enterprises and their structure.
2. understood the rights, duties and responsibilities of Board of Directors
3. got knowledge about the administrative powers of Registrar of Cooperative Societies and functional registrar
4. understood the operational efficiency and strategies for sustainable development
5. got idea about the SWOT analysis in Cooperative Enterprises.

COURSE III

TEACHING AND LEARNING SKILLS

Objectives:

- Acquaint different parts of computer system and their functions
- Understand the operations and use of computers and common Accessories
- Develop skills of ICT and apply them in teaching learning context and Research
- Appreciate the role of ICT in teaching, learning and Research
- Acquire the knowledge of communication skill with special reference to its elements, types, development and styles
- Understand the terms communication Technology and Computer mediated teaching and develop multimedia /e- content in their respective subject
- Understand the communication process through the web
- Acquire the knowledge of Instructional Technology and its Applications
- Develop different teaching skills for putting the content across to targeted audience

UNIT I : Computer Application Skills

Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations-- **ICT for Professional Development:** Concept of professional development; institutional efforts for competency building; individual learning for professional development using professional networks, OERs, technology for action research, etc.

UNIT II : Communications Skills

Communication: Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written; Non-verbal communication – Intrapersonal, interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of communication: Listening, Speaking, Reading and Writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

UNIT III : Pedagogy

Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation – Versatility of Lecture technique – Demonstration: Characteristics, Principles, planning Implementation and Evaluation – Teaching-learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion

UNIT IV : E- Learning, Technology Integration and Academic Resources in India

Concept and types of e-learning (synchronous and asynchronous instructional delivery and means), m-learning (mobile apps); blended learning; flipped learning; E-learning tools (like LMS; software's for word processing, making presentations, online editing, etc.); subject specific tools for e-learning; awareness of e-learning standards- Concept of technology integration in teaching- learning processes; frameworks guiding technology integration (like TPACK; SAMR); Technology Integration Matrix- Academic Resources in India: MOOC, NMEICT; NPTEL; e-pathshala; SWAYAM, SWAYAM Prabha, National academic depository, National Digital Library; e-Sodh Sindhu; virtual labs; eYantra, Talk to a teacher, MOODLE, mobile apps, etc.

UNIT V : Skills of Teaching and Technology based assessment

Teaching skills: Definition, Meaning and Nature- Types of Teaching Skills: Skill of Set Induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills- **Technology for Assessment:** Concept of assessment and paradigm shift in assessment; role of technology in assessment 'for' learning; tools for self & peer assessment (recording devices; e-rubrics, etc.); online assessment (open source software's; e-portfolio; quiz makers; e- rubrics; survey tools); technology for assessment of collaborative learning like blogs, discussion forums; learning analytics

References

1. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi
2. Brandon Hall , E-learning, A research note by Namahn, found in: [www.namahn.com/resources/ .../note-e-learning.pdf](http://www.namahn.com/resources/.../note-e-learning.pdf), Retrieved on 05/08/2011
3. Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edinburgh
4. Information and Communication Technology in Education: A Curriculum for schools and programmed of Teacher Development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002.
5. Jereb, E., & Šmitek, B. (2006). Applying multimedia instruction in e-learning. Innovations in Education & Teaching International, 43(1), 15-27.
6. Kumar, K.L. (2008) Educational Technology, New Age International Publishers, New Delhi.

7. Learning Management system
: https://en.wikipedia.org/wiki/Learning_management_system ,
Retrieved on 05/01/2016
8. Mangal, S.K (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana.
9. Michael,D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New york.
10. Pandey,S.K (2005) Teaching communication, Commonwealth Publishers, New Delhi.
11. Ram Babu,A abd Dandapani,S (2006), Microteaching (Vol.1 & 2), Neelkamal Publications, Hyderabad.
12. Singh,V.K and Sudarshan K.N. (1996), Computer Education, Discovery Publishing Company, New York.
13. Sharma,R.A., (2006) Fundamentals of Educational Technology, Surya Publications,Meerut
14. Vanaja,M and Rajasekar,S (2006), Computer Education, Neelkamal Publications, Hyderabad.

Course Outcomes

After completing the course, the students will:

- Develop skills of ICT and apply them in Teaching Learning context and Research.
- Be able to use ICT for their professional development
- Leverage OERs for their teaching and research
- Appreciate the role of ICT in teaching, learning and Research.
- Develop communication skills with special reference to Listening, Speaking, Reading and Writing
- Learn how to use instructional technology effectively in a classroom
- Master the preparation and implementation of teaching techniques
- Develop adequate skills and competencies to organize seminar/conference/workshop/symposium/panel discussion
- Develop skills in e-learning and technology integration
- Have the ability to utilize Academic resources in India for their teaching
- Have the mastery over communication process through the web.
- Develop different teaching skills for putting the content across to targeted audience.
- Have the ability to use technology for assessment in a classroom
