BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024.

M.Phil. ECONOMICS (FT/PT) PROGRAMME

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

ELIGIBILITY : A pass in M.A. Economics / M.A. Applied Economics / M.Sc. Economics / M.Sc. Econometrics .

PROGRAMME OBJECTIVES :

To make the learners

1. to excel in research in Economics
2. to understand important economic issues
3. to enrich research knowledge
4. to develop teaching and learning skills in Economics
5. to acquire research attitude
6. to obtain the application of statistical tools in Economics

PROGRAMME STRUCTURE

Semester	Course	Title of the Paper	Exam Hours	Credits	Marks		
					IA	UE	Total
I	Course I	Research Methodology and Statistical Applications	3	4	25	75	100
	Course II	Emerging Issues in Indian Economy	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 prepared 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 learners

1. would be researcher in Economics
2. could pursue higher studies
3. could understand the important economic issues
4. would obtain research knowledge
5. could gain teaching and learning skills in Economics
6. would obtain the knowledge of statistical tools

COURSE I
RESEARCH METHODOLOGY AND STATISTICAL APPLICATIONS

Course Objectives:

1. To infuse basic knowledge on research methodology.
2. To inculcate research attitude among the learners.
3. To provide basic concepts of research.
4. To understand the research problems.
5. To identify the research design.
6. To instill inference drawing skill.
7. To develop the skill of writing research report.

Module – I : Nature and Scope of Research

Social Research – Nature, Scope, Uses and major steps – Pure, Applied and Action Research - Scientific Method : Theory and Facts - Formulation of a Research Problem-Objectives - Hypothesis: Types, Sources and Characteristics of Hypothesis.

Module – II : Research Design and Data Collection

Research Design : Need and Types – Exploratory, Descriptive and Experimental Design - Data Collection: Primary and Secondary Methods –Preparation of Schedule and Questionnaire- Sampling Techniques.

Module – III: Application of Statistical Techniques

Averages: Mean, Median, Mode – Dispersion - Correlation: Simple, Multiple and Rank Correlation - Regression Analysis: Linear, Non-Linear, Bivariate and Multivariate Analysis, Auto Correlation and Multicolinearity- Time Series Analysis- Scaling techniques- Factor Analysis.

Module – IV: Statistical Inference

Testing of Hypothesis: Type I error and Type II error - T-Test: Assumptions, Properties, Applications and Simple problems- F-Test: Assumptions, Properties, Applications and Simple problems- Z-Test: Uses and Simple problems - Chi-square [χ^2] Test : Assumptions, Properties, Applications and non-parametric tests.

Module – V: **Report Writing**

Report writing- Stages in Report writing- Layout of Report- Mechanics of Report writing – Footnotes, Endnotes- Reference and Bibliography.

Basic Reading List :

1. Elhance, D.N. [2000], Fundamentals of Statistics, Kitab Mahal, Allahabad.
2. S.P.Gupta [2014], Statistical Methods, S.Chand and Co., New Delhi.
3. Kothari, C.R.[2013], Research Methodology, Wiley Eastern Ltd., New Delhi
4. Wilkinson and Bhandarkar [2010], Methodology and techniques of social Research,Himalaya Publishing House, Mumbai.
5. Ghosh,B.N (2012),Scientific Method and Social Research,Sterling Publishers,New Delhi.

Additional Reading List :

1. Earl Babbie [1975]. Practice of Social Research. Wadsworth Publishers, New York.
2. Ferber and Verdoon [1962], Research Methods in Economics and Business. Macmillan, New York.
3. Goode and Hatt [1987], Methods in Social Research. McGraw Hill, London.
4. Kurein, C.T. [1973]. Research Methodology in Economics. Madras Sangam Publishers.
5. Moser, C.A. and Kolton, C. (1980). Survey Educational Methods in Social Investigation. Heinemann Educational Books, London.
6. Sonachalam, K.S. (1978). Research Methodology in Social Science, Kadayam, Tamilnadu.
7. Shanmugasundaram, V. (1974). Papers on the Methodology of Research in Social Sciences, University of Madras, Chennai.
8. Sitaram Pillai (1989). Basic Statistics. Progressive Publishers, Chennai.

Course Outcomes :

On completion of the course, the learners will -

1. acquire basic knowledge on research methodology.
2. develop research attitude.
3. understand the basic concepts of research.
4. attain the ability to identify the research problems.
5. understand how to construct the research design.
6. gain inference drawing skill.
7. become a good research report writer .

COURSE II
EMERGING ISSUES IN INDIAN ECONOMY

Course Objectives:

1. To cater a comprehensive knowledge on the emerging issues in Indian Economy.
2. To understand India's global linkage.
3. To bring out the relevance of gender issues in India's development.
4. To focus on social and environmental issues.
5. To trace the recent economic changes .
6. To learn about Human Development in India .

Module I India and the World Economy

India and Foreign Trade, WTO – Globalisation and its impact on India – India's interaction with international trade blocks- Recent trends in Macro Economic Policy, Foreign Capital- FDI and FPI- Fiscal Reforms.

Module II Gender Issues

Gender Equity – Gender Discrimination – Women and Employment – Women and Law – Women Empowerment – SHGs – Women's Health Issues.

Module III Social and Environmental Issues

Class structure, Caste and Religion – Rural and Urban inequality – Rural Poverty, Measurement of Poverty and Poverty Alleviation Programmes - Global Warming and Sustainable Development.

Module IV Recent Economic Issues

Issues in Agriculture : Production, Productivity, Water Management - Industry: Industrial sickness and Industrial Relations - Global Economic Crises - impact on Indian Economy – NITI Aayog - Make in India- Demonetization- GST.

Module V Human Development

Human Development Index – Education and HRD – Training – Types – Motivation – Methods – Health Issues – "Health for All" – Rural Health Promotion in India – Challenges.

References :

1) J.Dreze and A.K.Sen (2003), India : Development and Participation OUP, Delhi.
2) J.Dreee and A.K.Sen (Edited), (1996) Indian Development : Selected Regional Perspectives OUP, Delhi.
3) P.Patnaik (1996), Whatever happened to Imperialism? Tulika, Delhi
4) Bina Agarwal (1994), A Field of One's Own, Cambridge University Press, UK.
5) P.Patnaik, (1995), Macroeconomics OUP, Delhi.
6) G.S.Batra and Narinder Kaur, Globalisation Strategies and Economic Liberalisation.
7) rigidajaruia, Women, Poverty and Demographic Change.
8) Margrit Pernau, Imtiaz Ahmad and Herlmut Reifeld, Family and Gender, Changing Values in Germany and India.
9) SAARC (Nov, 1992) Report of the Independent South Asian Commission on Poverty Alleviation.
10) V.B. Athreya and S.R. Chunkath (1996), Literacy and Empowerment, SAGE Publications, New Delhi.
11) Madhav Gadgil and Ramachandran Guha (1994), A Fissure Land : An ecological History of India, Penguin, Delhi.

Course Outcomes :

On completion of the course, the learners will -

1. acquire comprehensive knowledge on the emerging issues in Indian Economy.
2. understand India's global linkage.
3. bring out the relevance of gender issues in India's development.
4. focus on social and environmental issues.
5. trace the recent economic changes .
6. understand Human Development in India .

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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, 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

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