A.D.M COLLEGE FOR WOMEN (AUTONOMOUS),NAGAPATTINAM – 611001

(Nationally Re-accredited with "A" Grade by NAAC – 3rd Cycle)

PG & RESEARCH DEPARTMENT OF ECONOMICS

(for the candidates admitted from the academic year 2021-2022 onwards)

M.Phil., ECONOMICS

SYLLABUS

PG & Research Department of Economics – 2021-22Batch
M. Phil., ECONOMICS
Course Structure under CBCS
(for the candidate admitted from the Academic year 2021-22 onwards)
OBE ELEMENTS

Programme Educational Objectives (PEO):

PEO 1:	To understand the students about the types of researches.
PEO 2:	To know how to design the project work
PEO 3:	To gain the knowledge about the interpretation of data.
PEO 4:	To know the different sampling techniques to adopt the research.
PEO 5:	To understand the various types of hypothesis testing.

Programme Outcomes:

On completion of the course, students should be able to do

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

Programme Specific Outcomes (PSOs)

PSO 1:	Understand Economic Activities, Planning and Budget.
PSO 2:	Enriched Knowledge with new ideas and technique essential for business
PSO 3:	Enhance the ability to apply the principles of Economics in everyday life & create capacity to solve various economic problems.
PSO 4:	Gain knowledge regarding the implications of mathematical tools in economic planning.
PSO 5:	I request the Academic Council Members to offer your valuable suggestions.

A.D.M. COLLEGE FOR WOMEN (AITONOMOUS)
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Nagapattinam -611001
PG & Research Department of Economics
(For the Candidates admitted from 2021 -2022 onwards)

Knowledge Level

K1 – Acquire / Remember	K2 – Understanding	K3 – Apply	K4 – Analyze	K5 –Evaluate	K6 –Create

Part I, II and III

Theory (External + Internal = 75+ 25 = 100 marks)

External / Internal					
Knowledge Level	Section	Marks	Hrs	Total	Passing Mark
K1 – K2	A(Answer all)	10 x 2 = 20	3	75	50
K3- K4	B(Either or Pattern)	5 x 5 = 25			
K5 – K6	C (Answer 3 out of 5)	3 x 10 = 30			

M.Phil. ECONOMICS

2021- 2022 Batch

SCHEME OF THE PROGRAMME

Sem.	Course	Course Code	Title of the Paper	Ins. Hrs. / Week	Credit	Exam Hours	Marks		Total Marks
							CIA	SE	
I	Course I	RME1	Research Methodology and Statistic Applications	4	4	3	25	75	100
	Course II	RME2	Emerging issues in Indian Economy	4	4	3	25	75	100
	Course III	RME3	Teaching and Learning Skills	4	4	3	25	75	100
	Course IV	RME4	Paper on Research Topic (to be framed by the guide)*	4	4	3	25	75	100
II	Dissertation		Viva: 50 Marks / Dissertation: 150 Marks	8	8	--	--	--	200
Total				**24**	**24**	**-**	**-**	**-**	**600**

Note : * For Course IV the syllabus will be framed by the Guide and the Examination will be conducted by the Controller of Examinations, A.D.M. College for Women (Autonomous), Nagapattinam.

Marks

Maximum - 100 Marks (Passing Minimum 50 Marks)
External - 75 Marks (Passing Minimum 30 Marks)
Internal - 25 Marks (Internal Assessment as per M. Phil Regulations Vide – P.3)

Question Paper Pattern:
Maximum marks: 75
Section A: (10 Questions x 2 marks = 20 marks.) Two Questions from each unit- Answer All
Section B: (5 Questions x 5 marks = 25 marks.) Either or Pattern.
Section C: (3 Questions x 10 marks = 30 marks.) Answer any 3 out of 5 questions.
The following components shall be adopted for continuous internal valuation/assessment

1.	Best 2 tests out of 3	10 marks
2.	Attendance	05 marks
3.	Seminar	05 marks
4.	Assignment	05 marks
	Total	**25 marks**

A.D.M COLLEGE FOR WOMEN, NAGAPATTINAM.(AUTONOMOUS)

DEPARTMENT OF ECONOMICS (2021-22)

M.PHIL ECONOMICS

PROGRAMME OUTCOMES:

On completion of the course, students should be able to do

- would be researcher in Economics
- Could pursue higher studies
- Could understand the important economic issues
- Would obtain research knowledge
- Could gain teaching and learning skills in Economics
- Would obtain the knowledge of statistical tools.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

- Understand Economic Activities, Planning and Budget.
- Enriched Knowledge with new ideas and technique essential for business
- Enhance the ability to apply the principles of Economics in everyday life & create capacity to solve various economic problems.
- Gain knowledge regarding the implications of mathematical tools in economic planning.
- I request the Academic Council Members to offer your valuable suggestions.

Semester - I / Core Course-1	**Research Methodology**	**Course Code :RME1**
Instruction Hours : 5	**Credits : 4**	**Exam Hours: 3**
Internal Marks : 25	**External Marks : 75**	**Total Marks : 100**

Cognitive Level	**K – 1** Acquire/Remember **K – 2** Understand **K – 3** Apply **K - 4** Analyze **K – 5** Evaluate **K - 6** Create	
Course Objectives	• To infuse basic knowledge on research methodology • To inculcate research attitude among the learners • To provide basic concepts of research • To understand the research problems. • To identify the research design • To in still inference drawing skill • To develop the skill of writing research report	
UNIT	**CONTENT**	**HOURS**
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.	18
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	18
III	**Application of Statistical Techniques** Average: 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	18
IV	**Statistical Inference**	18

	Testing of Hypothesis: Type I error and Type II error – T-Test: Assumption, Properties, Applications and Simple problems- F-Test: Assumption, Properties, Applications and Simple problems – Z-Test: Uses and Uses and Simple problems -Chi-Square[X^2] Test: Assumption, Properties, Applications and non – parametric tests.	
V	**Report Writing** Report Writing – Stages in Report Writing – Layout Report – Mechanics of Report Writing – Footnotes, Endnotes – Reference and Bibliography	18

Text Book

1. Elhance, D.N (2000), Fundamentals of Statistics ,KitabMahal, Allahabad.
2. S.P Gupta (2014) ,Statistical Methods, s.Chand and Co: New Delhi.
3. Kothari C. R (2013), Research Methdology, Wiley Eastern Led., New Delhi.
4. Wilkinson and Bhandarkar (2010), Methodology and techniques of social Research, Himalay publishing House, Mumbai.
5. 5.Ghosh , B.N (2012), Scientific Method and Social Research , Sterling publishers, New Delhi

Reference Books

1. Earl Babbie (1975). Practices 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. SitaramPillai[1989]. Basic Statistics. Progressive Publishers, Chennai.

Course Outcomes:

On completion of the course, students should be able to

CO1 : Acquire basic knowledge on research methodology

CO2: Develop research attitude.

CO3: Understand the basic concepts of research

CO4: Attain the ability to identify the research problems

CO5: Understand how to construct the research design

Mapping of Course outcomes with Programme outcomes/ Programmes Specific outcomes

CO / PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S
CO3	S	M	S	S	S	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	S	S

S - Strongly Correlated

M - Moderately Correlated

W – Weakly Correlated

N – No Correlation

Semester- I / Core Course-II	EMERGING ISSUES IN INDIAN ECONOMY	Course Code :RME2
Instruction Hours : 5	Credits : 4	Exam Hours: 3
Internal Marks : 25	External Marks : 75	Total Marks : 100

Cognitive Level	**K – 1** Acquire/Remember **K – 2** Understand **K – 3** Apply **K - 4** Analyze **K – 5** Evaluate **K - 6** Create	
Course Objectives	• To cater a comprehensive knowledge on the emerging issues in Indian Economy • To understand India's global linkage. • To bring out the relevance of gender issues in India's development • To focus on social and environmental issues. • To trace the recent economic changes. • To learn about Human Development in India.	
UNIT	**CONTENT**	**HOURS**
I	**India and World Economy** India and Foreign Trade, WTO – Globalization and its impact of India – India's interaction with international trade blocks – Recent trends in Macro Economic Policy, Foreign Capital – FDI and FPI – Fiscal Reforms.	18
II	**Gender Issues** Gender Equity – Gender Discrimination – Women and Employment – Women and Law – Women Empowerment – SHGs – Women Health Issues	18
III	**Social and Environmental Issues** Class structure, Caste and Religious – Rural and Urban inequality – Rural Poverty, Measurement of Poverty and Poverty Alleviation Programme – Global Warming and Sustainable Development	18
IV	**Recent Economic Issues** Issues in Agriculture: Production, Productivity, Water Management- Industry: Industrial Sickness and Industrial Relations – Global	18

	Economic Crises – impact on Indian Economy – NITI Aayog – Make in India – Demonetization –GST	
V	**Human Development** Human Development Index – Education and HRD – Training – types – Motivation – Methods – Health Issues – "Health for All" – Rural Health Promotion in India – Challenges	18

Text Book

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, Retrived on 05/08/20111
3. Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edin burgh
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., &Smitek, B. (2006). Applying multimedia instruction n 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 Syste : https://en.wikipedia.org/wiki/Learning management System, Retrived on O5/01/2016
8. Mangal, S.K (2002) Essential of Teaching- Learning and Information Technology, Tandon Publications, Ludhiana.
9. Michael and William (2002), Integrating Technology into Teaching and Learning: Concepts and Applications Prentic Hall, New York.
10. Pandey, S.K (2005) Teaching Communicatio, Commonwealth Publishers, New Delhi.
11. Ram Babu, A abdDandabani's (2006), Micro teaching (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

Course Outcomes:

On completion of the course, students should be able to

CO1: Acquire comprehensive knowledge on the emerging in Indian Economy

CO2: Understand India's global linkage

CO3: Bring out the relevance of gender issues in Indian development

CO4: Focus on social and environmental issues

CO5: Trace the recent economics change.

CO6: Understand Human Development in India

Mapping of Course outcomes with Programme outcomes/ Programmes Specific outcomes

CO / PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S
CO3	S	M	S	S	S	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	S	S

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Semester – I / Core Course-III	TEACHING AND LEARNING SKILLS	Course Code : RME3
Instruction Hours : 5	Credits : 4	Exam Hours: 3
Internal Marks : 25	External Marks : 75	Total Marks : 100

Cognitive Level	**K – 1** Acquire/Remember **K – 2** Understand **K – 3** Apply; **K - 4** Analyze **K – 5** Evaluate **K - 6** Create	
Course 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 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	
UNIT	**CONTENT**	**HOURS**
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: O-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 of professional development using professional networks, OERS, technology for action research, etc	18
II	**Communications Skills** Communication: Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication; Spoken and Written; Non-verbal communication –	18

	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.	
III	**Pedagogy** Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of Lecture, Delivery of A Lecture – Narration in turn 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.	18
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 app); blended learning : Flipped learning; E-Learning tools(like LMS; Software's for word processing, Making Presentation, Online Editing , etc…); Subject specific tools for e-Learning; awareness of E-Learning standards – Concept of technology integration in teaching- learning Processes; framework guiding technology integration(Like TPACK; SAMR); Technology Integration Matrix – Academic Resources in India: MOOC, NMEICT; NPTEL; e-patashala; SWAYAM, SWAYAM Prabha , National academic depository, National Digital Library – e- SodhSindhu; virtual labs; eyantra Talk to a teacher, MOODLE, Mobile apps, etc.	18
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: Concept of	18

	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 soft ware's: e-portfolio; quiz makers: e- rubrics; survey tools); technology for assessment of Collaborative learning like blogs, Discussion forums; learning analytics	

Text Book:

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, Retrived on 05/08/20111
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9. Michael and William (2002), Integrating Technology into Teaching and Learning: Concepts and Applications Prentic Hall, New York.
10. Pandey, S.K (2005) Teaching Communication, Commonwealth Publishers, New Delhi.
11. Ram Babu, A abdDandabani's (2006), Micro teaching (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:

On completion of the course, students should be able to

CO1: Develop Skills of ICT and Supply them in Teaching Learning Context and Research
CO2: Be able to use ICT for their professional development
CO3: Leverage OERs for their teaching and Research
CO4: Appreciate the role of ICT in Teaching, Learning and Research
CO5: Learn how to use instructional technology effectively in a Classroom
CO6: Master the preparation and Implementation of teaching techniques
CO7: Develop adequate skills and competencies to organize seminar/ conference/workshop/ symposium/ panel discussion
CO8: Develop skills in e- learning and technology integration
CO9: Have the ability to utilize Academic resources in India for their teaching
CO10: Have the ability to use technology for assessment in a Classroom

Mapping of Course outcomes with Programme outcomes/ Programmes Specific outcomes

CO / PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S
CO3	S	M	S	S	S	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	S	S

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