

Curriculum of Ph.D., in Adult, Continuing Education and Extension

Course Work Syllabus
From 2026-27 Onwards



DEPARTMENT OF LIFELONG LEARNING (DLL)
SCHOOL OF EDUCATION
BHARATHIDASAN UNIVERSITY
KHAJAMALAI CAMPUS
TIRUCHIRAPPALLI - 620 023

PROGRAMME CODE: PHDACEE

PROGRAMME OUTCOME

Research & development Competences equipped Ph.D. Research Scholars/Graduates are expressive of their **Creative Knowledge, Inventive Skill, Resolute Attitude** and **Innovative Pursuits** in their chosen fields.

Research Graduates well **Seasoned** to the challenging Research Environment and precisely **Spirited** to the occasion, are **continually committed** enough to their probing research –quests with stress on **fruitful contribution to society, nation and world** in their chosen realms.

Research Graduates ready enough to expound **Leadership Responsibilities** in their chosen fields are capable of significant contributions with **Revealing Perfection** and **Hallmark Quality**.

Research Graduates **Collate** information from a variety of sources and **Enrich** a clear coherent understanding of the subject concerned through **Novel** investigation of the Problems in Life.

PROGRAMME SPECIFIC OUTCOME

1. Able to be familiar with personality traits of students.
2. Able to be familiar with educational planning.
3. Able to understand the core Life skills of children.
4. Able to impart training to children with special needs.
5. Develop employability skills of youth.
6. Able to be familiar with adult and non-formal education system in India
7. Able to understand educational psychology of adult learner.
8. Competent to motivate the beneficiaries of Continuing Education.

Bharathidasan University –Tiruchirappalli
Department of Lifelong Learning
Ph. D Course Work
Paper-1. Personality Development– Credits -4

Examination Duration : 3 Hours

External Marks : 60

Internal Marks : 40

Course Objectives:

To create self-awareness and understanding about personality development, determinants, personality theories, and assessment of personality development.

UNIT: I

Introduction

Nature, meaning and definition of personality Development- personality Traits- characteristics of the traits and factors components of personality- self- concept, attitude, aptitude and interest.

UNIT: II

Determinants of Personality Development

Biological factors- social and cultural factors (Home- School- Society – Media) Genetic factors. Different dimensions of personality development (physical, intellectual, emotional, social and moral development).

UNIT: III

Theories of Personality Development

Trait theories of personality-theories of biologically determined traits- theories of socially determined traits (cattell's theory of traits, Allport's theory).

UNIT: IV

The Neo- Psychoanalytical Theories of Personality

Carl Jung -Alfred Adler's theory of personality - Humanistic theory of personality (Abraham Maslow (1908- 1970) Carl Roger's (1902- 1987) theory of personality.

UNIT: V

Personality Assessment

Non- projective Tests, Projective Tests and Situational Tests - significant aspects of test development, uses of psychological tests.

UNIT: VI

Current personality Needs

Resume building- participating art in Group Discussion – Facing Interview - Asked Questions Frequently - Psychometric Analysis - Mock Interview Sessions.

Materials for Reference

- ✓ Avdheshs.Jha, DiptiP.Bhatt,(2010), Educational Psychology ,APH Publishing corp. , New Delhi.
- ✓ Dandapani. S (2006) 3ed. A Text Book of Advanced Educational Psychology, Anmol Publications Pvt . Ltd., New Delhi
- ✓ Heller, Robert.Effective leadership. Essential Manager series. Dk Publishing, 2002
- ✓ Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
- ✓ Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
- ✓ Nirmala.J (2012) 1 ed. Psychology of learning and Human Development, Neelkamal Publication Pvt. Ltd. Hyderabad.
- ✓ Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
- ✓ S.K. Mangal (October 2010) 2 ed. Advanced Educational Psychology, PHI Learning Private Limited, -97, Connaught Circus, New Delhi-110001
- ✓ Smith, B . Body Language. Delhi: Rohan Book Company. 2004.

Materials for Reading

- ✓ Agrawal Rita (2001) "Stress in Life and at Work" Sage, New Delhi
- ✓ Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
- ✓ Northhouse, G. Peter (2000) "Leadership: Theory and Practice", Sage, Thousand Oaks.
- ✓ Stephan G. Walter and Cookie White Stephan (2001)"Improving Intergroup Relations" Sage, Thousand Oaks
- ✓ Stephan R. Covey (2002) 'Seven Habits of Highly Effective People', Franklin Covey, Illinois.
- ✓ Stephen P. Robbins and Timothy A. Judge, (2014), Organizational Behavior 16th Edition: Prentice Hall.

Web sites

- ✓ <http://vrsiddhartha.ac.in/ece/files/Personality%20Development%20study%20material.pdf>
- ✓ <https://www.bvrit.ac.in/>
- ✓ http://persmin.gov.in/otraining/UNDPProject/undp_modules/Personality%20Dev%20N%20DLM.pdf
- ✓ <http://estudentdavedanta.net/Personality-Development.pdf>

REFERENCES:

1. S.K. Mangal(October 2010) 2 ed. Advanced Educational Psychology, PHI Learning Private Limited, -97, Connaught Circus, New Delhi-110001.
2. J.C Aggarwal (2005) Essentials of Educational Psychology, Vikas Publishing House Private Ltd., New Delhi.
3. Nirmala.J (2012) 1 ed. Psychology of learning and Human Development, Neelkamal Publication Pvt. Ltd. Hyderabad.

4. Dandapani. S (2006) 3ed. A Text Book of Advanced Educational Psychology, Anmol Publications Pvt . Ltd., New Delhi.
5. Avdheshs.Jha, DiptiP.Bhatt,(2010), Educational Psychology ,APH Publishing corp. , New Delhi.

Course Outcome:

1. Scholars acquireability to apply knowledge and identify, formulate, and problem solving skills.
2. Able to understand the determinants of personality.
3. Analyze the ways to change their personality needs.
4. Able to apply the personality theories on requirement of their present situations.
5. Able to assess the personality.
6. Determine the current personality needs.
7. Competent to understand professional and ethical responsibility.
8. Capable to communicate effectively with others.

Bharathidasan University –Tiruchirappalli
Department of Lifelong Learning
Ph. D Course Work

Paper-II. Educational Planning Credits -4

Examination Duration	: 3 Hours
External Marks	: 60
Internal Marks	: 40

Course Objectives:

1. To study the meaning, principles, and techniques of educational Planning.
2. To know the economics, and approaches of educational planning.
3. To study micro, macro and modern education of educational planning.

UNIT: I INTRODUCTION TO EDUCATIONAL PLANNING

Meaning of Educational planning- the need for Educational planning- the scope of educational planning- characteristics of planning- dimension of Educational planning- constraints of Educational planning- types of Educational planning- merits and demerits of Educational planning.

Unit II- PRINCIPLES AND TECHNIQUES OF EDUCATIONAL PLANNING

Guiding principles of educational planning - Methods and techniques of planning. Approaches to Educational Planning. Social demand approach / Man-power approach/ Return of Investment approach.

UNIT: III ECONOMICS OF EDUCATIONAL PLANNING

Economic characteristics of education-Education and Economic growth- Educational finance- Planning, Programming, Budgeting System (PPBS) - Program Evaluation and Review Technique (PERT).

UNIT: IV THE APPROACHES OF EDUCATIONAL PLANNING

The 'Social Demand' for Educational method- The investment or Rate-of- return method- The man power forecasting method- Mathematical models of Educational planning.

UNIT: V CHANGING LANDSCAPE OF EDUCATIONAL PLANNING IN INDIA

Educational planning- an evolving discipline – linkage between macro and micro planning- Educational practices in India- Decentralized planning and DPEP – future directions in Educational planning.

UNIT: VI PLANNING OF MODERN EDUCATION

New initiatives in Educational development in India-national curriculum frame work for school education-recent developments in education- educational reforms in India: 21st century.

Materials for References- E-resource

1. <http://www.dise.in/downloads/reports&studies/concepts%20and%20terms%20in%20educational%20planning.pdf>.
2. <http://www.nuepa.org/Download/Publications/Concept%20and%20Terms%20used%20in%20Educational%20Planning%20and%20Administration.pdf>
3. http://www.unesco.org/education/pdf/12_67.pdf
4. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf
5. <http://unesdoc.unesco.org/images/0007/000766/076671eo.pdf>

Materials for Reading

1. Vijendra Sharma (2011) 1 ed. Educational Planning, Lakshay Publication. New Delhi
2. J.C Aggarwal (2007) 8ed. Development and Planning of Modern Education, Vikas Publishing House Private Ltd., New Delhi
3. Chalam .K.S (2006) 2ed.Introduction to Educational Planning and Management, Anmol Publications Pvt . Ltd., New Delhi
4. Jandhyala B.G, Tilak(1991), Educational Planning at Grassroots ,APH Publishing corp. , New Delhi.
5. JagannathanMohanty (2005) 2ed.Educational Management Supervision School Organization, Neelkamal Publications Pvt. Ltd. Hyderabad.
6. Bolman, L And Deal, Reframing Organizations, Second Edition, Jossey-Bass, ISBN 0-7879-0821-5.
7. Bryson, John. Strategic Planning for Public and Non-Profit Organizations, Jossey-Bass, 1995 ISBN 0- 7879-0141-5.
8. Bryson, J And Alston, F. Creating And Implementing Your Strategic Plan, Jossey-Bass, 1996, ISBN 0- 7879-0142-3.
9. Hines, Andy And Bishop, Peter, Eds. Thinking About the Future; Guidelines for Strategic Foresight. Social Technologies, 2006, ISBN-13: 978-0-9789317-0-4.
10. Lencioni, Patrick, The Five Dysfunctions of a Team. Jossey-Bass, 2002, ISBN 0787960756
11. Owens, Robert. Organizational Behavior in Schools, Prentice-Hall Inc, Englewood Cliffs, NJ ISBN 13- 641027-8.
12. Cook, William. Strategic Planning, American Association Of School Administrators(AASA), Arlington, VA, 1990 Stock # 021-00235 ISBN 0-87652-132-4.

Course Outcome

After having completed the course, the scholars will

1. Demonstrate knowledge of educational planning and its development,
2. Understand theory and practice, from the 1950s to till date,
3. Demonstrate understanding of the role of planning and issues related to policies,

4. Analyze at national and local level from a comparative and international perspectives,
5. Demonstrate skills and abilities to make presentation of education systems, where to locate schools
6. Conduct a simulation analysis with help of authentic information/data

Bharathidasan University –Tiruchirappalli
Department of Lifelong Learning
Ph. D course work

Paper-III.RESEARCH METHODOLOGY Credits -4

Examination Duration : 3 Hours
External Marks: 60

Internal Marks : 40

Course Objectives:

1. To learn meanings, problems, variables, hypothesis of research and research in management functions.
2. To study the research types, design, types of data, scaling and sampling techniques.
3. To enhance the learning data coding, classification and tabulation, statistical tools for analysis and report writing.

Unit –I: Basic Concepts

Research: Meanings, nature, scope, objectives & qualities of a researcher, Research Problem: Review of literature, selection, formulation and statement of a research problem, variables and hypothesis- Meaning, nature, types, sources, Pilot study-Concepts, problems in formulation - Research in managerial functional areas.

Unit –II:

Research Design & Data Collection

Research Design: meaning, problem, types (exploratory, descriptive, experimental, and diagnostic), Data collection: Primary methods-Observation, Interview schedule- essentials, procedure, organization, advantages-Questionnaire: types, formulations, problems, advantages and disadvantages-Interview: objectives, types, advantages, limitations-Survey: meaning, advantages, disadvantages, Secondary sources- Books, documents (published, unpublished).

Unit -III

Scaling and Sampling Techniques

Scaling techniques: Nominal, Ordinal, Ratio and Interval, Reliability and Validity - weightage, Likert type scales- meaning, importance, difficulties, Sampling techniques-meaning, need, advantage, disadvantage, types- probability (simple random, stratified, systematic, cluster) non-probability: quota, convenience, judgment, Purposive. Size of sample: sampling and non sampling errors.

Unit -IV

Data Presentation

Statistics in Social Research: Meaning, scope, characteristics, importance, uses.-Coding, Classification and tabulation -Meaning, objectives, needs, types, calculating frequency of class intervals-Diagrammatic & Graphic presentations, significance of diagrams and graphs, types (bar-charts, pie-diagrams),uses and limitations.

Unit -V

Data Analysis

Measure of central tendency: mean, median, mode-Measure of dispersions: qualities, and std. deviations- Test of significance-Parametric, Non Parametric, Correlation, Rank Correlation and Factor Analysis--SPSS and its application.

UNIT-VI

Report Writing

Writing Research report - Preliminary steps of writing a research report - Essentials of a Good report - Format of the Report. Guidelines for using of quotations, footnotes, bibliography, tables, figures and appendices - style of writing report.

Materials for References

1. http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf
2. <http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>
3. https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%20_Research%20Methods%20The%20Basics.pdf
4. <http://web.ftvs.cuni.cz/hendl/metodologie/introduction-to-research-methods.pdf>
5. http://shodhganga.inflibnet.ac.in/bitstream/10603/3727/12/12_chapter%202.pdf

Materials for Readings

1. Kothari, C.R. : Research Methodology - Methods and Techniques - Wiley Eastern, New Delhi.
2. Willam Emory, C: Business Research Methods - Ontario, Irwin Dorsey Limited.
3. RepalRoss : Research - An Introduction - Banes and Nobel Books.
4. Gopal, M.H. : An introduction to Research Procedure in Social Sciences - Asian Publishing House.
5. Amarchand, D: Research Methods in Commerce, Emerald Publishers, Chennai

Course Outcome

Upon completion of this course the students should be able to:

1. Understand the meaning and research problems
2. To review the various studies related to research.
3. Understand the Various methods of research.
4. Understand the Various methods of data collection.
5. Understand the scaling and samplings of research.
6. Apply various statistical tools Techniques of data Analysis
7. Competent to write report.

BHARATHIDASAN UNIVERSITY – TIRUCHIRAPPALLI
DEPARTMENT OF LIFELONG LEARNING

Ph.D -COURSE WORK

PAPER – I : CORE LIFE SKILLS CREDITS: 4

Course Objectives:

This course is designed to introduce

- Basic concepts of life skills.
- Core life skills.
- Application of life skills.

Unit – I: Introduction

Basics of life skills, meaning

- Definition, Need, Importance and scope
- Life skills: Generic, Problem Specific and Area specific skills
- Internalizing Life Skills-Process Life skills for Personal Effectiveness – Goal setting – Types – Steps Time Management, Effective Learning – Study Skills and Memory Techniques – Preparation for Examinations.

Unit – II: Core Life Skills: Social Skills

- Life Skills and WHO
- Self Awareness: Definition, Importance
- Empathy: Definition, Importance

Unit – III: Communication Skills

- Communications – Meaning – Definition.
- Effective communication: Meaning, Definition, Functions, Barriers
- Interpersonal Relationship: Meaning, Definition, Factors affecting Relationships

Unit – IV: Thinking Skills

- Creative and Critical Thinking: Meaning , Definition, Importance
- Problem solving: Meaning , Definition, Steps in Problem solving
- Decision Making: Meaning , Definition, Good Decision Making, Consequence of Decision Making

Unit – V: Coping Skills

- Coping with Emotions: Meaning , Definition, Types of Emotions
- Coping with Stress: Meaning , Definition, Types of Stress, Sources of stress,
- Coping strategies for Emotions and Stress

Unit – VI: Negotiation Skills

Negotiation - meaning – definition – Negotiation skills - Types – Interpersonal Relationship – Meaning – definition – Factors affecting Relationships.

Books for Study

- Facilitators Manual on Enhancing Life Skills (2008) RGNIYD, Tamilnadu.

- Mangal S.K. (2008) An Introduction to Psychology, Sterling Publishers Pvt. Ltd. New Delhi.
- Nair.V.Rajasenan, (2010) Life Skills. Personality and Leadership. Rajiv Gandhi National Institute of Youth Development. Tamil Nadu.
- Sandhan, Society for Education & Development (2005) Life Skills Education Training Module, Jaipur.
- Stella Cottrell, (2008) TheStudySkills Hand Book, Palgrave Macmillan Ltd, 3rd Ed, Newyork.
- YUVA School Life Skills Programme: Handbook for Teachers, Vol-IV, (2008). Department of Education and State Council of Educational Research and Training, Delhi.

Books for Reference

- Baron, Byrne, (2006). Social Psychology, (11th Ed) PHI Publishers, New Delhi.
- CiccarelliSaundra.K., Meyer Glen, (2007), Psychology. Pearson Education Inc., New Delhi.
- Dahama O.P., (2005) Education and Communication for Development. (2nd Ed) Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
- Hilgard.E,Atkinson R C & Atkinson RL (1997). Introduction to Psychology (6th Ed), IBH Publishing Co., Pvt. Led. New Delhi.
- Prakash B. (Ed). (2003) A dolescence and Life Skills Common Wealth Youth Program, Aisan Centre, Common Wealth Secretariat. New Delhi: Tata MCGraw Hill.
- Taylor.E.Shelly.et al. (2006). Social Psychology, (12th Ed) Sheel Print N Pack. New Delhi.

Journals

- International Journal of Human Resource Development and Management , 2017 onwards (Research India Publication, Delhi).
- Indian Journal of Human Resource Development & Management, 2017 onwards (GBS Publishers & Distributors(I), New Delhi).
- Human Resource Development (HRD) Review – International, Journal 2017 onwards (Sage Publications, New Delhi).
- South Asian Journal of Human Resources Management, 2017 onwards (Sage Publications, New Delhi).
- Indian Journal of Human Development, 2017 onwards (SAGE Publications, New Delhi).

Course Outcome:

1. The students would be familiar with various skills of the Life skills.
2. The students would be able to apply the Life skills in the Practical life.
3. The students would know the method of problem solving
4. The students would be a good decision maker.
5. The students would understand the difference between emotion and stress.
6. The students would have more analytical skills.
7. The students would understand to know communication and its importance in life
8. The students would know the coping strategies for stress and emotion.

BHARATHIDASAN UNIVERSITY – TIRUCHIRAPPALLI
DEPARTMENT OF LIFELONG LEARNING

Ph.D -COURSE WORKCREDITS : 4

PAPER – II - LIFE SKILLS EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

Course Objectives:

The course is designed to

- Identify the children with Special Needs
- Understand the problems of children with Special Needs

Unit – I: Introduction

- Life Skills Meaning, Definition, Scope
- Types of Special Children-Physically Challenged, Hearing Impaired, Visually Challenged, Mentally Retarded, Gifted Children

Unit –II: Identifying Children with Special Needs

- Purpose , Procedure and types
- Types of Assessment in Early childhood
- Cognitive & Motor skills
- Communication & Language skills
- Social & Emotional skills
- Self care& Adaptive skills

Unit – III: Understanding the Problems of Children with Special Needs

- Understanding Physical Problems
- Understanding Emotional Problems
- Understanding the Social Problems

Unit – IV: Imparting Life Skills to Children with Special Needs

- Imparting Social skills
- Imparting Negotiation skills
- Imparting Thinking skills
- Imparting Coping skills

Unit – V: Life Skills Training – Strategies for Inclusion

- Teacher Mediated Strategy
- Peer Mediated Strategy
- Routine Based Strategy
- Building Partnership through collaboration

Unit – VI :Counseling

Counseling – meaning - definition - importance issues of Special Children – Low and High incidence of disability, Roles of Society in Disability.

Books for Study

- Darlene Mannix (2009), Life Skills activities for secondary students with special needs, John Wiley & Sons, Inc, CA.
- Jaeger, Bownam (2005), Understanding Disability – Inclusion. Access, diversity and civilrights, Praeger Publishers, USA.
- Porter Louise (2002), Educating young children with special needs. Allen &Unwin., Australia.

Books for Reference

- Friend, Bursuck (2012), Including students with special needs./USA: Pearson Education, Inc.
- Gargiulo, Kilgo (2010), Young Children with special needs, Delmar Cengage Learning, USA.

Journals

- International Journal of Human Resource Development and Management , 2017 onwards (Research India Publication, Delhi)
- Indian Journal of Human Resource Development & Management, 2017 onwards (GBS Publishers & Distributors(I), New Delhi)
- Human Resource Development (HRD) Review – International, Journal 2017 onwards (Sage Publications, New Delhi)
- South Asian Journal of Human Resources Management, 2017 onwards (Sage Publications, New Delhi)
- Indian Journal of Human Development, 2017 onwards (SAGE Publications, New Delhi)

Course outCome:

1. The students would understand the different types of special children and their challenges.
2. The students would impart skills related to children with special needs
3. The students would impart Life skills training for the children with special needs
4. The students would understand the importance of various skills of the children with special needs.
5. The students would be competent enough to impart various skills to the children.
6. The students would know the strategies for inclusion.
7. The students would acquire teacher mediated strategies and peer mediated strategies of training.

BHARATHIDASAN UNIVERSITY – TIRUCHIRAPPALLI
DEPARTMENT OF LIFELONG LEARNING

Ph.D -COURSE WORKCREDITS : 4

COURSE-II: YOUTH AND EMPLOYABILITY SKILLS

Examination Duration : 3 Hours

External Marks : 60

Internal Marks : 40

Course Objectives:

- To make the students aware of the Youth power and its importance.
- To make the students to understand the employable skills and youth education.

Unit-I :Understanding Youth And Employment

Youth job characteristics, Status and sector of youth employment – Social protection policies and programmes – Youth employment policies and programmes – Concept, needs and evolution of Employment, employability.

Unit-II: Determinants of Youth Employment Outcomes

Education – Gender – Household Characteristics - Local labor supply and demand – Place of Residence – Human capital and youth employment outcomes – Youth Education levels and unemployment – Education levels and job quality - Education level and wages – Relative position of youth in the labour market – Labour market participation of youth and adult workers – Job characteristics of youth and adult workers.

Unit-III :Skills For Employment

Various skills pertaining to employability – concepts of working communication, team work, decision-making, problem solving and conflict resolution.

Unit-IV :Employability Assets

a) Positive attitude, b) Reliability, c) Confidence, d) Lifelong Learning, e) Personal responsibility, f) Self presentation, g) Motivation and h) Managing for time.

Unit-V :Job Surfing Skills

Career planning – Resume and covering letter – Tips and techniques for facing interviews – Group discussion – deployment of personality in a systematic way for gainful employment.

Unit-VI: Un-employability

Un-employability causes need to enhance employability in order to gain, retain and sustainability – excel in employment.

Books for Study

- AnandSaxena, Entrepreneurship Motivation Performance and Rewards.
- Mohan.S. Current Trends in Entrepreneurship.
- Pandey, V.C., Issues and Trands in Educational and Vocational Guidance.

Books for Reference

- Poornima.M.Charanthamathi, Entrepreneurship Development.
- Bhandari, G.S. Shaping Youth Power 21st Century.

Journals

- International Journal of Human Resource Development and Management , 2017 onwards (Research India Publication, Delhi)
- Indian Journal of Human Resource Development & Management, 2017 onwards (GBS Publishers & Distributors(I), New Delhi)
- Human Resource Development (HRD) Review – International, Journal 2017 onwards (Sage Publications, New Delhi)
- South Asian Journal of Human Resources Management, 2017 onwards (Sage Publications, New Delhi)
- Indian Journal of Human Development, 2017 onwards (SAGE Publications, New Delhi)

Course Outcome:

- The students would be familiar with youth employment policies and programme
- The students would be equipped with the skills related to problem solving, decision making and effective communications.
- The students would improve his education and job levels.
- The students would understand the concepts of human capital and labour market.
- The students would analyze the problems and conflicts and find solutions.
- The students would be familiar with communication and team work.
- The students would understand the various concepts of employability assets and its importance.
- The students would understand the problem and causes of unemployment.

BHARATHIDASAN UNIVERSITY – TIRUCHIRAPPALLI
DEPARTMENT OF LIFELONG LEARNING

Ph.D -COURSE WORKCREDITS : 4
COURSE-III : ADULT AND NON-FORMAL EDUCATION IN INDIA

Examination Duration : 3 Hours

External Marks : 60

Internal Marks : 40

Course Objectives:

- To make the students aware of the concepts of literacy, adult education, Non-formal education in India.
- To make the students understand the Agencies of Adult Education
- To impart knowledge about National Policy in Education in India.

Unit-I

Concept of adult education, objectives of adult education, Concept of non-formal education, general characteristics of non formal education, factors which necessitated non-formal education, difference between informal, non-formal and formal education.

Unit – II

Methods of non-formal education : Campaign method, centre method, individual method, residential method and mass communication method. Meaning, scope and importance of adult literacy: Difference between literacy and functional literacy, methods of imparting literacy.

Follow up programmes: Types, need and importance.

Unit – III

Forms of adult education: Remedial, continuing, workers and mass media. Methods of adult education: Teacher dominated method, Co-operative method and mass media methods. Administrative structure of adult education, organization of adult education programmes at the field level training of adult education functionaries.

Unit-IV

Agencies of adult education – Government and non-government. Current status of adult education in India with special reference to Punjab, National Literacy Mission, Adult education as conceived in the National Policy of Education 1986.

Unit-V

Problems of Non-formal and Adult Education, Materials, Personnel and Motivational aspect, Organization and Administration.

Unit-VI

Adult education – importance – Role of adult education in economic, social and political development of India, Adult education in Punjab.

Books for Study

- Atual Sharma, Adult Education in India.
- Dulta.Sc., Fischer, H.J., Training of Adult Educators.
- Singh.R.P., Non-formal Education (An alternative approach)

Books for Reference

- DigumliBhaskaraRoa.Dr., Adult Learning in the 21st Century.
- Perumal.M., ernl., Adult Education Scenarios in India under the New Education Policy
- Shukla.D.D, The New Education Policy in India.

Journals

- International Journal of Human Resource Development and Management , 2017 onwards (Research India Publication, Delhi)
- Indian Journal of Human Resource Development & Management, 2017 onwards (GBS Publishers & Distributors(I), New Delhi)
- Human Resource Development (HRD) Review – International, Journal 2017 onwards (Sage Publications, New Delhi)
- South Asian Journal of Human Resources Management, 2017 onwards (Sage Publications, New Delhi)
- Indian Journal of Human Development, 2017 onwards (SAGE Publications, New Delhi)

Course Outcome:

1. The students would understand the concepts of adult education, non-formal education and formal education.
2. The students would impart training to the functionaries of literacy programmes.
3. The students would organize various literacy programmes.
4. The students would understand the difference between literacy and functional literacy.
5. The students would understand the importance of follow up programmes and its types.
6. The students would be familiar with various teaching methods of adult education.
7. The students would get exposure on administrative structure of adult education.
8. The students would understand the role and contribution of Government and Non-Government Organization in literacy programmes of India.

Bharathidasan University –Tiruchirappalli
Department of Lifelong Learning
Ph. D Course Work Credits -4
Paper-1. Educational Psychology

Examination Duration: 3 Hours

External Marks: 60

Internal Marks: 40

Course Objectives

1. To study the basics and theories of educational psychology
2. To learn personalities and educational psychology
3. To study educational psychology in Classroom management

UNIT I : Role and Application of Psychology in Education

a) Concept of Psychology and Educational Psychology – Meaning and Definitions b) Contribution of Various Schools of Psychology – 1)Psychodynamic 2) Humanistic, 3) Behaviorist, 4) Cognitive, 5) Neurobiological c) Contribution of Educational Psychology to the Teaching Process d) Scope of Educational Psychology – 1) The Teacher 2) The Learner 3) The Learning Environment 4) Learning Resources

UNIT 2. Critical Analysis and Educational Implications of Learning, Cognition and Constructivism

a) Behaviorist Theories : Classical Conditioning (I. Pavlov, J.B. Watson) Operant Conditioning (B.F. Skinner) Reinforcement Theories (B.F. Skinner, W. Guthrie) b) Cognitive / Constructivist Theories : Cognition, Information Processing, Meta Cognition, Constructivism and Active Learning (David Ausubel, Jerome Bruner, Gagne) c) Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky) d) Theories of Teaching : 1) Behaviorist, 2) Cognitive, 3) Humanistic

UNIT 3 : Understanding Learner Diversity

a) Personality – Theories of Personality – Western (Cognitive – Ellis, Humanistic Berne) and Indian Perspective (Vedic,Buddhist and Aurobindo) b) Intelligence – cognitive (J.P. Guilford, Emotional (D.Goleman) and Multiple (H. Gardner) c) Aptitude, Interest, Creativity

UNIT 4: Implications for Learning and Thinking Styles in Classroom Teaching

a) Learning styles : Concepts and Application of Kolb's Model -b) Thinking Styles : concept, Application and Contribution of R.Sternberg c) Creative Thinking : Concept, Application and Contribution of E. De'Bono d) Teaching Thinking : Feuerstein's Approach.

UNIT 5: Theories of Motivation : a) Cognitive Approach : Attribution Theory b) Behaviouristic Approach: Extrinsic – B.F. Skinner and C.Hull c) Humanistic Approach : Intrinsic – Carl Rogers, Abraham Maslow d) D. McGregor's Theory X, Y.

UNIT 6-Problems and Approaches to Managing Classroom Behaviour

a) Identifying Behaviour Problem : i) Distraction ii) Aggression iii) Interpersonal Problems
b) Analyzing Behavior Problems : i) Defining Behaviour ii) Identifying Antecedents and Consequences, Chain of Events Leading to Behaviour Problems. c) Changing Behaviour : Behaviorist vs. Humanistic Approach d) Group Dynamics : Leadership, Team Building and Techniques of Managing the Group.

Materials for References-E-resource

1. <https://www.saylor.org/site/wp-content/uploads/2011/04/Educational-Psychology.pdf>
2. http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/EduPsy_Sept13.pdf
3. http://brittlebooks.library.illinois.edu/brittlebooks_open/Books2010-01/woodro0001psystu/woodro0001psystu.pdf

Materials for Readings

1. Baron, R.A. (2002) Psychology (5th Ed.) Singapore, Pearson Education Asia.
2. Baron J. and Sternberg, R. (eds.) (1987) Teaching Thinking Skills : Theory and Practice New York, W.H. Freeman.
3. Costa, A. (2001) The Vision : Developing Minds (3rd ed.) Alexandria, VA.

Course Outcome

Upon completion of this course the student be able to:

1. Name and discuss the major domains that have been studied in educational psychology in an attempt to answer the question "Why do some students learn more than others?" and critically think about these in the form of a model of the teaching/ learning process.

2. Name and discuss the major components and techniques of classroom planning, management and instruction that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences.
3. Define learning and compare and contrast the factors that influence cognitive, behavioral, and humanistic theorists in the learning process, giving specific examples of how these principles could be used in the classroom.
4. Write effective instructional objectives that are useful across learning platforms including classroom, conference presentations, trainings, etc.
5. Apply critical concepts from constructivist theory to learning opportunities in the family, community and professional contexts.
6. Articulate the importance of brain research to learning theory and instructional practice.
7. Demonstrate knowledge about the components of an effective lesson plan, presentation and/or learning activity.
8. Demonstrate understanding of identifying appropriate peer-reviewed sources for research papers.

Bharathidasan University –Tiruchirappalli
Department of Lifelong Learning
Ph. D course work credits -4
Paper-II.MOTIVATIONAL FACTORS OF CONTINUING EDUCATION

Examination Duration : 3 Hours
External Marks : 60
Internal Marks : 40

Course Objectives:

To motivate the learners to continue their education and to provide full understanding about the motivation and its importance for life.

UNIT I

Continuing Education and its Infrastructure: Meaning, Institution, Management,-overall coordination-delivering at local level infrastructure.

UNIT II

Continuing Education Strategies: Post Literacy-Equivalency-Income Generating Programmes-Quality of Life Improvement-Individual Interest Promotion- Future-Oriented Programmes-Learning Centre Development Programmes.

UNIT III

Motivation-meaning, concepts, Theories of motivation-Abraham Maslow-McClelland – Herzbergs – Vroom.

UNIT IV

Types of Motivation- Intrinsic –Acceptance-Curiosity-Honor- Independence- Order-Power-Social Contact-Social Status. Extrinsic- Award-Package-Organized-Activities-Fear-Change.

UNIT V

Motivation and Development – Reasons-Confidence- Focus-Direction-Building Self-Desire.

UNIT VI

Motivation for Life: Life improvements through continuing education- case studies- Continuing Education Opportunities-recent updates in continuing education.

Materials for Reference

- ✓ Esping-Andersen (1990). The Three Worlds of Welfare Capitalism. Cambridge, UK: Polity Press. (pp. 9-34)
- ✓ Global Perspectives on Adult Education by A. Abdi& Dip Kapoor, Palgrave Macmillan, New York, USA.

- ✓ Learning to be - http://www.unesco.org/education/pdf/15_60.pdf
- ✓ Petri, H., & Govern, J. (2013). *Motivation: Theory, research and application* (6th ed.). Belmont, CA: Cengage Learning. (ISBN: 978-1-111-84109-6).
- ✓ Rees, D. (2011). A taxonomy of motivation and game design. Retrieved from <http://instructionaldesignfusions.wordpress.com/2011/08/20/a-taxonomy-of-motivation-and-gamedesign>.
- ✓ Rubenson, K. (2006). "The Nordic model of Lifelong Learning". *Compare* 36(3). 327-34.
- ✓ Thoms, K. J. (2001). They're Not Just Big Kids: Motivating Adult Learners. Annual Mid-South Instructional Technology Conference. Murfreesboro, TN.
- ✓ Robertson EM, Higgins L, Rozmus C, Robinson JP. Association between continuing education and job satisfaction of nurses employed in long-term care facilities. *J ContinEducNurs* 1999 May-June; 30(3):108-13.
- ✓ Cross, K. P. (1981). *Adult as learners: increasing the participation and facilitating learning*. San Francisco: Jossey-Bass. Holmberg, B. (1995). *Theory and practice of distance education*. London: Routledge.
- ✓ Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. New York: Association Press.

Materials for Reading

- ✓ Adult Education in New York City http://study.com/adult_education_new_york_city.html
- ✓ Agarwal J.C., *Basic Ideas of Education*, Shipra publications, New Delhi, 2001.
- ✓ Aggarwal J.C., *Philosophical and Sociological perspectives and Education* – Shipra Publications, New Delhi, 2002.
- ✓ *Learning, Curriculum and Life Politics: the selected works of Ivor F. Goodson*, Routledge.
- ✓ Merriam, Sharan; Caffarella, Rosemary. *Learning in adulthood. A comprehensive guide*. San Francisco: Jossey-Bass, 1999.
- ✓ Pires, Ana Luisa. Higher education and adult motivations towards lifelong learning. Paper presented at the Society for research into higher education annual conference, 12-14 December 2006, Brighton, UK, 2006c.

Web sites

- ✓ <http://ajodl.oum.edu.my/sites/default/files/document/vol8-no2/P7%20AJODL%20v8no2.pdf>
- ✓ <http://ro.uow.edu.au/>
- ✓ <http://successmind.eu>
- ✓ <http://www.educationalrev.us.edu.pl/e44/a18.pdf>
- ✓ <http://www.scielo.br>
- ✓ <https://files.eric.ed.gov/fulltext/EJ1065405.pdf>
- ✓ <https://www.mssny.org/>

Course Outcome:

The students, upon completion of the course, would

1. Understand the Continuing Education and its importance.
2. Use Continuing Education Strategies in the form of various development oriented programmes.
3. Motivate the learners in different ways in different situations
4. Develop their motivation models.
5. Understand the importance of Motivation for Life.
6. Update recent programmes in Continuing Education.
7. Improve their life skills.

Bharathidasan University –Tiruchirappalli
Department of Lifelong Learning
Ph. D course work
Paper-III.RESEARCH METHODOLOGY – Credits 4

Examination Duration : 3 Hours

External Marks: 60

Internal Marks : 40

Course Objectives:

1. To learn meanings, problems, variables, hypothesis of research and research in management functions.
2. To study the research types, design, types of data, scaling and sampling techniques
3. To enhance the learning data coding, classification and tabulation, statistical tools for analysis and report writing

Unit –I:Basic Concepts

Research: Meanings, nature, scope, objectives & qualities of a researcher, Research Problem: Review of literature, selection, formulation and statement of a research problem, variables and hypothesis- Meaning, nature, types, sources, Pilot study-Concepts, problems in formulation - Research in managerial functional areas.

Unit –II :Research Design & Data Collection

Research Design: meaning, problem, types (exploratory, descriptive, experimental, and diagnostic), Data collection: Primary methods-Observation, Interview schedule- essentials, procedure, organization, advantages-Questionnaire: types, formulations, problems, advantages and disadvantages-Interview: objectives, types, advantages, limitations-Survey: meaning, advantages, disadvantages, Secondary sources- Books, documents (published, unpublished).

Unit –III: Scaling and Sampling Techniques

Scaling techniques: Nominal, Ordinal, Ratio and Interval, Reliability and Validity - weightage, Likert type scales- meaning, importance, difficulties, Sampling techniques-meaning, need, advantage, disadvantage, types- probability (simple random, stratified, systematic, cluster) non-probability: quota, convenience, judgment, Purposive. Size of sample: sampling and non sampling errors.

Unit –IV :Data Presentation

Statistics in Social Research: Meaning, scope, characteristics, importance, uses.-Coding, Classification and tabulation -Meaning, objectives, needs, types, calculating frequency of class intervals-Diagrammatic & Graphic presentations, significance of diagrams and graphs, types (bar-charts, pie-diagrams),uses and limitations.

Unit –V:Data Analysis

Measure of central tendency: mean, median, mode-Measure of dispersions: qualities, and std. deviations- Test of significance-Parametric, Non Parametric, Correlation, Rank Correlation and Factor Analysis--SPSS and its application.

UNIT-VI :Report Writing

Writing Research report - Preliminary steps of writing a research report - Essentials of a Good report - Format of the Report. Guidelines for using of quotations, footnotes, bibliography, tables, figures and appendices - style of writing report.

Materials for References

1. http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf
2. <http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>
3. https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%20_Research%20Methods%20The%20Basics.pdf
4. <http://web.ftvs.cuni.cz/hendl/metodologie/introduction-to-research-methods.pdf>
5. http://shodhganga.inflibnet.ac.in/bitstream/10603/3727/12/12_chapter%202.pdf

Materials for Readings

1. Kothari, C.R. : Research Methodology - Methods and Techniques - Wiley Eastern, New Delhi.
2. Willam Emory, C: Business Research Methods - Ontario, Irwin Dorsey Limited.
3. RepalRoss : Research - An Introduction - Banes and Nobel Books.
4. Gopal, M.H. : An introduction to Research Procedure in Social Sciences - Asian Publishing House.
5. Amarchand, D: Research Methods in Commerce, Emerald Publishers, Chennai

Course Outcome

Upon completion of this course the studentbe able to:

1. Understand the meaning and concept of research problems.
- 2 .Review the studies of research
4. Understand the Various methods of research.
5. Understand the Various methods of data collection.
6. Understand the scaling and samplings of research.
7. Know various statistical tools techniques of data Analysis and
8. Present report

BHARATHIDASAN UNIVERSITY – TIRUCHIRAPPALLI
DEPARTMENT OF LIFELONG LEARNING

Ph.D. - COURSE WORK

PAPER-I : RESEARCH METHODOLOGY

OBJECTIVES:

CREDITS: 4

- To make the students aware of the concepts of research method and its aspects.
- To familiarize the students with latest statistical techniques in research methodology.

UNIT- I: RESEARCH METHODOLOGY

Introduction to concepts - Definition, objectives, types, approaches, significance - Research methods v/s methodology - Research process - Criteria of good research – Review of literature - Research problems encountered by researchers - Defining the Research problem - Techniques involved in selecting a Research problem - Research Design - Meaning and need for research design - Features of a good design - Important concepts relating to research design - Explanation of different types of research designs and their uses - Developing a research plan.

UNIT-II: METHODS OF DATA COLLECTION AND SAMPLING DESIGN

Concept of primary and secondary data - Methods of data collection - questionnaire, schedule - Observations, interview, case study, etc. - Appropriate method of data collection and guidelines. Processing and Analysis of Data - Processing operations - Problems in processing – Sampling design - Census and sample survey - The Sampling Process - Sample Size - Determination - Various sampling methods

UNIT-III: MEASUREMENT, SCALING TECHNIQUES & QUESTIONNAIRE DESIGN

Measurement concept in research - Measurement scales and tests of sound measurement - Technique of developing measurement tools - Sources of errors in measurement - Scaling - definition, classification, important techniques - Derived Attitude Scales - Scale construction techniques - Questionnaire Design

UNIT-IV: HYPOTHESIS & TEST OF SIGNIFICANCE

Testing of Hypotheses-basic concepts, procedure, Test of Significance:- Assumptions about parametric and non-parametric tests. Parametric Test -T test, F Test and Z test I way ANOVA, 2 way ANOVA - Multivariate analysis- factor, cluster, Multidimensional Scaling, Discriminate analysis.

UNIT-V: INTERPRETATION AND REPORT WRITING

Meaning of interpretation - Need and technique of data interpretation - Caution in interpretation - Significance and steps in report writing - Mechanics of writing a research report - Layout of report – Types of reports - Oral presentation -executive summary - mechanics of writing research report - Precautions for writing report -Norms for using Tables, charts and diagrams - Appendix:- norms for using Index and Bibliography.

UNIT-VI : RESEARCH IN MANAGEMENT

Research in Management – Human Resource Management – Research as an aid in Managerial decision making and Research in Managerial functional areas.

BOOKS FOR STUDY

- Donald R.Cooper and Pamela S.Schindler - Business Research Methods - Tata McGraw Hill.
- P. Saravanavel – Research Methodology-KitabMahal.
- Research Methodology - Methods and Techniques - C.R. Kothari, Eastern limited Publication

BOOKS FOR REFERENCE

- Bhatnagar, 6P, Research Methods and Measurements in Behavioural and Social Science.
- Reddy.C.R. Research Methodology in Social Sciences.

JOURNALS

- International Journal of Human Resource Development and Management , 2017 onwards (Research India Publication, Delhi)
- Indian Journal of Human Resource Development & Management, 2017 onwards (GBS Publishers & Distributors(I), New Delhi)
- Human Resource Development (HRD) Review – International, Journal 2017 onwards (Sage Publications, New Delhi)
- South Asian Journal of Human Resources Management, 2017 onwards (Sage Publications, New Delhi)
- Indian Journal of Human Development, 2017 onwards (SAGE Publications, New Delhi)

OUTCOME :

1. The students would be able to use SPSS techniques particularly in management research.
2. The students would be familiar with Report Writing of a research.
3. The students would understand the role and importance research in social sciences

4. The students would be able to apply reliability and validity in the research
5. The students would know the difference between primary data and secondary and its sources
6. The students would understand variables and its importance in research
7. The students would be able to understand the importance and use of tables and its types in research
8. The students would be able to clear the NET exam conducted by UGC