

**Department of Education
Bharathidasan University
Tiruchirappalli-620024**

Ph.D Programme (Education)



Syllabus –2016-17

**BHARATHIDASAN UNIVERSITY
DEPARTMENT OF EDUCATION
TIRUCHIRAPPALLI - 620024**

Ph.D Programme (Education)

Course Structure

Course	Code	Course Title	Credits
Course I	ERM03	Educational Research Methodology	4
Course II	EP01	Educational Psychology	4
Course III	TE01	Teacher Education	4

Department of Education
Bharathidasan University-600024
Course I **Course code: ERM03**

Ph.D Programme (Education)
Educational Research Methodology

Duration:3 hrs Internal : 40 marks

External : 60 marks

Course Objectives:

1. To enable students to understand of advance research methods in the field of education.
2. To be able to know the methods of educational research.
3. To enable the students to understand the statistical tools in educational research.
4. To be able to know and appreciate the statistics in education.
5. To enable the students to understand the application of computer in the field of research.

Course Outcomes:

- Would be provided the advance knowledge about research and statistics in education.
- Would be Learned how to search related literature from website and resources.
- Would be Attained the basic knowledge, need and issues in research.
- Would be Understood the concept of experimental design and variables.
- Would be given idea about the possible area of research and future research in Education.
- Would be provided the basic applications of different types of advance statistics in Educational Research.
- Would be obtained the knowledge and skill towards the Applications of statistical software.
- Would be Understood group project in different area.

UNIT - I: Introduction to Educational Research

Educational Research meaning - objectives of Research –Methods of acquiring knowledge: tradition, experience, authority, reasoning (deductive and inductive), and scientific method – Meaning and Scope of Educational Research – Types of Educational Research: fundamental, applied, and action research – Formulation of Research problem – Hypothesis: characteristics, types, formulation and testing – Preparation of research proposal.

UNIT - II: Methods of Educational Research

Historical Research – Need and significance – Sources and collection of data – Establishing validity and interpretation of data – Descriptive Research – Need and Importance, steps and interpretation – Survey studies – case study – correlation studies – Experimental Research – Nature and Procedure – Validity- Internal and External.

UNIT - III: Research Tools and Sampling Techniques

Types of data: Qualitative and Quantitative – Techniques and tools of data collection – Documentary Sources – Observation – Questionnaires and Schedules – Interview – Rating Scales and Tests – Sampling – Population and Sample – Methods: Probability Sampling –

Random, Systematic, Stratified, Cluster – Non-Probability Sampling – Purposive, Incidental, Scales of Measurement – nominal, ordinal, interval and ratio scales.

UNIT - IV: Statistics in Educational Research

Univariate Analysis: Mean, Median, Mode – Measures of Central Tendency, Normal curve, practical application of normal probability curve, characteristics of normal probability curve – range- variance – percentile, standard scores or ‘Z’ scores – Type I and Type II error, sampling error, statistical significance – Bivariate analysis: Correlation methods – Chi-square, T- test, ANOVA and MNOVA.

UNIT - V: Computer Applications and Report writing

Computer application: Statistical Package for Social Sciences (SPSS) - computer packages: word processing and graphs – preparation of research documents: preparation of research proposals, writing of the report of the research studies, preparation of review of related studies, preparation of the review of research proposal and reports.

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Course II **Course code: EP01**
Ph.D Programme (Education)

Educational Psychology

Internal: 40 marks

Duration: 3 hrs

External:60 marks

Course Objectives:

1. Provided the advance knowledge about the Educational Psychology.
2. Learned how to search related knowledge of Intelligence and mental health
3. Attained the basic knowledge, need and knowledge of Emotional Intelligence.
4. Understood the concept of assess the Intelligence, using psychological tools of learning.
5. Gave idea about the possible area of thinking and creativity Personality, Guidance in Education

Course Outcomes;

1. To integrate the study in social context of Educational Psychology.
2. To update the subject knowledge, personality knowledge's and mental health
3. To attain the skills and knowledge on cognitive development in the field of Education.
4. The programme comprises of core and elective theory courses on knowledge of Emotional Intelligence
5. To learn the advanced thinking and creativity in Teaching Learning Process
6. The programme gives concept of assess the Intelligence and teaching.
7. Adequate training will be given on research in Educational emotion and allied areas.
8. Capability of getting the applications of personality and learning styles and guidance to life.

UNIT-I: Introduction to Educational Psychology

Definition of psychology – meaning and definition of educational psychology - methods of psychology - task and scope of educational psychology - Branches of psychology – Perspective of human behavior - Psychoanalysis – Behaviorism – Humanism – Tran's personality. Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning process, Learning Experience, Learning environment, Teacher and teaching – Significance of Educational Psychology.

UNIT-II: Intelligence, Adjustment and Mental Health

Meaning and Definitions of Intelligence – Type of Intelligence- Theories of Intelligence – Factor Theories of Intelligence: Mono Factor theory – Two Factor Theory – Multifactor Theory – Group Factor Theory – Structure of Intellect Theory – Cognitive Theories of Intelligence: Cattel and Horn's Theory of Intelligence, Campion and Brown's Theory of Intelligence, Strenberg's Information Processing Theory of Intelligence. Gardner's Theory of Multiple Intelligence. Adjustment - Characteristics of well-adjusted person - Causes of maladjustment - Concept of

Mental Health - Characteristics of Mentally Health - Education for Mental Health - Behavioural problems of children.

UNIT-III: Emotions and Emotional Intelligence

Emotional: Definition – Nature and Characteristics of Emotions – Emotional Development – Meaning Positive and Negative emotions – Emotional Control and Maturity – Characteristics of Emotionally Matured Persons – Theories of Emotions - control of emotions: James Lange Theory - social behavior - Cannon-Barrel Theory - influence of culture on social development - Emotional Quotient – Emotional Intelligence: Meaning and Definitions – Importance of Emotional Intelligence – Development of Emotional Intelligence - social maturity - characteristics ,functions of the educational institution on social development.

UNIT-I: Assessment of Intelligence

Measurement of Intelligence: Verbal, Non Verbal and Performance – Individual and groups – Concept of Mental age and I.Q. uses - misuses and abuses of Intelligence tests – Intelligence tests – definition - brief historical review -Theories of Intelligence – Evaluation and educational implication of theories – Emotional Intelligence - types of Intelligence - Creativity – Necessity for fostering creativity –creativity and intelligence - Theories of creativity – characteristics of a creative person .

UNIT-V: Thinking, Adjustment, Personality, Guidance and Creativity

Thinking: Meaning – Types of thinking: Critical thinking, Reflective thinking, Convergent thinking and Divergent thinking – Reasoning – Problem solving, Role of Language in thinking and learning – Implications. Multi-dimension of adjustment - Adjustment & psychological process - Concept of mental hygiene.Creativity: Definition – Nature and Characteristics of Creativity – Process of Creativity – Creative Person – Strategies for Fostering Creativity. Development of Personality – characteristics of a creative personality. Guidance: Meaning – Definition - Types of Guidance - cognitive process in education - Adjustment and psychological process.

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4. Crow, L. D & Crow, A. (2008). Human Development and Learning, New Delhi, Surjeet Publications.
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6. Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. ,1985

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Course III **Course Code: TE01**
Ph.D Programme (Education)

Teacher Education

Duration:3 hrs

Internal: 40 marks
External: 60 marks

Course Objectives:

- To create awareness on Teacher Education.
- To develop an understanding of Teacher education Programme.
- To provide systematic knowledge about the various statutory bodies regarding Teacher Education.
- To develop skills in selecting appropriate teaching strategies and teaching models.
- To enable the students to understand the professional development.

Course Outcomes:

- Would be integrated the study in social context of Education.
- Would be updated the subject knowledge, pedagogical knowledge, computer skills and communication skills.
- Would be attained the skills and knowledge on competitive exams, national and state level eligible test and other equivalent competitive exam in the field of Education.
- Would be attained enough knowledge of core and elective theory courses as well as project.
- Would be learned the advance technologies in Teaching Learning Process.
- Would be get practical exposure on research and teaching.
- Would be given adequate training on research in Education and allied areas.
- Would be attained the capability of getting employment as Assistant Professor in Colleges of Education and higher education institutions.

UNIT-I: Introduction to Teacher Education

Meaning and Scope of Teacher Education – Need for Education of Teachers – Aims and Objectives of Teacher Education at Elementary, Secondary and Higher Secondary levels – Development of Teacher Education in India before and after Independence. Agencies of Teacher Education - NCTE, NCERT, SIE, SCERT, DIET.

UNIT-II: Teacher Education Programmes

Pre-service Teacher Education – organization, types, NCTE curriculum framework objectives, content, methods and evaluation at various levels – In-service Teacher Education- needs, objectives, types, organization and evaluation – Comprehensive Teacher Education Programme – Integrated Teacher Education Programme.

UNIT-III: Teacher Education Practices

Student Teaching and Selected Techniques of Teacher Education – Role of Student Teacher in Teacher Education Programme – Organization of Student Teaching; various patterns: internship, integrating theory and practice – Supervision and Evaluation of Student Teaching – Simulation, Programmed learning.

UNIT-IV: Training & Professional Development

Contemporary Trends and Issues-Use of Technology for Increased Productivity – Professional Development for the 21st Century-Distance Training/Learning. Training and Professional Development: Organizational Growth and Development – Balancing Individual, Group and Organizational Needs-Organizational Development – Creating the Learning Organization – Learning Communities.

UNIT-V: Professionalism in Teacher Education

Teaching as a profession-professional ethics of a teacher – Professional Organizations for various levels and their roles – Performance Appraisal of Teachers – Teaching Competencies – Trends of Research in Teacher Education in India – Future of teaching as a profession – Faculty improvement programmes – Internship in teacher education.

REFERENCES

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