

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

Ph.D. Programme (Education)



Syllabus –2017-18

Before Revision

**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

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.

REFERENCES

1. Agarwal.L.R.*Modern educational research*. New Delhi: Dominant Publishers, 2007.
2. Bhandarkar, P.L. Wilkinson, T.S., and Laldas, D.K., *Methodology and techniques of social research*.Mumbai: Himalaya Publishing House, 2004.
3. Best. John.W and Kahn, James.V. *Research in education*.Delhi:PHI Learning, 2006.
4. Buch, M.B. A Survey of Research in Education, Baroda, CASE, M.S. University, 1974.
5. Chandra, S.S and Sharma, R.K. *Research in education*. New Delhi: Atlantic Publishers, 2007.
6. Creswell, John. W. *Educational Research*, Delhi: PHI Learning, 2014.
7. Garrett. H.E. Statistics in Psychology and Education, Bombay. Vikils, Feiffer & Semen’s Ltd, 1988.
8. Guilford, J.P. and Fruchter, B. Fundamental Statistics in Psychology & Education, New York, McGraw Hill, 1974.
9. Kerlinger F.N. Foundation of Behaviour Research, Delhi, Surjeet Publications, 1978.
10. Kurtz, A.K. and Mayo, S.T. Statistical Methods in Education and Psychology, New Delhi, Narosa Publishing House, 1980.

Department of Education
Bharathidasan University-600024
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.

REFERENCES

1. Anderman, E., &Corno, L. (Eds.). (2013). Handbook of educational psychology. Routledge.
2. Ausubel David and Floyd, G.Robinson (1985) Educational Psychology, Holt Rinehart and winstron.
3. Chauhan, S. S. (2006). Advanced Educational Psychology New Delhi: Vikas Publishing House.
4. Crow, L. D & Crow, A. (2008). Human Development and Learning, New Delhi, Surjeet Publications.
5. Gardner, H. (1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books.
6. Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. ,1985

7. Kincheloe, L. & Horn Jr, R. A. (2007). The Praeger Handbook of Education and Psychology. New Delhi: Atlantic Publishers & Distributers (p)Ltd.
8. Mangal S.K. : advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
9. Morgan and King (1978) Introduction to Psychology, Tata McGraw Hill Bombay New Delhi.
10. Sternberg, R.G. (1985). Beyond IQ: A Triarchic Theory of Human Intelligence. New York: Cambridge University Press.
11. Passi B.K. : Creativity in education NPC Agra 1982. Psychology New York Holt, Rinehart & Winston Inc 1969.
12. Robert . M.W. Travers - Educational Psychology , Mac Millan and Co .- 1973
13. Sharma R. A.- Fundamentals of Educational Psychology , R, Lali Book Depot, Meerut - 1996
14. Thompson, R. A. (1991) Emotional regulation and emotional development, Educational Psychology

Department of Education
Bharathidasan University-600024
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

1. Anand, C.L. Aspects of Teacher Education, Delhi, S. Chand and Co., 1988.
2. Bhatia K.K., and Jaswant Singh, Principle and practice of school management 2002.
3. Chaurasia, G Teacher Education and Professional Organizations, Delhi, Authors Press, 2000.
4. Govt. of India. Report of the Education Commission, 1963-1966, New Delhi, Ministry of Education, Govt. of India, 1966.
5. Grower, R. & Walters S. Teaching practice Handbook, London, ELBS, Heinemann Educational Books Ltd., 1987.
6. Meffit, John Clifton In-service Education for Teachers, Washington, Centre for Applied Research in Education, INC., 1983.
7. Mukherjee, S.N. Admission and Organization in Teacher Training Institutions, New Delhi, NCERT, 1987.
8. NCTE Teacher Education Curriculum – A Framework, New Delhi, NCERT, 1978.
9. Rao V.K., Teacher Education, A.P.H. Publishing corporation, New Delhi, 2001.
10. ShashiPrabha Sharma, Teacher Education- Principles, Theories and Practices, Kanishka publishers, Distributors, New Delhi, 2004.