ANNAMACHARYA UNIVERSITY

(ESTD UNDER AP PRIVATE UNIVERSITIES (ESTABLISHMENT AND REGULATION) ACT,
(UNIVERSITY LISTED IN UGC AS PER THE SECTION 2(f) OF THE UGC ACT, 1956)

RAJAMPET, YSR District, AP – 516126, INDIA

DEPARTMENT OF EDUCATION

Course Structure and Syllabi for Pre Ph.D Programme

SUBJECT – 1

S.No	Course Code	Title of the Course
1	26CMGT01T	Research Methodology for Social Sciences & Humanities

SUBJECT - 2

S.No	Course Code	Title of the Course
1	26CMGT02T	Research and Publication Ethics for Sciences and Humanities

COMPULSORY CORE SUBJECTS

S.No	Course Code	Title of the Course
1	26CEDU01T	Teaching Effectiveness
2	26CEDU02T	Teacher Attitude and Personality

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Title of the Course	**:**	TEACHING EFFECTIVENESS
Course Code	**:**	26CEDU01T
Course offered to	**:**	EDUCATION
Credits	**:**	4

Course Objectives

1. Equipes teachers with a deep understanding of evidence-based instructional models, active learning techniques, and student-centric pedagogy.
2. Helps to develop advanced skills in lesson planning, scaffolding complex concepts, and utilizing diverse teaching aids (including digital tools).
3. Provides strategies to establish a productive learning environment, manage time effectively, and handle disruptive behaviors constructively.
4. Trains educators to design fair formative and summative assessments that align with learning goals and provide actionable feedback.
5. Teaches educators how to analyze student performance metrics to reflect on and continuously iterate their own teaching practices

Course Outcomes:

1. Creates structured, measurable lesson plans that align clear learning objectives with appropriate pedagogical activities
2. Executes diverse active learning strategies (e.g., flipped classrooms, project-based learning) that cater to varied student learning styles.
3. Establishes a positive, structured classroom culture that optimizes time-on-task and minimizes instructional downtime
4. Designs valid rubrics and diagnostic tools to evaluate student understanding and deliver timely, constructive feedback
5. Critically evaluates personal teaching metrics using student data and peer reviews to implement continuous professional growth.

Unit 1 Introduction to Teaching Effectiveness **9**

Defining teaching effectiveness, Historical perspectives on teaching effectiveness, nature of teaching effectiveness and the importance of teaching effectiveness in education.

Unit 2 Characteristics of Effective Teachers **9**

Personal qualities of effective teachers, Professional knowledge, skills of effective teachers and Effective teaching practices and Factors Contributing to Teaching Effectiveness.

Unit 3 Creating an Inclusive Learning Environment **9**

Understanding diversity and inclusion, Strategies for creating an inclusive learning environment and Addressing diversity and inclusion in teaching practices and qualities of teaching effectiveness.

Unit 4 Lesson Planning and Instructional Design **9**

Principles of effective lesson planning, designing instructional materials and activities, implementing technology-enhanced instruction and Models of Teacher Effectiveness.

Unit 5 Assessment and Evaluation, Reflective Practice and Professional Development 10

Principles of assessment and evaluation, Designing and implementing assessment strategies and Evaluating teaching effectiveness and student learning outcomes and Measuring of Teaching effectiveness, The importance of reflective practice in teaching, Strategies for reflective practice and Professional development opportunities for teachers and dimensions of teacher effectiveness.

Prescribed Textbook:

1. Hargreaves, A. (1998). The emotional practice of teaching. Teaching and Teacher Education, 14(8), 835-854.
2. Larsen, R. J., & Buss, D. M. (2017). Personality psychology: Domains of knowledge about human nature. McGraw-Hill Education.
3. Marzano, R. J. (2017). The art and science of teaching: A comprehensive framework for effective instruction. Association for Supervision and Curriculum Development.

Reference Books:

1. Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman.
2. Danielson, C. (2013). The framework for teaching evaluation instrument. The Danielson Group.
3. Feist, J., & Feist, G. J. (2018). Theories of personality. McGraw-Hill Education.
4. Lortie, D. C. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press.
5. McAdams, D. P. (2015). The art and science of personality development. Guilford Press.

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Title of the Course	**:**	TEACHER ATTITUDE AND PERSONALITY
Course Code	**:**	26CEDU02T
Course offered to	**:**	EDUCATION
Credits	**:**	4

Course Objectives

1. Enables pre-service and in-service teachers to reflect on their own personality traits, emotional triggers, strengths, and weaknesses
2. Instills a mindset of professional commitment, empathy, genuine kindness, and fairness toward all learners regardless of background
3. Examines how a teacher's personality adjustment and emotional regulation influence the classroom climate and student achievement
4. Guides educators in developing strong nonverbal communication skills, digital presence, patience, and professional ethics.
5. Implements reflective frameworks that build the teacher's confidence and belief in their own capability to manage diverse student needs

Course Outcomes:

1. Helps to demonstrate emotional maturity and self-awareness by managing stress, regulating emotional expressions, and creating a psychologically safe classroom
2. Exhibits positive attitudes toward student diversity, displaying high levels of openness and agreeableness to support inclusive education
3. Utilizes interpersonal skills and enthusiasm to boost student confidence, curiosity, critical thinking, and academic drive
4. Applies effective verbal and nonverbal cues to build constructive, trusting relationships with students and colleagues
5. Changes an impactful role model by aligning classroom management strategies, presentation skills, and daily behavior with modern professional standards

Unit 1 Introduction to teacher attitude and Factors Influencing Teacher Attitudes, Promoting Positive Teacher Attitudes **10**

Concept and meaning of teacher attitude, defining teacher attitudes, Characteristics of teacher attitude, Historical perspectives on teacher attitudes, The importance of teacher attitudes in education. Personal factors (e.g., personality, values, and beliefs), Social factors (e.g., colleagues, school culture, and community) and Organizational factors (e.g., school policies, leadership, and resources). Strategies for promoting positive teacher attitudes, the role of school leaders in promoting positive teacher attitudes and creating a positive school culture.

Unit 2 Introduction to Personality, Psychoanalytic Perspectives 9

Definition and importance of personality, historical perspectives on personality and Research methods in personality psychology, Freud's psychoanalytic theory, Defense mechanisms and the unconscious mind and Critique and applications of psychoanalytic theory.

Unit 3 Trait Perspectives, Humanistic Perspectives 9

Allport's trait theory, Eysenck's personality theory and Big Five personality traits, Maslow's humanistic theory, Rogers' person-centered theory and Self-actualization and personal growth.

Unit 4 Social Learning Perspectives, Biological and Environmental Influences 9

Bandura's social learning theory, Observational learning and modeling and Applications of social learning theory, Genetics and personality, Environmental influences on personality and Interaction between biology and environment.

Unit 5 Personality Assessment and Applications 9

Methods of personality assessment, Applications of personality theories in education, workplace, and mental health and Ethical considerations in personality assessment and application

Prescribed Textbook:

1. Personality, Theory, Assessment, and Research - Lawrence A. Pervin, University of Michigan,2006
2. Feist, J., & Feist, G. J. (2018). Theories of personality. McGraw-Hill Education
3. Hargreaves, A. (1998). The emotional practice of teaching. Teaching and Teacher Education, 14(8), 835-854.

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