DEPARTMENT OF EDUCATION

Course Structure and Syllabi for Pre Ph.D Programme

SUBJECT – 1

S.No	Course Code	Title of the Course
1	24CMGT01T	Research Methodology

SUBJECT - 2

S.No	Course Code	Title of the Course
1	24CMGT02T	Research and Publication Ethics

CORE SUBJECTS

Choose any Two subjects from the following list

S.No	Course Code	Title of the Course
1	24CEDU01T	Teaching effectiveness
2	24CEDU02T	Personality, Teacher attitude

Teaching effectiveness (24CEDU01T)

UNIT I: Introduction to Teaching Effectiveness

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

UNIT II: Characteristics of Effective Teachers

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

UNIT III: Creating an Inclusive Learning Environment

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 IV: Lesson Planning and Instructional Design

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

UNIT V: Assessment and Evaluation, Reflective Practice and Professional Development

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.

References

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. Hargreaves, A. (1998). The emotional practice of teaching. Teaching and Teacher Education, 14(8), 835-854.
5. Larsen, R. J., & Buss, D. M. (2017). Personality psychology: Domains of knowledge about human nature. McGraw-Hill Education.

6. Lortie, D. C. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press.
7. Marzano, R. J. (2017). The art and science of teaching: A comprehensive framework for effective instruction. Association for Supervision and Curriculum Development.
8. McAdams, D. P. (2015). The art and science of personality development. Guilford Press.
9. Richardson, V. (1994). Conducting research on practice. Educational Researcher, 23(5), 5-10.
10. Wiggins, G., &McTighe, J. (2005). Understanding by design. Association for Supervision and Curriculum Development

Personality, Teacher attitude (24CEDU02T)

UNIT I: Introduction to Personality, Psychoanalytic Perspectives

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 II: Trait Perspectives, Humanistic Perspectives

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 III: Social Learning Perspectives, Biological and Environmental Influences

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 IV: Personality Assessment and Application, Introduction to Teacher Attitudes

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

UNIT V: Factors Influencing Teacher Attitudes, Promoting Positive Teacher Attitudes

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.

References

1. Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman.
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