

**SEMESTER VII**

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/701/MJC-17	Philosophical and Sociological Perspectives in Education	4	10	40	50	4	0
A/EDN/702/ MJC-18	Psychological Perspectives in Education	4	10	40	50	4	0
A/EDN/703/ MJC-19	Advanced Research Methodology in Education	4	10	40	50	4	0
A/EDN/704/ MJDSE-1	Teacher Education	4	10	40	50	4	0
A/EDN/705/MN-7	Introduction to Teacher Education	4	10	40	50	4	0
Total in Semester VII		20	50	200	250	20	0



SEMESTER-VII

**Course Title: Philosophical and Sociological perspectives
in Education**

Course Code: A/EDN/701/MJC-17

Contact Hours Per Week: 4 (Credit- 4)

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes:

After completion the course the learners will be able to:

CO1: Recall and describe the fundamental concepts of logical reasoning, including terms, propositions, argument structure, categorical propositions, and the basic principles of inductive and deductive logic.

CO2: Explain the major philosophical ideas of Indian schools of philosophy with reference to issues like God, universe, self, karma, rebirth, liberation, and theory of knowledge, and interpret their educational implications.

CO3: Analyze the meaning, nature, and scope of society and examine the relationship between society and education.

CO4: Critically evaluate the contributions and educational ideas of major Indian and regional social thinkers in relation to social development and education.

Course Contents:

Unit-I: Schools of Philosophy

[24Hours]

1. Important Philosophical Issues regarding God, Universe, Self, Law of Karma, Rebirth, Liberation, Theory of Knowledge in Indian Philosophy:
2. Nyaya (Epistemology), Sankhya (Metaphysics), Yoga (Metaphysics), Vaisesika (Metaphysics), Vedanta (Metaphysics) in terms of different Philosophical Theories with its educational implications.



Unit – II: Logical Reasoning

[12 Hours]

1. Logic: Terms, Sentences, Propositions, Understanding the structure of arguments:
Argument forms, distribution of terms, truth & validity
2. The structure of categorical propositions, mood and figure, the classical square of opposition, Inductive & Deductive Logic

Unit- III: Society and Education

[12 Hours]

1. Meaning, nature and scope of Society
2. Relationship between Society and Education
3. Societal factors and their educational implications- Population, Location, Religion, Class, Culture, Technology and Economy.

Unit- IV: Indian Social Thinkers and Their Educational Ideas

[12 Hours]

- G. S. Ghurey – Views on caste, culture, and social integration
- D. P. Mukerji – Tradition, modernity, and education
- B. R. Ambedkar – Education for social justice and equality
- Radhaballav Singha – Social and educational contributions
- Mohanlal Goenka – Contributions to educational development

Suggested Books

- J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
- S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
- S. Gupta- Education in Emerging India
- Satis Chandra Chatterjee & Dharendra Mohan Datta- An Introduction to Indian Philosophy
- S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
- ড. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও দর্শন, Pearson.
- সমরেন্দ্র ভট্টাচার্য - ভারতীয় দর্শন,



- সমরেন্দ্র ভট্টাচার্য - পাশ্চাত্য দর্শন,
- জগদীশ্বর সান্যাল - ভারতীয় দর্শন,
- ড: অভিজিৎ কুমার পাল - শিক্ষা দর্শনে রূপরেখা,
- ড: সঞ্জীব কুমার ঘোষ - শিক্ষার দার্শনিক ভিত্তি,

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks



Semester VII

Course Title: Psychological Perspectives in Education

Course Code: A/EDN/702/MJC-18

Contact Hours Per Week: 4 (Credit-4)

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes:

After the completion of the course the students will be able to:-

CO1: Develop critical ideas and various theories of learning and Transfer of Learning and their educational implications.

CO2: Explain the concept and theories of motivation.

CO3: Develop insight into the theory and measurement of intelligence and creativity.

CO4: Critically analyse the theories of personality and measurement.

Course Content:

Unit I: Learning theories and Transfer of Learning: [20Hours]

1. Learning theories and processes of learning: Bruner's theory of instructions, Hull's Drive reduction theory, Gagne's theory of learning, Bandura's social learning theory.
2. Transfer of Learning: Theories and applications

Unit II: Motivation [10Hours]

1. Motivation – concept, types and factors affecting motivation.
2. Maslow's Hierarchy of learning with its educational implications.

Unit III: Intelligence and creativity: [15 Hours]

1. Emotional and social intelligence, Goldman theory of emotional intelligence
2. Measurement of Intelligence: Verbal and non-verbal test: Binet-Simon scale, Cattell's Culture fair test
3. Measurement of Creativity: TTCT and Baqer Mehdis Verbal and Non-verbal Test of



Creativity.

Unit IV: Personality:

[15 Hours]

1. Personality: Type Theories (Hippocrates, Sheldon and Jung) and psychoanalytic theories of Personality with their educational implication.
2. Assessment of personality: Projected and Non-projected test.

Suggested Books:

- Mangal, S. K. (2014). Advanced Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
- Santrock, J. W. (2011). Educational Psychology. New York: McGraw Hill.
- Hergenhahn, B. R., & Olson, M. H. (2009). An Introduction to Theories of Learning. New Delhi: Pearson Education.
- Crow, L. D., & Crow, A. (2009). Educational Psychology. New Delhi: Eurasia Publishing House.
- Sengupta, Pramodbandhu (2018). Shiksha Manobigyan (শিক্ষা মনোবিজ্ঞান). Kolkata: Rita Book Agency.
- Chattopadhyay, K. N., & Mahapatra, R. L. (2017). Shiksha Manobigyan (শিক্ষা মনোবিজ্ঞান). Kolkata: Rita Publication.

Assessment Procedure:

Internal Test: 10 Marks

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5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks



SEMESTER-VII

Course Title: Advanced Research Methodology in Education

Course Code: A/EDN/703/MJC-19

Contact Hours Per Week: 4 (Credit-4)

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes (COs):

After completion the course the learners will be able to:

CO1: Explain advanced research designs in education.

CO2: explain and differentiate the major types of educational research—historical, descriptive, experimental (true and quasi-experimental), and action research.

CO3: Develop and validate tools for educational research.

CO4: Conduct qualitative data analysis using coding and thematic techniques.

CO5: Prepare a research proposal and report maintaining academic integrity.

Course Content:

Unit I: Research Designs (12 Hours)

1. Historical Research
2. Descriptive Research
3. Experimental Research: True Experimental Design and Quasi-Experimental Design;

Unit II: Research Approaches in Education (15 Hours)

1. Case Study Method
2. Ethnographic Research
3. Phenomenological Research



4. Mixed Method Research

Unit III: Tool Construction and Data Analysis (13 Hours)

1. Steps in Tool Construction
2. Test of Reliability and Validity
3. Scaling Techniques (Likert, Rating Scale)
4. Interview, Observation and Focus Group Discussion
5. Content Analysis

Unit IV: Research Proposal, Reporting and Ethics (20 Hours)

1. Structure of Research Proposal
2. Identification and Formulation of Research Problem
3. Review of Literature Writing
4. Citation & Referencing (APA Latest Edition)
5. Plagiarism and Academic Integrity
6. Research Ethics in Educational Research
7. Uses of ICT Tools in Research

Suggested Readings:

- Best, J.W. & Kahn, J.V. – *Research in Education*
- Cohen, Manion & Morrison – *Research Methods in Education*
- Kothari, C.R. – *Research Methodology*
- Creswell, J.W. – *Educational Research*
- Kerlinger, F.N. – *Foundations of Behavioral Research*
- APA Manual (Latest Edition)
- Koul. L. – *Methodology of Educational Research*
- Mangal. S. K *Statistics in Education and Psychology*
- Singh. A. K– *Test, Measurement and Research Methods in Behavioural Sciences*
- ড. মিহির কুমার চট্টোপাধ্যায়, প্রনয় পাণ্ডে- *শিক্ষাগত গবেষণা, রীতা পাবলিকেশন, কলকাতা.*
- অধ্যাপক তারকনাথ পান -*গবেষণা পদ্ধতি, রীতা পাবলিকেশন, কলকাতা.*



Assessment Procedure:

Internal Test: 10 Marks

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10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks



SEMESTER-VII

Course Title: Teacher Education Course Code:

A/EDN/704/MJDSE-1

Contact Hours Per Week: 4 (Credit-4)

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes:

After completion the course the learners will be able to:

CO1: Understand the meaning, nature, scope, and need of teacher education and

CO2: Describe the major recommendations on teacher education made by important commissions and policies

CO3: Analyze and interpret the general and specific norms and standards of teacher education.



CO4: Explain the types and modes of teacher education programmes and examine the professional preparation of teachers.

Course Contents:

Unit-I: Concept and Development of Teacher Education [20 Hours]

1. Meaning, Nature and Scope of Teacher Education;
2. Need of Teachers' Training;
3. Recommendations on Teacher Education Programmes - Kothari Commission, NPE-1986; NCFTE-2009; NEP - 2020

Unit-II: NCTE Set Norms and Standards for Teacher Education [12 Hours]

1. General and Specific Norms and Standards at the levels of - Elementary, Secondary and Tertiary (NCTE Regulation – 2014)

Unit-III: Teacher Education Programme: Types and Modes [12 Hours]

1. Pre-service and In-service Teacher Education
2. Teacher Education through Regular Mode, Open and Distance Learning Mode

Unit-IV: Professional Preparation of Teachers [16 Hours]

1. Modification of teacher's behaviors- Micro Teaching, Simulation, Interaction Analysis, Team Teaching.
2. Capacity Building Programme: Orientation, Refresher Course, Online Course, Conference, Seminar, Workshop, Panel Discussion.

Suggested Books:

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.



- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Models of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Chand & Co NCERT (1978), Teacher Education Curriculum a framework New Delhi; NCERT, NCERT (1988a) Teacher Education Curriculum a framework New Delhi; NCERT, NCERT (1988b) Teacher Education Curriculum a framework New Delhi; NCERT
- Yadav, M. S & Lakshmi, T.K.S (2003) Conceptual inputs for secondary teacher education, the instructional role. New Delhi, NCTE
- ড. উদয় শঙ্কর কবিরাজ – শিক্ষক শিক্ষা, আহেলি পাবলিশার্স।
- ড. দিব্যেন্দু ভট্টাচার্য ও ড. অরুন কুমার সিংহ – শিক্ষক শিক্ষণ ও শিক্ষাপদ্ধতি, আলপনা পাবলিকেশন।

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Internal Test: 10 Marks

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10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks



SEMESTER-VII

Course Title: Introduction to Teacher Education

Course Code: A/EDN/705/MN-7

Contact Hours Per Week: 4 (Credit-4)

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes:

After completion the course the learners will be able to:

CO1: Understand the meaning, nature, scope, and need of teacher education and

CO2: Describe the major recommendations made on teacher education

CO3: Analyze and interpret the general and specific norms and standards of teacher education.

CO4: Explain the types and modes of teacher education programmes and examine the professional preparation of teachers.

Course Contents:

Unit-I: Concept and Development of Teacher Education

[20 Hours]

1. Meaning, Nature and Scope of Teacher Education;
2. Need of Teachers' Training;
3. Recommendations on Teacher Education Programmes - Kothari Commission, NPE-1986; NCFTE-2009

Unit-II: NCTE Set Norms and Standards for Teacher Education

[15 Hours]

1. General and Specific Norms and Standards at the levels of - Elementary, Secondary and Tertiary (NCTE Regulation – 2014)

Unit-III: Teacher Education Programme: Types and Modes

[13 Hours]

1. Pre-service and In-service Teacher Education
2. Teacher Education through Regular Mode, Open and Distance Learning Mode

Unit-IV: Professional Preparation of Teachers

[12 Hours]



1. Modification of teacher's behaviors- Micro Teaching, Simulation, Interaction Analysis, Team Teaching.

Suggested Books:

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
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