

*Supratim*  
*Please Place it to*  
*the next F.C. meeting*  
*13/5/19*

RECEIVED		
Office of the Secretary, FCACL		
University of North Bengal		
1. No. <i>AC/19/319</i>	Date. <i>8-5-19</i>	Time.....
2. No. ....	Date.....	Time.....

Date: 08.05.2019

To  
The Secretary  
Faculty Council for P.G. Studies in Arts, Commerce & Law  
University of North Bengal

Sir,

Please find enclosed the draft of the syllabus (CBCS) for M.A. in Education. The syllabus covers all the relevant courses of four semesters. I on behalf of the Department of Education sending you the syllabus with the consent of teachers of the Department in the absence of the P.G. Board of Studies in Education which is yet to be constituted.

Kindly direct the needful in this regard.

Thank you,

Yours faithfully

*X Chakrabarti* 08.05.2019  
(Dyutish Chakrabarti)

Head,

Department of Education

NBU

*Forwarded to the*  
*Dean, FCACL, NBU*  
*14/5/19*

*To be placed*  
*at the next*  
*F.C. meeting*  
*Dyutish Chakrabarti*  
*14/5/2019*

*for consideration  
of: Secretary (Arts  
Commerce & Law)  
Kolkata*

**UNIVERSITY  
OF  
NORTH BENGAL**

**DEPARTMENT OF EDUCATION**

**SYLLABUS  
FOR  
M.A. IN EDUCATION  
(UNDER CBCS)**

CREDIT PER SEMESTER: 16  
TOTAL CREDITS IN FOUR SEMESTERS: 64

**(TO BE IMPLEMENTED FROM THE SESSION 2019-20)**

M.A. (Education) Syllabus, 2018

1 <sup>st</sup> Semester of M.A. in Education						
Course Code	Course Title	Course Credit	Points/Marks			Learning Experiences (Hours)
			Assignment	Term-end	Total	
C101	Philosophical Foundation of Education	4	20	80	100	64
C102	Psychological Foundation of Education	4	20	80	100	64
C103	Educational Sociology	4	20	80	100	64
C104	Introduction to Educational Research	4	20	80	100	64
<b>Total Credit</b>		<b>16</b>	<b>Total Marks</b>		<b>400</b>	

2 <sup>nd</sup> Semester of M.A. in Education						
Course Code	Course Title	Course Credit	Points/ Marks			Learning Experiences (Hours)
			Assignment	Term-end	Total	
C201	Theories & Practices of Educational Philosophy	4	20	80	100	64
C202	Theories & Practices of Educational Psychology	4	20	80	100	64
C203	Quantitative Methods in Educational Research	4	20	80	100	64
E204 Or E205	<u>Elective Papers</u> Teacher Education Or Educational Development In North Bengal	4	20	80	100	64
<b>Total Credit</b>		<b>16</b>	<b>Total Marks</b>		<b>400</b>	

3 <sup>rd</sup> Semester of M.A. in Education						
Course Code	Course Title	Course Credit	Points/ Marks			Learning Experiences (Hours)
			Assignment	Term -end	Total	
C301	Educational Management & Administration	4	20	80	100	64
C302	Curriculum Construction	4	20	80	100	64
C303	History of Indian Education	4	20	80	100	64
E304 Or E305	<i>Elective Paper</i> Educational Measurement and Evaluation Or Comparative Education	4	20	80	100	64
OE306 Or OE307	<i>Open Elective Paper</i> Environmental Education Or Women Education					
<b>Total Credit</b>		<b>16</b>	<b>Total Marks</b>		<b>400</b>	

4 <sup>th</sup> Semester of M.A. in Education						
Course Code	Course Title	Course Credit	Points/ Marks			Learning Experiences (Hours)
			Assignment	Term -end	Total	
C401	Educational Technology	4	20	80	100	64
C402	Inclusive Education	4	20	80	100	64
E403 Or E404	<i>Elective Paper</i> Guidance & Counselling Or Special Education	4	20	80	100	64
C405	Dissertation	4	Viva 20	80	100	64
<b>Total Credit</b>		<b>16</b>	<b>Total Marks</b>		<b>400</b>	
<b>Grand Total (Credit)</b>		<b>64</b>	<b>Grand Total (Marks)</b>		<b>1600</b>	

# 1<sup>ST</sup> SEMESTER OF M.A. IN EDUCATION

## C101: Philosophical Foundation of Education

Maximum Marks: 100

Learning Hours: 64

### Course Objectives:

*On completion of the course, it is expected that the students will be able to:*

- recognize the importance, contribution and significance of studying Philosophical enquiry as foundation of Education,
- understand the propositions of different philosophical schools in Educational theories & practices,
- familiarize with the contributions of great Indian thinkers to Educational Philosophy,
- realize National Values in Education.

### Course Contents:

**Unit-I: Basics of Philosophy and Education:** Meaning, Nature, Scope and Objectives of Education & Philosophy - Relationship between Philosophy & Education - Concepts of Educational Philosophy & Philosophy of Education.

**Unit-II: Indian Schools of Philosophy:** Nyaya, Sankhya, Yoga with special reference to the concept of Knowledge, Reality, Values and their Educational implications (Aims, Curriculum and Methods of Teaching).

**Unit-III: Great Indian Thinkers:** Contributions of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi and J. Krishnamurthy to Educational Philosophy.

**Unit-IV: Western Schools of Philosophy:** Idealism, Realism and Naturalism with special reference to the concept of Knowledge, Reality, Values and their Educational implications (Aims, Curriculum and Methods of Teaching).

**Unit-V: National Values in Education:** National Values as enshrined in the Indian Constitution - Socialism, Secularism, Justice, Liberty, Democracy, Equality and Freedom with special reference to Education.

### References:

1. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi, 2006.
2. S. P. Chaube & A. Chaube, Foundations of Education, Vikas Publications, New Delhi, 2010.
3. J. C. Aggarwal & S. Gupta, Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi, 2006.
4. S. H. Ansari, Philosophical Foundations of Education, Sanjay Prakashan, New Delhi, 2003.

