

N.K.T. National College of Education for Women

(Autonomous)

Affiliated to Tamil Nadu Teachers Education University

Regulations and Syllabus

for

DEGREE OF

Master of Philosophy (M.Phil.) in Education

(Effective from the Academic Year 2019-2020)

Regulations

FULL - TIME

1. ELIGIBILITY

- (a) Candidates who have qualified for Post-Graduate Degree in Education of Tamilnadu Teachers Education University or any University recognized by the Syndicate as equivalent thereto prior to 1st January 1991, subject to such conditions as may be prescribed there for shall be eligible to register for the Degree of Master of Philosophy (M.Phil) in Education and undergo the prescribed course of study in this institution.
- (b) Candidates who have qualified for Post-Graduate Degree in Education mentioned in Regulation 1 (a) supra on or after 1st January 1991, shall be required to have obtained a minimum of 55 % of marks in their Post-Graduate Degree in Education to become eligible to register for the Degree of Master of Philosophy (M.Phil.) in Education and to undergo the prescribed course of study in this institution.
- (c) Concession of 5% marks will be given for SC/ST candidates.

2. DURATION

The duration of the M.Phil course shall extend over a period of one academic year consisting of two semesters for the full time students and two academic years for the part-time students.

3. COURSE OF STUDY:

The course of study for the M.Phil degree shall consist of (a) Part-I comprising two written papers and Preliminary Dissertation Work (b) Part-II comprising of one written paper according to the syllabi duly approved by the Board of Studies from time to time and Dissertation.

Part I shall consist of Paper 1– Advanced Research Methodology and Educational Statistics, a Back-ground paper relating to the proposed dissertation for which Examination will be conducted internally by the College and Preliminary Dissertation Work. Part II consists of Paper 2 – Contemporary Evolution in Indian Education and submission of Dissertation.

First Semester - Full-Time

Candidates shall study the following papers in the first semester:

Paper –1 Advanced Research Methodology and Educational Statistics

Back-ground paper relating to the proposed dissertation

Preliminary Dissertation Work

The credit- wise and hour-wise weightage table to each theory paper is presented below:

S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/Work	No.of Weeks	Grand Total Hours
1.	Part- I	Paper –1 MPHARME- Advanced Research Methodology and Educational Statistics	6	6	2	-	2	-	10	16	160
2.		MPHBP-Back- ground paper relating to the proposed dissertation	6	6	2	-	2	2	12	16	192

3.		Preliminary Dissertation Work	6	6	-	2	2	4	14	16	224
4.		Study Holidays (2 Days)									12
5.		Revision Exam (2 Days)									12
		Total									600 Hrs

4. Scheme of Examination

After completing 100 working days the college will conduct I-Semester Examinations for three hours for each paper.

The question paper setters shall be appointed from the standing list of examiners submitted by the Board of Studies.

Question Paper Pattern

S.No.	Section	Type of Question	No. of Questions	Nature of Choice	Marks for each question	Total Marks
1.	A	Short Answer	4 out of 6	Open	5	20
2.	B	Essay	4	Internal Choice	10	40
Total						60

Each paper carries the weightage of 40 marks for the internal assessment. The component of Continuous Internal Assessment (CIA) is given below:

S.No.	Components of Continuous Internal Assessment (CIA)	Marks
1.	Theoretical Assignment	8
2.	Practical Oriented Assignment	8
3.	Mid Semester Examinations	10
4.	Seminar	4
5.	Revision Examination	10
	Total	40

The written papers shall be valued by one external examiner and one internal examiner.

If both the examiners have given pass marks and the difference is not more than 15 percent, candidates shall be declared to have passed in written paper by taking the average of the two valuations.

If both the examiners have awarded fail marks and the difference is more than 15 percent, the answer scripts shall be referred to third examiner and the third valuation shall be final.

If one examiner gives pass marks and the other examiner gives fail marks, the answer scripts may be referred to third examiner irrespective of the difference and the third valuation shall be final.

If both the examiners have awarded fail marks, and if the difference is less than 15%, then the candidates shall be declared to have failed in written paper.

5. Eligibility to appear for the written examinations

Those candidates with 85% of attendance or 75% of attendance with condonation alone will be permitted to appear for the End Semester Examination.

6. Passing Minimum:

- (i) A candidate shall be declared to have passed Part I of the examination if she / he secures not less than 50% of the marks in each paper, including background paper for which examinations are conducted internally.

Second Semester- Full –Time

Each candidate shall study the Paper 2- Contemporary Evolution in Indian Education in the Second Semester and required to submit a Dissertation at the end of the Second Semester.

S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/Work	No.of Weeks	Grand Total Hours
1.	Part- II	Paper – 2 Contemporary Evolution in Indian Education	6	6	2	-	2	-	10	16	160
2.		Dissertation and Viva – Voce (1 credit = 2 hrs / week) Activities: Literature Survey, Data Collection, Interaction with the Supervisor, Seminar Presentation, Computation, Research Report Preparation and Visit to other Libraries (24 hrs)	12	-	-	2	-	-	26	16	416
3.		Study Holidays (2 Days)									12

4.		Revision Exam (1 Day)									6
5.		Mock Viva – Voce (1 day)									6
		Total									600 Hrs

Each admitted candidate needs to undertake a dissertation work in the field of Education or its inter related discipline with the guidance of allotted Supervisor. The exact title of dissertation shall be intimated to the Controller of Examinations within one month after the completion of the written examination. The candidate is eligible to submit the dissertation only on completion of Theory papers included under Part I and Part II successfully. Candidates shall submit dissertation to the college through the Supervisor and Principal at the end of the second semester by full time candidates and at the end of second year by the part time candidates, which shall be valued by an internal examiner (Supervisor) and one external examiner appointed by the Controller of Examinations from a panel of four names given by the Supervisor through the Principal at the time of intimating the title of the dissertation.

- The internal and external examiners who value the dissertation shall report on the merit of the dissertation, submitted by the candidates as ‘Highly Commended’ or ‘Commended’ or ‘Not Commended’ along with the marks awarded by the examiners for the maximum of 150 and also queries to be raised in the viva-voce examination which will be conducted for the 100 marks (50 by Supervisor and 50 by External Examiner).
- If one examiner commends the dissertation and the other examiner does not commend the dissertation shall be referred to third examiner and the third valuation shall be final.
- In case if the examiners recommended the candidate to resubmit the dissertation due to non compliance of dissertation’s norms, those candidates will be permitted to resubmit the dissertation within two months after the publication of results adhering to examination norms.
- A candidate shall be declared to have passed Part II of the Examination if her dissertation is Commended/Highly Commended.
- All other candidates shall be declared to have failed in the examinations.

Range of Dissertation Marks

Not commended – 49% and below,

Commended – 50% to 69%

Highly Commended – 70% and above.

7. Restriction in Number of Chances:

No candidate shall be permitted to re-appear for the written examination in any paper not more than twice or to re-submit the dissertation or appear for Viva –voce examination more than twice. Candidates shall have to qualify for the degree passing all the written papers, dissertation within a period of three years (N+2) from the date of commencement of the course (as per the norms of TamilNadu Teachers Education University).

8. Conferment of Degree

No candidate shall be eligible for conferment of the M.Phil. Degree in Education unless she / he is declared to have passed both the Parts I and II of the examination as per the Regulations.

9. Qualification for persons conducting the M.Phil course

No teacher shall be recognized as a Supervisor unless she possesses a Ph.D. Degree in Education or two years of Post- Graduate teaching experience after qualifying for M.Phil. Degree in Education.

Part - Time

10. Eligibility

Teacher candidates working in affiliated colleges or in Departments of the University or in Polytechnic approved by the Department of Technical Education or in approved Higher Secondary Schools as well as High Schools under State Board or Central Board or Education Instructors of Indian Armed Force who possess the qualifications prescribed in regulation 1 supra, shall be eligible to register for the degree of Master of Philosophy (M.Phil.) in Education and undergo the prescribed course of study in this institution.

11. Duration

The course of study shall extend over a period of two academic years. The examination for Part I shall be taken at the end of first academic year and Part II, at the end of second academic year.

The Regulations governing the Full - time M.Phil. Course in Education with regard to course of study, scheme of examination, passing minimum and qualifications of Guide conducting the M.Phil. Course in Education shall apply to part-time candidates also.

With regard to course of study, Part - time Candidates shall study the following papers in the first and second year as mentioned below:

First Year Part-Time

Paper 1 MPHARME- Advanced Research Methodology and Educational Statistics

Paper 2 MPHCEIE - Contemporary Evolution in Indian Education.

S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/Work	No.of Weeks	Grand Total Hours
1.	Part- I	Paper –1 MPHARME- Advanced Research Methodology and Educational Statistics	6	6	2	-	2	-	10	16	160
2.		MPHBP-Back- ground paper relating to the proposed dissertation	6	6	2	-	2	2	12	16	192
3.		Preliminary Dissertation Work	6	6	-	2	2	4	14	16	224
4.		Study Holidays (2 Days)									12
5.		Revision Exam (2 Days)									12
		Total									600 Hrs

Second Year Part –Time

Candidates shall study the following papers in the second year:

S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/ Work	No.of Weeks	Grand Total Hours
1.	Part- II	Paper – 2 Contemporary Evolution in Indian Education	6	6	2	-	2	-	10	16	160
2.		Dissertation and Viva – Voce (1 credit = 2 hrs / week) Activities: Literature Survey, Data Collection, Interaction with the Supervisor, Seminar Presentation, Computation, Research Report Preparation and Visit to other Libraries (24 hrs)	12	-	-	2	-	-	26	16	416
3.		Study Holidays (2 Days)									12
4.		Revision Exam (1 Day)									6
5.		Mock Viva – Voce (1 day)									6
		Total									600 Hrs

12. Restriction in Number of Chances

No candidate shall be permitted to re-appear for the written examination in any paper not more than twice or to re-submit a dissertation or appear for Viva-voce examination more than twice. Candidates shall have to qualify for the degree passing all the written papers, dissertation within a period of four years (N+2) from the date of commencement of the course (as per the norms of TamilNadu Teachers Education University).

13. Classification of Successful Candidates

A candidate shall be awarded the M.Phil Degree if she has passed both the Part –I and Part – II. Successful candidates shall be classified as specified hereunder by taking into account of their secured marks in the Part –I and Part – II separately.

Classification

<i>Percentage of Marks</i>	<i>Classification</i>
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

Part- I	Part- II	Over all
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

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M.Phil (EDUCATION)
2019-2020 Onwards
SYLLABUS
PART – I
PAPER – I
MPHARME - ADVANCED RESEARCH METHODOLOGY AND
EDUCATIONAL STATISTICS

Competencies:

After the completion of this course student will be able to

- Identify the methods of acquiring knowledge
- Understand the foundations of educational research
- Identify the source of research problem and variables
- Formulate hypotheses design of educational research
- Understand different techniques of data collection
- Familiarize with different methods and approaches of educational research
- Understand the contemporary developments in educational research
- Comprehend the methods of acquiring information
- Analyze the nature of enquiry
- Describe the philosophical bases of research
- Identify the different paradigms
- Explain the theory behind the statistics
- Choose appropriate statistical techniques for the analysis of data collected
- Use and interpret the results on analysis
- Acquire the skill in using computer for data analysis
- Illustrate simple statistical analysis using computer

UNIT 1 : Research Process:

(8 hrs)

Research as a process of acquisition of knowledge to understand phenomena and solve problems – Methods of acquiring knowledge – Older methods – Modern scientific Method – Steps in scientific methods – Assumption underlying scientific method – Theory building – Natures, type and functions of theories.

UNIT 2: Nature of Research:**(8 hrs)**

Nature of enquiry – search for truth, social reality , positivism – understanding Natural and Social phenomena – Physical and Social reality – Ontological Epistemological, Methodological and Human – related assumptions – the objectivist and Subjectivist polarization.

UNIT 3: Philosophical Bases of Research:**(10 hrs)**

The philosophical bases of research – positivistic and Anti – positivistic movements – Phenomenology, Symbolic interactionism – Ethno methodology – Feminists research – Ethics of educational research.

UNIT 4: Paradigms in Research:**(10 hrs)**

Normative and interpretive Paradigms – “The Paradigm War” – Competing or Complementary nature of paradigms.

UNIT 5: Scientific Research Methods:**(10 hrs)**

- a) Hypotheses for problem solving, Construction and confirmation of Hypothesis – logic of Hypotheses testing – Null Hypothesis and its significance – Testing Hypothesis of different types.
- b) Experimental research – Designs with and without control – Purpose and Methods of control – Factors to be controlled, designs with minor, partial and rigorous control – Validity of Designs – Internal and External validities – Quasi Experiments – Single case research.

UNIT 6: Humanistic Research Methods:**(12 hrs)**

Humanistic research Methods: Case study Method – Critical theory model – Ethnographic research methods – Hermeneutics – Oral History method.

UNIT 7: Policy Researches:**(12 hrs)**

Policy Researches: Policy oriented researches – legitimately Research – Participatory Research.

UNIT 8: Humanistic Research methods and Qualitative analysis of data (14 hrs)

Statistical Analysis for Humanistic researches, Participant Observation: Participant Verification Procedure; Triangulation: Analysis of evidence – Qualitative Analysis of Data – Data Reduction, Matrix Display Tactics for drawing conclusions, confirming findings, Summarizing and integrating findings.

Research developments in educational research – Internet Uses – Internet based Research in Education. Simulation, Fuzzy Logic, Geographical Information systems (GIS), Needs and Evidence Based Education.

UNIT 9: Statistical Analysis for Scientific Researches:**(12 hrs)**

- a) Sampling Procedures; Probability and Non – Probability based effective sample size – Sampling Errors;
- b) Univariate and Bivariate Analysis of Variance between subject, One way, Factorial within subjects: Parameter Estimation: Association; Correlation; Regression.
- c) Multivariate Analysis: i) Relationship : Multiple R: Canonical R; ii) Group Differences: ANOVA, Factorial ANOVA: One way ANOVA, Factorial MANOVA: MANCOVA; iii) Prediction of Group Membership, Discriminant function, Factorial Discriminate function; iv) Structure: Principal component, Factor Analysis.

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2019-2020 Onwards
SYLLABUS
MPHBP - BACKGROUND PAPER

**Syllabus for the Background Paper will be constructed by the respective
Research Supervisor along with the Candidate.**

SEMESTER – II

Paper II

MPHCEIE -CONTEMPORARY EVOLUTION IN INDIAN EDUCATION

2019-2020

Competencies:

After the completion of this course, the students will be able to

- Develop an understanding of the types of problems at different levels of Education
- Familiarize with the New Educational Policy in terms of its relevance to the present context of the nation
- Appreciate the changing trends and practices in the areas of Non- Formal Education
- Understand the various dimensions of the problems and perspectives of Education for the Handicapped
- Analyze the status of the Tribal Education in India with reference to the recent trends, problems of organization and financial administration and the implementation of Right to Education in the Tribal sectors of India
- Comprehend the changing factors of the scientific and technological arena and their impact on contemporary education with the needed shifts from the present to the future
- Enable students to understand and apply the cognitive principles of Self-Management
- Acquiring knowledge on the use of computers and electronic media in Education.

Unit I: Higher Education

(22 hrs)

Objectives of Higher Education- Growth of Colleges and Universities in the recent years- Management of Higher Education-Democratization in Higher Education- Autonomy to colleges- Linking Higher Education with the community-Innovations in Higher Education- Open University- Distance Education- Collaboration of Higher Education institutions with farms, industries and public sector units- Funding Agencies : UGC, CSIR, DST, and ICSSR- Research in Higher Education- Research organizations in India-Needed research in Higher Education-Standards in Higher Education.

Unit II: Teacher Education**(25 hrs)**

Meaning and Scope of Teacher Education- Theory and Practice of Teacher Education- Need for the Education of teachers- Difference between training and education-Trends in Teacher Education-Faculty Development Programmes: pre-service, in-service and internship- Performance Appraisal of teachers- Innovations by Teacher Educators- Case studies of selected innovative teachers- Code of professional ethics for teachers-Reports and other materials.

Unit III: Non-Formal Education and Education of Women**(15 hrs)**

Status of Non- Formal Education-Programmes at the Upper Primary stages- Non-Formal Education organization and approaches- Non- formal Education Programmes and Agencies in India- Progress of Women's Education in India-Methodologies of Women's Education and Development of Women

Unit IV: Education of the Differently Abled Learners**(20hrs)**

Inclusive Education: issues and interventions- Audio-visual materials to facilitate Education and training of learners with special needs-Development of resources in the Human Resource Development Centre (HRDC)-Role of the Rehabilitation Council of India (RCI) – Self-learning modules for children with special needs.

Unit V: Tribal Education**(25 hrs)**

Need and significance of Education for the Tribal Women -Curriculum content for the Education of the Tribal Women-Recent trends in the Education of Tribal Women-Problems of Tribal Education in India- Problems of organization and financial administration of Tribal Education in India- Problems in the implementation of Right to Education in the Tribal sectors of India.

Unit VI: Education for the New Millennium**(25 hrs)**

Education for the 21st Century: Report of the International Commission (1996)- Educational Vision for the 21st Century: Education for peace, social justice and diversity, integral development and quality of life- Technology and Education: Concept, Meaning, and importance of technology and its relevance and application to Education in the 21st Century- Application of Educational Technology at the Primary, Secondary, Tertiary levels, Special Education and Non-formal Education.

Unit VII: Cognitive Self Management**(18 hrs)**

Origin and Definition of Cognitive and Cognitive Self-Management- Principles of Cognitive Self-Management- Origin of Cognition- Cognitive Strategies versus Self-Management Skills- Cognitive learning theories- Measurement of Cognitive Self Management.

Unit VIII: Computers and Electronic Media in Education**(30hrs)**

Document Preparation: Creating documents, formatting text, use of appropriate fonts, styles, layouts, tables and pictures- Spreadsheet Handling: Creating spreadsheet, use of labels, formatting text, date and time, Mathematical, Statistical and Logical functions, Graphs- Network and Internet Technology: Introduction to computer networks, network topologies, communication devices and media, Internet as an information resource, use of web-browsers, e-mail, designing Websites using available tools- Database Systems: Relational databases, tables, attributes, foreign keys, normalization- Introduction to SQL Programming: Data types, variables, control structures, functions and modules, arrays, interface with databases- Instructional Media: Concept, Selection, Uses and Variety of e-Learning Resources: e-books, e-journals- Web-based learning: Access and Teaching Issues.

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