



PT. RAVISHANKAR SHUKLA UNIVERSITY, RAIPUR
M.A. EDUCATION SYLLABUS 2018-19
FIRST SEMESTER

S.No.	Paper Code	Subject	Theory Exam Marks	Internal Assessment Marks	Total Marks	Passing Marks
1	101	Philosophical Foundation of Education	80	20	100	As Per Ordinance PT.R.S.U.RAIPUR
2	102	Methodology of Educational Research	80	20	100	"
3	103	Education Technology	80	20	100	"
4	104	Environmental Education	80	20	100	"
5		Group Project				
		TOTAL	320	80	400	

SECOND SEMESTER

S. No.	Paper Code	Subject	Theory Exam Marks	Internal Assessment Marks	Total Marks	Passing Marks
1	201	Psychological Foundation of Education	80	20	100	As Per Ordinance PT.R.S.U.RAIPUR
2	202	Educational Measurement and Evaluation	80	20	100	"
3	203	Computer Applications	80	20	100	"
4	204	History and Development of Education in India	80	20	100	"
		TOTAL	320	80	400	

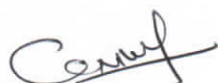
  

THIRD SEMESTER

S. No.	Paper Code	Subject	Theory Exam Marks	Internal Assessment Marks	Total Marks	Passing Marks
1	301	Sociological Foundation of Education	80	20	100	As Per Ordinance PT.R.S.U.RAIPUR
2	302	Advanced Educational Statistics	80	20	100	"
3	303	Curriculum Development	80	20	100	"
4	304	Guidance and Counseling in Education	80	20	100	"
5		Proposal of Dissertation	100		100	
		TOTAL	420	80	500	

FOURTH SEMESTER

S. No.	Paper Code	Subject	Theory Exam Marks	Internal Assessment Marks	Total Marks	Passing Marks
1	401	Education Of The Children With Special Need	80	20	100	As Per Ordinance PT.R.S.U.RAIPUR
2	402	Educational Administration	80	20	100	"
3	403	Value Education and Human Rights	80	20	100	"
4		Dissertation	100		100	"
5		Viva-Voce on Dissertation	100		100	
		TOTAL	440	60	500	
		GRAND TOTAL	1500	300	1800	


FIRST SEMESTER

101

PAPER -I

M.A. EDUCATION

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES:

To enable the students to develop an understanding about the –

1. Contribution of Philosophy to the field of education.
2. Contribution of various Indian Schools of Philosophy to the field of education.
3. Impact of Western philosophies on Indian Education.
4. Contribution of Great Indian Thinkers.
5. Dependency theory in Education. Values and Indian Contribution.
6. Concepts related to social philosophy of education.
7. Nature and sources of knowledge getting process.

Unit-I

Educational Philosophy : a) Meaning of Education and Philosophy ; b) Nature and scope of educational philosophy ; c) Relationship between education and philosophy; d) Need for educational philosophy; e) Nature of knowledge and knowledge getting process.

Unit-II

Indian Schools of Philosophy of Education a) Naya, Sankhya, and Vedanta with special reference to knowledge, reality, value and educational implications; b) Jain and Buddhist and Islamic Philosophy and its influence in education. Metaphysics, Epistemology, axiology.

Unit-III

Western Philosophy of Education

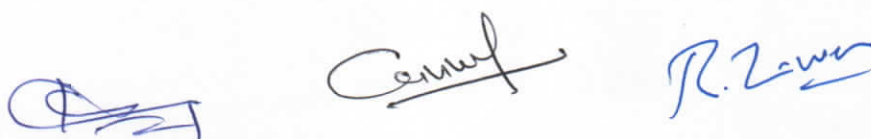
Western schools of philosophy - a) Idealism, b) Realism, c) Naturalism, d) Pragmatism, e) Existentialism, f) Marxism, g) Logical analysis, h) Positive relativism, with special reference to knowledge, Reality, Value and educational implication and Metaphysics , Epistemology, axiology.

Unit-IV

Educational Philosophers of Modern Age a) R.N. Tagore, b) M.K. Gandhi, c) Swami Vivekananda, d) Sri Aurobinda, e) Herbert Spencer, and f) B.Russell.

Unit-V

National Values and Education in Indian Constitution National Values as enshrined in the Indian Constitution and their Educational implications with special reference to (i) Secularism (ii) Democracy; iii) Equality.



References:

1. Alterckar, A.S. : Education in Ancient India, Book Sho Varanasi 1934.
2. Aurobind and Mother : On Education, Shri Aurbindo Ashram Pandichery house, 1966
3. Bhaum, Archia- I : Philosophy, An Introduction Bombay, Asia Publishing house 1962
4. Brameld Theorore : Culture foundation of Education An Interdisciplinary Expiration New York, Harpper and Bross 1957
5. Brubacher, J.S. : Modern Philosophies of Education (3 rd), New York, Mc. Graw Hilln 1962
6. Brubacher, J.S. : An Electric Philosophy of Education (2 nd Ed.)
7. Bulter, I.D. : Four Philosophy (3 rd Ed.), New York, Harper & Bross, 1969
8. Chatterji S.C. & Datta D.A. : An Introduction to Indian Philosophy, Kolkata, Kolkata University Press, 1955
9. Dewey Hohm : Democrary & Education, New York, Mac. Millan & Co. 1940
10. Durant, Will : The Story of Philosophy, London Estern Bonn, 1955
11. Harighurst, Robert J. : Society and Education Bostern Acligh and Neugarten Bermicc and Bacon Inc, 1957
12. Haralamobs, M. with R.M. Herld : Socilogy : The, Es & Perspectives, Oxford University Press, Delhi, 1981
13. Hocking W.B. : types of Phiolosophy, New York, Chanless Scribners Sons 1957
14. Joad C.E.M.N. : Modern Philosophy, London Charendon Press, 1953

PAPER-II

M.A. EDUCATION**METHODOLOGY OF EDUCATIONAL RESEARCH****COURSE OBJECTIVES**

To enable the students to understand:

- 1) Concept of Research and Educational Research
- 2) The Characteristics of Philosophical, Psychological and Sociological Research in Education.
- 3) The different strategies of Educational Research.
- 4) The Techniques of developing a Research proposal.
- 5) To understand meaning and techniques of sampling
- 6) To prepare a research proposal, dissertation abstract and research article
- 7) To prepare a dissertation and understand how to evaluate a research report

COURSE CONTENT**Unit I: Introduction to Research in Education**

Meaning and definitions of research- Need and significance of research in Education - Areas/levels of Educational Research-Characteristics of educational research- Steps in conducting research in Education - Qualities of good research and researcher- Constraints and limitations - Ethical issues and its consideration.

Unit II: Scientific Approach in Educational Research

Purpose and features - Applications of Scientific methods in education - Types of Research – Classification based on: (a) Purpose/nature- Basic/Fundamental/Pure and Applied/Functional research- (b) Method: Experimental (Different Designs), Descriptive and Historical-(c) Type of data: Qualitative and Quantitative - (d) Others: Evaluation, Research and Development (R & D), Action research-(e) Eclectic research- mixed method, mixed model and multi-method- Interrelations among various types of research - Research design-meaning, characteristics and elements.

Unit III: Research Problem and Variable

Identification & Selection - Sources and Criteria - Statement and its justification - Delimiting the Research problem - Characteristics of a good Research Problem, Variables – Dependent, Independent, Extraneous.

Unit IV: Research hypotheses/ Research Questions and Sampling

Definition and purpose – Characteristics – Types - Stating the research hypotheses/ research questions

Sampling Definition and purpose: population and sample -Techniques of sampling - Probability sampling techniques-simple random-stratified-cluster-systematic - Non-probability sampling techniques-convenience, purposive/judgmental, snowball, quota sampling - Errors in sampling and its control - Rationale for fixing sample size.

Unit V: Review of Related Research and Literature and Research proposal

Purpose and need of literature review - Selection and Preparation - theoretical and conceptual overview, related literature and studies - Sources and types: journals, literature, data bases, international abstracts, online-computer assisted searches - Abstracting and organization of the literature - Reporting, Preparation of Research proposal

References:

- American Psychological Association. (2009): Publication Manual of the American Psychological Association (6th ed.).
- Best, J.W. and Kahn, J.V (1998). Research in Education. New Delhi : Prentice of India, Pvt, Ltd. Borens,
- Garrett H.E. (1973). Statistics in Education and Psychology. Bombay: Yakills Fitter & Simsons Pvt. Ltd.
- Guiford , J.P.: Fundamental Statistics in Psychology and Education, London Mc Graw Hill Book Co. 3.
- K. S., & Abbott, B. B. (1991): Research designs and methods: A process approach (2nd ed.). Mountain View, CA: Mayfield.
- Kerlinger, Frank Nichols and Howard B. Lee. (1999). Foundations of Behavioral Research. 4th ed. Belmont, CA: Wadsworth
- Koul, Lokesh. (1984) Methodology of Educational Research. New Delhi: Vikas Publishing House,
- Selling, Clainandtures, Research Methods in Social Relation; London Nethuses & Co.
- Washington, DC: Author. Babbie, E. R. (2007). The Basics of Social research (4th ed.). Australia: Thomson/Wadsworth.



PAPER-III

M.A. EDUCATION**EDUCATION TECHNOLOGY**

Unit – I Concept of Education Technology

- 1.1 Education technology – Meaning Nature and Scope, Functions.
- 1.2 Need for Education Technology in the Collage of Chattisgarh.
- 1.3 Components of Education Technology.

Unit –II Communication & Technology

- 2.1 Communication & Technology- Meaning, Nature, Scope, Process & Principles.
- 2.2 Accessing Internet.
- 2.3 Types of Network Protocols.
- 2.4 Internet in Instruction.
- 2.5 Education based application of Internet.
- 2.6 Online communities and collectivizing.

Unit – III Concepts of Models of Teaching & Behaviour

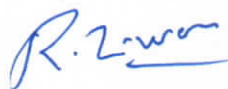
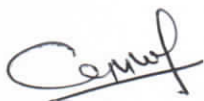
- 3.1 Indian Models of Development and Learning.
- 3.2 Behaviour Modification techniques.
- 3.3 Writing objectives in terms of behavioural outcomes of students.
- 3.4 Bloom's Taxonomy of Education and Objectives.

Unit - IV Educational software applications

- 4.1 Computer assisted instruction
- 4.2 Drill & practice software
- 4.3 Educational simulations
- 4.4 Integrated learning system
- 4.5 Curriculum specific Educational software

Unit – V Innovation in Education technology.

- 5.1 Innovation in Education Technology, Video Lessons and Tal Back.
- 5.2 Language Laboratory, Tele Conferencing.
- 5.3 Tele – Text and Video text, Mobile, New technology.
- 5.4 Use of New technology.
- 5.5 Human resource (E.T.)



M.A. EDUCATION
ENVIRONMENTAL EDUCATION

Objective:

This paper introduces the students to some of the important environmental issues that have become a matter of global policy making, international negotiations and trade disputes. It will also provide an understanding of the links between environment, property regimes, and trade and information economies.

UNIT-1

Climate Change: Key concerns in the climate change debate, scientific and political conflicts concerning their impacts on natural resources, food production etc. and the techno-economic measures being used to reduce greenhouse emissions.

UNIT-2

Wastes: Regional and international frameworks for regulating trade in wastes, especially toxics. Policies and environmental activism around trade in toxic wastes such as asbestos, PVCs, lead, mercury, electronic wastes and other chemicals.

UNIT-3

Biodiversity: Approaches to understanding of biodiversity, case studies of strategies for conservation and sustainable use of biological resources, case studies of conflicts (and their possible resolution) between conservation and local community practices, links between conservation, local knowledge and intellectual property and issues of biopiracy.

UNIT-4

Energy: The energy sector and environment including historical studies of coal and pollution in select countries; policies relating to sustainable energy use through select case studies (e.g. Germany, the Netherlands, Brazil, India) and their implications for global and local economies. Nuclear energy as an environmentally friendly/ degrading source of energy, again through select case studies (e.g. France, England, India and China).

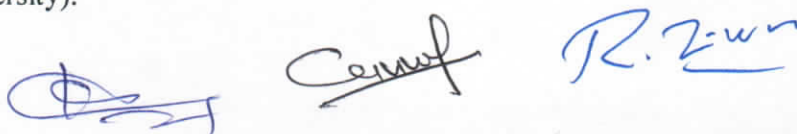
UNIT-5

Global Environmental Issues in Industry: Business – Environment Debate: Ozone Depletion and Environment Change, International Business, Globalization and Sustainable Development, Environmental Management Norms and Certification, International Environmental Management Systems, Kyoto Protocol and CDM.

Suggested Readings:

Cartimes J. Jepma and Mohan Munasinghe, 1998, Climate change Policy, Cambridge University Press.

Ehrlich, Paul et al: Long Term Biological consequences of Nuclear War, 1983 (Stanford University).



Howes, R.; Skea, J. and Whelan, B., 1997, Clean & Competitive? Motivating Environmental Performance in Industry

Kemp, D.D., 1990, Global Environmental issues: A climatologized approach, Taylor and Francis, London.

Makofske, W.J. and Karlin, E.F., 1995, Technology and Global Environmental issues, Addison Wesley, Longman, Toronto.

Russo, M. V., 1999, Environmental Management: Readings and Cases, ed., Houghton Mifflin Company, Boston, NY.

Shiva Vandana, 2005, Earth Democracy. Justice, sustainability and Peace, South End Press.

Smith, P. and Warr, K., 1991, Global Environmental issues, Hodder and Stoughton, London.

Susskind et. al. Lawrence (Ed.), 2002, Trans-boundary Environmental Negotiation: New Approaches to Global Cooperation.

Toman (Michael) (Ed.), 2002, Climate change, Economics and Policy, Cambridge University Press.

Welford, R., 2000, Corporate Environmental Management: Towards Sustainable Development, Book 3, Earthscan Publications Ltd, London.

SECOND SEMESTER

201

PAPER-V

M.A. EDUCATION

PSYCHOLOGICAL FOUNDATION OF EDUCATION

OBJECTIVES:

To enable the students:

- To understand concepts and principles of educational Psychology as an applied science.
- To outline the scope of educational psychology.
- To describe the process of growth and development.
- Develop understanding of process of children learning in the context of various theories of learning.
- To understand the meaning and concepts of individual differences
- To understand intelligence, motivation and various types of exceptional children.
- To develop the understanding of the theories of Personality and measurement of personality.

COURSE CONTENT

UNIT-I

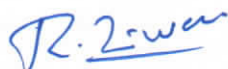
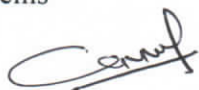
- Meaning of Education and Psychology: (a) Relationship of education and psychology (b) Scope of Educational Psychology (ii) Methods of Educational Psychology: introspection/self-reporting- observation, survey, case/study, interview, testing, Experimental.
- Major schools of psychology-Structuralism, Associationism Behaviourism, Gestalt, Psychoanalytic, Humanistic and Cognitive and their contribution to Education.

UNIT-II

- Growth and Development during childhood and adolescence- (a) Physical & Motor (b) Social (c) Emotional (d) Mental or Cognitive development.
- Factors influencing development – genetic, biological environmental and physical.
- Theories of development – (a) Piaget's Cognitive development, (b) Freud's Psycho-sexual development, (c) Erikson's psycho-social development (d) Kohlberg's moral development

UNIT-III

- Individual Differences: (a) Concept and areas. (b) Determinants: Role of heredity and environment in developing individual differences. (c) Constructive Approach of Teaching and Learning.
- Gifted, Backward and Mentally Retarded Children:
(a) Meaning and Characteristics.
(b) Needs and Problems



- Learning: Concept, Nature & Process of Learning, Laws, Theories & Types of Learning- (a) Thorndike's Law of Learning, (b) The Conditioned Response Theory, (c) Theory of Insight, (d) Information processing (Donald Norman)

UNIT-IV

- Intelligence – Concept, Nature and Types of Intelligence, Theories of Intelligence, Intelligence Quotient,
- Measurement of Intelligence – Verbal, Non-Verbal Performance, Individual and Group Test
- Achievement Test, Aptitude Test, Standardized Tests
- Creativity: (a) Concept (b) Characteristics (c) Development of creativity (d) Importance of creativity in education

UNIT- V

- Concept of Personality, Determinants of Personality, Development of Personality.
- Dimensions of Personality
- Theories of personality - (a) Type & Trait theory, (b) Freud: Psychoanalytic Theory of Personality, (c) Erikson's Theory of Personality, (d) Maslow: Humanistic of Personality (e) Skinner : Behavioristic – Learning Theory of Personality.
- Measurement of Personality

Reference Books:

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
2. Allport, G.W. (1954), personality , New York, Holt, 1954
3. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston
4. Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiley and Sons, Inc
5. Baller, Awwren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development, New York, Holt, Rinehart and Winston
6. Baur, A., Newman, S.M West R., &Mc Manus C., (1997)Cambridge Handbook of Psychology , health & Medicine, Cambridge: Cambridge University Press
7. Personality Theories, New York, Harper 9. Douglass, O.B. Holl and B.P. (1948):
8. Foundations of Educational Psychology, New York: The Mac Millan Co.
9. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehart and Winston
10. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
12. Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts

13. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
15. Shanker Udey, (1965)
14. Development of personality
16. Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994)
- Textbook of Psychiatry, New Delhi

PAPER-VI

M.A. EDUCATION

EDUCATIONAL AND MENTAL MEASUREMENT

UNIT – 1

- Concept of measurement: testing and evaluation.
- Scale of measurement: nominal, ordinal, interval and ratio Scales.
- Types of Errors of measurement.
- Qualities of a test.

UNIT – 2

- Concept of Evaluation.
- Classification of Evaluation.
- Importance of Evaluation in the field of Education.
- Tools and Technique of evaluation.

UNIT -3

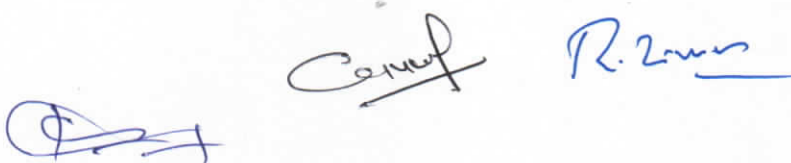
- Basic Concept of Reliability; Methods of Determining test Reliability, Factors affecting Reliability.
- Basic Concept of Validity, Methods of Calculating Validity, Factors affecting of the Test.
- Item Analysis: Meaning and Definition of Item analysis, Methods of Item Analysis steps of Item Analysis process.

UNIT - 4

- Procedure For test Construction.
- Technique of Test Conduct-
Seating arrangement, Schedule or Time of testing, Directions given to the examinee motivating the examinee, Establishing Rapport, Distribution of Questions, Guessing, To Check Copying and cheating, objective Scoring.

UNIT – 5

- Achievement tests, intelligence test, Aptitudes and personality tests.
- Purpose of research instruments: Observation, Interview, Questionnaire, Self reporting: Inventories, Sociometry, and Rating Scales.



M.A. EDUCATION**COMPUTER APPLICATION****UNIT-1****Introduction to Computers:**

Characteristics of computer system
Basic components of a computer system
Central processing Unit
Input Device
Output Device
Classification of a computer by technology
Uses of a computer

UNIT -2**Computer overview:**

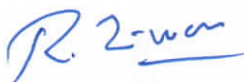
Storage – Internal, External
Disk Drives – Hard disk, Floppy disk, CD-ROM
Software – Application, System, Utility and Educational
Operating System – Function and Type
Compilers, Interpreters
Computer language – Machine, Assembly, High level
Number system of computer – Binary, octal, Hexa, Decimal
Computer viruses

UNIT -3**Modern word processing Application****Word Processing: MS Word**

- Introduction to Word Processing
- Introduction to MS Word: features, Creating, Saving and Opening documents in Word, Toolbars, Ruler, Menus, Keyboard Shortcut.
- Formatting Documents: Paragraph formats, Aligning Text and Paragraph, Borders and Shading, Headers and Footers.
- Printing documents – Print a document from the standard toolbar, print a document from the menu, shrinking a document to fit a page, Reduce the number of pages by one.

Worksheet: MS Excel

- Worksheet basics
- Creating worksheet, entering data into worksheet, heading information, data, text, dates, and Cell formatting values, saving & protecting worksheet.
- Toolbars and Menus, keyboard shortcuts
 - Auto sum
- Formatting of worksheet – Auto format, changing – alignment, character styles, column width, date



- Previewing & Printing worksheet – Page setting, Print titles, Adjusting margins, Page break, headers and footers.

Unit -4

Create a Presentation

MS Power Point

- Features and various versions
- Creating presentation using Slide master and template in various colour scheme
- Working with different views and menus of power point
- Working with slides – Make new slide, move, copy, delete, duplicate, lay outing of slide, zoom in or out of a slide.
- Editing and formatting text: Alignment, editing, inserting, deleting, selecting, formatting of text, find and replace text.
- Bullets, footer, paragraph formatting, spell checking.
- Printing presentation – Print slides, notes, handouts and outlines.
- Inserting Objects – Drawing and inserting objects using Clip Art's pictures and charts.
- Custom Animation – slide transition effects and other animation effects.
- Presenting the show – making stand alone presentation

Unit -5


INTERNET AND WORLD WIDE WEB

Internet

- Growth of Internet, ISP, Connectivity –Dial-up, Leased line, VSAT etc. URLs, Domain names, Portals, Application, Importance.
- E-Mail- Concepts, POP and WEB Based E-mail, merits, address, Basic of Sending & Receiving, E-mail Protocols, Mailing List, and Free E-mail services, FTP.
- World Wide Web (www), History, Working, Web Browsers, Its functions, Concept of Search Engines. Searching the Web, HTTP, URLs, Web Servers, Web Protocols.

Reference:

1. Sinha, P.K.(2007). Computer Fundamentals. New Delhi: BPB Publications.
2. Mukhi, Vijay (2008).Working with UNIX. New Delhi: BPB Publications.
3. Rajaraman, V. (2014). Fundamental of Computer. New Delhi: Prentice Hall India Pvt. Limited.
4. Rajoriya, Sheetanshu (2013). ComputerFundamentals. Indore: Kamal Prakashan.
5. Mansoor, A. I.T. Tools and Applications. Matura : Pragya Publications .
6. Dubey, Manoj (2013). P C Packages. Indore : Kamal Prakashan.
8. Web & Graphics .New Delhi: B.P.B Publisher.
9. Singh, Minakshi & Singh,VishnuPriya. Web Designing Course. Delhi : Asian Publisher .
10. Naik, Nitin K.(2014). Internet Web Technology E- Commerce. Indore: Kamal Prakashan. .
11. Rajaram.V; Fundamentals of Computers, Prentice Hall of India, New Delhi.



M.A. EDUCATION**HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA****Unit -1**

1. Vedic, Buddhist and Islamic Education in Ancient and Medieval India.
2. Brief outline of events relating education from 1757 to 1947 - Missionaries activities (Srirampur Trio)
3. Charter Act of 1813
4. Adams Report.
5. Anglicist -Orientalist controversy
6. Macaulay's Minute & Bentinck's resolution.
7. Wood dispatch (Recommendations only)

UNIT-2

Brief outline of Hunter Commission 1882-83 (Primary and Secondary Education), Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education), National Education Movement (cause and effect) Calcutta University Commission (1917-1919), Basic Education(concept & development) , Sargent Plan, Gokhale-bill, Sadler commission, Wardha Scheme.

UNIT -3**Secondary Education**

- General Aims and Objectives of Secondary Education and Structure Education during Post Independence Period. Constitutional provisions for education ,Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- Different streams of Secondary Education
 - 1) C.B.S.E.
 - 2) I.C.S.E.
 - 3) KSEEB with respect to curriculum.
 - 4) Examination System etc.,
- Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.\

UNIT -4

1. University Education Commission, National Knowledge Commission.
2. Current issues in education:
3. Equalization of Education Opportunities.
4. Programmes on Universal Elementary Education (DPEP &SSA)



5. Non-formal education and alternative schooling, Education of women.

UNIT -5

- (1) Problems in Indian Education; Secondary & Higher Secondary Education, Vocational Education.
- (2) Experiments in Indian Education ; About eminent Viswa Vidhyalaya in India like- Shanti Niketan, Nalanda University, Banasthali Vidyapeeth, Pandicherry Ashram, Chitrakoot Gramodaya Viswa Vidhyalaya. ; Gujarat Vidya Peeth etc.

References:

Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban.

Government of India (1952) Report of the Secondary Education Commission, New Delhi:- Ministry of Education.

Government of India (1966) Report of Education Commission Ministry of Education, New Delhi.

Government of India MHRD (1986) (Revised 1992) National Policy of Education. New Delhi.

Government of India (1992) Report of Core Group on Value Orientation of Education Planning Commission.

Kneller G. F. (1978) Foundation of Education. New York: Johri Willy and Sons.

Kneller George (1978) Introduction to Philosophy of Education, New York: John Willey and Sons INC.

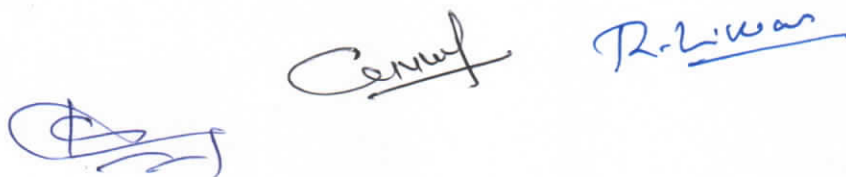
Mani R S. (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.

Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vindo Prakashan.

Mookherjee K.K. (1972) Some Great Educators of the World. Fas Gupta & Ce Put Ltd. Calcutta.

Mukherjee S. N. (1966) History of Education in India, Baroda. Acharya Book Depot.

Naik J. P. and Syed N (1974) A Student's History of Education in India, New Delhi. Macmillan Co.



THIRD SEMESTER**PAPER-IX****M.A. EDUCATION****SOCIOLOGICAL FOUNDATION OF EDUCATION****Objectives**

- (a) Understand the concept and nature of Educational Sociology.
- (b) Comprehend the role of various social factors in Education.
- (c) Analyse the factors responsible for social change.
- (d) Understand the role of Education in cultural change.

Course Contain**Unit I – Sociology & Education**

- Concept of Educational Sociology.
- Meaning, Nature, Needs and scope of Educational Sociology and Sociology of Education; Education as a process in Social System.
- Interrelationship between Education and Social variables.
- Functions and significance of Sociology of Education.
- Sociological approaches to education and their limitations.

Unit II – Education and Social System

- Socialization process of the child: critical appraisal of the role of school, parents, peer group and community.
- Social Mobility and education.
- Social change: Concept and Factors affecting Social change.
- Social Structure and Education.

Unit III – Educational and Social Development

- Social Development: Modernization, Urbanization, industrialization and role of Education.
- Contemporary issues: Literacy and Social Development.
- Concept of Democracy, Totalitarian and Welfare state.
- State's and Nation's New Programs.

Unit IV – Social Interaction and Culture

- Meaning and nature of culture, Cultural Process and its Educational Implication.



- Role of Education in Cultural change.
- Group Dynamics, Secularism.
- Education and religion, Caste, Gender, Class.

Unit V – Equality and Excellence in Education

- Education as related to Social Equity and Equality of Educational Opportunities.
- Problems of Education in Current Socio-Economic Scenario.
- Education for Weaker Section.
- Establishing a Learning Society.

REFERENCE BOOKS:

Mathur, S.S. : *Sociological Approach to Indian Education*, Vinod Pustak Mandir, Agra.

Kumar, Vijay (2003). *Sociological Foundations of Education*. New Delhi :L Sanjay Prakashan.




Suresh Shukla & Krishna Kumar, *Social Change in India*, Chanakya Publication.

Sodhi, T.S. & Suri, A.(2003). *Philosophical & Sociological Foundations of Education*, Bawa Punlishers, Patiala.

Chandra, S.S. & Sharma, R.K., *Sociology of Education*, Atlantic Publishers, New Delhi.

Sharma, R.A., *Philosophical And Sociological foundations of Education*, R. Lal Book Depot, Meerut

Pachauri, Girish, *Sociological Base of Education*.

M.A. EDUCATION**ADVANCED EDUCATIONAL STATISTICS****COURSE OBJECTIVES**

To enable the students to understand:

- 1) To prepare a dissertation and understand how to evaluate a research report
- 2) To understand the characteristics and use of different tools and techniques for data collection.
- 3) To understand and use descriptive statistical techniques in educational research
- 4) To understand and apply inferential statistics (Parametric and non-parametric) in educational research
- 5) To interpret results obtained through different techniques of analysis of data
- 6) To draw generalizations on the basis of results of a research study
- 7) To give insight into research embedded instruction
- 8) To gather information on cyber security and cyber ethics and other researchable issues

COURSE CONTENT**Unit I: Introduction to Statistics in Educational Research**

Use of statistics for managing data-Nature and Types of educational data-Scales of measurement-Organisation


Tabulation of data.-frequency distributions-Graphic Representation of data - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram and Bar Diagram- Advantages and uses of Graphic representation of data Computer data management- Possibilities of utilizing Software's (Excel/SPSS/ STATA/R etc.) available for analysis of Social science data – Data analysis using computers – Excel and SPSS. Cyber security-Cyber ethics.

Unit II: Descriptive Statistics-I

Measures of Central Tendency- Meaning and computation of Measures of Central Tendency: Arithmetic Mean, Median and Mode, When to use the different measures along with the merits and demerits. Measures of Relative Position- Meaning, uses and computation of Percentiles Quartiles and Percentile Rank

Measures of Dispersion / Variability- Meaning, Measures of variability as supplements to the Measures of central tendency, Computation of common Measures of variability like Range, Quartile deviation, Average Deviation and Standard Deviation - Merits and Demerits.

Concept of Probability and Probability distributions, Central Limit Theorem- Concept, Importance of Normal Distribution in educational research, Characteristics/Properties of Normal Probability Curve, Applications of Normal Probability Curve, concepts of Skewness and Kurtosis as indicators of deviation from Normality



Unit II: Scientific Approach in Educational Research and Descriptive Statistics-II

Measures of Relationship: Concept and types of Correlation - Linear, Non linear. Partial and Multiple correlation - Methods of computing Coefficient of correlation: Spearman's Rank Difference Method and Pearson's Product Moment Method, Uses and Interpretation, and Application of the concept of correlation in test validation , item analysis, estimation of reliability and validity .

Regression and Prediction: Scatter plots, concept of Simple Linear Regression, Regression lines and Regression Equations – Standard Error of Estimate as accuracy of prediction.

Computation of transformed scores: Standard scores (Z-Scores) and T-Scores

Unit IV: Inferential Statistics

Parametric Tests : Concepts and uses of Parametric tests, Concept of population, sample, parameter, statistics, sampling error and standard error of mean, standard deviation, percentage and correlation, degrees of freedom, estimation of parameters, Levels of Significance and confidence intervals. Tests of Significance: Concept of Test of Significance, Null Hypothesis- concept, testing of Null Hypothesis, Directional (One tailed) and Non-directional (two - tailed) tests of significance, Significance of Mean Testing of significance of the difference between: Means, Standard Deviations, Correlation Coefficients and Percentages– for independent and correlated samples (large and small samples only) - Concepts and Application. Analysis of variance (ANOVA) and Analysis of Co-variance (ANCOVA) (one way and Two Way) - Concept, basic assumptions and uses only. **Non-Parametric tests**- Concept and application of Chi-square test, Median Test and Sign Tests.

Unit V: Analysis of Data and Interpretation of results

Analysis and interpretation of data in terms of objectives, hypothesis, limitations of tools and data, earlier findings, unstudied factors, intervening variables – Interpreting significant and non significant results-generalizing findings - Methods of collating results obtained: Triangulation, Meta analysis. Selecting appropriate statistical techniques and analyzing the results of research investigations – Techniques for comparing Group percentages, Correlating Individual Scores, Comparing Group Means. Uses of Descriptive and Inferential Statistics

Reference

Babbie, E. R. (2007). The Basics of Social research (4th ed.). Australia: Thomson/Wadsworth.

Berg, Bruce L. (2008.) Qualitative research methods for the social sciences. 7th ed. Boston, MA: Allyn& Bacon.

Best, J.W. and Kahn, J.V (1998). Research in Education. New Delhi : Prentice of India, Pvt, Ltd

Buch M.B. et al' (1982) Second Survey of Research in Education. New Delhi: NCERT Publications

Buch M.B.(1974). A survey of Research in Education (Centre of Advanced Studies in Education, M.S.University Baroda..



Denscombe, Martyn. (2007). The good research guide for small-scale social research projects. 3rd ed. Maidenhead, UK: Open University Press.

George Aegyrous, (2006). Statistics for Research II edition Sage Publication

Guilford, J.P. : Fundamental Statistics in Psychology and Education in Psychology and Education, London McGraw Hill Book Co.

Koul, Lokesh. (1984) Methodology of Educational Research. New Delhi: Vikas Publishing House,

Kuriz Albert J. and Mayo, Samuel T., (1981), Statistics in Education and Psychology. New Delhi: Narousa Publishing House

Sukhia, S.P. & Malhotra, P.V. : Elements of Educational Research; Allied Publishers, New Delhi.



M.A. EDUCATION**CURRICULUM DEVELOPMENT****(A) Objectives**

On completion of this course the students will be able to:

- a) Understand the meaning and nature of curriculum.
- b) Understand different approaches to curriculum development.
- c) Understand the role of teacher in the transaction and evaluation of curriculum.
- d) Understand the recent developments in the field of curriculum development.

(B) Syllabus**UNIT-1**

Meaning and nature of curriculum: Need for curriculum in schools, Differentiating curriculum framework, curriculum and syllabus; their significance in school education, Foundations of Curriculum: curriculum as lived experience; curriculum as socially organized knowledge, Types of curriculum: Knowledge based, Activity based, Skill based and Experience based curriculum. Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences).

UNIT-2

Curriculum Development: Principles of curriculum development, Different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist, Factors affecting curriculum development, Role of Organizations like NCERT, SCERTs, UGC and NCTE in curriculum development.

UNIT-3

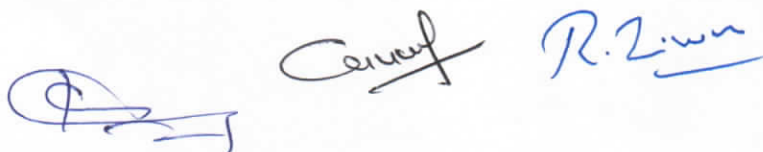
Implementation of Curriculum: Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.), Role of teacher in developing, transacting and evaluating curriculum, Space for teacher to act as a critical pedagogue, Meaning and concerns of 'Hidden' Curriculum.

UNIT-4

Evaluation of Curriculum: Need for continued evaluation of curriculum, Methods of curriculum evaluation, Process of curriculum evaluation and revision: Feedback from learners, teachers, community, and administrators, Observable in congruencies and correspondence between expectations and actual achievements.

UNIT-5

Recent developments and trends in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education- 2009, Lifelong learning, Futuristic education, ICT-based education.

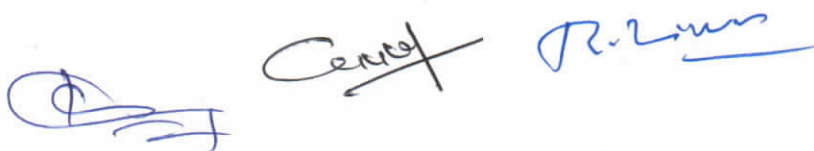


Sectional Work (any one of the activities)

- i) Critical appraisal of curriculum (science/social science/mathematics/languages) either at elementary/secondary stage of school education.
- ii) Developing curriculum for a school subject for a class (I-VIII/IX-X/XI-XII).
- iii) Development of a plan for curriculum evaluation for a school subject at elementary/secondary stage.

Books Recommended

1. Balasubramaniam, P.S. and Vimala E.P. Kumar. Teacher Education.
2. Bansal, N.K. (2003). Teacher Education Programmes in India and France compared. University News, 41(33), 9. 20
3. Bhatia, S.C., (1991). Curriculum development in population education. University of Delhi: Population Education Resource Centre.
4. CIET (2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Principles of Curriculum Planning and Development (Hindi and English). CIET, NCERT, New Delhi.
5. CIET (2007). Curriculum Syllabus and Textbook: An audio interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF – 2005 Process. NCERT, New Delhi.
6. Chapman, T. K., & Hobbel, N. (2010). Social justice pedagogy across the curriculum: The practice of freedom. New York: Routledge.
7. Dash, B.N. (2007). Curriculum Planning and Development. New Delhi: Dominant Publications.
8. Ediger, M. & Rao, D.B. (2006). Issues in School Curriculum. New Delhi: DPH.
9. Fehr, M. C., & Fehr, D. E. (2010). Teach boldly!: Letters to teachers about contemporary issues in education. New York: Peter Lang.
10. Handa, Anupam and Kumar, Naresh (2013). Teacher Education. Patiala: Twenty First Century Publications.
11. Jawanda, J.S. In-service Teacher Education.
12. Joseph, P. B. (2010). Cultures of curriculum. London: Routledge.
13. NCERT: Second All India Survey of Teacher Education.
14. NCTE (2009/10). National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher. New Delhi: NCTE.
15. Paper IV: Teacher Education: History and Policy Perspective.
16. Peter, O. (2004). Developing the Curriculum. New York: Allyn and Bacon Inc.
17. Pire, E.A. Better Teacher Education.
18. Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book Trust.
19. Reddy, B. (2007). Principles of Curriculum Planning and Development. 20. Saxena, Mishra and Mohanty: Teacher Education, Meerut, R. Lall Book Depot. 21. Shanna, R. A. Teacher Education.
22. Sharma, Promila (2011). Curriculum Development. New Delhi: APH Publishing Corporation.



M.A. EDUCATION**GUIDANCE AND COUNSELLING IN EDUCATION**

OBJECTIVES: To enable the student

- To develop an understanding about the fundamentals of Guidance and Counselling,
- To understand the importance of making right choice in life, education and vocation,
- To be able to describe the importance of working with a group, for a group and in a group,
- To be able to understand the needs of the individual correctly,
- To be able to understand various guidance services,
- To understand the process of counselling,

COURSE CONTENT**UNIT-I**

Introduction to Guidance · Concept and principles · Types of Guidance: Individual and Group · Mental Health, Guidance and Counselling · Relationship between guidance counselling and mental health

UNIT-II

Organization of Guidance services in Schools, Colleges/Universities · Appraisal services · Informative services · Placement services · Follow-up Service · Organizing guidance services at various levels in schools, colleges/universities

UNIT-III

Counselling - Concept, Principles and Counselling Interview, Counselling approaches: Directive, Non-directive and Eclectic, · Theories of Counselling: Psychoanalytic, Behavioural, Cognitive and Humanistic · Counselling for management of Stress, Anxiety and Depression

UNIT-IV

Theories of Career Development · Meaning and importance of career development · Strategies of Planning and Decision making

UNIT-V

Techniques of Guidance and Counselling.

Rational Approach to Counselling.

Ellis Directive Technique

Thorne's Directive Counselling

Learning Theory Approaches.

S.R. theories And Their Techniques.

Eclectic Counseling.

FORTH SEMESTER**PAPER-XIII****M.A. EDUCATION****EDUCATION OF THE CHILDREN WITH SPECIAL NEEDS****OBJECTIVES:**

- 1) To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- 2) To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- 3) To enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- 4) To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.
- 5) To enable the learner with the educational programmes, equipments and aids for the differently abled.

Unit-I Concept, Nature and provisions of Education of the Children with Special Needs :

- a) Meaning and scope of special education ; b) A brief history of special Education in India ;
- c) Special Education and Universalization of elementary Education – Constitutional provisions, government policies and state-wise positions ; d) Recommendation suggested in the National Policy of Education(1986), POA (1992) and person with disability Act (1995) ;
- e) National Institutes of handicapped and the role of Rehabilitation Council of India.

Unit-II: Exceptional Learners: The meaning and salient characteristics of each category of exceptional Learners in a manner that paves way for early and easy identification –

1. Mentally retarded, 2. Visually impaired, 3. Hearing impaired, 4. Suffering with learning difficulties and 5. Gifted and creative children 6. Orthopedically handicapped 7. Juvenile delinquents.

Unit-III: Educational Interventions a) Nature and objective of Special schools : b) Concept of main streaming – Integrated schools and its support services including Resources Room, Resource Teacher, Counselor etc. ; c) Concept of Remedial teaching specially for the children facing learning difficulties ; d) Role of other members – (Teacher and peer group) in the school, in the family of the exceptional child and in the community.

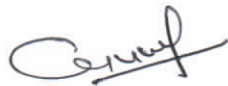
Unit-IV: Rehabilitation of MR Children Psycho-social problems, preventive measures, Educational programs and placement of mentally Retarded children with learning disabilities.

Unit-V: Rehabilitation of ED Children 20 Psycho-social problems, preventive measures, Educational programs and placement of emotionally disturbed children with speech and language disorder. Rehabilitation of Children Psycho-social problems, preventive measures, Educational programs and placement of visually impaired children with hearing impairment.



References:-

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
4. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
6. Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
8. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
10. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.
11. Smith, C.R, Learning Disabilities – the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth : Exceptional Children & Youth J.J. : Prentice Hall.



M.A. EDUCATION**EDUCATIONAL ADMINISTRATION, MANAGEMENT & SUPERVISION****OBJECTIVES**

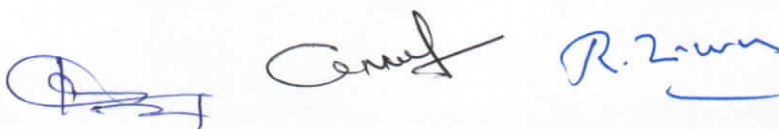
- To develop an understanding about the nature and functions of Educational Administration.
- To understand scope of Educational Administration.
- To Know different patterns of Educational Administration.
- To develop an understanding about the process of human relationship approach on Educational Administration.
- To make the students understand about the finance, management of Education.
- To enable them to recognize the importance of management of resources and effective use of ICT in the context of educational management.
- To enable the students to get some insight into supervision, inspection and know trends of development

COURSE CONTENT**Unit - I**

- Educational Administration and Management: Objectives, Scope and Functions of Educational Administration,
- Concept and Scope - Concept of Educational Management and Stages in the Management Process, Administrative Structure of Education at different levels, Management at different levels-Elementary Higher, secondary Higher Education, Time Management, Functions of Management
- Factors determining the Character of Administration: Central, Provincial and Local Authorities connected with Educational Administration.

Unit - II

- Administration as a Process; Role of Bureaucracy in Educational Administration; Human Relation Approach to Administration
- Educational Planning; Meaning & Nature, Approaches to Educational planning- Rate of Return approach, Social Demand Approach, Man Power Approach, Perspective Planning, Institutional planning.
- Approaches to Educational Planning - Institutional Planning: Concept and Scope (Concepts and practices relating to planning: process, procedure, techniques, strategic



planning, operational planning in educational organizations - Micro Planning, School Mapping and Development Plans - Decentralized Planning and Management

Unit -III

- Financial Management and Budgeting - Office Management (overview of office functions, record management and material management, work simplification.), National budget of Education.
- Govt. Private and co-operative Source of Income, Grant – in-aid principles.
- Educational Financing; Sources of Educational Financing, Principles of Educational Financing, Problems of Educational Financing, Internal & External, Education (as Investment & as Consumption)
- Application of ICT in Educational Management - Maintenance of Resources in an Institution - ICT-A Tool for Resource Management - Barriers to effective use of Technology - Software for Record Keeping

Unit - IV

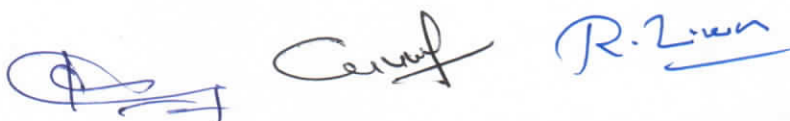
- Leadership in Educational Administration; Nature & Meaning of Educational Leadership, Styles of Leadership: Autocratic, Democratic, Charismatic and Laissez-faire, Profile of an effective educational administrator, Theories of Leadership, Characteristics of a good leader.
- Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.)

Unit – V

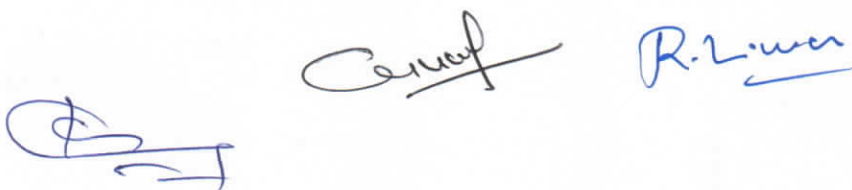
- Educational Supervision; Nature, Meaning and Functions of Supervision, Supervision as a Process, Supervision as Service activity · Modern Approach to Supervision, Planning, Organizing and Implementing the Supervisory programme ·
- Policy Perspectives in School Education, SarvaSiksha Abhiyan (SSA) · Rashtriya Madhyamik Siksha bhiyan (RMSA), Right of Children for Free and Compulsory Education- Jammu and Kashmir Education Act 2002 and (RTE) Act 2009, Continuous and Comprehensive Evaluation (CCE).
- Types of Educational Policy – National, State Level & Institutional Level
- Machinery for Educational Administration; Central Machinery; NCERT, UGC, NCTE, SCERT, NUEPA & State Machinery for educational Administration.

Reference Books:

1. Edward L. D. (1983). Educational Administration Glossary. Greenwood Press, Fenwick W. E, (2006).



2. Encyclopedia of Educational Leadership and Administration. ed., Sage Publications, 2 Vols., · Richard A. Gorton; (1988).
3. Encyclopedia of School Administration & Supervision. Oryx Press, · J. Mohanty, (2005).
4. Educational Administration, Supervision And School Management; Deep and Deep Publications, · Jeffrey G, Behar, L.S. (2000)
5. Paradigm Debates in Curriculum and Supervision: Modern and Postmodern Perspectives Horenstein: Bergin & Garvey, · Nadeem N. A. & Basu Mudasir (2014)
6. Profile of Effective Educational Administrator, Delpreet Publishing House, New delhi-110002
7. Handbook of Research on Educational Administration. Bass Publishers. · Aseltine, J.M et.al (2006)
8. Supervision for Learning: A Performance-Based Approach to Teacher Development and School Improvement: Association for Supervision and Curriculum Development. · Garubo, R.C. (1998)
9. Supportive Supervision in Schools: Stanley William Rothstein. Greenwood Press, · Marlow, E (2002).
10. The Supervisor of the School: Education, Vol. 122, No. 3, spring. · Kim, M (2005).
It's Time to Rethink Teacher Supervision and Evaluation Vol. 86, No. 10.
11. Efficient School Management and Role of Principals- Alka Karla 7. Administrative Strategy and Decision making- Hardwick Landuyt
12. Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House 9. Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house.
13. School Organization and Administration- U.S. Sidhu



M.A. EDUCATION**VALUES EDUCATION AND HUMAN RIGHT****Course Credits****Objectives:**

After studying this course, the learner will be able to:

- Understand the need importance of Value Education.
- Acquaint the students with the basis of values in the Context of emotion, reason and action.
- Acquaint the students with the application of various strategies of value Development.

Course Content**Unit – I**

(a) The Socio-cultural-moral and spiritual context.

1. Need and importance of Value Education.
2. Indian culture and human values.

(b) Conceptual framework of Value Education.

1. Meaning, nature and scope of education.
2. Objectives of value education.
3. Types – competent, instrumental, terminal, extrinsic & intrinsic values;
Hierarchy of values; dysfunctionality of values.
4. Basis of values: Philosophical, Psychological and socio-cultural.

Unit – II

Theories, Models and Approaches of Value Development

1. Theories of Value Development

- Psycho – analytic
- Learning theory – social leaning
- Cognitive development – Piaget and Kohlberg

2. Models of Value Development

- Value Analysis
- Inquiry
- Social Action



Unit – III

GENERAL BACKGROUND & HISTORICAL PERSPECTIVE

1. Historical Development and concept of Human Right.
2. Meaning and definition of Human Rights.
3. Theories of Human Rights.
4. Kinds and Classification of Human Rights.
5. Human Right in India ancient, medieval and modern concept rights.
6. Human Right in Western tradition.
7. Concept of natural law and natural rights.

Unit – IV

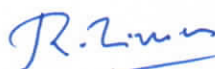
PROTECTION OF HUMAN RIGHTS ACT, 1993

- A) 1. International Protection of Human Rights.
2. Regional Protection of Human Rights.
3. National Protection of Human Rights.
- B) Protection of Human Rights Act, 1993 :
1. The National Human Rights Commission – Constitution.
 2. The State Human Rights Commission – Constitution.
 3. Human Rights Courts.
 4. Other Statutory Commission – Women's Minority, ST, SC and Backward classes.

Unit-V

GENDER, POWER AND EDUCATION

- A) Theories on Gender and Education: Application in the Indian Context.
1. Socialization theory.
 2. Gender difference
 3. Structural theory
 4. Deconstruction theory.
- B) Schooling of Girls:
- Inequalities and Resistances (issues of access, retention and exclusion.)

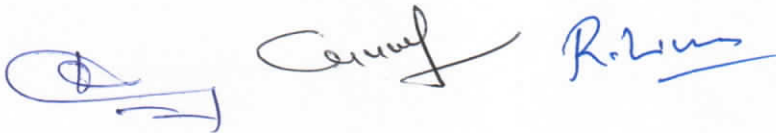


Suggested Practicum

5. Discussion on theories of gender and education with its application in the Indian Context.

Reference Books :

1. Gender, Justice, Development and Rights By Maxine Molyneux, Shahra Razavi Oxford University Press, 2002
2. Education in Ancient India By Hartmut Sgarfe Brill, 2002
3. Population and Gender Education, Vinod Publication, 2015

Three handwritten signatures in blue ink are present below the reference list. The first signature on the left is a stylized, circular mark. The middle signature is a cursive name that appears to be 'Carunf'. The signature on the right is another cursive name, possibly 'R. L. M.', with a horizontal line underneath.