DEPARTMENT OF EDUCATION
ASSAM UNIVERSITY
SILCHAR

M.A. EDUCATION
COURSE STRUCTURE-2015

Each paper of 100 marks contains 06 credit points (06 Contact Hours every week, out of which 4 hours lecture and 2 hours tutorial/ seminar/ group discussion/ other activities). Five papers in each semester worth 100 marks are compulsory. Out of which 70 marks will be allotted for External examination and 30 marks will be allotted for Internal examination. Qualifying marks in each paper is 40%. In four-semester Post Graduation programme, a student has to study 20 papers, out of which two papers, i.e., 203 and 204 are identified as Open Choice Course. A student has to opt at least one and maximum of two courses from other Departments (Allied Discipline) under CBCS, and has to earn minimum 06 credits or maximum 12 credit points under this scheme.

M.A. (EDUCATION)					
SEMESTER : I					
Courses	Total Credits	Contact hours per week Lecture+ tutorial/semi-nars/Group-discussion	Full Marks	Marks Break-ups (External/ Internal marks) & qualifying marks	Minimum attendance required in each paper
ED- 101 Philosophy of Education	06	04+2=06	100	70/30 (28/12)	75%
ED- 102 Educational Psychology	06	04+2=06	100	70/30 (28/12)	75%
ED- 103 History of Education	06	04+2=06	100	70/30 (28/12)	75%
ED- 104 Sociology of Education	06	04+2=06	100	70/30 (28/12)	75%
ED- 105 Research Methodology and Statistics in Education	06	04+2=06	100	70/30 (28/12)	75%
Total=	30	20+10=30 (30x5=150)	500	350/150 140/60	75%

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M.A. (EDUCATION)					
SEMESTER : II					
Courses	Total Credits	Contact hours per week Lecture+ tutorial/semi-nars/Group-discussion	Full Marks	Marks Break-ups (External/ Internal marks) & qualifying marks	Minimum attendance required in each paper
ED- 201 Educational Theories and Ideas	06	04+2=06	100	70/30 (28/12)	75%
ED- 202 Psychology of Human Development	06	04+2=06	100	70/30	75%
ED- 203 Human Rights and Peace Education (OPEN CHOICE COURSE)	06	04+2=06	100	70/30	75%
ED- 204 Distance Education (OPEN CHOICE COURSE)	06	04+2=06	100	70/30	75%
ED- 205 Education and Society in India	06	04+2=06	100	70/30	75%
Total=	30	20+10=30 (30x5=150)	500	350/150 140/60	75%

	M.A. (EDUCATION)				
	SEMESTER : III				
Courses	Total Credits	Contact hours per week Lecture+ tutorial/semi-nars/Group-discussion	Full Marks	Marks Break-ups (External/ Internal marks) & qualifying marks	Minimum attendance required in each paper
ED- 301 Curriculum Development	06	04+2=06	100	70/30 (28/12)	75%
ED- 302 Educational Technology	06	04+2=06	100	70/30	75%
ED- 303 Comparative Education	06	04+2=06	100	70/30	75%
EC- 304 Educational Management	06	04+2=06	100	70/30	75%
EC- 305 Measurement and Evaluation in Education	06	04+2=06	100	70/30	75%
Total=	30	20+10=30 (30x5=150)	500	350/150 140/60	75%

M.A. (EDUCATION)

SEMESTER : IV

Courses	Total Credits	Contact hours per week Lecture+ tutorial/semi-nars/Group-discussion	Full Marks	Marks Break-ups (External/ Internal marks) & qualifying marks	Minimum attendance required in each paper
ED- 401 Psychological Experiment and Tests	06	04+2=06	100	70/30 (28/12)	75%
ED- 402 Teacher Education	06	04+2=06	100	70/30	75%
ED- 403 Cognitive Science	06	04+2=06	100	70/30	75%
ED- 404 Environmental Education	06	04+2=06	100	70/30	75%
Optional (Any one): ED- 405.1 Dissertation ED- 405.2 Guidance and Counseling ED- 405.3 Development of Education in North East India ED- 405.4 Population Education ED- 405.5 Computer Education ED- 405.6 Inclusive Education ED- 405.7 Modern Indian Education ED- 405.8 Adult and non-	06	04+2=06	100	70/30	75%

formal Education ED- 405.9 Advanced Statistics in Education ED- 405.10 Education and National Development ED- 405.11 Educational Planning and Finance ED- 405.12 Moral Education ED- 405.13 Intelligence and Creativity ED- 405.14 Abnormal Psychology					
Total=	30	20+10=30 (30x5=150)	500	350/150 (140/60)	75%
Grand Total=	30x4=120	80+40=120 (120x4=480)	500x4=2000	350x4=1400/ 150x4=600 Qualifying marks: (140x4=560/ 60x4=240)	75%

formal Education ED- 405.9 Advanced Statistics in Education ED- 405.10 Education and National Development ED- 405.11 Educational Planning and Finance ED- 405.12 Moral Education ED- 405.13 Intelligence and Creativity ED- 405.14 Abnormal Psychology					
Total=	30	20+10=30 (30x5=150)	500	350/150 (140/60)	75%
Grand Total=	30x4=120	80+40=120 (120x4=480)	500x4=2000	350x4=1400/ 150x4=600 Qualifying marks: (140x4=560/ 60x4=240)	75%

Philosophy of Education
ED- 101
(50 Contact Hours-5 Credit Point)

Objectives:

To enable the students to

1. Understand the significance of the ultimate human concerns and the contribution of Philosophy in this regard.
2. Understand the meaning, function and significance of Philosophy and educational philosophy.
3. Expose the students to philosophical enquiry as a basis of all educational endeavors.

Unit No.	Sub Units	Course Content	No. of Cont.Hrs	No. of Credit
I Philosophy of Education	1.1 1.2 1.3 1.4 1.5	Meaning of Philosophy and the scope of Philosophical Enquiry Meaning of Education Origin and Purpose of human existence as the common denominator between Education and Philosophy Philosophy of Education Meaning and scope for Philosophy of Education Function of Philosophy of Education (speculative, Normative and Critical)	10	1
II Fundamental Philosophical Issues	2.1 2.2 2.3 2.4 2.5	Concepts of metaphysics, epistemology and axiology Metaphysical Issues Epistemological Issues Axiological issues Implication of these issues for education	10	1
III Philosophical Bases of Educational Aims	3.1 3.2 3.3 3.4	Process or sources for determining aims of Education Aims of Education in relation to Philosophy of life. Aims of Education Process of Education	10	1
IV Knowledge, Culture and Curriculum	4.1 4.2 4.3 4.4	Nature and source of knowledge Forms of Knowledge Implication of Philosophical bases of Curriculum (Logical, Ethical and Aesthetic) Cultural and Curriculum	10	1
V Value in Education	5.1 5.2 5.3 5.4 5.5	Meaning, nature and concept of values Sources, Types, criteria and Hierarchies of values National values as enchained in the Indian constitution and their educational implications. Concept of Freedom and Authority. Role of Freedom and Authority in Education Philosophical implication of discipline	10	1
		TOTAL	50	5

References

Educational Psychology
ED- 102
(50 Contact Hours-5 Credit Point)

Objectives:
1. To familiarise the students with meaning, nature and scope of educational psychology.
2. To enable the students to understand the concepts of educational psychology.
3. To enable the students to understand the learning theories.
4. To make the students understand human behaviour.
5. To develop the ability among students to tackle with psychological problems.

Sl.no.	Sub-units	Course contents	Contact hours	Credit Points
I	1.1 1.2 1.3 1.4 1.5	Concept of Psychology and Educational Psychology Nature and scope of Educational Psychology Modern and traditional methods of studying Psychology Schools of Psychology: Behaviourism, cognitive psychology and Gestalt psychology Schools of Psychology: Psycho-analytical theory and Humanism	10	1
II	2.1 2.2 2.3 2.4 2.5	Meaning and concept of learning, role of motivation in learning Associationist theory: Classical conditioning and Operant conditioning theory Reinforcement, types and schedules of reinforcement Cognitive field theory, Kurt Lewin's theory and its' implication Tolman's purposive behaviourism and its implication	10	1
III	3.1 3.2 3.3 3.4 3.5	Meaning and concept of intelligence; IQ and role of heredity and environment Spearman's theory of intelligence Thurston's theory of intelligence Piaget's cognitive developmental theory Guilford's structure of intellect model	10	1
IV	4.1 4.2 4.3 4.4 4.5	Meaning and concept of Motivation Instinct, Drive & Incentive theory of motivation Types of motivation: unlearned motives; hunger, thirst, sex. Learned motives; aggression, affiliation, achievement Maslow's Self actualization theory; Achievement motivation theory		
V	5.1 5.2 5.3 5.4 5.5	Meaning & concept of Personality; Determinants of personality Type &Trait approaches Psychoanalytical theory(Sigmund Freud) Neo Freudian theory; Alfred Adler, Carl Jung Techniques of assessing Personality	10	1
		total	50	05

History of Education
ED- 103
(50 Contact Hours-5 Credit Point)

Objectives:

The course is designed to.

1. Enable the students develop knowledge and critical understanding of the evolution of education in India.
2. Enable the students understand the foundation of education and the changes occurred in education in accordance with the political, social, cultural changes in the Indian society.
3. To aquatint the students with the growth of national system of education.
4. To acquaint the students with the educational development at different levels as well as some special aspects of it.

Unit No.	Sub Units	Course Content	No. of Cont.Hrs.	No. of Credit
I Historical foundation of education	1.1	Nature - meaning - and Scope of History and history of education.	10	1
	1.2	Development of education and educational institutions in Ancient India		
	1.3	Education in the Medieval India (Muslim and Mughal)		
	1.4	Education in the modern period.		
	1.5	Renaissance in education: Raja ram mohan roy, R.N.Tagore, Jothiba Phule, Dayanand Saraswathi		
II National education movement	2.1	Discontent against western education	10	1
	2.2	Leaders of the movement at different phases		
	2.3	Establishment of new institutions in the country as opposed to the western system.		
	2.4	Basic education movement a later phase of national education movement.		
	2.5	An assessment of the movement		
III Elementary education	3.1	Survival of indegeneous elementary institutions such as Pathshalas maqtabs-the process of survival and the reason for it.	10	1
	3.2	Development of elementary education.		
	3.3	Recommendations of different committees and commissions on elementary education of British India		
	3.4	Attempts to introduce Compulsory primary education in different parts of British India.		
	3.5	Problems of universalisation of primary education in British India		

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IV Secondary Education	4.1	Change in the concept of secondary education as reflected in the recommendations of different committees and commissions: Mudaliar commissions view and recommendations.	10	1
	4.2	Progress of secondary education under the plans.		
	4.3	Education commission on secondary education.		
	4.4	Some general problems of secondary education in India pertaining to language, curriculum, teaching personnel and student discipline.		
	4.5	Administrative and financial aspect		
V Higher, vocational & Women Education	5.1	Expansion and progress of Higher Education: university Grants commission, recommendation of different committees and commissions, distance education.	10	1
	5.2	Vocationalisation of education evolution of the concept, views of different committees and commissions.		
	5.3	Problems of vocationalisation		
	5.4	Status of Women's education before independence, problems of women's education		
	5.5	Progress of women's education at different level and in different professions		
		TOTAL	50	5

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Aggarwal, J.C. (2004) Development of Education system in India. Shirpa publications New Delhi

Sharma, R.L. (2006) Comprehensive History of Modern Education, New Delhi; Cyber Teach Publications

Report of the education commission (1964-66) Education and national development New Delhi: NCERT.

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Basu, A.N. (1947)

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Sociology of Education
ED- 104
(50 Contact Hours-5 Credit Point)

Objectives:

- To enable the students to understand the nature and dynamics of social systems.
- To familiarize the students with the sociological inquiry and its relevance in the process of education.
- To enable the students to develop perspectives on society and schooling.
- To make students enable to inquiry into social structure, culture and social inequality in Indian society.
- To enable students to understand the contemporary developments in the field of Sociology of Education.

Unit No.	Sub Units	Course Content	No. of Cont.Hrs.	No. of Credit
I	1.1	Concept of sociology and educational sociology;	10	1
	1.2	Relationship between sociology and education;		
	1.3	Educational sociology: nature, scope, function, and its importance;		
	1.4	Social Organization: Concept and factors of influence;		
	1.5	Dynamic characteristics of social organization and its Educational Implications.		
II	2.1	Meaning, nature of social change;	10	1
	2.2	Relationship between Education and social change;		
	2.3	Factors promoting social change (Agencies of social change): Family, religion, school and mass- media		
	2.4	Constraints on social change: Caste, Class, Language, Religion, population and regionalism.		
III	3.1	Concept and nature of socialization;	10	1
	3.2	Role of education in the process of socialization;		
	3.3	Agents of socialization: Family, School, Religion, Community, Politics, Religion, Culture, Democracy, Economy;		
	3.4	Education as a social system, as a social process and a process of social progress;		
	3.5	Technological changes -Industrialisation and Modernisation.		
IV	4.1	Education and Democracy; Concept of secularism and its Educational implications	10	1
	4.2	Globalization and privatization: Concept, Overview of its impact on education and society;		
	4.3	Politicization of education: political control, interference in the institutional administration;		
	4.4	Education as a potential equalizing social force: Equality of educational opportunities.		
V	5.1	Meaning, nature, types and factors in social stratification;	10	1
	5.2	Meaning, factors and types in social mobility;		
	5.3	Role of education in social mobility;		
	5.4	Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.		
		TOTAL	50	5

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Research Methodology and Statistics in Education
ED- 105
(50 Contact Hours-5 Credit Point)

Objectives:

To help the students

1) To acquire the concept of educational research
2) To be familiar with various approaches of educational research
3) To be familiar with various ways of acquiring knowledge
4) To be familiar with various tools and techniques of educational research
5) To be familiar with various/ entire processes of conducting the research
6) To be familiar with the use and application of statistics in educational research

Unit No.	Sub Units	Course Content	No. of Cont.Hrs.	No. of Credit
I	1.1	Educational Research: Meaning, Nature, Scope, Need and Purposes.	10	1
	1.2	Methods of acquiring knowledge: Traditional, Experience, Positivistic, Dialectic and Scientific.		
	1.3	Key concept relating to research: Variables and Constructs		
	1.4	Types of research: On the basis of objectives- Basic and Applied		
	1.5	On the basis of methods- Historical, Descriptive, Experimental		
II	2.1	Research problem: Importance and selection procedure	10	1
	2.2	Review of related studies: Importance, sources and steps		
	2.3	Hypothesis: Selection, steps and types		
	2.4	Design: Steps for designing different types of research		
III	3.1	Tools and techniques: Types of tools and their uses- Questionnaire, Interview	10	1
	3.2	Schedule, Attitude Scale and Observation		
	3.3	Data analysis: Types of data and procedure for data analysis		
	3.4	Difference between quantitative and qualitative data		
IV	4.1	Sample: Concept and types	10	1
	4.2	Sampling techniques		
	4.3	Procedure for preparing a research proposal		
	4.4	Preparation of research report: Significance		
	4.5	Format and Style of research report		
V	5.1	Importance of the use of Statistics in educational research	10	1
	5.2	Measuring Central tendencies and Measuring of Variability		
	5.3	Correlation- Rank Difference and Product moment		
	5.4	Normal distribution- Characteristics and uses		
	5.5	Significance of difference between mean and other statistics, and chi-square test.		
		TOTAL	50	5

MA 709

Educational Theories and Ideas
ED- 201
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives:

(i)   To develop an understanding about education as a discipline.
(ii) To acquaint the students with the background of educational theories and practices
(iii) To acquaint the students with the contemporary educational thoughts of East and West
(iv) To acquaint the students with different philosophical schools and their educational implications
(v)   To acquaint the students with the implications of socio-cultural philosophies in education
(vi) To acquaint the students with some current trends in the field of educational theories and practices

Unit No.	Course content
I **Background of Educational Theories and Ideas**	Education as a discipline: Major criteria of a discipline; Critical analysis of education as a discipline/ area of study; Critical analysis of concepts, principle, theories, assumptions; Educational Theories and practices in ancient India-A review; Education system in ancient Greece and Rome- A brief review; Implications of Indian schools of Philosophy in Education with regard to metaphysics, epistemology and axiology; Relationship of Education with pedagogy
II **Contemporary Educational Thoughts of the East and West**	Contributions of Analysis, Logical analysis, logical empiricism and positive relativism (Morris L. Prigge) in the field of education; Contemporary Educational Thoughts of the East with special reference to Vivekananda and R.N.Tagore; Contemporary Educational Thoughts of the East with special reference to M.K.Gandhi, Sri Aurobindo and J. Krishnamurti; Contemporary Educational Thoughts of the West with special reference to John Dewey, Rousseau and Bartend Russell; Contemporary Educational Thoughts of the West with special reference to Paulo Freire and Ivan Elich
III **Philosophical Schools of thoughts and their educational implications**	Traditional Schools of Philosophy and their educational implications: Idealism and Naturalism, Realism and Pragmatism; Modern Schools of Philosophy and their educational implications: Existentialism, Essentialism and Progressivism; Implications of traditional & modern schools of philosophy in education with regard to aims of education, contents, learning practices and teacher taught relationship
IV **Implications of Socio-Cultural Philosophies in education**	Marxism and Humanism in education; Democracy and Secularism in education; Culture and economy in the field of education; Polity and value studies in the field of education; Education in the context of national development

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| V | Education and human resource development; |
| Some current trends in the field of educational theories and practices | Education in the context of learning society; Hermeneutics in education: Human life in modern context and education; Education and knowledge society; Education, information, knowledge & wisdom: in the context of modern Philosophical perspective |

References:

1. Mandebaum, D.G. : Society in India
2. Ghurye, G.S. : Caste and Race in India
3. Srinivas, M.N. : Caste in Modern India and other essays
4. Srinivas, M.N. : Social Change in Modern India
5. Ahmed, Initiaz: Caste and Social Stratification among the Muslims
6. Singer, Milton: When a great tradition Modernises: An Athropological approach to Indian Civilisation

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Psychology of Human Development
ED- 202
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives:

i) To acquaint the students with the concept of growth and development, stages of development and their importance in education.

ii) To enable the learners to understand the type and process of human development- physical, emotional, cognitive and social.

iii) * To expose the students to laws of growth and development.

iv) To enable the students to understand the relevance of human development in learning process.

Unit No.	Course content
I **Introduction**	Concept of developmental psychology; Meaning of human growth and development; Stages of growth and development; Laws of development, Factors affecting development-heredity, environment maturation and learning and its relation to teaching & learning
II **Physical development**	Meaning of Physical development; Stages of physical development: pre-natal and post-natal development; Factor affecting development: influence of maternal malnutrition, disease, aging factor, spacing of birth, smoking, drugs and radiation; Meaning of motor development, factors affecting motor development, its importance; Physical development and its relevance in education
III **Emotional development**	Concept of emotional development, Theories of emotional development; Role of maturation and learning in emotional development; Factors affecting emotional development; Emotional development during different stages: prenatal and postnatal stages of development
IV **Mental development**	Concept of mental development; Mental development during different stages; Factors affecting mental development: heredity and environment, Socio-economic and educational influences on mental development, Relationship between physical development and mental development
V **Social development**	Meaning of social development; Stages of social development; Factors influencing social development; Different agencies of socialization, social maturity Interrelationship between physical, emotional, mental and social development, their relevance to education

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Barlow David H.S. V. Mark Durand: Abnormal Psychology. An integrative Approach; Thomson Wards worth– Australia, 2005.

Herbert A. Carroll: "Mental Hygiene- The dynamics of Adjustment;
Prentice Hall, New Jersey; 1969.

J.F. Brown; The psychodynamics of Abnormal behaviour; Asia publishing House. Pvt. Ltd.. 1969.

Coleman, James "Abnormal psychology and Modern Life, D.B. Tarapore Wala S Sons. (3rd ed.) Bombay; 1970.

Beck, A. T and Emery, G. 'Anxiety disorders and phobias: A cognitive perspective', Basic Books, New York. 1985

Beck, A. T. 'cognitive therapy and emotional disorders', International University Press, New York. 1976

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Human Rights and Peace Education
ED- 203
(Open Choice Course)
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives:

To enable the students to:

1) Understand the Significance of Human Rights and Peace Education in the present day context.
2) Acquaint with the theories of human rights.
3) Sensitize towards the natural and social rights of the individual as a part of civil society, state and the universe.

Unit No.	Course content
I **Historical and Philosophical Foundation of Human Rights**	Meaning nature and scope of Human Rights. Genesis of Human Rights. Dimensions of Human Rights. International Covenants on Human Rights: Civil and political rights(ICCPR), Economic social and cultural rights (ICESCR). International conventions: Rights of the Child (CRC), Elimination of all forms of discrimination against women (CEDAW), Rights of persons with disabilities (CRPD).
II **International and National Human Rights norm and Standards**	Universal Declaration on Human Rights 1948. Constitutional provision for Human Rights in India: Rights in Indian Constitution-their background. Fundamental Duties as Constitutional Obligations; National and International agencies for protecting human rights: International Court of Law, UNICEF, UNESCO, and ILO. Amnesty International, National and State Human Rights commission.
III **Human Rights Education**	Concept, nature and scope of Human Rights Education. Human Rights Education and protection of individual rights. Place of Human Rights Education in the development of Human Society. Emerging Issues in Human Rights: I. Challenges to Democratic State and Civil Society – Communalism and Terrorism, Corruption and Muscle Power. II. Good Governance and State Accountability, Debates on Big Dams, Displacement and Rehabilitation, Tribal Rights and Forest Protection
IV **Peace Education**	Basics: Meaning, nature and scope of peace Education. Conceptual Analysis of Peace Education: Vedic, Buddhist and Jain traditions the ideas of i) Tagore ii) Gandhi iii) Vinoba Bhave iv) Vivekananda on Peace. Need for Belief in Peace, Mutual understanding, Harmony and Conflict resolution by peaceful means; co-operation and respect among individuals and societies.
V **Strategies and Approaches of Human Rights and peace Education**	Strategies to impart Human rights and peace Education at Primary and Secondary levels. Approaches to Human Rights and Peace Education. Teacher's orientation and effective transaction of human rights and peace education. Evaluation of the present status of Human Rights and peace Education

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1. Comparative Analysis of International Covenants of Human Rights and International Laobur Conventions and Recommendations Officials, Bulletin (Geneva, Vol. 52, No. 2 1969, Page 181-216.

2. UN Centre for Human Rights, Civil and Political Rights – The Human Rights Committee (Geneva, World Campaign for Human Rights, 1997).

3. UN Centre for Human Rights, elimination of all form of intolerance and discrimination.

4. UN, United Nations and Human Rights (New York, Publication, Division, 1984)

5. UNESCO, Access to Human Rights Documentation, bibliographies, and data base a Human Rights (Paris, UNESCO, 1997).

6. Alam, Aftab (Ed.) Human Rights in India, Isuses and Challenges (New Delhi, Raj Publication 1999)

7. Alston, Phellip (Ed.) The United Nations and Human Rights : A Critical Appraisal (Oxford Clarenden Press, 1992)

* 8. Cingranelli, DL (Ed) Human Rights Measurement and Theory: Mac Mellan 1988.

9. UNESCO, Human Rights, and Human Rights Education in the process of Transition to Democracy (Prague, European Information Centre for Human Rights Charles University, 1993).

10. Human Rights Teaching: International Congress on Education of Human Rights and Democracy (Montreal, UNESCO, 1993).

11 UNESCO, Manual for Human Rights Education Primary and Secondary Levels (Paris) UNESCO, 1997).

12. UNESCO, Some Suggestion on Teachings about Human Rights Paris UNESCO, (1978).

13. Kaur, Manjot (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.

14. Cremin, P. (1993). Promoting education for peace. In Cremin P. (Ed.) Education for peace. Educational Studies Association of Ireland and the Irish Peace Institute.

15. Freire, Paulo. Pedagogy of the Oppressed.

16. Read, Herbert. (1949). Education for peace. New York: Charles Scribner's Sons.

Distance Education
ED- 204
(Open choice course)
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives

1) To acquaint the students with the meaning and growth of distance education
2) To make the students familiar with the forms and significance of distance education
3) To help the students to know the contribution of the thinkers of distance education.
4) To familiarise students with the concepts of distance tutor, distance learner and learner support services
5) To acquaint the students with the techniques and process of distance learning materials and use of media in distance education
*6) To acquaint the students with the management and evaluation system of distance education
7) Recall and explain the concept, scope and applications of distance education
8) Describe history and future of distance education
9) Explain in own words the problems of distance learners
10) Name the steps for the preparation of self instructional material- (SIM)
11) Self-learning material (SLM)
12) Define role of mass media in distance education

Unit No.	Course content
I **Concept of Distance Education**	Meaning of distance Education- Traditional and modern Growth of distance Education- Indian and International Scenario Forms and agencies of distance education Societal and personal benefits of distance Education Perspectives and challenges of distance education in developing societies
II **Present status and Thinkers of Distance Education**	Present Status, History of Distance Education, Need and Importance of Distance Education, Future of Distance Education in India Technology and Mass media in Distance Education; Print and Non-Print Media, Audio-Visual Computer based media, Learning through media. Distance Education: contribution of the following thinkers; C.A.Wedemeyer,-Michel G. Moore, Otto Peters, B. Holmberg, J.A. Baath ,ivonelich
III **Distance Tutor and Learner, and Learner Support Services**	Distance Tutor- Functions of tutor, comments of tutor, and difficulties faced by distance tutor for discharging the duties Distance Learner- Characteristics of distance learner and problems of distance learner Learner Support Services- Need and importance of learner support services, counseling, tutoring and other media provisions for support services. Institutional arrangement for support services Andragogy of distance learning; role of self learning in distance education. Significance of study skills in distance learning.

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IV **Development of materials and use of media for Distance education**	Principles of development of self learning materials-concept, meaning and approach Programme instruction-linear, Branching and mathetics Self Learning Material and its preparation Preparation of Self-Learning Material (SLM), Self-Instructional Material (SIM) format Differentiating distance education materials from conventional learning materials. Use of media for distance education- Print media, audio-video media and other recently developed media. Use of computer and communication media in distance education
V **Management and evaluation** *	Management of distance education. Management processes, issues and mechanisms of IGNOU and other Indian open Universities. Distance educators and their types, Professional training in distance education Different types of Distance Learners and their possible problems Student counseling services in Distance Education, Continuous assessment in Distance Education Concept, importance and need of counseling in DE. Evaluation in distance education- Need and significance of evaluation in distance education. Evaluating and monitoring authorities of distance education. Quality control in distance education. Important researches in this area

SUGGESTED READINGS

Bates, A. W. (1995). *Technology, Open Learning and Distance Education*, London: Routledge.

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Education and Society in India
ED- 205
(06 Credit Points)

Objectives-

1. To enable the students to understand the nature of Indian social system and the process of change in it.
2. To enable the students to critically analyse the role and functions of education in changing society in India.
3. To enable the students to understand the implication of social and cultural change for education in India in a global context.

Unit No.	Course content
I **The Indian Social System**	Concept, types and characteristics of society, Nature of Indian society in a historical perspectives, Essential features of modern Indian society- diversity of culture, religion, language; Concept of Indian culture- unity in diversity and the role of education in its preservation; Structure and stratification in Indian society with reference to caste, class, tribe
II **Our Constitution- Indian Society and Education**	Indian society as envisaged in our Constitution; Constitutional provisions relating to education. Education for secularism, Education for democracy, Education for socialistic pattern of society Equality of educational opportunity and protective discrimination, Dimensions Inequalities- Class, Caste, Tribe, Gender, rural-Urban
III **Social Change in India**	Social change-concept and factors influencing social change; Directions and dimensions of social change in India; Hindrances to social change; Dynamics of change: Modernization, westernization, sanskritisation and globalization-Implication for education; Education as a factor affecting social change, condition for social change, and an instrument of social change
IV **Education and National Development**	Problems of population; Fissiparous tendencies like communism, casteism and regionalism; Juvenile delinquency, Unemployment; Environmental degradation-implication for education of these problems
V **Education and National Development**	Concept and index of national development. Education, literacy and social development. Goals of education for national development Educational strategies for national development National policy on education 1968, 1979 and 1986 with modification introduced in 1992

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Curriculum Development
ED- 301
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives

After learning of this Course, the students would be able to -

1. Know the concepts and terminologies relating to curriculum
2. Comprehend the background history of curriculum development and development of curriculum as a Discipline
3. Know the foundations and types of curriculum, and importance of curriculum materials and aids
4. Understand the planning, development, implementation and evaluation aspects of curriculum

Unit No.	Course Content
1 Introduction to Curriculum Development	Concept and meaning of Curriculum, Concept of Curriculum Development, History of Curriculum Development in India and Abroad, Nature and Scope of Curriculum Development, Foundation of Curriculum Development. Philosophical Foundation, Psychological Foundation, Socio-Cultural Foundations
II Curriculum Design	Components and sources of Design Curriculum Theory Design Dimension/Criteria, Scope, Integration, Sequence, Continuity, Articulation and Balance Principles of Curriculum Development Approaches/ Types of Curriculum Design
III Process and Construction of Curriculum Development	Curriculum as a Discipline Different models and principles of Curriculum Development Analysis of Aims and Objectives Identification of learning activities and experiences Content and its organization

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IV	Curriculum Materials and Implementation / Transaction	Importance and functions of curriculum materials and aid Types of materials and aids Models of Implementation Process of Curriculum Implementation Diffusion and Dissemination of Innovations and new experiments in the realm of Curriculum
V	Curriculum Evaluation	Concept, Need aspects of Curriculum Evaluation Formative and Summative Evaluation Criteria for Curriculum Evaluation Models of Curriculum Evaluation Factors influencing change in Curriculum Evaluation

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Educational Technology
ED- 302
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives:

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

1. understand the nature and scope of educational technology and also about the various forms of technology
2. understand the systems approach to Education and communication theories and modes of communication
3. know the instructional design and modes of development of self learning material
4. develop the ability for critical appraisal of the audio-visual media
5. develop basic skills in the production of different types of instructional material
6. know the recent innovations and future perspectives of Educational Technology

Unit No.	Course Content
I Introduction to Educational technology	Educational technology-concept, product vs process. Objectives and scope of educational technology, use of educational technology. Forms of educational technology: teaching technology, instructional technology and behaviour technology. Approaches of educational technology: Hardware and Software. Transactional usage of educational technology: integrated, complementary, supplementary.
II Systems Approach to Education and Communication	Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis and Evaluation Strategies. Class room communication, Communication-Modes, Barriers and Process of Communication. Verbal and Non-verbal communication, importance and limitations. Instruction, Strategies and Media for Instruction, Use of Television and CCTV in Instruction and Training. Teleconferencing

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III Instructional Design	Instructional Design: Concept, Views, Process and stages of Development of Instructional Design. Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching. Self Learning Material: Importance and uses. Models for Development of Self Learning Material. Instructional technology. Programmed Instruction. Review of Researches on Instructional Design.
IV Media in Education	Media, role of media in education, Selection of media. Instruction, Instructional strategies and Media for Instruction. Use of Television and CCTV in instruction and Training. Tele-conferencing, Video Conferencing, Video Conferencing. SITE experiment, countrywide classroom project. Satellite based instructions, Gyanvani and Gyandarshan programmes.
V New Horizons of Educational Technology	Recent innovations in the area of ET, Challenges and remediation. Procedure and organization of Teleconferencing. Interactive video-experiences of institutions, open schools and open universities. Micro teaching. Flander's interaction analysis and Galloway's non verbal interaction analysis technique. CCTV, EDUSAT and virtual learning. Advantages & Shortcomings of latest technologies and measures to overcome these issues

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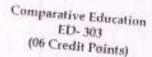15. Mukhopadhyay, (1990) M.(Ed.) "Educational Technology", New Delhi :Sterling.
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Comparative Education
ED- 303
(06 Credit Points)

Objectives:

1. To help the students to understand comparative education as an emerging discipline (with its s and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of compar education.
3. To orient the students with skills to assess the efficacy of educational systems of various countrie terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the s UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevaili problems of education in India.

Unit No.	Course Content
I Basics of Comparative Education	Comparative education – Meaning in terms of looking at it as a new discipline, Scope and major concepts of comparative education Methods-Historical, sociological, philosophical and statistical Democracy and Nationalism Juxtaposition, Area study, Intra and Inter educational analyses
II Theories and functions of comparative education	Comparative education factors: Historical, Geographical, Economical and Cultural. Philosophical, Sociological, structural and functional factors Approaches: Historical, scientific, ecological and statistical. Functional and Cross disciplinary approach used in comparative education. Constitutional and legal provisions in comparative education

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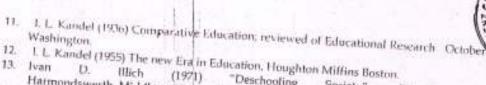Department of Education
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III A comparative study of primary, secondary and higher secondary educational systems	Primary Education - USA, UK, France, Germany and India Secondary Education - USA, UK, France, Germany and India. Adult and non formal education in India
IV A comparative study of Higher educational systems,	Higher Education - USA, UK, France, Germany, and India Teacher Education - USA, UK, France, Germany and India Role of UNO and UNESCO in education.
V Problems of education in developing countries: their causes and solution through education.	Population explosion, Unemployment and Poverty. Gender, economic and regional inequalities in education Terrorism, castism and communalism, Economic under-development, Illiteracy and Practice of Child Labour Political instability, underground trade, Drug abuse and alcoholism

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Educational Management
EC- 304
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives:
The student will:

1. Develop the fundamental perspectives of the theoretical tenants of administration and management.
2. Understand the competency concept and inter relationship of systems approach in educational administration and management.
3. Understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
4. understand the causes and types of role conflicts in the organization and know the devices to reduce them
5. be acquainted with the procedures of appraisal of educational Institutions

Unit No.	Course Content
I Educational Administration and Management in India	Meaning and types of Administration, Relation between Administration and Management Educational Administration: An Independent Study Functions and scope of Educational Administration Principles of Educational Administration and Management - Administrative Process and Administrative Skills. Educational Administration before 1947 and Educational Administration since 1947.
II Theories of Administration and Management	The theoretical contributions of Henry Fayol. Theories of Taylor and Marx Webber Decision making: concept, types and factors. Emotional intelligence, Theory of Maslow and job satisfaction General systems approach to educational administration
III Organization and Management	Organization: structure - roles - Organizational compliance and Organizational Development. Theory of Macgregor, Theory of Management by objectives. Trait theory, behavioural and situational theories Organisational climate in educational management.

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IV Educational Planning in India	Meaning, Nature and scope of educational planning in India. Need and importance of planning Approaches to educational planning: Manpower planning, cost benefit approach and Social demand approach - Types of educational planning: Area planning, sector planning, top down and bottom up approach. Short term - long term - centralised and decentralised planning in education. Process of educational budget at the institutional, state and at national level.
V Application aspects of Human relations in Educational Administration and Institutional Appraisal	Centralisation and decentralisation in education and its implications. Personal management in educational institutions: recruitment, training and carrier advancement programmes. Dynamics of human behaviour, Inter personal behaviour - Factors of conflicts - Devices to reduce conflicts. Supervision and inspection: difference between supervision and inspection, need and importance of supervision and inspection in educational institutions

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Ralph, M. Stogdill	:	Personal factors associated with leadership : A survey of the literature.
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Measurement and Evaluation in Education
ED- 305
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

OBJECTIVES:

1. To acquaint the students with the idea of measurement and evaluation in Education.
2. To train the students with the application of different tools and techniques of Measurement and Evaluation.
3. To acquaint with the principles of test construction – both educational and psychological.
4. To develop understanding of the concepts of validity and reliability and their importance in education measurement.

Unit No.	Course content
I Measurement & Evaluation	Measurement- Meaning, Concept, Historical perspective of Measurement. Level of Measurement; Quantitative Vs. Qualitative, Importance in Education. Evaluation- General concept. Principles and Importance in Education. Types of evaluation- Formative and Summative evaluation. Domain of evaluation- Norm referenced and criterion referenced evaluation.
II Tools and Techniques of Measurement and Evaluation	Subjective and Objective Tools- Essay type test, Objective type test. Questionnaire, Schedules, Performance test. Intelligence Test- Binet's scales, Wesheler Scales. Achievement test, Aptitude tests. Personality test- Projective Techniques- Ink Blot, TAT.

Psychological Experiment and Tests
ED- 401
(06 Credit Points)

Objectives:
The course will enable the students to:
- Understand the concept of experimental psychology.
- Identify the cause and effect relationships of different psychological variables.
- Apply the theoretical knowledge in the field of education.

UNIT	CONTENTS
I Psychological Experiment	*Any 5 experiments have to be performed by each student* a) Learning b) Memory c) Division Attention d) Imagination e) Effect of Frustration in Performance f) Transfer of Learning g) Individual Difference h) Reaction Time i) Association j) Motivation k) Perception l) Fatigue m) Concept formation
II Psychological Test	*Any 5 tests have to be performed by each student* a) Attitude tests b) Aptitude tests c) Interest Tests d) Intelligence Tests e) Personality Tests f) Creativity g) Adjustments h) Motivation i) Aspirations j) Reading Comprehension

Evaluation Scheme
End Semester Examination marks = 70 (25 for experiment + 25 for Test + 20 for Viva Voce & Note Book)
Internal marks for Sessional Work = 30 marks
Total = 100 marks

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Teacher Education
ED- 402
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives:

1. To enable students to understand the development of teacher education in India.
2. To acquaint the students with the system of teacher education in India.
3. To acquaint the students with the role of professional organizations of teacher educators.
4. To gain insight and reflect on the concept of teaching and the status of teaching as a profession.
5. To understand and examine the role and contribution of various Regulatory Bodies and empower institutions for improving the quality of Teacher Education.

Unit No.	Course content
I Introduction to Teacher Education	Meaning and scope of teacher education Need and purpose of teacher education Aims and objectives of teacher education at different levels Development of teacher education in India before and after independence Challenging tasks in teacher education
II Teacher Education Programmes	Pre-service teacher education- organization, types, objectives, contents, methods and evaluation at various levels In service teacher education- needs, objectives, types, organization and evaluation Comprehensive teacher education programme Integrated teacher education programme Drawbacks of teacher education programme
III Agencies of teacher education	a) **State level** State Institute of Education State Councils of Educational Research and Training District Institute of Education and Training b) **National level** University Grants Commission National Council of Educational Research and Training National Council of Teacher Education c) **International level** UNESCO
IV Student teaching	Meaning, concept and objectives Patterns of student teaching programme (teaching practice, internship, block teaching, off campus teaching practice) Techniques of teacher training- micro teaching, Flanders class room interaction analysis, simulation, programmed learning Supervision of teaching practice- role of heads, supervisors and student teachers Problems of student teaching programme- problems related to guidance and supervision of lesson, student teachers in schools, and constraint of time, staff, aids and laboratories

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V	Teaching as a profession
Professionalization of teacher education and teachers' organization	Professional ethics of a teacher
	Professional organization of teachers:-Need, importance and functions
	Teacher in relation to students, parents, society, profession
	Limitations and difficulties faced by teachers' organization

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Cognitive Science
ED- 403
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives:

After Learning of This Course, the Students would be Able to -

1. Know the historical background of cognitive science
2. Understand the different concepts and terminologies relating to cognitive science
3. Understand the interdisciplinary nature of cognitive science
4. Understand the cognitive abilities and their relation to teaching learning process
5. Understand the assessment process of cognitive abilities

Unit No. and Name	Course Contents
I **An Introduction to Cognitive Science**	Cognitive Science: Epistemological Origin and Historical Background Concept of Cognitive Science Objectives of Cognitive Science Aspects of Cognition or Mind Principles, Methods and Scope of Cognitive Science
II **Interdisciplinary Nature of Cognitive Science**	Concept of Interdisciplinary Study Interdisciplinary Nature of Cognitive Science Branches of Cognitive Science and Interrelationship among Branches Components of Cognition
III **Cognitive Abilities and Their Relation to Teaching Learning Process**	Cognitive Development of the Learners at Different Stages: Infancy, Childhood and Adolescence Blooms Taxonomy Relating to the Cognitive Abilities Significance of Cognitive Study in Teaching Learning Process Cognition and Its Relation to Meta-cognition and Motivation
IV **Curriculum and Strategies and Techniques for Cognitive Development**	Nature of Cognitive Skills: Thinking, Reasoning, Problem Solving, Concept Formation, intelligence and Creativity Curriculum for Cognitive Science Strategies and Techniques for Cognitive Development Cognitive Teaching- Information Processing Model
V **Assessing Cognitive Abilities and Developments in Cognitive Studies**	Assessing Cognitive Abilities: Intelligence Tests, Creativity Tests, Aptitude Tests and Achievement Tests Scope and Limitations of the Tools Used for Assessing Cognitive Abilities Recent Developments in Cognitive Studies

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Environmental Education
ED- 404
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Objectives

1. To make student teachers understand about the concept and ideas on environment and environmental changes.
2. To acquaint the student teachers with environmental hazards and enabling them to participate in environmental protection activities.
3. To make students aware about various environmental protection initiatives and to sensitise them to participate in it.
3. To orient student teachers to understand the concept of environmental education and its effective transaction.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education

Unit No.	Course content
I	Concept of environment and its components Ecosystem: structure, Function and Energy flow Bio diversity: Significance, threats and conservation Biogeochemical cycles (Carbon, Nitrogen, Oxygen and water) Natural resources: Importance, exploitation and management
II	Environmental Hazards and disasters: Natural and Manmade (anthropogenic) hazards and disaster management Pollution: Causes, effect and control of air, water, soil and noise pollution Other environmental Issues: Ozone layer depletion, Global warming, Greenhouse effect and Acid rain Waste management: solid wastes and toxic wastes Population and its impact on environmental resources
III	Industrial growth, scientific and technological inventions and their impact on the environmental system. Protecting the environment: Need, Approaches and challenges Concept of sustainable development Role of agencies in environmental protection activities: Ministry of Forest and Environment, UNEP, WWF, IUCN and IUCN red list, IPCC, Green Peace Environmental Impact Assessment and changing pattern of Man- Environment Relation
IV	Concept, Importance and Scope of environmental education. Objectives of environmental education. Genesis of environmental education as a discipline Guiding Principles, and ecological and pedagogical foundations of environmental education Environmental ethics and values
V	Multidisciplinary nature of Environmental Studies Methods of curriculum transaction – Discussion, Seminar, Field Surveys, Projects and Exhibition. Role of Schools in environmental protection Role of Media in environmental education: Print, films, and Television. Evaluation in environmental education

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Suggested Reading

1. Bakshi, Trilochan, S. & Naveh, Zev(Ed) 1980 : Environmental Education, methods and application, New York.
2. Bannet, DEAN. B. : Evaluating environmental education programmes, New York.
3. Collis Margaret : Using the Environment.
4. Eugine .T : Environmental Economics Vriendra Publications New Delhi.
4. Gross Land, R. W. Moore, S.F.D., 1974. : Environmental Studies Projects. An evaluation report, McMillan, London.
5. Fediriv, E. : Man and nature.
6. Gerasimov, I.P. : Geography and ecology.
7. Linke, R.D. : Environmental Education in Australia.
8. Surinder Singh Sirohi : Environmental Education. Tandon Publications Ludhiana
8. Rajput, J. S. Sexena, A. E. : Environment and Primary Education – Bhopal.
9. Rajput, Sarlu : Teaching Skills for Environmental Approach Primary Teacher.
10. Salt Bernard : Environmental Science (Cassell, London).
11. Tilottama senapati Rajan Kumar Sahoo : Environmental Education and Pollution Control. Mittal Publications New Delhi.
12.

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ED- 405

OPTIONAL PAPERS: Student has to opt any one of the following courses:-

Dissertation
ED-405.1
(06 Credit Points)

Full marks: 100
Minimum Pass Marks: 40
External Examination Marks: 70
Minimum Pass Marks in External Exam: 28
Internal Exam Marks: 30
Minimum Pass Marks in Internal Exam: 12

Guidance and Counseling
ED- 405.2
(06 Credit Points)

Objectives:

To enable learners-

1. To develop understanding of bases meaning, need and types of guidance.
2. To get acquainted with the tools and techniques of appraisal of an individual.
3. To develop understanding of meaning characteristics and types of counselling.
4. To get acquainted with process and techniques of Counselling.
5. To get acquainted with the importance of placement and follow- up services.
6. To develop understanding about Counselling- research, issues and trends.
7. To assess the needs of an individual correctly for solving problems.

Unit No.	Course Content
I **Introduction to Guidance**	Concept, Meaning, Nature, Scope & Functions of guidance, Basic assumptions Need of guidance, Influence of family and Community on guidance, purposes of Guidance. Bases of guidance Philosophical, Sociological, Pedagogical, Psychological Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral. Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.
II **Appraisal of an individual**	Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study, Anecdotal Record, Autobiography. Techniques of guidance- home visits, interview, observation. Presenting, analyzing, interpreting and reporting the data
III **Counselling**	Meaning, need, characteristics, principles of Counselling Process and types of Counselling Counselling theories (i) Client Centered Therapy (Carl Rogers) (ii) Rational Emotive Therapy (Albert Ellis) (iii)Behavior Therapy (B.F. Skinner) (iv)Gesalt Therapy (Fredric Pearls) (v)Psychoanalytic Therapy (Sigmund Freud)

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IV Techniques of Counselling	Individual counseling: Counselling interviews- Meaning, purpose, conditions of interview, qualities and responsibilities of an interviewer, evaluation of an interview. Group Counselling: Meaning, purpose, importance types of group Counselling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs. Techniques for group Counselling – formal informal discussions Committee reports, lectures, dramatics question banks, Case Conference Methods. Effective Counsellor, increasing need of School counselor in the present set up.
V Placement and follow up and recent trends	Aims and types of placement Responsibility of the school and Community about the placement services Importance and purposes of follow up services Research, Issues, Trends in guidance and counselling

Practical/Assignment (Any one of the following): -
1. Job analysis of one occupation
2. Prepare an interview schedule for an effective Counseling
3. Visit a guidance Centre and Write a report about its organization and functions.
4. Organisation of career talks, career conference, occupational visits and display of occupational literature and career corners: Group guidance.

References
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4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
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10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.
11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.
12. Rogers C.R. : Client Centered Therapy, Mifflin
13. Rao, S.N: Counselling and Guidance, Tata McGra Hill, Delhi
14. Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labour and Rehabilitation, Govt. of India, New Delhi,- Handbook in Vocational Guidance 1972
15. Sarswat. K.R. gaul, J.S. : Manual for Guidance Counsellors, NCERT, Delhi, 1993

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