

MA: EESW

**School of Studies in Lifelong Education, Extension
and Social Work**

Jiwaji University, Gwalior

Session 2017-18, 2018-19

Syllabus of M.A. in Extension Education and Social Work.

(M.A. Ex. Edu. and Social Work)

1st Semester (2017-18)

Course code	Course Name	Total Marks	Credit C(i)	End Semester Exam Marks		Sessional Marks	
				Max.	Min.	Max.	Min.
EESW101	Perspectives of Extension Education	100	4	60	21	40	14
EESW102	Introduction to Social Work	100	4	60	21	40	14
EESW103	Contemporary Indian Society	100	4	60	21	40	14
EESW104	Social Problems and Legal Literacy	100	4	60	21	40	14
EESW105	Community Project	100	2	100	35	x	x
EESW106	Seminar	100	1	100	35	x	x
EESW107	Assignment	100	1	100	35	x	x
	Sub Total	700	20	540	189	160	56
EESW108	Comprehensive viva	100	4	100	35	x	x
	Grand Total	800	24	640	224	160	56

**M.A. Extension Education & Social Work
2nd Semester (2017-18)**

Course code	Course Name	Total Marks	Credit C(i)	End Semester Exam Marks		Sessional Marks	
				Max.	Min.	Max.	Min.
EESW201	Social Work & HRD	100	4	60	21	40	14
EESW202	Work with Individual & Families	100	4	60	21	40	14
EESW203	Psychological Perspectives in SW	100	4	60	21	40	14
EESW204	Social Work and Public Health	100	4	60	21	40	14
EESW205	Community Project	100	2	100	35	x	x
EESW206	Seminar	100	1	100	35	x	x
EESW207	Assignment	100	1	100	35	x	x
	Sub Total	700	20	540	189	160	56
EESW208	Comprehensive viva	100	4	100	35	x	x
	Grand Total	800	24	640	224	160	56

**M.A. Extension Education & Social Work
3rd Semester (2018-19)**

Course code	Course Name	Total Marks	Credit C(i)	End Semester Exam Marks		Sessional Marks	
				Max.	Min.	Max.	Min.
EESW301	Social Research: Methods and Statistics	100	4	60	21	40	14
EESW302	Work with Groups & Communities	100	4	60	21	40	14
EESW303(A)	Labour Welfare & Industrial Social Work	100	4	60	21	40	14
EESW303(B)	Value Education & Human Rights						
EESW303(C)	NGO Management						
EESW304(A)	Women Studies	100	4	60	21	40	14
EESW304(B)	Population Studies						
EESW305	Field work report & Viva-Voce	100	2	100	35	x	x
EESW306	Seminar	100	1	100	35	x	x
EESW307	Assignment	100	1	100	35	x	X
	Sub Total	700	20	540	189	160	56
EESW308	Comprehensive Viva-Voce	100	4	100	35	x	x
	Grand Total	800	24	640	224	160	56

**M.A. Extension Education & Social Work
4th Semester (2018-19)**

Course code	Course Name	Total Marks	Credit C(i)	End Semester Exam Marks		Sessional Marks	
				Max.	Min.	Max.	Min.
EESW401	Social Welfare Administration	100	4	60	21	40	14
EESW402	Environmental Perspectives in S.W.	100	4	60	21	40	14
EESW403(A)	Special Education	100	4	60	21	40	14
EESW403(B)	Guidance and Counseling						
EESW404(A)	Disaster Management	100	4	60	21	40	14
EESW404(B)	Educational Technology						
EESW405(A)	Block Placement for Field Work & Viva	100	2	100	35	x	x
EESW405(B)	Research Project & Viva						
EESW406	Seminar	100	1	100	35	x	x
EESW407	Assignment	100	1	100	35	x	x
	Sub Total	700	20	540	189	160	56
EESW308	Comprehensive Viva-Voce	100	4	100	35	x	x
	Grand Total	800	24	640	224	160	56

Rules and Regulations for Award of Degree

- Two years (4 Semesters) Full time course will be run under ordinance No. 168 A.
- Medium of instructions will be Hindi and English.

Field Placement – The course curriculum will have emphasis on concurrent involvement of students in the field for social work practice, through field placements in various identified Institutions / Centres /NGO's, which is compulsory for all students of third semester.

- Each course will be assessed for 100 marks, out of which 60 marks will be for end-semester examination and 40 marks will be for continuous evaluation. In case of Laboratory / Field /Project work based courses, appropriate distribution of marks for Practical Record/ Project Report, Practical end-Semester exam, viva, if any be decided by the UTD.
- The grading will be made on 10-point scale as described below:

Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	90-100
A+	9	Excellent	80-89
A	8	Very good	70-79
B+	7	Good	60-69
B	6	Above Average	50-59
C	5	Average	40-49
P	4	Pass	35-39
F	0	Fail	0-34
Ab	0	Absent	Absent

- On completing all requirements for award of the degree, the CGPA will be calculated and this value will be indicated on the degree along with Division. The Final degree should also indicate the Division obtained as per follows:

Division	Criterion
First division with distinction	The candidate has earned minimum number of credits required for the award of the degree in first attempt with CGPA of 8.00 or above
First division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6.50 or above
Second division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 5.00 or above but less than 6.50
Pass division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.00 or above but less than 5.00

- The student will be promoted to the next semester if he/ she secure at least 12 valid credits in a semester. In case the student secures less than 12 valid credits in any semester, then the student will be asked to repeat the entire semester and that semester will be treated as zero semesters.
- The required minimum number of credits for each programme may be distributed among the courses under Core, Ability Enhancement and Skill development, Electives-Discipline Centric and Generic categories and notified by the concerned UTD.
- The UTDs will offer elective-generic courses in each programme to its own students and the students of other programmes under choice on first come first served basis. The number of seats in the course will depend on available facilities in the UTD.
- Each course will be assessed for 100 marks, out of which 60 marks will be for end-semester examination and 40 marks will be for continuous evaluation. In case of Laboratory / Field /Project work based courses, appropriate distribution of marks for Practical Record/ Project Report, Practical end-Semester exam, viva, if any be decided by the UTD
- During the semester, a teacher offering the course will do the continuous evaluation of the student at three points of time by conducting three tests of 20 marks each. Of these, two must be written tests and the third may be written test / Quiz / Seminar/ Assignment for theoretical courses. Marks obtained in two best tests out of three will be awarded to the student. In each course, there shall be End Semester Exam. of 60 marks. Each student has to appear in at least two tests and End Semester Examination; otherwise, the student will be awarded Ab Grade in that course.
- The concerned Head / Director will make an arrangement for the conduct of examination of UTD as per the existing ordinance 5 and 6 of Jiwaji University for first two years.
- If the marks obtained by the student in a course are less than the minimum cut-off percentage of marks, then F grade will be awarded, otherwise the grades will be awarded as per above mentioned table.
- If a student obtains F or AB Grade in any course, he /she will be treated to have failed in the course. He / she has to reappear in the examinations of the course as and when conducted or arranged by the

UTD. Marks obtained earlier in continuous assessment may be carried forward and added to the marks obtained in repeat end-semester examination to decide the grade in the repeat course

- The theoretical and practical courses can be repeated whenever offered or arranged by the UTD but within maximum duration of the programme. He / she can avail multiple repeat attempts to pass the course
- The UTD, where students from other UTDs are registered for choice based elective - generic category course(s), will send the Grade to the University. The semester / final result will be declared by the University where the student has taken admission.
- The Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be calculated as weighted average of valid and virtual credit points secured by the student, except the credits of additional courses, if any. The SGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet
- SGPA is a measure of performance of the student in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester, i.e.

$$SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course in a semester and G_i is the grade point scored by the student in the i th course.

- CGPA is a measure of overall cumulative performance of a student over all the semesters completed. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters completed and the sum of the total credits of all courses in all the semesters completed, i.e.

Detail Syllabus Semester Wise

M.A. EXTENSION EDUCATION & SOCIAL WORK

Perspectives of Extension Education

Paper 101 (First Semester)	(2017-18)	Marks 100	Cr. Total Credit
		(Th.60 & Int.Ass.40)	4 4

- Unit-1** **Concept of Extension Education**
- Meaning, Definition, Scopes and Objectives of Extension Education.
 - Characteristics, Philosophical and Sociological Perspective of Extension Education.
- Unit- 2** **Principles Methods and Process**
- Principles of Extension Education
 - Methods of Extension Teaching
 - Steps in Extension Teaching
 - Aids of Extension Teaching
- Unit- 3** **Forms of Education**
- Formal Education & Extension
 - Informal Education & Extension
 - Non-formal Education
 - Adult Education & Extension
- Unit-4** **Historical Perspectives of Extension Education**
- Extension work in India.
 - National rural development programs & Extension
 - Extension Education in Abroad – America, Japan, Israel, China, Nepal & Myanmar.
- Unit-5** **Communication Support in Extension Work.**
- Overview of Communication
 - Role of Communication in development
 - Process and Motivation
 - Methods & Media of Communication

Reference Books:

- | | | |
|-----------------|---|---|
| Bijendra Kumar | - | Extension Education for human resource development. |
| and B.S. Hansra | - | |
| S.V. Supe | - | Extension Education. |
| B.K. Choubey | - | Extension Education. |
| Dr.K.C.Mallaya | - | Jansankhya Shiksha |
| S.C.Srivastava | - | Dynamics of Demographic Studies |
| Dr.D.S.Baghel | - | Demography |
| Dr.J.P.Dubey | - | University Extension in India: A historical perspective |
| गीता पुष्प शाह | - | प्रसार शिक्षा |
| हरपालानी | - | प्रसार शिक्षा |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Introduction to Social Work

Paper 102 (First Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit I Concept of Social Work

- Concept, definition and characteristics of Social Work.
- Objectives and Principles of Social Work.
- Scope of Social Work.
- Functions of Social Work.

Unit II History of Social Work

- History of Social Work in U.K.
- History of Social Work in U.S.A.
- History of Social Work in India.

Unit III Philosophy of Social Work

- Basic Norms / Values of Social Work.
- Philosophy of Social Work
- Gandhian Philosophy of Social Work

Unit IV Human Development

- Concept and definition of Human Development,
- Process of Development, Factors influencing human development.
- Life span approach: Prenatal, Childhood, Adolescence, Adulthood, Old Age.

Unit V Field Work in Social Work

- Field Work: Concept and Objectives
- Problems faced by students at field work placement
- Importance of maintaining records.
- Role of Social Worker in School.
- Role of Social Worker in Hospital.

Reference Books

1. G.R.Madan - Social work
 2. Jainendra Kumar Jha - An Introduction to Social Work
 3. Samaj Karya - Dr.Surendra Singh & P.D.Mishra
 4. Ram Babu Gupta - Child Psychology
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M.A. EXTENSION EDUCATION & SOCIAL WORK

Contemporary Indian Society

Paper 103 (First Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit- I. Indian Society

- Meaning, Concept & Characteristics of Society, Community, Association, Institution, Social Group.
- Concept & Characteristics of Social Group, Social Structure, Social Stratification.
- Social Process, Cooperation, Competition, Conflict, Accommodation & Assimilation.

Unit -II Sociological Concepts

- Social Control: Meaning, Concept and Types
- Socialization Process: Concept and Types
- Social Change: Concept, Factors of Social Change
- Social Development: Concept, Evolution, & Process

Unit-III Sociology & Social Work

- Relationship between Sociology and Social Work
- Social Problems: Concept, Types and Aspects
- Social Work Practices in Solving Social Issue

Unit- IV Faction, Economics and Social Work

- Faction: Meaning, Structure & Features, Causes of formation of factions
- Land Reforms and In-debttness
- Rural Social Problems

Unit -V Current Sociological Perspectives

- Urbanization
- Leadership: Concept, Kinds, Characteristics & Changes
- Industrialization & Globalization and its Impact on Social Life

Reference books:

A.R.Desai	-	Rural Sociology
B.R.Chauhan	-	Rural Sociology
M.N.Sriniwas	-	Social Change
Tomar and Goyal	-	Urban Sociology
Yogendra Atal	-	Rural Sociology

M.A. EXTENSION EDUCATION & SOCIAL WORK

Social Problems and Legal Literacy

Paper 104 (First Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit I **Social Problems**

- Concept and definition of Social Problem.
- Characteristics and causes of social problem
- Weaker sections of society(meaning and concept)
- Indian Constitution: Preamble, Fundamental Rights, Directive Principles,

Unit II **Social problems related to child and youth**

- Child marriage (Concept, Causes, Impact and efforts to solve problem.)
- Juvenile Delinquency (Concept, Causes, Impact and efforts to solve problem.)
- Child Labour (Concept, Causes, Impact and efforts to solve problem.)
- Drug abuse
- Youth Unrest

Unit III **Social problems related to women**

- Crime and Women (Nature and Types)
- Domestic Violence
- Gender inequality
- Prostitution

Unit IV **Problems related to People & Environment**

- Population.
- Environmental problems
- Corruption
- Illiteracy

Unit V **Human rights and Legal Literacy**

- Human rights (concept and basic human rights)
- Human rights violation: causes and remedies
- Working of NHRC
- Criminal Procedure Code(Cr.P.C.)and Civil Procedure Code (meaning)
- Public Interest Litigation, Right To Information

Reference Books

- | | | | |
|---|----------------------|---|-----------------------------------|
| 1 | Dilip Jakhad | - | Manavadhikaar |
| 2 | Ram Ahuja | - | Samajik Samasyayen |
| 3 | Dr.Pushpalata Taneja | - | Manavadhikaar aur Baal shoshan |
| 4 | Dr. Ganesh Pandey | - | Bhartiya Samajik Samasyayen |
| 5 | Ram Aahuja | - | Social Problems in India |
| 6 | Man Chand Khandela | - | Human Rights and Social Relations |

M.A. EXTENSION EDUCATION & SOCIAL WORK
Social Work & Human Resource Development

Paper 201 (Second Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit - I Concept of Human Resource Development:-

- Concept, Meaning, & Definition,
- Characteristics, aims, objectives,
- Social work and its relationship with HRD

Unit - II Human Resource Planning:-

- Meaning and definition, characteristics,
- Scope, need benefits, planning at different level,
- Types, process and techniques.

Unit - III Social work in industrial setting:-

- Job analysis – Meaning and definition, characteristics,
- Scope, components, Job description, employee Specification, Techniques of job design.
- Career Planning – Meaning and Objectives, Process, Advantage and Limitations,
- Effective career planning, and Career Development.

Unit - IV Training and Development:-

- Concept, Meaning and Definition. Characteristics of Training
- Objective and Principles of training,
- Types & Methods of Training, Training Process

Unit - V Motivation, Moral and Discipline in Human Resource Development:-

- Motivation – Meaning and Definition, Characteristics, Nature, Classification, Importance, Theories and Process,
- Moral – Meaning and Definition, Characteristics, Affecting and Rising Factors.
- Discipline - Meaning and Definition, Characteristics, Objectives, Forms, Principles of Maintaining Discipline, Cause of Indiscipline, Misconduct, Punishments.

Reference Books:

- Birendra Kumar, B.S. Hansra – Extension Education for Human Resource Development
- Dr. C.B. Gupta – Human Resources Management
- N.K.Chaddha - Manav Sansadhan Prabandhan
- स्पदजवद – ँकल ँतपा . ँतपदपदह – ँमअमसवचउमदज
- आर.बी. एस. वर्मा, अतुल प्रताप सिंह – मानव संसाधन विकास एवं प्रबन्धन की रूपरेख

M.A. EXTENSION EDUCATION & SOCIAL WORK

Work with Individual and Families

Paper 202 (Second Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit I Introduction

- Concept and definition of Social Case Work.
- Propositions & Assumptions of Case Work.
- Principles and Objectives of Case Work.
- Counseling, Difference between Social Case Work and Counseling.

Unit II Components of Social Case Work

- Person (Meaning of behavior, principles of human behavior, objectives and effects of behavior, status and role of a person)
- Problem (Definition & Causes of problem, types of problems and analysis)
- Place (Importance, types of places/ institutions, characteristics of institutions.)
- Process (Meaning, objectives & stages of process)

Unit III Tools of Case Work

- Listening
- Observation
- Interview
- Home visit
- Relationship

Unit IV Approaches of Social Case Work

- Psycho social
- Problem Solving
- Behavior Modification
- Crisis Intervention
- Functional

Unit V Problem Solving Techniques

- Supportive
- Reflective
- Logical Discussion
- Demonstration
- Environmental Modification

Reference Books

- | | | |
|-----------------------------------|---|--|
| 1. G.R.Madan | - | Social work |
| 2. Perlman, Helen Harris | - | Social Case Work – A problem Solving Process |
| 3. Grace Mathew | - | An Introduction to Social Case Work |
| 4. Dr.Surendra Singh & P.D.Mishra | - | Samaj Karya |
| 5. Jainendra Kumar Jha | - | An Introduction To Social Work |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Psychological Perspectives in Social Work

Paper 203 (Second Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit I Social Psychology – An Introduction:

- Concept, definition of social psychology,
- Scope of psychology, concept of human behavior
- Social work and Social psychology, Study methods of social psychology.

Unit II Factors influencing human behavior:

- Culture and Personality: Meaning ,Type and heredity & environment
- Meaning of personality, relationship in culture and personality,
- Socialization: Agencies of socialization, theories of socialization,
- Social Learning: Process and Factors of social learning.

Unit III Social Behavior:

- Public opinion: Meaning , characteristics, important steps involved in formation of public opinion, agencies and measurement of public opinion,
- Crowd: Characteristics, psychology of crowd behaviors, and important theories of crowd behavior.
- Rumour: Characteristics, causes and conditions of rumour, and checks on spread of rumour.

Unit IV Social Control and Social Conflict:

- Social control: Concept and forms of social control, law, religion and customs,
- Social conflict: Nature, type, problem and resolution of social conflicts,
- Social Deviance: Causes, remedies and theories related to solve problems.

Unit V Social Psychology and its application:

- Uses of social psychology in sphere of mental health,
- Social psychology in crisis
- Application of social psychology: National character and national integration.

Reference Books

- | | | | |
|----|---------------|---|-------------------|
| 1. | Akolkar | - | Social Psychology |
| 2. | Young K. | - | Social Psychology |
| 3. | Ginsbergh M. | - | Social Psychology |
| 4. | Allport FH | - | Social Psychology |
| 5. | Mathur S.S. | - | Social Psychology |
| 6. | Mukerjee R.N. | - | Social Psychology |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Social Work and Public Health

Paper 204 (Second Semester)	(2017-18)	Marks 100 (Th.60 & Int.Ass.40)	Cr. 4	Total Credit 4
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- Unit I An introduction of Health Education:-**
- Meaning Definition Components and Factor Infecting of Health
 - Meaning Definition and aims of Health Education
 - Principles of Health Education
- Unit II Health Education and Teaching:-**
- Health Instructions – Meaning, Purpose, Importance and Area
 - Health Instruction Principle s and plan of Sequence
 - Methods of Health Education Teaching
- Unit III Health Education and Hygiene :-**
- Individual Health and Hygiene – Aspects and Methods
 - Community Health and Hygiene – Aspects and Methods
 - Components of Mental Hygiene
- Unit IV Health Education and Nutrition:-**
- Concepts and Components of Balance diet
 - Aspects of Balance diet and applied Nutrition
 - Source of Food for Diet
- Unit V Health Education and Sex:-**
- Female Reproductive System
 - Male Reproductive System
 - AIDS and other Sex related Problems and their solution

Reference Books: -

- | | | |
|-------------------------------------|---|---|
| • Nirmal Verma | - | Swashthya Shiksha |
| • Dr.Daisy Shiokand
Pravartiyani | - | Swashthya Shiksha Main Adhunik |
| • Dr.Jagdish Singh | - | Sharirik Shiksha Evam Swasthya Shiksha |
| • Donald J Greckon | - | Community Health Education |
| • Mary Ellen Wurzbrach | - | Community Health Education & Promotion |
| • V.K.Nanda | - | Health Education |
| • K,Park | - | Preventive & Social Medicine |
| • R.C.Mishra | - | Health and Nutrition Education |
| • Dr.Saket Ratan Tiwari | - | Health Education |
| • Y.Venkata R.K.Prasad | - | Health Education |
| • Dr.Laxmikant | - | Psychology and Community Health |
| • M.Swami Nathan | - | Ahar Evam Poshan Vigyan |
| • Prof.Amresh Kumar | - | Swasthya Vigyan Darpan |
| • Dr.Usha Gopal | - | Manav Shareer rachana evam kriya vigyan |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Social Research: Methods & Statistics

Paper 301 (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4	4
Unit – I	Social Science Research:-			
	<ul style="list-style-type: none"> • Meaning, Nature objectives and types, utility of research methods, • Methods of social research, Pure and applied research, various theories of social research, • Basic elements of social research- concept, variables, theories, operational definition. • Social Work Research in India. 			
Unit II	Research Methods:-			
	<ul style="list-style-type: none"> • Case Study Method – Meaning, concepts, procedure, features, approaches, advantage and disadvantage. • Social Survey Method– Definition, subject matter, types, procedures, and growth, Merits and demerits, Social surveys in India. • Experimental Method – Definitions, Types. • Historical Method – Concepts and Source. • Content Analysis Method 			
Unit III	Methods of Data Collection and Research Design:-			
	<ul style="list-style-type: none"> • Sources of data, forms of data, principles of data collection • Various method of data collection: observation interview questionnaire & schedule. • Sampling- population, universe, types, techniques & procedures. • Research design – meaning purpose, functions. • Hypothesis – Meaning, Types, Formulation and Testing. 			
Unit IV	Statistical Method in Social Research			
	<ul style="list-style-type: none"> • Use of statistics in social research. • Parametric and non parametric concept in statistics. • Various statistics methods – Averages, Mean, Median, Mode, Dispersion, t-test, chi square test, ANOVA, correlation and regression. 			
Unit – V	Interpretation, presentation and report writing of research project:-			
	<ul style="list-style-type: none"> • Concept of interpretation and presentation, tabulation and classification, use of diagram, map and graphs. • Standard format for referencing, footnotes, research abstracts and bibliography. • Report writing – Deferent steps. 			

Reference Books:

1	Devendra Thakur	–	Research methods in social survey.
2	Mk- सुरेन्द्र सिंह	–	सामाजिक अनुसंधान
3	Dr. Kathar	–	Research methodology, methods and Teaching
4	Dr. Sanjay Bhattacharya	–	Social work : An Integrated Approach
5	C.R. Kothari	–	Research Methodology methods & Techniques

M.A. EXTENSION EDUCATION & SOCIAL WORK

Work With Groups and Communities

Paper 302 (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit I Social Group Work

- Meaning and Definition of Social Group Work.
- Characteristics and Scope of Social Group Work.
- Assumptions, Principles and Objectives of Social Group Work.
- Skills in Social Group Work.

Unit II Programmes in Group Work

- Group Dynamics, Group Leadership.
- Meaning and nature of programmes.
- Importance of programme in Group Work.
- Problem Solving Process in Social Group Work.

Unit III Evaluation in Social Group Work

- Meaning and Definition of Evaluation
- Process of Evaluation of Social Group Work
- Area of Evaluation of Social Group Work
- Need of Evaluation
- Characteristics of Evaluation

Unit IV Community

- Concept and Meaning of Community.
- Types of Communities.
- Peoples participation in community decisions.
- Types of Problems of a Community (Water, Sanitation, Electricity, Health, Caste Problem, Religious Violence)

Unit V Community Organisation

- Concept and definition of Community Organisation.
- Assumption, Principles and Objectives.
- Steps in Community Organisation.
- Activities under Community Organisation.

Reference Books:

- | | | | |
|----|--------------------------------|---|--|
| 1. | Trecker H.B. | - | Social Group Work- Principles & Practice |
| 2. | G.R.Madan | - | Social work |
| 3. | Dr.Surendra Singh & P.D.Mishra | - | Samaj Karya |
| 4. | S.D.Mudgal | - | Introduction to Social Work |
| 5. | Prayaagdeen Mishra | - | Samajik Samuhik Karya |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Labour Welfare and Industrial Social Work

Paper 303(A) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper		(Th.60 & Int.Ass.40)	4	4

Unit – I Labour Welfare Concept:-

- Meaning, Need, Objectives, Scope,
- Historical perspective of labour welfare
- Agencies, Aspects, New Dimension.

Unit – II Wage and salary administration:-

- Objectives and Principles, Structure,
- Factors affecting, Methods of wage payment,
- Wage policy in India, Wage incentives, Advantage and Limitation, Intensive Plans,
- Concept of profit sharing- Advantage and Disadvantage, Workers participation in management, conceptual overview.

Unit – III Industrial Relations and Industrial Disputes:-

- Concept, Objectives and approaches,
- Industrial unrest in India, Causes of Industrial disputes, preventive and settlement machinery.
- State and Industrial relations.

Unit – IV Role of trade unions in labour welfare:-

- Meaning, Objectives and functions of Trade unions,
- Structure and Types of Unions, trade union movements in India.
- Problems of Trade Unions, limitations and advantages of trade union.
- Collective Bargaining – Meaning and objectives, Importance and requirements, Collective bargaining in India.

Unit – V Social Welfare and Social Security:-

- Scope of Social Welfare, Principles of Social Welfare, Task of Social Welfare,
- Concept of social security in India, The Employees Insurance Act, The Employees Provident Fund and Miscellaneous Provisions Act, The Maternity Benefit Act, The Payment of Gratuity Act.

Reference Books:

1. Dr. C.B. Gupta – Human Resource Management
2. डा. चतुर्भुज मामोरिया – सेविवर्ग प्रबंध एवं औद्योगिक सम्बंध
3. Dr. D.R. Sachdeva – Social Welfare administration in India
4. Dr. Sanjay Bhattacharya – Social Work: An Integrated Approach

M.A. EXTENSION EDUCATION & SOCIAL WORK

Value Education and Human Rights

(2018-19)

Paper – 303 (B) (Third Semester)	Marks 100	Cr.	Total Credit
Optional Paper	(Th. 60 & Int.Ass. 40)	4	4

- Unit-I Concept of Human Value, Value Education towards Personal Development**
 Aim of Education and value education: Evolution of value oriented education; Concept of Human value; types of value; Components of value education Character Formation Towards Positive Personality: Truthfulness Constructively Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific vision.
- Unit-II Value Education towards National and Global Development**
 National and International Value - Constitutional or national value – Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity
 Social Values – Pity and probity, self control, universal brotherhood
 Professional Value – Knowledge trust, sincerity in profession, regularity, punctuality and faith.
 Religious Value – Tolerance, wisdom, character
 Aesthetic Value – Love and appreciation of literature and fine arts and respect for the same.
- Unit-III Human Rights**
 Concept of Human Rights – Indian and International Perspectives.
 Evolution of Human Rights
 Definitions under Indian and International documents
 Indian constitution and Human Rights
- Unit-IV Human Rights and its types**
 Classification of Human Rights
 Human Rights of Women and children
 Human Rights of Worker
- Unit-v Violations and Redressel**
 (a) Violation by State
 (b) Violation by Individuals
 (c) Nuclear Weapons and terrorism
 (d) Safeguards
 (e) Human Rights Commission

Reference Books:

Dilip jakhad	Manavadhikaar
Dr. Pushpalata taneja	Manavadhikaar aur bal soshan
Manchand Khandela	Human rights and Social relations

M.A. EXTENSION EDUCATION & SOCIAL WORK
Non-Governmental Organization Management

Paper – 303 (C) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper		(Th. 60 & Int.Ass. 40)	4	4

- Unit-I Introduction to Non Government Organization**
- NGO's : Definition, Concept, Objectives & Types
 - History of NGO's in India
 - Functions and Roles of NGO's
 - Present Status of NGO's
 - NGO's Movements in Other Countries
- Unit-II NGO's and its fields of work**
- Role of NGO's and Criteria for NGO's Support
 - NGO's and community development
 - Major Schemes of the Government of India in Various Sectors
- Unit-III NGO's and multidimensional aspect**
- Role of NGO's in Self help Group
 - Role of NGO in watershed management.
 - Role of NGO in wasteland management
 - Social Movement in India: Women's Movement, Dalit's Movement, Peasant, Movement and etc.
- Unit-IV Establishment of NGO's**
- Societies Registration Act,1860
 - Charitable Endowments Act, 1890 (with Charitable Endowments (Central) rules 1942
 - Cooperative Societies Act, 1912
 - Company Act,1956 (Some Relevant Part)
 - Indian Trust Act, 1882
- Unit-V National and international organisations**
- UN Agencies – UNICEF, WHO, FAO, SAID, RED CROSS, CARE, FORD FOUNDATION ETC
 - Donor Agencies
 - Other International Agencies
 - World Bank, IMF and Asian Development Bank

Reference books:

- | | | |
|---|---|-------------------------------|
| NGOs in India: role, guidelines & performance appraisal | - | Puran Chandra |
| Rural Development through NGO's | - | A.K. Kapoor & Dharamvir singh |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Woman Studies

Paper – 304 (A) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper		(Th. 60 & Int.Ass. 40)	4	4

- Unit1 Basic Concepts**
- Sex and Gender Concept, Meaning, Definition, Difference, Role .Stereotyping . Feminism, Concept, Meaning, Definition. Women Development Concept, Meaning, Definition, Women in development (WID), Women and Development (WAD)
- Unit 2 Historical perspective**
- Status of Women- Global and Indian perspective.
 - Historical review of the status of women in Indian society.
 - Demographic Characteristics of Women population in India
- Unit 3 Women empowerment**
- Concept of Empowerment. Meaning and definition. Indicators of Empowerment.
 - Govt. policy and programmes for empowering women in India.
 - Non Govt. Initiatives towards women’s Empowerment.
- Unit 4 Issues and Challenges**
- Female literacy and education,
 - Vocational and technical training.
 - Micro credit programme for women.
 - Women’s Issues – Health, Education, Social, Political, Legal, Economic, Religious.
- Unit 5 Crime against Women**
- Violence against women, Concept, Meaning, Definition,
 - Rape, murder, molestation, sexual harassment at work place.
 - Machinery to address crime against women.
 - Domestic Violence Prevention Act 2005.

References:

1. Sunit Gupta and Mukta Mittal, status of Women & Children in India, Amol Publication Pvt. Ltd New Delhi (1995)
2. Shobha saksena, Crime against women & Protective Laws Deep & Deep Publication New Delhi.
3. Geeta Chaturvedi, Women Administrators of India, Publication: R B S A Publication Jaipur.
4. Agarwal Sushila, Status of Women, Publication: Printwell Publishers, Jaipur – 1988.
5. Health Status of Indian Women, Tata Institute of Social Sciences, Bombay – 1988.
6. Devendra Kiran, Changing Status of Women in India, Vikas Publishing House Pvt. Ltd. 1994
7. Pruthi Rajkumar and Pruthi Romila, Indian Women – Present Status and Future Prospects, Mangal Days Publications, Jaipur, 2003.
8. UN handbook on national action plan on violence against women

M.A. EXTENSION EDUCATION & SOCIAL WORK

Population Studies

Paper – 304 (B) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper	Th. 60 & Int.Ass. 40)	4	4	4

UNIT- I An Introduction to Population Education:-

- Definition & Concept of Population Education.
- History Perspective of Population Education.
- Objectives and approaches of Population Education.
- Components of Population Education and its relation with other discipline.

UNIT- II Demographic Trends of Population in India:-

- Status of Population in Madhya Pradesh and India.
- Distribution and density of Population in India.
- Causes of Population growth of India
- Constrictions of Population in India Religious, Social Economics & Political.
- Population Migration, Demographic terminologies.

UNIT- III Population and Quality of Life:-

- Meaning of quality of life and development.
- Consequences of Population growth of India.
- Impact of Population growth on quality of life.
- Impact of Population on health service, housing, food, education environment, employment etc.

UNIT- IV Managing Population Resources and Environment:-

- Sustainable management of resources-unsustainable consumption and production pattern and their impact of environment need for fostering production resource use and prevention of environment degradation.
- Interrelation between population and environmental issues.
- Improving quality of the environment

UNIT- V Population and Sustainable Development:-

- Integration and population issues in the development strategies : Planning decision making and resource allocation for meeting the needs of all, promoting social justice and eradication of poverty.
- Interrelationship between eradication of poverty and population stabilization.

References:-

1. Mehata : "National Conformal of population on Education", N.C.E.R.T., New Delhi
2. S.P.Jain : "Indian Population Situation", N.C.E.R.T., New Delhi
3. Mehta and Choudhary : "Population of Education" N.C.E.R.T., New Delhi
4. डॉ. के.सी. मलैया एवं शर्मा : "जनसंख्या शिक्षा", विनोदपुस्तकमन्दिर, आगरा।
5. पुष्पादुबे : "जनसंख्या शिक्षण" विवेकप्रकाशन, जवाहरनगर, दिल्ली।
6. सिंह एवं यादव : "जनसंख्या शिक्षा के मूलतत्व" जिन्दलबुकस्टोर, महेश्वरीगंज, हापुड़।

M.A. EXTENSION EDUCATION & SOCIAL WORK

Social Welfare Administration

Paper 401 (Fourth_Semester)	(2018-19)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)		4	4

Unit I Concept of Social Welfare

- Concept, definition, and scope of social welfare,
- Difference between social work and social welfare,
- Welfare state in India, Evolution of social welfare in India.

Unit II Social Welfare Administration

- Concept, definition and scope of Social Welfare Administration
- Principles and Task of Social Welfare Administration
- Role of Welfare Ministry, State Welfare Board and Non-Government Organizations in Social Welfare.

Unit III Voluntary Organisation

- Concept, Characteristics and functions & Classification of Voluntary Organisation.
- Weaknesses and deficiencies of Voluntary Organisation.
- Evolution of Voluntary Action in India.
- Role of Voluntary Organizations in Social Welfare.

Unit IV Social Welfare Programme

- Study of social welfare programmes in India:-
 1. Family Welfare
 2. Child Welfare
 3. Youth Welfare
 4. Welfare Programmes for disabled
 5. Labour Welfare
 6. Welfare for the Aged.

Unit V Social Defense Services Administration

- Concept of Social Defense,
- Prisoners Welfare,
- Suppression of immoral traffic in India,
- Beggary,
- After care Services, National Institute of Social Defense and its functions.

Reference Books

- | | | | |
|----|------------------|---|--|
| 1. | G R Madan | - | Social Work |
| 2. | Dr.Hajira Kumar | - | Theories in Social Work Practice |
| 3. | Dr. Girish Kumar | - | Fields of Social Work |
| 4. | Dr.D.R.Sachdev | - | Social Welfare Administration in India |
| 5. | Dr.D.R.Sachdev | - | Bharat Main Samaj Kalyan Prashasan |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Environmental Perspectives in Social Work

Paper - 402 (Fourth_Semester) (2018-19) Marks 100 Cr. Total Credit
(Th.60 & Int.Ass.40) 4 4

Unit I **Man and Environment Relations**

- Introduction of Environment, Structure and Types of Environment.
- Environment and Ecology, Environment and Resources,
- Relationship between Man and Nature

Unit II **Ecology and Ecosystem**

- Concept, Objectives, Scope, Types, Areas and Principles of Ecology.
- Concept, Types, Components, Functions and Stability of Ecosystem.

Unit III **Environmental Degradations**

- Concept, Types and Process of Environmental Degradation.
- Factors of Environmental Degradation.
- Problems and Impact of Environmental Degradation.
- Extreme events hazards and disaster.

Unit IV **Environmental Pollution**

- Concepts, Sources, and Classification of pollution.
- Air Pollution, Water Pollution, Solid Waste Pollution, Noise Pollution
- Impact of Pollution,
- Pollution Problem in India.

Unit V **Environmental Planning and Management**

- Concepts of Environmental Planning and Management,
- Aspects and approaches of planning and management,
- Concept of resource management, Meaning and Classification of resources, Preservation and Conservation of Ecological Resources.

Reference books:

- | | | | |
|----|-------------------------------------|---|---|
| 1. | Savindra Singh | - | Paryavaran Bhoogol |
| 2. | Dr.Aruna & Dr.ChitralkhaRaghuvanshi | - | Paryavaran tatha Pradooshan |
| 3. | Dr.Dhananjay Verma | - | Paryavaran Chetna |
| 4. | T.D.Brock | - | The Ecosystem and the study State
Bioscience |
| 5. | V.K.Kumar | - | A Study in Environment pollution. |
| 6. | Savindra Singh | - | Environmental Management:
Some New Dimensions. |
| 7. | D.R.Stoddart | - | Geography and Ecological Approach |
| 8. | Girish Chopra | - | Environmental Geography |

M.A. EXTENSION EDUCATION & SOCIAL WORK

Special Education

Paper – 403 (A) (Fourth Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper		(Th. 60 & Int. Ass. 40)	4	4

Unit-I Introduction of Special Education

- Meaning, Concept, principles, objectives, needs of Special Education
- Historical perspective and relevance of special education.
- Role of Government organization & agencies RCI, NCERT, SCERT and NCTE in special education;
- Introduction of national level disability institutes of the country

Unit-II Impairment, Disability and Handicap Introduction of Special Education

- Concept, Meaning of impaired, disability and handicapped.
- Concept, Meaning, Type of Exceptional children.
- Identification, characteristics, Classification of visually impaired,
- Hearing impaired, mentally retarded, learning disabled.
- Role of teacher, Educational Programmes

Unit-III Education of gifted and creative Children

- Concept, Meaning. Principles gifted and creative children.
- Nature, identification, characteristics of gifted and creative children.
- Role of teacher, Educational Programmes

Unit-IV Integrated Education

- Concept, Meaning, Characteristics of Integrated Education
- Scope and importance of integrated Education
- Role of Parents, Community, Planners and administrators general and special teachers

Unit-V Rehabilitation of children with special needs

- Guidance and counselling of parents towards education & rehabilitation of their children.
- Role of Non-Government organizations (NGOs) in education and rehabilitation of CWSN
- M.P. State level/Programmes/Schemes with reference of education and rehabilitation of CWSN

➤ **Reference books:**

- Dash, M (2000), Education of exceptional children, : Atlantic Publishers and distributions, New Delhi
- Hollrahan D. & Khauffmen(1978), Exceptional Children : An Introduction to Special Education, : Englewood & J Prentice hall
- Mangal S.K.(2009), Education exceptional children : An Introduction to Special Education, : Prentice hall of India
- Panda, K.C.(1997), Education exceptional children : An Introduction to Special Education, Vikash Publishing House, New Delhi
- Yessldyke , E. James. Bob, A, Special Education : A Practical Approach for Teachers, : Kanishka Publishing Distributes, New Delhi

M.A. EXTENSION EDUCATION & SOCIAL WORK
Guidance and Counseling

Paper – 403 (B) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper		(Th.60 & Int. Ass. 40)	4	4

UNIT I: GUIDANCE

- Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance,
- Aims and Principles of Guidance.
- Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

UNIT II: COUNSELLING

- Meaning, historical development and importance of counselling.
- Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive. Eclectic counselling. Techniques in counselling: Steps of counselling. The Qualities of effective counsellor.
- Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview. Preparation, process, interpretation, recording, and termination.

UNIT III: TOOLS AND TECHNIQUES

- Criteria of Good Guidance test: general, practical & psychological. Simple (Non Standardized)
- Tools of Guidance – Characteristics, construction and use by the Guidance worker. Anecdotal and cumulative records, Autobiography and self reports,
- Questionnaire, Rating Scale and Checklist, Observation and Interview schedules,
- Intelligence, Personality, Creativity, Aptitude, Attitude and Interest.

UNIT IV: UNDERSTANDING THE INDIVIDUAL

- Individual Differences in the process of Guidance and Counseling -Nature and Importance.
- Nature of Individual's Personality, its significance.
- Educational and Vocational Planning, world of work and world of education.
- Importance of assessing interest for educational and vocational guidance

UNIT V: ORGANIZATION OF GUIDANCE PROGRAM AT VARIOUS LEVELS

- Secondary and college level, Need for Practical Programs of Service.
- Basic Services of Guidance and Counseling, Role of various personnel and agencies in an organized program of services.
- Referral Services – Special and Community.

REFERENCES

- Agarwala J.C: Educational and Vocational Guidance & Counseling, Doaba House, New Delhi,1965.
- Barki B.G.,& Mukhopadhyay B : Guidance and Counseling- A manual, Sterling Publishers Pvt. Ltd, New Delhi,1989.
- Bhatnagar R.P : Guidance and Counseling in Education and Psychology, R. Lall Book Depot, Meerut,2011.
- Bernard, H.W.: Towards Better Personal Adjustment. McGraw Hill Book Co., New York,1957.
- Cattle, C. and Downie, N.M.: procedures and preparation for counseling, Englewood Cliffs, New Jersey, 1960.
- Chauhan S.S: Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd, New Delhi,2001.
- Chibber S.K: Guidance and Educational Counseling, Common Wealth Publishers, New Delhi,2008.
- Crow and Crow : An Introduction to Guidance, Eurasia Publishing House (P) Ltd, New Delhi,1962.

M.A. EXTENSION EDUCATION & SOCIAL WORK

DISASTER MANAGEMENT

Paper – 404 (A) (Fourth Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper	(Th. 60 & Int.Ass. 40)		4	4

Unit-I Disasters: An Overview: Disaster: meaning, factors, significance, causes and effects; Type of disasters: earthquake, flood, cyclone, drought and famine, landslide, snow avalanche, fire, forest fire, industrial and technological disasters and epidemics: conflicts, community/ethnic clashes and warfare.

Unit-II Planning Disaster Management: Planning, policies and management of disasters: Awareness about disasters: public awareness programme and mobilizing community participation; Role of various agencies: Government military and para-military forces, NGOs, media, disaster mapping predictability, forecasting, preparing community and mitigation.

Unit-III Impact of disasters: on individuals, families, groups; on children women and the elderly; physical, economic and psycho-social.

Unit-IV Relief and Reaching out: Search, rescue, evacuation and shelter for victims; Clearance of debris, disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition and hygienic sanitation; Emergency support functions and their coordination.

Unit-V Reconstruction and rehabilitation: Rehabilitation: social, economic, health and hygiene aspects; Reconstruction and rehabilitation; Disaster resistant housing, house relocation, repairing, strengthening of house, Monitoring and evaluation.

Reference books:

1. Abarquez I and Murshed Z, 2004, Community-Based Disaster Risk Management: Field Practitioners Handbook New Delhi, Asian Disaster Preparedness Center
2. Anderson M and Woodrow P., 1998, Rising from the ashes: Development Strategies in times of Disaster, London: ITDG Publishing, WWW.itdgpublishing.org.uk
3. Blaikie P, Cannon T, Davis I and Wisner B, 2004, At risk: Natural hazards people's Vulnerability and disaster, London; Routledge.
4. Carter I 2002, Preparing for disaster, PILLARS Guide, Tearfund UK, Order from roots@tearfund.org or download from www.tearfund.org/tilz
5. Carter I, 2003, Mobilising the community the community PILLARS Guide, Tearfund UK, Order from roots@tearfund.org or download from www.tearfund.org/tilz
6. Deshpande B.G. 1996, Earthquakes Animals and Man Gurgaon : JAC Trust
7. Heijmans A and Victoria L 2001, Citizenry-Based and Development-Oriented Disaster Respons, Philippines: Centre for Disaster Preparedness.
8. Monan, Munasingheand Clarke Clarkecaroline, 1992, Disaster Prevention fro Sustainable Development, Economic and Policy Issues, Geneva : World Bank
9. Murthy, D.B.N. 2007, Disaster Management: Test and Case Studies, New Delhi Deep & Deep

M.A. EXTENSION EDUCATION & SOCIAL WORK
Educational Technology

Paper – 404 (B) (Fourth Semester)	(2018-19)	Marks 100	Cr.	Total Credit
Optional Paper		(Th. 60 & Int.Ass. 40)	4	4

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational technology: concept, definition, meaning, nature, scope, & significance, Teaching technology and instructional technology, development of instructional technology, trends in educational technology, mass instructional technology, role of technology in education.

UNIT II: APPROACHES OF EDUCATIONAL TECHNOLOGY

Hardware, software and system approach: definition, characteristics and advantages. Designing and analyzing system, implementation of system approach in education, concept of cybernetics and system analysis.

UNIT III: COMMUNICATION PROCESS

Communication Process: Concept, nature, process, models and barriers, Mass media – selection and types, Multimedia approach, Classroom communication, Education and Training: Face-to-face, Distance and other alternative modes, Information Theory Channels of communication through mass media in education & Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials, Mastery Learning.

UNIT IV: MULTI SENSORY AIDS

Concept, definitions, Classification: Audio, Visual, and Multi Sensory.

Principles of selection of teaching aids, importance and uses.

Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, Video/Educational Television:

Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,

UNIT V: DESIGNING INSTRUCTIONAL SYSTEM

Formulation of instructional objectives, Task Analysis, Instructional Material: PLM – Meaning, types: LPLM, BPLM. MPLM, developing various types of PLM. Development of Modules.

Reference books:

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- Das, R.C. Educational Technology: *A Basic Text*. New Delhi: Sterling, 1992.
- Dececco. J.P. Educational Technology, New York: HRW, 1964.
- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Mohanty, J.: Educational Broadcasting, Sterling Publishers, New Delhi, 1984.
- Rao. V. Educational Technology. Delhi: Himalayan Publishing House, 1991.

- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
- Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.
- Sharma, A.R.: Programmed Learning, Loyal Book Depot, Meerut, 1982.
- Wilson, Bob: The Systematic Designs of Training Courses, Parthenon Publishing, U.S.A., 1987.

