M.Ed. SYLLABUS
I & II SEMESTER

INSTITUTE OF EDUCATION
CENTRE OF EXCELLENCE
DEVI AHILYA VISWAVIDYALAYA
INDORE
2012
M.Ed. Syllabus

SEMESTER I: COURSES OF STUDY AND CREDITS

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>PHILOSOPHY AND SOCIOLOGY OF EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>603</td>
<td>ADVANCED EDUCATIONAL PSYCHOLOGY-I</td>
<td>4</td>
</tr>
<tr>
<td>605</td>
<td>EDUCATIONAL RESEARCH AND STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>607</td>
<td>DISSERTATION</td>
<td>4</td>
</tr>
<tr>
<td>609-633</td>
<td>ELECTIVE –I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE-II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

|                               |                                            |         |
|                               | COMPREHENSIVE VIVA-VOCE                    | 4       |

|                               | **GRAND TOTAL CREDITS**                    | **28**  |
M.Ed. SEMESTER –I

601.1 Philosophy of Education: Conceptual Framework

OBJECTIVES: CREDITS: 2

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyse the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.

CONTENTS:

UNIT I: (a) Meaning, Scope and Role of the Philosophy of Education. (b) Definition, Purpose, types and techniques of defining.


REFERENCES:


M.Ed. SEMESTER –I
601.2 Sociology of Education

OBJECTIVES: CREDITS: 2
• To enable the students to understand the sociological perspective in education.
• To equip students with the basic terms and concepts of the subject.
• To make students aware about the relationship and impact of society, economy, polity/politics, religion and culture on education.
• To acquaint students with the role of family, community, politics and economy exerted on education/schools in India.
• To make the students conscious about the ramifications of the constitutional ideal of protective discrimination and importance of social justice and development of the Indian nation.
• To enable the students to understand the relevance them and related literature in the area.

CONTENTS:

UNIT I: Sociological Perspectives in Education

- Meaning, Nature, Scope and Approaches of Sociology as well as its Relationship with Education (special reference to Emile Durkhiem, John Dewey, K. Mannheim and t. Parsons)
- Basic Concepts of Sociology of Education.
- Meaning and Nature of Educational Sociology, Sociology of Education and New Sociology of Education.
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in Indian.

UNIT II: Education in relation to: Society, Economy, Polity/Politics, Religion and Culture.

UNIT III: Sociology of Education in India: Education and the Family, Education and the Community, Concept of the Community Schools; Politics and Education; Economy and Education.

UNIT IV: Protective Discrimination and Education: Constitutional Ideals-Social Equity and Equality of Educational Opportunities –Education for Socially and Economically Disadvantaged Section of the Society with Special Reference to SC/ST/OBC/women/Rural Population.

V ACTIVITIES

i. Preparation of Annotated Bibliography in the above mentioned area.

ii. Review of any Standard book as per Suggestion of the Teacher.
iii. Any other as per the Suggestion of the Teacher.

References:

OBJECTIVES:  

- To acquaint students about various theories of learning and their educational implications.
- To develop insight into various theories of learning so as to improve teaching.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.

CONTENTS:

UNIT I: Pavlov’s Classical conditioning: Setting up Conditioned Response Extinction, Spontaneous Recovery, Generalization and Discrimination, Types of Classical conditioning and Educational Implications.

Skinner’s Operant Conditioning: Operant Experiment, Extinction, Spontaneous Recovery, Generalization and Discrimination, types of Reinforcement, Schedule of Reinforcement and Educational Implications.

UNIT II: Gagne’s Hierarchy of Learning and its Educational Implications. Thorndike’s Trial and Error Learning Experiment, Laws of Learning and Educational Implications.


UNIT IV: Personality Theories: Type Theories: Galen Kretchmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational
Implications of these Theories. Measurement of Personality: Questionnaire, Inventories and Projective Techniques.

UNIT V: Mental Health and Hygiene: Process of Adjustment, School Adjustment, Conflicts and Defence – Mechanism, Mental Hygiene and Educational Implications.

Experiments:

The Students would perform Experiments and Tests Related to:

1. Classical Conditioning
2. Operant Conditioning
3. Adjustment
4. Transfer of Learning
5. Personality

References:


**M.Ed. SEMESTER –I**

**605: EDUCATIONAL RESEARCH AND STATISTICS**

**OBJECTIVES:**

- To make students aware of importance and need of research in Education.
- To make them Familiar with the nature of Research.
- To make students learn the reasoning and its use in research.
- To train students in selecting the suitable problem.
- To make students familiarize with the steps of research proposal and train them in formulating and research proposal.

**CONTENTS:**

UNIT II: Hypothesis: Definition, Characteristics, Stating the Hypothesis. Types: Research Hypothesis, Statistical Hypothesis (Null and Directional), and Operational Hypothesis, Testing of Hypothesis, Concept of level of Significance and Degree of Freedom, One Tailed and Two Tailed Test, Types of Error-Type I and Type II.


UNIT IV: Tools of Measurement, Difference between Measurement and Assessment, Characteristics of Tools – Reliability, Validity, Sensitivity; Types of Tool-Test, Scale. Interview Schedule; Steps of Developing Tools; Criteria of Selection of Tools.


UNIT VI: (a) Normal Probability and its applications. Sampling Distribution of Mean, Setting Confidence intervals for Population Mean. (b) Test of Significance of Difference between Means of Independent and Correlated Samples of Different Sizes.


References:


M.ED. SEMESTER – I
609: GUIDANCE AND COUNSELLING

OBJECTIVES: CREDITS: 4

- To make students understand the meaning and definitions of guidance and counselling.
- To make them familiar with the need of guidance in general and with special reference to Indian cultural background.
- To make students aware of the nature and scope of guidance.
- To help students in understanding the foundations of guidance.
- To help students to learn the relationship of guidance and counselling.
- To make students familiar with the tools and techniques in guidance and counselling.
- To help students in knowing about the individual and his environment.
- To make students learn about the adjustment mechanics.
- To make students aware about the world of work and world of education.
- To make students aware about the needed competencies of various vocations.
- To enable students to organize guidance programs at various levels.
- To develop students for proper educational and vocational planning.
- To make students familiar with different referral services.

CONTENTS:

UNIT I: Guidance and Counselling – Meaning and definition. Need- General and with special reference to Indian cultural background. Nature and scope of Guidance services in India and West specially USA and UK.


UNIT V: Organization of Guidance Programs at various levels – Secondary, and college levels.
- Need for practical program of services
- Basic services of Guidance and Counselling
- Role of Various personnel and agencies in an organized program of services
- Referral services – special and community

Any one Activity from, but not limited to, the following:
2. Interview of referral personnel.
3. Preparation of anecdotal/cumulative record.
4. Counselling of problem child.
5. Reporting of available courses after +2 stage

References:
OBJECTIVES: CREDITS: 4

- The students will understand the concept of Educational Technology.
- They will develop competency in managing classroom teaching among themselves.
- Students would be in position to apply system approach for solving educational problems.
- Students will be able to understand the role of Mass Media.
- Students will be able to develop scripts for Televisions and Radio.
- Students will be able acquainted with different types of Instructional Material.
- Students will be able to implement different strategies for teaching at different levels.
- Students will be familiarized with Computer Assisted Instructional and Web Based Instruction.

CONTENTS:


UNIT III: (i) Programmed Learning Material- Meaning Psychological foundation of PLM, Linear, Branching and Mathetics programming their advantages and limitations prompts- formal and themetic, (ii)
Computer Assisted instruction, Web Based Instruction- Meaning advantage and disadvantages.

UNIT IV: Teaching Technology- Stages of Teaching: Pre-active, Interactive and Post-active. Teaching at different levels: Memory, Understanding and Reflective levels.


Activity (Any One)

i. Script Writing- One Script for TV.
ii. Preparation of two sides on power point showing animation

References:


M.ED. SEMESTER-1

625: EDUCATIONAL ADMINISTRATION

OBJECTIVES: CREDITS: 4

• To acquaint students with the emerging concept of Educational Administration.
• To help students to understand the various factors which affect the character of educational administration.
• To acquaint students with issues in educational administration.

Contents:
UNIT I: Changing Concepts of Educational Administration, efficiency versus human relations- controversy, process of administration.
UNIT II: Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).
UNIT III: Issues in Educational Administration – Centre, State and Local Bodies, Centralization and Decentralization in India, State and Private Enterprise, Existing Problems of Administration in India, External Controls and Internal Controls, Equalization of Educational Opportunities.
UNIT IV: Educational Supervision – Concept, Scope and Object of Supervision, Principles, Methods and Procedures, Evaluating Effectiveness of Supervision.
UNIT V: Programme for Professionals, Growth of Teachers and Improvement of Instructional Program.

References:

M.Ed. SEMESTER –I
627: TEACHER EDUCATION

OBJECTIVES: CREDITS: 4

- To acquaint students with the development, planning/administration of Teacher Education in India.
- To familiarize students with the objectives of Teacher Education.
- To make students understand the nature of the Teacher Education.
- To develop an understanding of needs, problems and Curriculum evaluation in Teacher Education.
- To develop an understanding of different aspects of Teacher Education for non-formal institutions.

CONTENTS:

UNIT I: Evolution and Development of Teacher Education in India.

UNIT II: (a) General Aims of Teacher Education, (b) Aim and Objectives of Teacher Education at Secondary Level, (c) Recommendations of Various commissions established after Independence for Teacher Education, (d) Agencies of Teacher Education 1. SCERT, 2. NCTE, (e) Teacher Education Program: Pre-Service and In-Service. Innovative Programs – interdisciplinary Approach, Distance Education, Correspondence etc.

UNIT III: Nature of Teacher Education as Supervision, as Administration, as Counselling, as Curriculum Development, as Science, as Clinical Interaction and as Teacher Development.

UNIT IV: (a) Competency Based Teacher Education, (b) Accountability in Teacher Education, (c) Changing Needs and Problems of Teacher – Education. Teacher-Education and Practicing Schools, Preparing Teachers for Special Schools, (d) Curriculum of Teacher Education.

UNIT V: Teacher Education in Non-Formal Education: Need, Objectives, Curriculum, Methodology of Training and Characters of Non-Formal Instructor.
Activity (Any Two)

1. To develop checklist of competency based teacher-education.
2. To prepare a list for accountability of teachers.
3. To evaluate/survey the curriculum of teachers’ training program.
4. To evaluate/survey the innovative programs of teacher-education.

References:

M.Ed.  SEMESTER – I

633: FOUNDATIONS OF FUTURES STUDIES

OBJECTIVES:  CREDITS: 4

To make students understand:

- The Concept of Futurology as well as the various perspectives of change vis-à-vis futuristic Education.
- Social Scientific Perspective of the various Methodologies of the futures studies.
- The nature of social scientific, technological and value changes towards 21st Century and its impact on the goals of futuristic education.

Contents:

          (b) Various Perspectives of Change. (c) Future Studies vis-à-vis Futuristic Education.

UNIT II: (a) Qualitative and Quantitative Methods of Futurology in the context of Social Science Research. (b) Simple trend, Extrapolation, Brain Storming, Simulation and Role Playing, Delphi, Future Wheel and Scenario Writing Cross Impact Analysis and Systems Approach.

UNIT III: (a) The Post Industrial Society and its characteristics. (b) Some Scenarios of Post Industrial Society.

UNIT IV: Futures of Science and Technology and its Impact on the Goals of Futures Education.

UNIT V: Futures of Values vis-à-vis Science and Education.

References:

• India the next 7000 Days. New Delhi, 1985.

M.Ed. SYLLABUS – II

602.1: EDUCATIONAL PHILOSOPHY

OBJECTIVES:

• To familiarize students with some significant philosophical perspectives on education and implications for education.
• To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
• To acquaint students with the philosophical thoughts of some prominent educational thinkers of the country.
• To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT:
UNIT I: Study of Idealistic, Naturalistic and Pragmatist Philosophies of Education with Special Reference to their Basic Tenets, Problem of Mind and Body, and Theories of Knowledge and Values.

UNIT II: Educational Implications of Idealistic, Naturalistic and Pragmatist Philosophies for Aims, Curriculum and Methodology of Education.

UNIT III: (a) Educational Thoughts of Gandhi, Tagore, Aurobindo and Vivekananda. (b) National Goals and Aspirations.

References:


M.Ed. SEMESTER – II
602.2: SOCIOLOGY OF EDUCATION

OBJECTIVES; CREDITS: 2

- To develop among students an understanding about Sociological perspective of Education, School and Community vis a vis their relationships.
- To make them aware about ‘Teacher’s role’ in the Social System.
- To acquaint them with the ‘sociology of Teaching profession and Teaching’.
- To make them familiar with various key concepts like ‘Social Stratification’, ‘Social Mobility’, Occupational Mobility’ and their relationships with education.
- To help them understand the concept and various ramifications of culture and its relationship with education.
- To make them familiar with the prevailing cultural diversity and conflict as well as the role of education for a composite culture in India.
- To Orient them in the Concept, Features, Policies and Strategies for Multicultural Education.
- To acquaint them with the meaning, scope, process and theories of social change.
- To help them understand various processes of social change in India.
• To make them aware about the differences and relationship between social change and cultural change.

• To develop among them the understanding of the relationship between social change and education.

• To acquaint them about the limitations of education in the process of social change as well as limitations of social change in India.

• To make them familiar and aware about the impact of Science, Technology, Industrialization, Urbanization and Modernization on Education.

• To acquaint them with various aspects of Modernization and its influence on Indian Society.

• To help them understand the role of Education for Modernization of Indian Society.

• To develop in them the understanding and appreciation for some new trends in Education: viz. Women’s Education; Human rights Education; Environment Education; Value and Peace Education’ Futurology in Education; Role of International Agencies like UNESCO; World Bank etc. in education. Education for development; Multicultural Education; Identity and Education; Education for ‘Information Revolution’ and Intellectual Property Law, Democrat and Education.

CONTENT:

UNIT I: School, Community, Teacher and Teaching Profession: Education as a sub-system of society, School as a Social System: Teacher’s Role in the Social System: Teacher’s Education and Community Development, Community, School, Teacher as a Change Agent, Teacher and Community, Profession of Teaching, Teacher’s as a ‘Professional Group’ and their Organizations, Teacher’s Cliques and their impact on ‘Education of Children, Teacher and Curriculum, Sociology of Teaching.
UNIT II: Social Stratification, Social Mobility and Education: Concept of Social Stratification (Caste and Class); Caste to Class; Types of Class, Class and Education.

UNIT III: Culture and Education: Concept, Characteristics, Patterns, Social Mobility; types of Social Mobility; Education and Mobility; Relationship and limits, Social Vs Occupational Mobility. Occupational Mobility Acculturation, Enculturation, Cultural Deprivations, Qualities of Culture Role on Educational Programmes-different Cultures prevailing in Indian set up; Meaning of Cultural Change – Role of Education, Mass-Media etc. in Cultural Change, making of the composite Culture in India;-Multicultural Education.

UNIT IV: Social Change and Education; Meaning of Social Change ; Factors affecting Social Change; Process of Social Change, Theories of Social Change; Process of Social Change in Indian Society; Relationship between Social Change and Cultural Change. Relationship between Social Change and Education. Limitations of Education in the process of social change; Role of Education in Social Change; Restraints of Social change in India (Caste, ethnicity, class, language, religion, regionalism.

UNIT V: Impact of Science and Technology, Industrialization, Urbanization and Modernization on Education: Impact of Science and Technology on society and Education- Urbanisation, Industrialization and Education; concept of Modernization, different Models of Modernisation, Features of Modernity Relationship between Tradition and Modernity, Education as a tool of Modernization, influence of Modernization on Indian Society.

UNIT VI: New Trends in Education: (Activity on any two and understanding to all the following in Education):
- Women’s Education
- Population Education
- Human Rights Education
- Environmental Education
- Value and Peace Education
- Futurology in Education
- Role of International Agencies in Education
- Education for Development
- Multicultural Education
- Identity and Education
- Democracy and Education
- Education for Information Revolution and Intellectual Property law.

References:

M.Ed. SEMESTER – II
604: ADVANCED EDUCATIONAL PSYCHOLOGY

OBJECTIVES: CREDITS: 4

- To acquaint the students about various theories of learning and their educational implications.
- To develop insight into various theories of learning so as to improve teaching.
- To acquaint the students with the theories of intelligence.
- To familiarize the students with identification, characteristics and education of exceptional children.

CONTENT:


UNIT II: Theories of Intelligence: Guilford’s old and new Model, Gardner’s theory of Multiple Intelligence, Strenbergs Triarchic theory of Intelligence. Cattells theory of Intelligence, and Educational Implications of these theories.


UNIT IV: Exceptional Children I: Identification, Characteristics and Education of Gifted, Mentally Retarded and Backward Children.

UNIT V: Exceptional Children II: Identification, Characteristics and Education of Creative and Learning Disable Children,

Experiments:
1. Tolman’s Sign theory of Learning and Hulls Need Reduction Theory of Learning
3. Intelligence
4. Creativity
5. Learning Disability

References:

M.Ed. Semester – II

606: EDUCATIONAL RESEARCH AND STATISTICS

OBJECTIVES: CREDITS: 4
• Students will be able to discriminate between different Methods of Research.
• Students will be able to select the most appropriate Experimental Design.
• Students will be able to distinguish between Internal Validity and External Validity.
• Students will be able to discriminate between Parametric and Non Parametric Statistical Techniques.
• Students will be able to select appropriate method of computing Correlation and interpret the Coefficient of Correlation.
• Students will be able to write the Thesis/Dissertation in a systematic way.

CONTENT:
UNIT I: Non-parametric statistics and Statistical tests- Characteristics. Testing divergences of an observed distribution from a theoretical distribution, Test of independence of attributes using Chi-Square technique.
UNIT II: Other correlation Methods: Point Biserial and Biserial, Tetrachoric and Phi-Coefficient, Partial and Multiple Correlation – their assumptions, uses and interpretations.

UNIT III: Non-Parametric Alternatives of t-test: (a) Mann Whitney ‘U’ test and Wilcoxon-Matched Pair Signed-Ranks Test. (b) Use of SPSS in analysing the research data: Underlying concepts and interpretation.


REFERENCES:


M.Ed. Semester – II

610: GUIDANCE AND COUNSELLING

OBJECTIVES: CREDITS : 4

• To acquaint the students with different types of Guidance.
• To acquaint the students with the relationship between Guidance and Curriculum.
• To familiarize the students with different techniques of collecting Educational and Vocational Information.
• To acquaint the students with the importance of personal Guidance at different stages.
• To help the students in forming useful Self-concept.
• To acquaint the students with Group Guidance and techniques of providing Group Guidance.
• To familiarize the students with research studies conducted in the area of Guidance.
• To develop among students the skills of providing Counselling services and conducting tests.

CONTENTS:

UNIT I: **Educational Guidance** – Guidance and Curriculum. Special need and specific nature of Guidance at different Educational stages, viz. primary, delta, school leaving, college entrance, university, professional colleges. Types of Educational Information, Techniques of collecting and disseminating Educational Information.


UNIT IV: **Types of Training** – Types of Training available in India and Abroad, NCERT, NIMHANS-Banglore, Jabalpur, IGNOU. Training of Professional Personnel. Different Types of abilities. Relationship between different Occupations, Characteristics, Interest and Personal Traits, Training of Teacher, Career Master, School Counselor, Child
Guidance clinic Worker, and Counsellor at University level.

Educational Clinic: Concept, Objectives and Organization.


**Practical Activities (Any Two)**

1. Conducting case study of a problem child and providing counselling service.
2. Providing Career Guidance to students.
3. Review of researches in the area of Guidance and Counselling (any 5) in consultation with the teacher.

**References:**


M.Ed. Semester – II

618: EDUCATIONAL TECHNOLOGY

OBJECTIVES: CREDITS:4

1. Students will be able to attain the Concept of Communication.
2. Students will be able to assess the status of Educational Technology in India.
3. Students would learn the mechanism of developing PLM.
4. Students will be acquainted with the concept of Distance Education, Open Education and their management.

5. Students will be familiar with concept like Model of Teaching, Instructional Strategies, and Cybernetics etc.

6. Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

CONTENTS:

UNIT I: Communication – Meaning, Elements Contexts and Models of Communication, Necessities for better Communication.


UNIT III: Behaviour Technology – Flanders Interaction Analysis, Coding, Decoding, Feedback System and Simulation.

UNIT IV: (a) Models of Teaching – definition, Classification and Elements, ITM/CAM as an Example. (b) Multimedia Approach and Instructional Strategy: Meaning and Designing, (c) Difference among Message, Method and Medium, (d) Cybernetics – Concept and Scope in Education.

UNIT V: (i) Distance Education – Definition, Characteristics, Methods and Techniques, Barriers, Modes of Evaluation in Distance Education. (ii) Futuristics view of Educational Technology in India. Information Technology: Concept, Definition & Uses.

Activity (Any ONE of the following)

1. Development of PLM of any style. Students should develop at least 20 frames on any topic.

2. Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

References:
- Rathore, H.C.: Management of Distance Education in India. Ashish Publishing house, New Delhi, 1993.

**M.Ed. Semester – II**

**626: THEORY, PLANNING AND FINANCE OF EDUCATIONAL ADMINISTRATION**

**OBJECTIVES:**
- To Develop in the students understanding and appreciation of the theories of Educational Administration and Leadership.
- To help the Students to understand the nature of Educational Planning and Finance.
- To develop in students a satisfactory concept of competence in Educational Administration.
- CREDITS: 4
CONTENTS:


UNIT II: Educational Leadership: (1) Educational Leadership, (2) Executive Style-Autocratic and Democratic, (3) Group Dynamics and Human Relations.

UNIT III: Educational Planning: Need, Nature and Scope of Educational Planning. Principles, Different Approaches, Economic and Social Aspects of Educational Planning; Steps in Preparation of Plans; Implementing, Evaluating and Readjusting a Plan.

UNIT IV: Educational Finance-Sources of Income, Centre, State and Local Bodies State and Private Enterprise.

UNIT V: System Analysis; An Approach to Educational Administration.

REFERENCES:

M.Ed. Semester – II

634: FUTURISTIC EDUCATION

OBJECTIVES: 

- To develop understanding of students about essentials of Open Learning and de-schooling society vis-à-vis Futures of different levels of education.
- To develop in students the skill in Forecasting Educational Futures through applications of different Quantitative and Qualitative methods.
- To develop in students insights into Futures of Educational System in the context of modern trends in Educational Technology, Communication System and Humanistic Management.

CONTENT:


UNIT II: Characteristics and Nature of Open Learning Society-Its Emergence at Global Level in General and Indian Level in Particular. The Role of UNESCO and its efforts on Educational Futures of Developing Countries, Contributions of some Educational Futurists, e.g.: I.D. Illich.
UNIT III: Quantitative Methods of Futuristic Education: Product Moment Correlation, Multiple Correlation, Regression Equation: Bi-variate and Multi-variate; Different Types of Time Series Analysis, as well as Some Qualitative Methods not Covered in First Semester.

UNIT IV: Foreseeing and Assessment of: Educational Technology, Emerging Communication Technology in Education, Open University, Futures Classroom vis-à-vis Countrywide Classroom, Instructional Materials as well as Teachers’ and Learners’ Evaluation.

UNIT V: Future Perspectives of Educational Management and Change, Humanistic and Participatory Approaches of Educational Management, Futures of Communication Management, Educational Guidance for Better Tomorrow, and Future Values of Youth.

REFERENCES: