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Session :

(Distance Learning Mode)

M. A. IN EDUCATION

Syllabus



DIRECTORATE OF DISTANCE EDUCATION

M.A. in Education (Previous)

Paper-I

PRINCIPLES OF EDUCATION

Unit - I Meaning, concept and scope of education :

- **Meaning and concept**
- **Aims and objectives of education**
- **Scope of education**

Unit - II Curriculum Design :

- **Concept, components and source of design**
- **Principles**
- **Approaches**
- **Curriculum construction**

Unit - III Curriculum Transaction -

- **Role of curriculum support materials**
- **Types of materials and aids**
- **Models of implementation**
- **Curriculum, Syllabus and Text Books : Inter relation.**

Unit - IV Paradigm shift in education :

- **NCF 2005**
- **BCF 2008**

References :

1. Beane, J.A., Conrad, E.P. Jr. & Samuel J.A., Jr. Curriculum Planning and Development, Allyn & Bacon, Boston, 1986.
2. Brady, L. Curriculum Development, Prentice Hall, 1995.
3. Doll, R.C., Curriculum Improvement : Decision-Making and Process, Allyn and Boston, 1996.
4. Marsh, C.J. & Willis, G., Curriculum - Alternative Approaches, Ongoing Issues, Merhil/Prentice-Hall, 1999.
5. McNeil, J.D., Curriculum : A comparative Introduction, Scott, Foresman, Glenview, 1990.
6. Oliva, P.F., Developing the Curriculum, Harper Collins, New York, 1992.
7. Ornstein, A.c. & Hunkins, F., Curriculum. Foundations, Principles and Issues, Allyn & Bacon, Boston, 1998.
8. Pratt, D., Curriculum Design and Development, Macmillan, New York, 1980.
9. Saylor, J.G. Alexander, W.M. & Lewis, A.J., Curriculum Planning for Better Teaching and Learning, Hott, Rinehart & Winston, New York, 1981.
10. Taba, H., Curriculum Development - Theory and Practice, Harcourt Brace, New York, 1962.
11. Tanner, D. & Tanner, L.N., Curriculum Development. Theory into Practice, Macmillan New York, 1980.
12. Walker, D., Fundamentals of Curriculum, Harcourt Brace Jovanovich, San Diego, 1990.
13. Wiles, J. & Bondi, J.C., Curriculum Development - A Guide to Practice, Merrill, Columbus, 1989.
14. Zais, R.S., Curriculum : Principles and Foundations, Harper & Row, New York, 1976.

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Paper-II

EDUCATIONAL DEVELOPMENT IN INDIA

- Unit - I** **Historical perspectives of Education in India :**
- **Education in Ancient India**
 - **Education in Medieval India**
 - **Education in British India**
- Unit - II** **Educational Commission & their Recommendations :**
- **Radhakrishnan Commission (1948-49)**
 - **Secondary Education Commission (1952-53)**
 - **Kothari Commission (1964-66)**
 - **Ram Murti Commission (1990)**
 - **Educational policies 1968, 1976, 1986**
 (New education policy)
 - **Programme of Action 1992**
- Unit - III** **Educational Development in India After Independence :**
- **Present Scenario**
 - **Constitutional Provisions & R.T.E.**
- Unit - IV** **Educational & initiatives (1921 to 2011)**
- **Buniyadi School**
 - **BEP, DPEP, SSA, RMSA**
 - **TLC**

References :

1. Aggrawal J.C. Landmarks in the History of Indian Education, Vani Books, New Delhi.
2. Agnihotri R., Bhartiya Shiksha Ki Vartman Samsayan.
3. Ghosh, S.C., History of Education in India, Rawat Publications, 2007.
4. Gupta S.P., History, Development and Problems of Indian Education, Sharda Pustak Bhawan, Allahabad, 2006.
5. Kabir Humayun - Swatantra Bharat Me Shiksha, Rajpal & Sons, Delhi.
6. Mathur V.S., Studies in Indian Education, Arya Book Depot, New Delhi.
7. Mukharjee S.N., Education in India Today & Tomorrow, Acharya Book Depot., Broda.
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9. Od L.K. Shiksha Ke Nutan Aayam, Rajsthan Hindi Grantha Akadami.
10. Pandey R.S. Problems and History of Indian Education, Vinod Pustak Mandir, Agra.
11. Reports of Different Commission on Education.
12. Sen J.M., History of Elementary Education in India, The Book Co. Ltd. 1941.

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Paper-III

PHILOSOPHICAL FOUNDATION OF EDUCATION

- Unit - I** **Nature of Philosophy : Use of Philosophy, Branches of Philosophy, and their implications for education. Indian Philosophical Foundation :**
- Jainism
 - Buddhism
 - Nayay
 - Vedant (Upanishad, Geeta and Advaita Vedanta)
- Unit - II** **Education Philosophy and thoughts of -**
- Mahatma Gandhi,
 - Ravindranath Tagore,
 - Shri Arvindo
 - Viveka Nand and
 - J. Krishna Murti.
- Unit - III** **Western Philosophical Foundation of Education :**
- Naturalism
 - Idealism
 - Realism
- Unit - IV** **Pragmatism**
- Existentialism
 - Humanism

References :

1. Aggarwal J.C. (2004) Teacher and Education in a Developing Society, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Aggarwal, J.C. (2004) Theory and Principles of Education Vikash Publishing House Pvt. Ltd., New Delhi.
3. Brubacher, John S. Modern Philosophies of Education, McGraw Hill Book Company, New York.
4. Buttlen J. Donald, Four Philosophies and their Practices in Education and Religion, Printice Hall of India, New Delhi.
5. Buttler J. Donald, Ground Work of Educational Theory, Oxford University Press, Calcutta, 1972.
6. Kneller George F. Introduction F. Introduction to Philosophy of Education, John Wiby and Sons, Inc, New York.
7. Pandey R.S., Teacher in Emerging Indian Society Vinod Pustak Bhavan, Agra.
8. Ross james S. Ground Work of Educational Theory Oxford University Press, Calcutta. 1972.
9. Rusk, Robert R. Philosophical Bases of Education, University of London Press Ltd.

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Paper-IV

SOCIOLOGICAL FOUNDATION OF EDUCATION

- Unit - I** **Concept and Approaches :**
- **Meaning, Nature, Scope of Sociology of Education, Agencies of Socialization.**
 - **Sociological Approach to Education and Limitations.**
 - **Difference between Sociology of Education and Educational Sociology.**
- Unit - II** **Indian Education in context of :**
- **Secularism**
 - **Socialism**
 - **Democracy**
- Unit - III** **Education a social sub system :**
- **Education as a factor of social scarification and social Materiality.**
 - **Equality for Social Justice and Peace.**
 - **Education as related to social equity and equality of educational opportunities.**
 - **Social Change - Concept of social change and planned change, process and factors of social change, Constraints on social change relation between education and social change.**
- Unit - IV** **Social Dimension of Indian Education. Education and modernization, Education and politics, Education and Democracy, Education and religion, Education and culture, Education and Secularism. Education as related to social equity and equality of educational opportunities.**

References :

1. Dash, B.N., Education and Society, Dominant Publishers, New Delhi, 2004.
2. Dash, B.N., Philosophical and Sociological Basis of Education, Dominant Publishers and Distributors, New Delhi, 2005.
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4. Ogburn W.F. & Nimkaff : A Handbook of Sociology, Eurasia Publishing House, New Delhi, 1964.
5. Rao C.N. Shankar : Sociology, Primary Principles, S. Chand & Company Ltd., New Delhi, 2001.
6. Russell Bartrand, Education and Social order, George Alien and unwin Ltd., London
7. Saiyadain K.G. Education and Social order, Asia Publishing House, Bombay.
8. Srinivas, M.N., Social Change in Modern India, Oriental Longman, 2006.
9. Viyaya Kumari, K & Sharma S.R., Education and Social Change, Anmol Publication Pvt. Ltd., New Delhi.

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Paper-V

EDUCATIONAL PSYCHOLOGY

- Unit - I**
 - Meaning, Nature, Scope, and Objectives of Educational Psychology for a teacher.
 - Methods of study of Educational Psychology : Observation, Clinical, Experimental and Survey.
 - Growth and Development
- Unit - II**
 - Learning : Meaning, Characteristics, Process, Factors affecting learning.
 - Learning Theories, Classical & Instrumental, Piaget, Tolman, Guthrie
 - Transfer of learning
 - Motivation : Meaning and its Educational Implementation.
- Unit - III**
 - Personality - Concept, theories (Psychoanalytic, Erickson, Bandura) and measurement.
 - Mental health, Adjustment and conflicts.
- Unit - IV**
 - Intelligence - Meaning, factors, theories (two factor, Multi factor) and measurement.
 - Creativity - Meaning, Nature and measurement.

References :

1. Aggarwal J.C. Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi, 2005.
2. Anastasi A., Psychological Testing (4th edition) New York, Mac Millan Co. 1976.
3. Cronbach Lee J., Essentials of Psychological Testing (3rd edition), New York, Harper 7 Row Publishers, 1970.
4. Chauhan S.S., Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
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6. Freeman F.S. Theory and Practice of Psychological Testing (3rd edition) Oxford & IBH Pub. Co., 1976.
7. Gage, N.L. & Bertiner, P.C., Educational Psychology Hongnton Mifflin, New York, 1998.
8. Mangal S.K. Advanced Educational Psychology, Prentice Hall of India.
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11. Varma, M. An Introduction to Education and Psychological Research, Asia Publishing House, New Delhi, 1965.
12. Vernon P.E. Personality Test and Assessment, Methnen Co., London, 1962.

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Paper-VI

RESEARCH METHODOLOGY & STATISTICS

- Unit - I Nature and Meaning of Research :**
- Scientific Methods, Research in Education its need and significance.
 - Types of Research : Fundamental, Applied and Action Research, Quantitative and Quantitative Research and Interdisciplinary Research
- Unit - II Concept and Importance of Educational Research :**
- Methods, Historical, Philosophical, Ex-post facto, Survey, Experimental and Quasi-Experimental method, Case study.
 - Sampling : Importance, Population and sample, probability and non-probability sampling methods of selecting a sample, Random, Stratified purposive, Cluster and Quota, Sampling errors and how to reduce them, characteristics of a good sample.
- Unit - III Research Design :**
- Identifying research problem, selecting and defining the research problem, Area of Educational Research. Use of references, Source library, survey.
 - Hypothesis - nature, Definition, Characteristics of good hypothesis and its types.
 - Construction and use of tools and techniques of data collection - Observation, Questionnaire, Interview, Schedule, Rating Scales Aptitude and sociometric techniques, attitude scale.
 - Items Analysis : Reliability and validity of various tools preparation of research report.
- Unit - IV Statistics :**
- Description and Inferential statics, The Null hypotheism, Testing of significance, types of error, The t-test, non parametric test (chi-square test and mediant test), correlation, partial and multiple correlation, coefficient of correlation by pearson's product moment method for grouped and ungrouped data.

References :

1. Best J.W. & Kahn J.V. Research in Education, Prentice Hall of India, New Delhi, 1993.
2. Borg W.R. & Gall, M.D. Educational Research - An Introduction, Longman, New York.
3. Campbell, W.G. & Balloce S.V. Style Thesis, Report, Term Paper, Boston, 1990.
4. Gauet, H.E. Statistics in Psychology and Education, Vakils Feffer & Simons (P) Ltd. Bombay, 1981.
5. George A.F. Statistical Analysis in Psychology and Education McGraw Hill, Kogakusha Ltd., London, Tokyo, 1981.
6. Good, C.V. et.al, Methodology of Educational Research, New York, 1972.
7. Good C.V. and Halt, Research Methods in Social Sciences, Tata Mc Graw Hill Book Company, New Delhi.
8. Guilford, J.P. Fundamental of Behavioral Research, Mc Graw Hill Book Co., New York.
9. Guilford, J.P. & Fruchter B. Fundamental Statistics in Psychology and Education, Mc Graw Hill, New York, 1981.
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Paper-VII

EDUCATIONAL TECHNOLOGY

- Unit - I** **Concept of Educational Technology :**
- **Meaning, Nature, Scope and Significance of Educational Technology**
 - **Components of Education Technology Software, Hardware.**
- Unit - II** **Communication and Instruction :**
- **Theory, Concept, Nature, Process, Components, Types, Classroom Communication, Mass media approach Education Technology.**
 - **Designing Instructional System**
 - **Formulation of Instructional Objectives**
- Unit - III** **Teaching Levels & Micro Teaching :**
- **Memory, understanding and Reflective levels of teaching.**
 - **Teaching Strategies : Meaning, Nature, Functions & Types**
 - **Models of Teaching : Meaning, Nature, Functions & Types**
 - **Modification of teaching behaviours**
 - **Micro teaching, Flander's Interaction Analysis, Simulation**
- Unit - IV** **Programme Instruction :**
- **Development of Programmed Instruction Materials**
 - **Teaching Machine**
 - **Computer assisted Instruction**
 - **Future Priorities in Education Technology.**

References :

1. Aggarwal, J.C. Essentials of Educational Technology.
2. Heinich, R. Molenda, M.A. Russell, J.D. Instructional Media and the New Technologies of Instruction, Maxwell Macmillan, Singapore, 1990.
3. Joyce, B & Wail M. Models of Teaching, Prentice Hall of India, new Delhi, 1990.
4. Kochar S.K. Methods and Techniques of Teaching. Sterling Publishers, new Delhi, 1985.
5. Kulkarhi S.S. Introduction to Educational Technology, Oxford & IBH, New Delhi, 1996.
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9. Nachimuthn K (ed) Dynamics of information and Communication Technology, APH Publishers, New Delhi, 2007.
10. Passi, B.K. Becoming a Better Teacher-Microteaching Approach. Sahitya Mudra Malaya, Ahmedabad.
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12. Sharma, R.A. Educational Technology, Loyal Book Depot, Meerut, 2000.

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Paper-VIII

DISTANCE EDUCATION

Unit - I Concept of Distance Education

- Concept, Meaning, Need & Importance of Distance Education.
- Distance Education and Traditional Education

Unit - II Growth & Development of Distance Education

- Growth of Distance Education
- Distance Learning System in India.
 - (a) Open Universities and Directorate of Distance Education
 - (b) Open Schooling (NIOS & BBOSE (Bihar Board of Open Schooling & Examination)

Unit - III Intervention strategies in distance learning

- Information and Communication technologies and their applications in Distance Education.
- Designing and preparing Self Instructional Material (SIM).

Unit - IV Learning through Distance Education

- Student-support services in Distance Education and their management.
- Programme for Education through Distance Mode.
- Lesson Planning in Distance Mode

References :

1. Aggarwal, D.D. Future of Distance Education, Sarup & Sons, New Delhi, 2007.
2. Bansal, Aarti : Distance Education in 21st Century, Sublime Publications, Jaipur, 2004.
3. Rao, V.K. : Distance Education, APH Publishing Corporation, New Delhi, 2007.
4. Siddiqui, Mujibul Hassan : Distance Education, Theory and Research, APH Publishing Corporation, Ansari Road, New Delhi, 2007.
5. Shardindu : Open and Dual Mode University System in India, Vani Prakashan, New Delhi, 2008.

EDUCATIONAL MEASUREMENT AND EVALUATION

- Unit - I**
- **Measurement and Evaluation Process.**
 - **Concept, need and scope, Interrelationship between measurement and evaluation in education. Norm-referenced and criterion-referenced measurement.**
 - **Functions of evaluation and the basic principles of evaluation.**
 - **Concept of continuous & Comprehensive Evaluation (CCE).**
- Unit - II** **Test Construction**
- **General principles of test construction and its standardization.**
 - **Writing test items-objective type, essay type and interpretive type, Blue Print.**
 - **Item Analysis.**
- Unit - III** **Characteristics of Good Measuring Instruments. -**
- **Validity, Objectivity, Reliability, Usability and Norms.**
 - **Standardization of measuring instruments.**
- Unit - IV** **Measurement of Achievement, Interest, Skills. Interpretation of the above test-scores and methods of feed back to students.**
- New trends in evaluation viz.**
- **Grading**
 - **Semester system**
 - **Question Bank**

References :

1. Asthana, B. Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra (2000).
2. Anastasi, A. (ed.). Psychological Testing, Macmillan, Lond, (1968).
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11. Mangal, S. K. Advanced Educational Psychology, New Delhi, Prentice Hall of India, (1993).
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16. दीक्षित, बी० एम०., मनोविज्ञान सांख्यिकी, संजय पुस्तक मंदिर, राजा की मण्डी, आगरा, (1968),
17. लाल सिंह तथा द्वारिका प्रसाद. सांख्यिकी के मूल आधार, भाग- I तथा II. हर प्रसाद भार्गव, कचहरीघाट, आगरा, (1974),
18. वर्मा प्रीति तथा डी० एन० श्रीवास्तव. मनोविज्ञान तथा शिक्षा में सांख्यिकी, विनोद पुस्तक मंदिर, आगरा, (1971).
20. लाल बचन त्रिपाठी, लाल, जे० एन० तथा मिश्र, गिरीश्वर, मनोवैज्ञानिक सांख्यिकी, पुस्तक स्थान, बक्शीपुर, गोरखपुर, (1974).

INCLUSIVE EDUCATION

Unit - I Concept, need and significance of Inclusive Education

- Concept, need, objectives & Significance of Inclusive Education.
- Difference between special education, integrated education and inclusive education.
- Concept of Impairment, Disability and Handicap.
- Barrier-free society.

Unit - II Education of Children with Special Needs.

- Definitions, characteristics, need & education for children with special needs.
 - (a) Visually Impaired
 - (b) Hearing Impaired
 - (c) Mentally retarded
 - (d) Orthopedically Impaired and
 - (e) Learning disabilities.

Unit - III Education of Disadvantaged groups including minorities.

- Characteristics & educational programmes for Juvenile delinquents, Backward children, Gifted and creative children.
- Problems and Issues of SC/ST and Girls' education.

Unit - IV Indian Scenario of Inclusive Education :

- Government policies and legislatures in brief - PwD Act, 1995, National trust, NPE-1986 with special reference to disadvantage group.

References :

1. Mangal, S.K. Special Education, Prentice Hall of India, New Delhi.
2. Hallaien & Koffman, Exceptional Children, Prentice Hall, USA.
3. Joseph, R.A., Aspects of Rehabilitation, Integrated Intitute of displed, Varanasi.
4. शर्मा, आर० ए०. विशिष्ट शिक्षा, लाल बुक डिपो, मेरठ.
5. जोसेफ, आर० ए०. पुर्नवास के आयाम, समाकलन संस्थान, वाराणसी.
6. विष्ट, आभारानी. विशिष्ट शिक्षा.
7. Status of Disabilities - 2003, R.C.I., New Delhi.
8. झा, डा० मदन मोहन. समावेशी शिक्षा, प्रकाशन संस्थान, नई दिल्ली.

ENVIRONMENTAL EDUCATION

- Unit-I** **Environment**
- Concept
 - Eco system
 - Interdependence of Human being & Environment.
- Unit-II**
- Environmental Education : Concept
 - Need & Scope
 - Aims and objectives
 - Difference between Environmental Education & Environmental Science.
- Unit-III**
- Environmental Pollution - Air, Water, Soil, Noise
 - Global - Environmental Issues : Ozone Layer Depletion, Green House Effect, Acid Rain.
 - Need for Conservation, Preservation and protection of Rich Environmental Heritage.
- Unit-IV** **Curriculum and programmes of Environmental Education :**
- Programmes of Environmental education for School Education.
 - Integration of Environmental Studies with other subject.
 - Feature and Nature of curriculum for Environmental Education.

References :

1. Bandhu, D. & N. L. Ramanathan (Ed.). Education for Environmental Planning & Conservation Indian Environmental Society, New Delhi, 1982.
2. NCERT Books on Environmental, New Delhi.
3. Pandey, K. P. & S. Pandey. Paryavaran Shiksha Ayam Bhartiya Sandharbh, Bhartiya Paryavaran Shiksha Parishad.
4. Report. Our Common future--- Report of the World Commission on Environment & Development, Oxford University Press, New Delhi.
5. Sharma, B. K. Population Education, Sterling Publications Pvt. Ltd., New Delhi.
6. Sharma, R. A. Environmental Education, R. Lall Book Depot, Meerut.
7. Sharma, R. C. Environmental Education, Surya Publication, Meerut, 1997.
8. Sharma, Environmental Education, Metro Politory Book Co. Pvt. Ltd, New Delhi.

EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION

- Unit-I**
- Concept, Nature, Scope and development of administration and management.
 - Difference between educational administration and management
 - General administration and management : Modern development.
 - Educational administration with special reference to Bihar.
- Unit-II** Educational Organization and their Management :
- Organization : Meaning, Type and Characteristic of Educational organizations.
 - Educational Management : Development of Management thought and practice.
 - Principles of management, supervision & Inspection.
- Unit-III** Management of Resources in Educational organizations :
- Meaning of Human Resource Management in Educational Organizations.
 - Conflict Management.
 - Financial Resources : Allocation and their efficient use-
Budgeting : Concept, Form & Process of Budgeting.
- Unit-IV** Educational Planning :
- Concept, Nature and Need
 - Types of Educational Planning
 - Different Approaches to Educational Planning
 - Planning Process
 - Planning change, concept & objective of Planned Change Process.

References :

1. Agarwal, A. K. Development of Planning of Modern Education, Vikas Publishing House, Pvt. Ltd., New Delhi, (2004).
2. Bhargava, D. K. Planning & Economics Policy : Indian Experiment, Sudha Publication, New Delhi, 1985.
3. Bhatnagar, R. P. & Agrawal, V. Educational Administration, Surya Publications, Meerut, 1997.
4. Gaiind, D. N. & Sharma, R. P. Educational & Secondary School Administration, Ram Prasad & Sons, Agra, 1966.
5. IGNOU : Planning and Management of Higher Education, Es-304, New Delhi, Indira Gandhi National Open University.
6. Newman, Villiam H. Administrative Action, McGraw Hill London, 1963.
7. Owen, R. G. Organizational Behaviour in Schools, Prentice Hall, Inclave, Englewood Chilffs, New Jessey, 1970.
8. Reeser Clayton. Management : Functions & Modern Concepts Scott Freshman And Co., Illinois, 1973
9. Shukla, P. D. Administration of Education in India. Vikas Publishing House, New Delhi, 1981.
10. Shukia, P. D. Administration of Education i India, Vikas, New Delhi, 1983.
11. Tead Ordway. The Art of Administration, McGraw Hill Co., New York, 1951.

TEACHER EDUCATION

- Unit-I** **Meaning scope of Teacher Education and objectives of Teacher Education, Development of teacher education in Pre and Post Independent Period. Agencies of teacher education NCTE, NCERT, SCERT, SIE, DIET, BRC/BIET and CRC.**
- Unit-II** **Pre-service Teacher Education : Aims and Objectives Organisational structure and administration, Curriculum structure of the Pre-service teacher education programme, (NCTE curriculum) Organisation of practice teaching and other practical work.**
- Unit-III** **Inservice Teacher Education : Needs, Aims and Objectives, Organizational structure and Administration, Agencies for organizing inservice teacher education programmes. Methods of various inservice programmes direct teaching, EDUSAT, Video confrencing, Multimedia Methods, Refresher Courses.**
- Unit-IV** **Teacher Effectiveness and Professional Growth :**
- **Teacher Effectiveness : Meaning and definitions.**
 - **Code of Ethics of Teachers,**
 - **Teacher Interaction**
 - **Professional growth Meaning and Purposes, Strategies of Professional Growth, Self Study, Acquisition of Higher Learning, Conducting Action Research and Publications, Teacher Accountability-Meaning, teachers' role in school and community, Parent Teacher Association, Assessing Accountability. Research trends in teacher Education.**

References :

1. American Council on Education, the Improvement of Teacher Education, 1946.
2. Bhatnagar, T. N. Teacher Education in India, NCERT, New Delhi, 1980.
3. Chasurasia, G. New Era in Teacher Education, Sterling Publishers, New Delhi, 1967.
4. Education Policy of 1986.
5. Farooqi, F. J. Teacher Education, PHI, New Delhi, 2006.
6. Howeiy, K. Yarger, S. & Joyce, B et.al, Improving teacher Education, Assciation for teacher Education.
7. Mukherjee, S. J. (Ed.), Education of Teachers in India and England (Vols. 1 & 11), S. Chand & Co., New Delhi, 1978.
8. National Survey of Elementary Teacher Education in India, NCERT, New Delhi, 1970.
9. Policy Perspectives in Teacher Education, NCTE, 1998.
10. Reprints of the Five Year Plans. The Planning Commission, New Delhi, Govt. of India Reports of -
 - (a) The University Education Commission.
 - (b) The Secondary Education Commission.
 - (c) The Education Commission, 1964-66
11. Singh, Y. K. Teacher Education, PHI, New Delhi, 2005.

GUIDANCE AND COUNSELLING

Unit -I Introduction to Guidance :

- **Meaning, Nature and Scope of Guidance.**
- **Need of Guidance**
- **Principles of Guidance**
- **Types of Guidance :**
 - **Educational Guidance**
 - **Vocational Guidance**
 - **Personal Guidance**

Unit -II Counselling :

- **Nature and Principles of Counselling, Difference between Guidance and Counselling.**
- **Approaches to Counselling – Directive, Non-Directive, Eclectic.**
- **Professional Role & Functions of the Counsellor.**

Unit -III Guidance of Children with Special Needs :

- **Problems and Needs**
- **Guidance of the gifted and creative students.**
- **Guidance of under achiever and first generation learners.**
- **Role of the teacher in helping children with special needs.**

Unit -IV Guidance and Counselling Services :

- **Meaning of Guidance Services, Principles of Organizing Guidance Services**
- **Individual Information Service : Types of Data to be collected about the individual student, sources of information.**
- **Occupational Information Services : Types of Information Materials, Sources, Methods of Classifying and Disseminating Occupational Information.**
- **Placement Service : Educational Placement, Vocational Placement.**
- **Evaluation of Guidance Programme, Follow-up Service.**

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