

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF MASTER OF EDUCATION (M.Ed)

(with effect from the Academic (Non-Semester) Year 2008-2009)

REGULATIONS

1. Eligibility for Admission to the Course and Examination

A candidate shall be eligible for admission to the course leading to the Degree of Master of Education provided : He / She has passed a Degree Examination in Education of this University or a Degree Examination in Education or Teaching of some other University recognised by the Syndicate as equivalent thereto, with a minimum of 50% marks (both theory and practicals).

Reservation of seats and other concession for the SC., ST., MBC., BC., and other special categories of candidates notified by the Government of Tamil Nadu may be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time. The basis of selection shall be based on the existing regulations of the university / Government of Tamil Nadu.

- a. No candidate shall be admitted to the Examination unless he/ she has taken the qualifying Degree in Education.
- b. No candidate shall be eligible for the Degree of M.Ed unless he/she has completed the prescribed course of study and has passed the qualifying examination and has satisfied the Examiners in a thesis or an approved subject.

2. Duration

The course of study shall be for a duration of one academic year consisting of 180 working days.

3. Course of Study

A. Educational Subjects

- a) Common Subjects
- b) Optional Subjects

B. Thesis

a) Common Subjects

1. Education in the International Context.
2. Advanced Educational Psychology.
3. Research Methodology and Educational Statistics.

b) Optional Subjects

Candidate can choose two optionals one from subjects under Group I and the other from the subjects under Group II.

Group I (Educational Levels)	Group II (Technical Specialities)
i. Pre-Primary and Primary Education	i. Curriculum Development
ii. Secondary and Higher Secondary Education	ii Text Book Writing
iii. Higher Education	iii. Guidance and Counselling
Iv. Teacher Education	Iv. Educational Management Techniques.
v. Vocational and Occupational Education	
vi. Non-formal Education	
Vii. Education for the Gifted	
Viii. Special Education for the Mentally Challenged.	

B. Thesis

- a) Candidates shall be required to submit a thesis. The thesis shall embody the record of original investigation. The thesis shall be prepared under the supervision of a faculty member.
- b) Candidates pursuing the course may submit their thesis one month before their theory examination.

The maximum limit for submission of thesis will be three years from the date of joining the course as in the case of all other P.G. Courses.

4. Distribution of Credits

A minimum of 36 credits are to be earned for qualifying for the M.Ed degree. Each core paper will carry 6 credits and each elective 5 credits. The credits for dissertation will be 6 and viva voce there on 2 credits.

5. Scheme of Examination

The subjects and the schemes of examination will be follows:

Core/Optional Subjects	Subjects	Duration	Examination Marks	Credits
Core paper - I	Education in the International Context	3hrs	100	6
Core paper - II	Advanced Educational Psychology	3hrs	100	6
Core paper - III	Research Methodology and Educational Statistics	3hrs	100	6
Optional - I	(From Group - I)	3hrs	100	5
Optional - II	(From Group - II)	3hrs	100	5
Thesis			150	6
Viva Voce			50	2
Total			700	36

II. The Question Paper designed for 3 hours will be in Part I and Part II with the number of questions and allotment of marks as detailed below:

Part I 8 out of 12 questions to be answered in a page each $5 \times 8 = 40$

Part II Three Essays (with internal choice) $20 \times 3 = 60$

100

Valuation of subject papers and Thesis

- If the two valuations are above the passing minimum, and their discrepancy is not more than 10 percent, the average of the two valuations will be the final marks.
- If the two valuations are above the passing minimum, and their discrepancy is more than 10 percent, the third valuation (which should not be less than the passing minimum) will be the final marks.

- c) When one of the two valuations is below the passing minimum (regardless of the discrepancy between the two valuations), the third valuation will be the final marks.
- d) When both the valuation are below the passing minimum (regardless of the discrepancy between the two valuations), the average of the two valuations will be the final marks.

The college shall arrange for a viva voce for the candidate with the Supervisor and an External examiner appointed by the University from the panel of five examiners recommended by the Principal of that college in consultation with all supervisors, before the submission of thesis. The marks secured by the candidate in the viva voce shall be forwarded to the University along with the thesis.

6. Marks qualifying for a pass

The minimum marks required for a pass in a subject paper or in the valuation of the Thesis shall be 50 percent. Candidates who fail to pass in any paper or papers shall have to appear for that paper or those papers. Candidates who secure 60% and above in the aggregate shall be declared to have passed in FIRST CLASS and those who obtain between 50% and 59% shall be placed in the Second Class. Candidates who do not pass all the papers in the first attempt shall be declared to have passed in the second class irrespective of the marks they secure.

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

MASTER OF EDUCATION (M.Ed)

a. COMMON SUBJECT

1. EDUCATION IN THE INTERNATIONAL CONTEXT

Objectives:

- a. To create in students global view of Education.
- b. To create in students awareness of various problems that affect Education.
- c. To stimulate thinking in students towards problems solving and meeting the challenges in Education.
- i. Role of UNO, UNESCO AND UNICEF in the field of Education and World Peace - Role of IAEWP, UNO, UNESCO for world Peace-Science in aid of Peace and Development - Role of

Non-Violence for world Peace - International understanding.

ii. **Education and World Hunger**

Historical Geographical, Sociological and Philosophical aspects of World Hunger- Role of F.A.O. in removing World Hunger-Culture- Meaning of poverty in different nations-Education and Poverty - Tribal and village people.

iii. **Population Problem and Education**

Population as a World Problem - Magnitude of the Population Problem in developing and developed countries - Measures of population control - Population Education.

IV. **Education and Racism**

Various forms of group prejudice and discrimination, Caste, class, ethnic and racial groups - study of Racial discrimination with special reference to South Africa - Role of Education in changing the discriminative attitude.

V. **Ecology and Education**

Man, Nature and Eco-system - Role of the Educated in protecting environment.

VI. Extension Education

Mass Higher Education - Open University -Rural and Tribal Education -Role of Satellite in Education.

VII. Health Education

Various Health schemes in the Government Schools-Health Education Programmes in India.

VIII. Comparative study of Educational patterns in India, U.S.A., U.K., U.S.S.R., and Japan.

IX. Educational Problems

Autonomy in Education - Examination System - Student Unrest.

References

1. Adishesiah Malcolm. S, Backdrop to the learning society, published in collaboration with USSR, New Delhi, 1976.
2. Agarwal, J.C., & S.P., Agarwal, Role of UNESCO in Education, Hourse Private Limited, New Delhi, 1982.
3. Altaback, P.G., Robert, F. Arnave and Gail P. Kelly, Comparative Education, Macmillan Publishing Company, New York, 1982.
4. Berday, G.K., Comparative Methods in Education, Holt Rinehart & Winston Inc., New York, 1964.
5. Biswas and Aggarwal, J.C., Comparative Education, Arya Book Depot, New Delhi, 1975.
6. Hans, Nicholas, Comparative Education, Routledgekegan, Private Limited, 1967.
7. Kandel, I.C., Studies in Comparative Education, George, G, Harrap & CO., Limited, London, 1962.
8. Kendel, I.L., New Era in Education, George, G, Harrap & Company Limited, London, 1962.
9. Melverr and Charles H. Page, Society: An introductory Analysis, Macmillan, New Delhi.
10. Mukurjee, L., Comparative Education, Allied Publishers, New Delhi, 1975.
11. Prasad, S.N., Education and World Hunger, Mittal Publications, New Delhi, 1985.

12. Saikar, K.P., Population Education for Developing countries, Sterling Publishers Private Limited, New Delhi, 1986.
13. Sodhi, F.S., Comparative Education, Vikas House Private Limited, New Delhi, 1983.
14. Education and National Development, Report of the Education Commission, 1964-66, N.C.E.R.T., (1971).
15. Towards a learning society, State Planning Commission, Ezhilagam, Madras, 1976.

a. COMMON SUBJECT

2. ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives

- a. To provide students with a sound knowledge of the basic principles underlying human behavioural and its application to educational problems.
- b. To enable students understand the methodology of psychological investigation and a practical insight into arriving at meaningful conclusions.
- c. To develop in students an interest in psychological research aimed at finding workable solutions to everyday educational problems.
- d. To enable students to see the proper relationship between Psychology and allied Educational disciplines.

I. Educational Psychology in Today's World

Traditional Vs Progressive - The School's basic Goal - Development of cognitive skills - Importance of humanizing Education - Need for humanistic Psychology.

II. Cognitive Development Approach

Attention - Theories of Attention - Perception - Theories of perception - Concept formation: piaget, Bruner, Gagne and Vygostsky studies from the development point of view with special emphasis on adolescence.

III. Learning Principles

Definition - Thorndike: Trial and error - Pavlov: Classical conditioning - John Watson: Classical conditioning in everyday life - Hull: Goal gradient - Skinner; Instrumental conditioning - Cognitive approaches - The origin of the Cognitive Model - Present day cognitive theories - Teaching for Reasoning and Understanding - Skill building in the Class room - Gagne: Different types of learning and suggestions for planning instruction - Remembering and Forgetting - Three models of Extinction (forgetting) - Short term and Long term Memory - Ways of Improving memory - Transfer of learning.

IV. Motivation of Human Behaviour

The Hypodermic needle - model - Motivation comes from within - Needs - Hull; drives and incentives - Maslow: Hierarchy of needs - McClelland: Achievement Motivation - Rogers: Levels of aspiration and its Psychological implications.

V. Thinking and Creativity

Role of mental images in thought process - Problem solving and reasoning - Convergent and Divergent thinking - Role of language in the thought process.

VI. Techniques of Psychological Measurement

Standardisation of Psychological tests: Item construction, item analysis, development of norms, reliability and validity - Primary mental abilities: Thurstone - Structure of intellect: Guilford - Hierarchy of intelligence: Burt Vernon - Nature of differential aptitudes, interests and values - Techniques of Personality assessment - Inventories - Projective techniques.

Reference

1. Allport. C. W., Personality a Psychological interpretation, Henry Holt & Co., New York, 1937.
2. David, E., Hunt and Edmund. V., Sultivan, Between Psychology and Education, 1974.
3. Hilgard and Atkinson, Introduction to Psychology, Hancowri Brace Jovanch Inc., (Sixth Edition) 1975.
4. Henry Caly Lindryen & Predrica Lindgren, Current - Readings in Educational psychology, John wiley & Sons, Inc., New York, 1971.
5. Kuppuswamy, B., Advanced Educational Psychology, University Publishers, Delhi, 1964.
6. Reilly, Robert, R., and Ernest L. Lewis, Educational Psychology, Macmillan Publishing Co., Inc., New York, 1933.
7. Ruch, Psychology and Life, D. B. Taraporevala Sons & Co., Private Limited, Bombay - 1, 1970
8. Stanger, R. and Solley, C. M., Basic Psychology, Tata McGraw Hill, T. M. H. Edition, New Delhi, 1970.
9. Supper Donald and Crites, J.O., Appraising Vocational Fitness, Universal Book Stall, New Delhi, 1968.
10. Thompson, Robert, The Psychology of thinking, Penguin, London, 1959,
11. Uday Shankar, Advanced Educational Psychology, Oxford University Press Private Limited, New Delhi, 1983.

a. COMMON SUBJECT

3. RESEARCH METHODOLOGY AND STATISTICS

Objectives

- a. To orient students towards research in the field of education.
- b. To develop in students computational skills in educational statistics.
- c. To orient students in the application of statistical findings.
- d. To inculcate in students the skill of construction of tests & tools for data collection.
- e. To enable the students interpret educational research findings.

I. Introduction

Scope and need for educational - Problems faced in educational research - Strategies to approach them - Qualities of a research worker.

II. Major Steps in Research

Defining a research problem - Sources for research problem - Study of related literature - Criteria for selecting a problem - Statement of the research problem - Determining feasibility of the study - Hypothesis: meaning, types and formulation - Types of sampling procedure - Criteria for selection of sample - Research proposal: the need and format - Collection of data: Organising and analysing the data.

III. Research Methods

Historical - Normative survey - Experimental - Exploratory and descriptive - Case study - genetic method: Cross sectional and longitudinal - Analytic and comparative studies.

IV. Selection of Tools

Criteria for selection of tools - Factors related to construction of tools - Tools of different types: Observation, interview, questionnaire, check list, rating scale, attitude scale (Thurnstone method and Likert method) - Achievement test - Diagnostic test and prognostic test - Characteristic of research tools - Reliability, validity and objectivity - Standardisation of test and general procedure for item analysis.

V. Research Reporting

Organisation of data - Graphical and Statistical representation - Language and style of presentation - Chapterisation - Indexing - Footnote - Bibliography - Appendix - Format modification for short report.

VI. Educational Statistics

Organisation and tabulation of data - Classification and frequency distributions - Graphical representation - Frequency curve, ogive and overlapping distribution - Measures of central tendency and variability - Calculation, interpretation and uses - Elementary ideas of probability: the normal distribution - its properties and uses - Skewness and Kurtosis - Linear correlation: its meaning and uses - Calculation of the coefficient of correlation - Regression and prediction - Selected Non - Parametric Methods: Ranking procedure, percentile rank, Chisquare test; its computation and uses.

VII. Statistical Inference

The significance of statistical measures - concept of standard error and its uses - Testing of difference between two means - test for small large samples - Elementary ideas about F- test - one way analysis of variance.

References

1. Adishesiah, W.T.V., & Sekhar, S., Educational and Social Research, Coimbatore, Volume Pathipagam, 1977.
2. Best, John, W. Research in Education, Prentice Hall of India Pvt. Limited, 4th Edition, New Delhi, 1982.
3. Devadas, Rajammal, P. & Kulandaivel, K.A., Handbook of Methodology of Research, Coimbatore, Sri R.K. Mission Vidyalaya Teacher's College, 1976.
4. Fox, D. J., The Research Process in Education, New York: Holt, Rinehart and Winston, 1969.
5. Garrett Henry V., Statistics in psychology and Education, Vakils, Feffer & sons Pvt. Ltd., Bombay.
6. Good, Carter, V. Methodology of Educational Research, New York, Appleton Century Croft, Inc., 1972.
7. Guilford, J.P., Psychometric Methods, New York, McGraw Hill Book Co. Inc., 1954.
8. Guilford, J.P., Fundamental Statistics in Psychology and Education New York, McGraw Hill Book Co. 1965.
9. Kerlinger, F.N., Foundation of Behavioural Research, New York, Holt, Rinehart and Winston, 1973.
10. Lindquist, E.F., Statistical analysis in Educational Research Boston, Houghton Mifflin & Co., 1970.

11. Mouly, G.J., The science of Educational Research, New Delhi Eurasia publishing House Pvt. Ltd., 1964.
12. Shukia, S.P., Elements of Educational Research, Bombay, Allied publishers Pvt. Ltd., Third Edition, 1982.
13. Travers, Robert, M.W., Introduction to Educational Research, New York, Macmillan Co., 1964.
14. Van Dalen. D.B., Understanding Educational Research, New York, McGraw Hill Co., 1973.
15. Walker, Helen M., & Le. Joseph, Statistical Inference, Calcutta, Oxford & IBH Publishing Co., 1958.
16. Whitner, F.L., Elements of Research Bombay. Asia publishing House, 1950.
17. young, Paulino, V. Scientific Social Surveys and Research Bombay, Asia publishing House, 1968.

b. OPTIONAL : GROUP I

I. PRE-PRIMARY AND PRIMARY EDUCATION

Objectives

- a. To enable the students understand the basic principles of child development and the procedure for the evaluation of growth and development of children during the pre-primary and primary stages of education.
- b. To enable the students understand the concepts pertaining to pre-primary and primary education and the procedures for developing suitable educational programmes for these stages.
- c. To enable the students become familiar with the diverse aspects of organisation and administration of pre-primary and primary schools in our country.
- d. To focus the attention of the students on the vital problems affecting pre-primary and primary education in our country.
- e. To enable the students to develop the necessary skills to plan specific programmes in the fields of pre-primary and primary education suited to local needs and resources.
- f. To provide students progressive academic and technical leadership in the fields of pre-primary education.

I. Historical Approach

Contribution of great educators to the development of child education: Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Tagore and Gandhiji - Development of Pre-primary and primary Education in India - Brief survey ancient India: Moghal, British period and independent India.

Implications for pre-primary and primary Education in our country - Reports of different education commissions, particularly the secondary Education Commission, the Kothari commission of 1964-66 and the New Policy of Education, 1986 - Development of Pre-primary and Primary Education under the 5 year plans - The place of pre-school and primary Education in the 10+2+3 pattern of Education.

II. The Growth and Development of Children

Aspects of Child Development : Physical including sensorimotor development, intellectual including concept formation, language development emotional and social -

Development tasks upto later childhood : growth norms and their implication for education.

Needs of normal and exceptional children : biological, psychological, socio-cultural, health and nutritional needs - Needs as motives for child learning.

III. Pre-Primary Education

Principles of involved in planning the programme of activities with reference to the aims and objectives of this stage - Basic schedule of activities - Planning and implementation, factors influencing planning - Importance of personal hygiene and environmental sanitation in the programme - Technique of developmental activities: Play, story telling, language games, number work, creative work and activities for self-expression, group and individuals activities.

Building and Equipment _ Site Special designs suited for pre-school centres _ furniture for very young children _ Equipments for sensorimotor development and play activities: Arrangement, maintenance and upkeep - Registers and Records; their purposes and functions: Their form and content: anecdotal record, health record, cumulative record, case study and development schedules.

Staff Special qualifications for teacher at this stage - Teacher - pupil ratio - Teacher education: selection, training, supervision and guidance for primary teachers - Parent - Teacher Co-operation - Methods of securing this: meetings, home visits, interviews, festivals, exhibitions, parents day programmes etc.,

IV. Primary Education

Aims and objectives of Primary Education - Principles of curriculum development and programmes for implementation - Dynamic methods of teaching and innovations in teaching techniques: with particular emphasis on the teaching of mother - tongue, science, mathematics and social skills - Improvisation of aids and materials for teaching - Evaluation of pupil progress - area of internal assessment - patterns and techniques of evaluation - Recording and use to these for diagnostic and remedial work.

Problems of wastage and stagnation - Rural class teaching - Free and compulsory primary education - Equalisation of educational opportunities - School complexes - Basic Education - Work experience - Motivating enrolment of pupils and retention - Out of School programmes for children - The primary school and the community - The primary school and the Inspectorate - Building and equipment - Staff pattern and content of teacher training of primary school teachers - In service programmes for professional growth - Code of professional conduct - Registers, records and reports to be maintained in primary schools.

V. Administration and Supervision at the Pre-Primary and Primary Education

Meaning need and scope of educational administration with reference to these stage - Role of Central, State and local agencies - The role of Private managements - The Educational supervisor - Qualities needed for effective supervision - Methods and means of effective supervision - Areas of supervision - Relations of supervisory Staff with teachers and Management.

VI. Research in Child Development and Childhood Education

Practical Work:

1. Observation and recording of the behaviours of pre-school children in a nursery school.
2. School Visits to nursery schools run on different patterns.
3. Planning and carrying out a unit organised around a centre of interest in any standard of a primary school.
4. Getting a practical knowledge of the pattern of inspection of primary school by accompanying and helping an inspecting officer on duty.
5. Case study of an exceptional child.

References

1. Feed, M. Hechinger, Double day & co., Pre-school Education today, New York, 1966.
2. School Visits to nursery schools run on different patterns.
3. Huklock, E.B., Child Development, New York, McGraw Hill, 1978.
4. Leeper, Skipper and Witterspoon, Good Schools for young children, New York, Macmillan, 1979.
5. Naik, J.P., Educational Planning in India, New York, Allied Publishers, 1965.
6. Naik, J.P., Educational Planning in India, New York, Allied Publishers, 1976.
7. Nurulla & Naik, History of Education in India, New Delhi, Alied Publishers, 1971.
8. Rajalakshmi Muralidharan and Unna Banerji, A guide for nursery School Teachers, N.C.E.R.T., 1969.
9. Susan Gronhs Iwamura, The Verbal games of Pre-school Children, Croom Helm, London, 1980.
10. The curriculum for the ten year School, N.C.E.R.T. 1976.

b. OPTIONAL: GROUP I

II. SECONDARY AND HIGHER SECONDARY EDUCATION

Objectives:

- a. To acquaint the students with the philosophy of secondary education.
- b. To acquaint the students with the knowledge of the growth of secondary education in this country and the problems it confronts.
- c. To help the students understand how secondary education is administered in this country.
- d. To acquaint the students with the secondary education programmes.
- e. To help the students understand the problems and programmes of secondary education in this country in comparison with those in some other developed and developing countries.

I. The Philosophy of Secondary Education:

The formative influences - Desirable social structure in its economic and social class aspects - change in the pattern and character of occupations; equalisation of education opportunities at the secondary and higher secondary level - Varying views as to the objectives, goals and functions of secondary education - The secondary school tradition in our country - The changing concepts of secondary education - The national policy on education of 1968 and 1986 and the functioning of secondary and higher secondary schools in our country.

II. Secondary and Higher Secondary Education - A Historical Perspective:

The development of secondary and higher secondary education in our country during the pre and post - independent periods. The achievements and failures - Experiments in secondary and higher secondary education - Public schools; Multi-purpose schools; junior Technical Schools; Post - Basic Schools; Higher Secondary and Senior Secondary Schools - Kendriya and Navodaya Vidyalaya - Saink Schools, New Policies, Priorities and programmes in secondary and higher secondary education.

III. Structure and Standards in Higher Secondary Education:

The changing patterns - Articulation with other stages of education and with other channels - The concept of quality education at the secondary and higher secondary level - State and national standards, programmes for the qualitative Improvement of secondary and higher secondary education.

IV. Curriculum at the Secondary Stage:

Language issue: importance of mathematics and humanities and social sciences; social service; work experience; Socially Useful Productive Work; Physical education; education of social, moral and spiritual values; vocational and practical work - Development of new curriculum - Needs, strategies to be adopted; Advanced and enrichment programmes; differentiation of curricula for boys and girls.

V. Teaching and Learning in Secondary and Higher Secondary Education:

Techniques of teaching at Secondary stage and higher secondary; teaching models; group methods; team teaching, individualized instruction; Programmed instruction; teaching for creativity - Special educational needs of exceptional children; guidance and counselling - Classroom climate; Teacher - pupil interaction.

VI. Administration of Secondary Education:

Decentralisation and centralisation - Agencies of Secondary and higher secondary education - Secondary and higher secondary Education Boards/Councils - Institutional Administration: Staff - Personnel Administration; organisational climate; the school ethos; teacher morale; job-satisfaction - School budget - Sources of income - The meaning of modern supervision - Separation of Administration from Supervision - Communication and human relations in Supervision The emerging supervisor and his problems - Supervision and the changing of teacher behaviour.

Management innovations in secondary school - Community relationships and higher secondary schools.

VII. Research in Secondary Education:

Need for research - The present trend in our Country - Agencies - Areas - Action Research - The teachers' role in educational research in secondary and higher secondary schools.

References:

1. Barry, C.H., and Tye, F., Running a school, Macmillan Company of India, New Delhi, 1973.
2. Chambe, S.P., A survey of Educational Problems and experiments in India, Allahabad, Kitab Mahal, 1965.
3. Flanders, Ned A., Analysing Teaching Behaviour, Massachusettes, Addison - Wesley Publishing House, 1970.

4. Gaiind and Sharma, Educational Secondary School Administration Ram Prasad and Sons, Agra, 1971.
5. Ghosh, Suresh Chandra, (Ed.), Educational Strategies in Developing Countries, Sterling Publishers, New Delhi, 1976.
6. Guilford, R., Special Educational Needs, Routledge and Megan Paul, London, 1971.
7. Howson, Geoffrey (Edn.), Developing a new Curriculum, ELBS, London, 1972.
8. Lytton Haug, Creativity and Education, Routledge and Megan Paul, London, 1972.
9. Misra, Atmanand, Grants in Aid of Education in India, Macmillan, 1973.
10. Mukerjee, L., Comparative Education, Allied Publishers, Bombay, 1975.
11. Mukerjee, S.N., Secondary School Administration, Acharya Book Dept. Baroda, 1962.
12. Naik, J.P., Equality, Quality and Quality. The Elusive in Indian Education, Allied Publishers, Bombay, 1976.
13. Naik and Nurula, Students History of Education in India, Macmillan, New Delhi, 1973.
14. Owens, Robert G., Organisational Behaviour in Schools, Prentice Hall, New York, 1970
15. Shukla, P.D., Towards the New pattern of Education in India, Streling Publishing House, New Delhi, 1976.
16. Udayasankar, Exceptional Children, Sterling Publishing House, New Delhi, 1976.
17. Unruh qne Turner, Supervision for change and Innovation, Houghton Mifflin Company, New York, 1970.
18. Warwick, David (Ed.), Integrated Studies in the Secondary School, University of London Press, London, 1973.
19. All India Educational Directory, All India Directories, Publishers, Chandigarh, 1972.

B. OPTIONAL: GROUP I

III. HIGHER EDUCATION

Objectives:

- a. To help the students acquire knowledge about various aspects of higher education in India.
- b. To enable the students gain insights into some of the basic issues in higher education in India.

I. Structure and Governance

Higher education in India - Aims and objectives - University Grants Commission - Development - Functions and organisational set up - Types of Universities - Unitary teaching, federative teaching, teaching and affiliating and purely affiliating - Administrative bodies of a University: Syndicate, Senate, Academic Council, Boards of studies, Faculties.

II. Methods of Teaching in Higher Education

Lecture - Discussion - Demonstration - Seminars - Symposium - Panel discussion - Workshop - Team teaching - Tutorial - Independent study - Principles in the choice and use of the methods - Role of educational technology.

III. Examinations

Examination System - Existing methods - Need of reform - Examination reform - Grading Vs Marking, internal Vs External assessment - Question banks - meaning, functions, development, scope and limitations.

IV. Quality Education

Standards of teaching - Need for high standards - Cause for low standards - Causes of low percentage of passes - Measures of reform.

V. University and College Students

Student's participation in educational administration - Student unions - their role - student unrest - Meaning, causes and remedies- Community service - student's role in integrated rural development.

References:

1. Adisheshiah, Malcolm, S., Towards a learning Society : A perspective plan of Tamil Nadu. Report of the task force on Education, Science and Technology, State planning Commission, Madras, 1972.
2. Airan, J, W., (Ed.) College Education in Indian Mankatalas, Bombay, 1967.
3. Airan, J, W., (Ed.) College Administration: A Proposal, Madras Asia publishing house, Madras, 1965.
4. Baskin, (Ed.) Higher Education: Some newer Developments McGraw, Hill Book Company, New York, 1965.
5. Ebel, R.L., Encyclopedia of Educational Research, The Macmillian and Co., New York, 1969.
6. Embling J., A., Fresh Look Higher Education : European implications of the Carnegie Commission Reports, Flesevier Scientific Publishing Company, New York,
7. Hanslorsky, G, and others, Why Team Teaching, Charles, E., Merill Publishing Company ,Columbus, Ohie, 1969.
8. Hederson, N.K., University Teaching, Hong Kong University Press, Hong Kong, 1969.
9. Kaul, J, N., Higher Education in India, 1951-1971: Two Decades of planned Draft. Indian Institute of Advanced Study, Simla, 1974.
10. Lovell, K., Team Teaching, The university of Leads Institute of Education, 1967.
11. Naik, J. P., Policy and performance in Indian Education, 1947-1974; (Dr. K.G., Saiydain Memorial Lectures 1974), Orient Longmans, New Delhi, 1975.
12. Reddy Jaganatha, Challenges in Higher Education, S.V., University, Tirupati, 1972.
13. Ministry of Education, Report of the University Education Commission, Government of India press Simla, 1951.
14. Ministry of Education, Report of the University Education Commission(1964 -66), Government of India press, New Delhi, 1966.

B. OPTIONAL: GROUP I

IV. TEACHER EDUCATION

Objectives

- a. to enable the students make a study of the changing concepts of teacher education during various periods of educational development in this country.
- b. To acquaint the students with the teacher education programme at all levels.
- c. To develop in the students an awareness of problems in Teacher Education.
- d. To acquaint the students with the responsibilities pertaining to the organisation of a teacher education institution.
- e. To develop in the students, necessary skills for planning and organisation of functions for effective school management.
- f. To provide the students some practical experiences with a view to make them aware of some of the essential technical knowledge of their job.
- I. Evaluation and development of teacher education in India - The present position of teacher education.
- II. Different types of teacher training institutions: For pre-Primary, Primary , Secondary, higher secondary and tertiary levels - Technical teacher's training: Special teacher training such as, physical education, music, teaching the handicapped - Other institutions of training - Regional colleges, State Institutes of Education, University Department of Education.
- III. Selection of suitable students for teacher training programmes : Admission tests, interests, aptitude, attitude and achievements tests, interview - their need and use.
- IV. Curriculum and training programmes for teacher education at different levels - The need for continuous evaluation of curriculum and changes to be brought about - job analysis and skills to be developed in teachers as a basis for curriculum construction.
- V. Dynamic methods of teaching: Activity methods, lecture cum discussion, seminars, symposia, workshops, projects, assignments, work experience, programmed learning, team teaching, tutorials and self-study.
- VI. Organisation or practice teaching - different methods and their comparative merits - Model lessons - Criticism lessons - The role of cooperating schools and teachers- The role of education department- New trends in teachers preparation - Interaction analysis - microteaching.

- VII. Assessment and maintaining records of students, development and performance during training: periodical assessment of interest, aptitude, attitude and achievement - Tools for assessment for achievement in theory and practice - Teaching and practical work - Cumulative record - maintaining and usage.
- VIII. The planning of higher secondary, primary and pre-primary and for handicapped training institutions with reference to staffing, physical facilities, equipment, furniture, library, finance - The need for experimental or laboratory school and its functions - criteria for evaluating teacher training institutions.
- IX. Research in teacher education - Action research - Individuals work and working in groups - Professional growth of teachers - In service programme : New trends in teacher training programmes - Degree as a minimum requirement for teachers - certifications - Delinking of salary and level of teaching.

References

1. Buch, M.B., Second All Indian Educational Survey, NCERT, New Delhi, 1967.
2. Buch, M.B. (Ed), A survey of Research in Education, Centre of Advanced Study in Education, M.S. University of Baroda, Baroda, 1974.
3. Chourasia, G., New Era in Teacher Education, Sterling Publishers, New Delhi, 1967.
4. Contant, J.B. The Education of American Teachers, McGraw Hill, New York, 1963.
5. Dikshit, S.S, Teachers Education in Modern Democracies, Sterling Publishers, New Delhi.
6. D'Souza and Chatterji, Training for teachers in India and England, Orient Longmans, Bombay. 1959.
7. Jeffreys, V.C., Revolution in Teacher Training, Pitman, London, 1961.
8. Lindsey, Margaret Ed., New Horizons in the teaching profession, N.E.A., Washington, N.E.A., 1961.
9. Mukherji, S.N. Education for Teachers in India (Vol. I and II), Chand and Co., Delhi, 1968.
10. Pries, B.A., Better Teacher Education, Delhi University, Atma Ram, Delhi, 1959.
11. Rugg, H., The Teachers Harper and Row, New York, 1952.
12. Shrimali, K.L., Better Teacher Education, Ministry of Education, New Delhi, 1954.
13. Elementary Teacher Education, NCERT, 1965.
14. Fourth year Book of Education, NCERT, 1975.
15. Developing Teacher Education Curriculum, NCERT, 1976.

b. Optional : Group I

V. VOCATIONAL AND OCCUPATIONAL EDUCATION

Objectives

- a. To enable the students appreciate the need for vocational education in the context of Education, Industry, cooperation and social development.
- b. To develop in students skills in organizing vocational education curricula in schools and beyond.
- c. To enable the students integrate work units and industrial exposures into the frame work of vocational education.
- d. To develop in students awareness of relationship between manpower requirements and educational outcomes and to make vocational education more productive.

I. Introduction

Nature, scope, levels and historical perspectives - Vocational Education and Social development - The disciplinary foundation of vocational education, philosophical, economics, sociological and psychological foundation.

II. Current Status of Vocational Education

Using vocational and manpower data for course planning and identification - Testing, guidance and counselling.

III. Vocational Course Development

Curriculum - planning, evaluation and assessment, design and development - Skill oriented vocational education in primary, secondary, higher secondary education.

IV. Organisation and management for vocational education.

V. Industrial collaboration and liaison.

VI. Strategies for Vocational and Technical Training

Sandwich courses and job training, industrial exposures, job analysis.

VII. Methods and Media Planning for Vocational Education

Accelerated, in-service, staff development plans and such other specific vocational courses - Apprenticeship programmes - Entrepreneurship development and leadership training.

VIII. Legal and Administrative Issues

Future implications

Practical Work

The students will be required to submit two curriculum units each for two different vocations.

References:

1. Barlow (Ed), Vocational Education: NSSE 64th Year Book Part I, Evans - Foundation of Vocational Education, Church in Merrill Publishing Company, 1971.
2. Burt, S. M., Industry and Vocational-Technical Education, McGraw Hill Book Company, 1967.
3. Chandrakant, L.S., Polytechnic Education in India, D.B. Taraporewala Sons & Company (Private) Limited.
4. Giahino, Gallington R.O., Course construction in Industrial Arts, Vocational and Technical Education, 1967.
5. Mager, R. E., Developing Vocational Instruction.
6. UNESCO Technical and Vocational teacher education and training monograph on education VIII, 1973.

B. OPTIONAL : GROUP I

VI. NON- FORMAL EDUCATION

Objectives:

- a. To acquaint the student with principles, philosophies and concept of non-formal education.
- b. To develop in students appropriate teaching skills for teaching non-formal educational programmes for the various age-groups.
- c. To enable students to develop appropriate skills for planning, organising and monitoring various non-formal educational programmes.

I. Principles of Non-formal Education

Non-formal education - Concept, definitions, need, aims and objectives of non-formal education - Historical development and progress of non-formal education programmes in India - Formal, non-formal and informal education.

Basic principles of non-formal education - Conscientization - Culture of silence - Culture of poverty - Relevance of Gandhian Philosophy to non-formal education - Psychological principles underlying non-formal education - Theories of adult Learning-Motivation - Language and Mathematics - Sociological characteristics of learners - Classroom interaction - Communication - Non-formal education and socialization - Teacher characteristics.

Non-formal education programmes of neo-literates - Types of programmes - Methods of teaching - Preparation of materials - Need for research and evaluation.

II. Non-formal Education Programmes

Non-formal education programmes for different age - groups 6-14, 15-24 and 24-25 years - Programmes for rural, urban and tribal groups.

Functional Literary - Scope and definition - Different approaches - Learning materials - Objectives - Organisation and structure - Programme for youth within the formal educational setting and in out-of school setting, in rural, urban and tribal context - Occupation orientation - Non-formal education for dropouts and non-starters - Problems and environment oriented-curriculum for different categories.

Programme for women - Objectives - Women's potential contribution in home making, child care and community life - Tribal, urban and rural programmes - Non-formal

education through Balwadis and Creches - Education components - General education- Vocational training - Extension services - Educational work through women's Organisations - Role of voluntary agencies.

Programme for workers in industry - Objectives - Historical Perspectives - distinguished from vocational education - Need - concept of worker's education - Techniques and methods - Types of programmes - Education for improving skills and competencies - Problems in organising worker's education programme - Need for support and co-operation from employers.

III. Management of Non-formal Education Programmes

Basic processes of Administration - Supervision - Theories of organisation and management, voluntary organisations in Non-formal Education - Organisation at the Central, State, Regional and Micro Levels - Organisation and role of CAGE - Organisation of Department of

Non-formal education (Adult) in the Ministry of Education - Directorates of Non-formal education in the States - Organisation dealing with farmers and worker's education in the Ministeries at the Centre.

Management of non-formal education programme at the micro level - Need for micro-level programme - Assessing facilities available at the micro-level - Treatment of immediate - and long term problems - Social and educational factors affecting micro-level management - Utilization of financial and human resources - Needed organisational set up.

Administration of Programmes - Each one teach one - Farmers' Functional Literacy - Women's education - Workers education Gram Shikshan Mohim - Vidyapeeths - Literacy Houses - Bengal Social Service League - Indian Adult Education - National Literacy Co-ordination Committee - Kerala Grandhasala Sangham and their literacy programmes - Sevamandir - Adult Education Faculties of Universities Department of Continuing Education and Correspondence Courses.

Management of teachers resources - Clientile - Management of reading materials - Budgeting of organisation and financing of programmes - Agencies of non - formal education-Role of university and Voluntary agencies-Community centres-Libraries.

Management of voluntary organisation - Concept of a social worker and social work - Concept of a volunteer and voluntary work - Concept of co-operation - How voluntary organisations are formed - How do they function - Comparative studies of voluntary organisations in different States.

References:

1. Angelica, Case W., Basic Education for Adults: Hand Book for Teacher Trainees and Leaders, Associated Press, New York, 1971.
2. Borida, Anil and Draper, J.A. (Ed), Adult Education in India, Bachiketa Publications Limited, Bombay, 1973.
3. Curie, Adam, Educational Strategy for Developing Societies: Study of Educational and Social Factors in Relation to Economic Growth, Taristock Publications, 1963.
4. Kidd, J.R., How Adults Learn? Associated Press, New York, 1973.
5. Lawson, K.A., Philosophical concepts and values in Adult Educator, University of Nottingham, Nohigham, 1976.
6. ICSSR, Inservice Education for Teacher Educators, New Delhi, 1968.

B. OPTIONAL : GROUP I

VII. EDUCATION FOR THE GIFTED

Objectives

- a. To help the students identify the gifted children.
- b. To acquaint the students with special needs of the gifted children.
- c. To acquaint the students take adequate measures for the enrichment programme and proper growth of the gifted children.
- d. To provide the students opportunities to participate in educational programme for the gifted.

I. Introduction

Definition of the gifted child - Giftedness and Intelligence-Hereditry and environment.

II. Identification

Organised observation of behaviour of the Gifted Children by parents, teachers and other children - Identification by test - Special problems in testing gifted children - The value of intelligence tests - Achievement test - Aptitude test - Personality test - Total observation.

III. Characteristics of Gifted Children

Physiological - Psychological - Sociological characteristics.

IV. Curriculum for the gifted

Educational objectives - Some basic consideration - Accuracy and technical sophistication - Requirements and standards, communication and Reading tools - Classroom management - Games - Play.

V. Enrichment Programmes

Organisation - Individualisation - General principles of enrichment - Training for creativity - Testing the gifted in a regular class room - Their problems and needs.

VI. Parents and Teacher

References

1. Barbara Clerk, Growing up Gifted, Charles, E., Merrill Publishing Company, Los Anglepen, 1983.
2. Bhatt, C.L., Gifted Children, United Publishers, Allahabad, 1973.
3. Paul, Witty, The gifted child, D.C. Health Company, Boston 1951.
4. Prencil, Joseph, H., Educating the Gifted, Henry Holt and Company, New York, 1960.

b. Optional : Group I

viii. SPECIAL EDUCATION FOR THE HANDICAPPED (MENTALLY RETARDED)

Objectives

- a. To help the students identify, assess and execute the programmes in persons having speech, language and hearing problems.
- b. To make the students use occupational therapeutic methods in improving activities of daily living of the mentally handicapped persons.
- c. To help the students identify the physically handicapping conditions and to train the motor abilities of the retarded.
- d. To make the students give purposeful and controlled movement to the retarded.
- e. To help the students enhance the retarded person's persistence in tasks.

I. Introduction

Categories of the mentally retarded - Schooling for normalisation.

II. Speech Therapy

Causes for speech defects - Development of speech - Physiological aspects - Linguistic aspects - Identification of speech disorders - Types of speech defects - Multiple defects - Related problems - Teaching for speech correction - Procedures and Methods - Acquisition of speech patterns - Understanding spoken language - Individual approaches - Special equipment - Group methods.

III. Correcting Hearing Handicaps

Anatomy, Physiology and development of hearing mechanism - Its functions - Causes for hearing loss in mentally retarded persons - Degrees of hearing loss - Methods of identification - Equipment for detection and testing - Auditory training - Lip reading - Individual approaches - Group procedures.

IV. Therapy for Personal Care

Muscle co-ordination - For holding, buttoning, tying ropes and strings, pulling tight, washing objects - Training for self-grooming - For food habits - Toilet training - Integrated movement of health habits.

V. Occupational Therapy

Definition - Rehabilitation - Development of motor skills Sensorimotor training - Training in a variety of motor skills and perceptomotor skills - Different methods adopted according to the nature of mental handicap - Vocational training - Development of readiness for work - Types of vocational education - Related to cottage and small-scale industries - Rural occupations as dairy farming, poultry-keeping, animal husbandry, etc. - Handling simple machine tools and devices - Development of work habits as discipline, punctuality and social behaviour - Training in one trade or craft - Rehabilitation through self-employment or home bound programmes as selling stationery, re-caning chairs, etc.

VI. Therapy for Leisure - Time Activities

Development of responses to rhythm, movement, music - Play with equipment-Games - Individual and group activities-Teaching the use of percussion - instruments - Skill in art and painting and crafts.

VII. Physiotherapy

Definition - Aims and scope - Exercise therapy - Types - Their uses and applications for specific purposes - Equipment required - Massages - Hydrotherapy - Electrotherapy - Their uses and applications - Apparatus needed - Sequence and continuity with persistence.

Practical Work

1. Visits to institutions of specialised care and hospitals for practical observations.
2. Thesis on topics related to the mentally handicapped.

References

1. Berry, P., Language and Communication in the mentally handicapped, University Park Press, Baltimore, 1976.
2. Holle, B., Motor Development in Children, Normal and Retarded Blackwell Scientific Publications, London, 1976.
3. Irwin, C.C. Communication variables of mentally retarded and cerebral palsied children, Charles, C. Thomas Press, Springfield, Illinois, 1972.
4. Johnson and Werner, A step by step learning guide for retarded infants and children, Syracuse University Press, Syracuse, 1975.

5. Jones, M.S., An approach to occupational therapy, Butterworth Press, London, 1977
6. Mac Donald, B.M., Occupational therapy in rehabilitation, Balliere Tindal, London, 1976.
7. Marfatia, J.C., Mental Retardation, Popular Prakashan, Bombay, 1966.
8. Mehta, D.S., Handbook of Disabled in India, Allied Publishers, Madras, 1983.
9. Northern, J.L. and M.P. downs, Hearing in children, William and Wikins Company, Baltimore, 1976.
10. Turnbull, A.P., B.B. Strickland and J.C. Brantlay, Developing and implementing individualised education programme, Morrill Publishing Company, Columbia, 1978
11. All India Conference on Mental Retardation, 1st Mental Retardation in India; Report, Federation for the Mentally Retarded, New Delhi, 1967.
12. Council of Europe, Social Rehabilitation of Physically or Mentally handicapped persons, Council of Europe, Strasbourg, 1972.
13. International Labour Office, Vocational Rehabilitation and mentally retarded, ILO, Geneva, 1978.

b. Optional : Group II

i. CURRICULUM DEVELOPMENT

Objectives

- a. To enable the students understand the principles, philosophies and concepts of curriculum planning, development, implementation and evaluation.
- b. To help the students develop skills for developing and practising curriculum.
- c. To enable the students develop skills for evaluating a curriculum.

I. Curriculum Perspective

Curriculum definition - Instructional development and curriculum development - Historical perspectives of curriculum - Foundations of curriculum planning: Philosophy, Social forces, treatment of Knowledge, human growth and development, learning process.

II. Curriculum Procedures

Tasks in curriculum development : Establishing a philosophy, needs, goals, objectives, instructional consideration - Contemporary designs for curriculum development : Systematic and systems designs - Planning the curriculum : Decision making in education, decision making strategies, collecting and assessing school related data and community related data - Curriculum content: Selection, determinants, strategies for selection - Organisation - techniques.

III. Curriculum Practices

At elementary and secondary levels - Changing curriculum. Strategies - Evaluation of curriculum - Techniques.

IV. Curriculum Prospectives

Curriculum design for the future - Future in education : School design, Educational Technology design, Humanistic design, Vocational design, Social reconstruction design, Deschooling design - Curriculum for each design - Curriculum developers: Required Skills, training.

References:

1. Chandra, Arvinde, Curriculum Development and Evaluation in Education, Sterling Publishers Pvt. Limited, New Delhi, 1977.

2. Finch C.R. and Grunkilton, J.R., Currirulum Development in Vocational and Technical Education, Boston, Allyan and Bacon Inc., 1984.
3. Hunkins, Frances, Curriculum Development, Programme Improvement, Columbus, Charles E. Merrill. 1980.
4. Malla Reddy Mamidi and Ravishankar, S., Curriculum Development and Educational Technology, Sterling Publishers, New Delhi, 1984.
5. Pratt, David, Curriculum Design and Development, New York, Harcourt Brace Jovanovign, 1980.
6. Reid, William, A., and Walker, Decker, F. (Editions) Case Studies in Curriculum Change, Routledge and Kegan Paul, London, 1975.
7. Rubin, Louis Ed., The future of Education : Prospectives on Tomorrow's Schooling, Boston, Allyn and Bacon, 1975.
8. Spieker, Charles, A., Curriculum Leaders : Improving their Influence, Washington D.C., Association for Supervision and Curriculum Development.
9. Stenhouse, L., Curriculum Research and Development in Action, London, Heinmann, 1980.
10. Taba, Hilda, Curriculum Development : Theory and Practice, New York, Harcourt, Brace and World Inc., 1962.
11. Wiles, J., and Bondi, J.C., Curriculum Development, Columbus, Charles E. Merrill Publishing Company, 1984.
12. NSSE, The curriculum, Retrospect and Prospect, Chicago, National Society for the Study of Education, 71st Year Book.

B. OPTIONAL : GROUP II

II. TEXT-BOOK WRITING

Objectives

- a. To make the students appreciate the nature, scope, level, historical perspective and basic issues with regard to book production and preparation.
- b. To develop skills in the students in organisations of ideas and materials and choosing appropriate style and language for textual materials.
- c. To enable the students appreciate the printing processes including planning, presentation, editing, make-up etc.
- d. To make the students appreciate management organisation and legal considerations with regard to text production and preparation.

I. Introduction

Nature, scope and levels of text-books - Purpose, receiver characteristics - Basic issues with regard to their effectiveness - Historical perspectives: Indian, Chinese, Greek, Egyptian writings in early stages - Growth of printing and its impact on education and society.

II. Organisation of Ideas and Source Materials for Textbook

Planning, Presentation sequence and contents - Defining the purpose in clear terms, Styles of presentation: language and communication aspects relating to the standard to which the book is intended.

III. Illustration and Tables

Choice and types of illustration: line diagrams, sketches, photoblocks, block making process, sketching, engraving, coloured and black and white illustration: colour schemes, size of the block, numerical and descriptive tables, statistical data etc., their placement, make-up and planning.

IV. Format of Text-Book

Decision with regard to size, volume, types - Printing process - Stages of printing - Type of printing process and composing: letter press offset printing, mono and line type printing - Designs and displays - Binding - Preparation of press copy.

V. Processes Allied to Printing

Manufacture of printing paper, casting of types, preparation of printing ink, etc, - Basic principles of printing and binding machinery - Editing: proof correction, page make-up - Cost estimation of text-book production: Fixation of price-Authorship and copy right consideration - Relevant rules and laws - Translation - Basic problems and issues.

VI. Text-Book Production System

Organisation - Management and administration, growth Academics, textbooks production bureau in India.

VII. Evaluation of Textbooks

Evaluation of school and college level textbooks - Criteria of evaluation.

References:

1. Godfrey, J.E. & Parr, G.P. The technical writer, Chakmad & Hall Limited, 1959.
2. Jones, A.E. Creative Exposition, New York, Holt & Co., 1957.
3. Neelamegham, A Presentation of Ideas in Technical Writing, Vikas Publishing House Pvt. Limited, 1975.
4. Sheer Vincent Printing Design & Layout, 4th Edition, London, Virtue & Co., 1951.
5. Skillam, M.E., Gay, R. M. et. al, Words into type, New York, Appleton Century Crofts Inc., 1948.

b. Optional : Group II

iii. GUIDANCE AND COUNSELLING

Objectives

- a. To help the students understand the basic principles of counselling and the application of the same to the process of education.
- b. To help the students develop practical knowledge of the various techniques used in counselling.

I. Introduction

Guidance and counselling: concept, definition and principles, Background, status and future of guidance and counselling - History of the guidance movement-Current status of guidance - The counsellor's emergent role.

II. Counselling in Education

Different roles of teachers in counselling situations - Teacher and the counsellor - Teacher and the counselee.

III. Understanding the Individual

The development of personality; the self concept: the role of emotion in personality development - Treatment in childhood : home and family. The need concept - Defence mechanism - Mental health and human relationship - The integrated personality.

IV. The Structure of Pupil - Personnel Services

Organisation and administration-issue-involved - Faculty participation - school - community and public relations - General aspects of testing : testing programme in the school, test of intelligence, academic achievement, aptitude, interest, attitude and vocational performance - personality assessment : Projective techniques.

V. Collecting and Organising Information About Pupils

Appraising pupils through the test programme - The student's individual record - Techniques for gathering data : interview, questionnaires, health records, observation and report, rating scales, autobiography, sociometry, role-playing, cumulative record and case study.

VI. Basic Concepts in Counselling

Goals of counselling - Counselling for adjustment - The elements in the counselling process - Counsellor's limitations in providing self-help - Influence of psycho analysis on counselling - Client centered therapy - Clinical counselling Eclectic approach to counselling.

VII. Counselling

Educational, Personal and Vocational - Adolescent guidance - The Problem of juvenile delinquency - Guidance of deviant individuals - Adult counselling - Guidance in learning process - Learning and effective work habit - Functions of the vocational counsellor - Techniques of placement - Career guidance.

Practical Work

Under supervision, individual counselling should be given to 2 students in classes VIII to X and record to be maintained.

References

1. Adams, James F., Problems in counselling, Macmillan, New York, 1962.
2. Anastasi, A., Differential Psychology (3rd Edition), Macmillan New York, 1958.
3. Arbuckle, Dugland, S., Guidance and Counselling in the classroom Allyn and Bacan, Inc., Boston, 1957.
4. Cohan, A.K., Delinquent boys. Orencol III, Free Press 1955.
5. Cronbach, L.J., Essentials of Psychological testing (2nd Edition) Harper, New York, 1960.
6. Dolland, J, and Miller, N.E., Personality and Psychotherapy, McGraw Hill, Prentice Hall, New York, 1950.
7. Hall, C.S. & Lidsey, G., Theories of Personality, Wiley, New York, 1957.
8. Hurlock, E., Adolescent Development, McGraw Hill, New York, 1950.
9. Jones, Arthus, J, Principles of Guidance, McGraw Hill Book Co., New York, 1963.
10. Lawshe, C.M., Principles of Personnel Testing, McGraw Hill, New York, 1957.
11. Martinson, W.D., Vocational Planning, American Management Association, New York, 1946.
12. Merrill, M.A., Problems of Child Delinquency, American Management Association, New York, 1946.
13. Mortensen, Donald G. & Schumullen, Allen, M., Guidance in today's Schools, John Wiley & Sons, Inc. New York,
14. Perguson, L.W., Personality Measurement, McGraw Hill, New York, 1952.
15. Rogers, Client Centred Therapy, Houghton Mifflin, Button, 1951.
16. Strong, E.K., Vocational Interests of Men and Women, Standford Calif Standford University Press, 1943.
17. Super, D.E., Opportunities in psychology, Vocational Guidance Manuals, New York, 1955.
18. Super, D.E., The Psychology of Careers, New York, Harper, 1957.
19. Tyler, Leona E., The work of counsellor, Appleton-century Crofts, New York, 1961.
20. Zeran, Franklin, N., Guidance: Theory and Practice, American Book Company, New York, 1964.

b. Optional : Group II

iv. EDUCATIONAL MANAGEMENT TECHNIQUES

Objectives

- a. To enable the student to make a study of the changing concepts of management education, during various periods of development.
- b. To acquaint student with the management techniques at all levels.
- c. To develop the student the necessary skills for planning and organisation of functions for effective management.
- d. To develop in student an awareness of the problems of management techniques.

I. Introduction

History of management thought - Prescientific management era - Classical management - Behavioural and quantitative approaches to management - Human relations, human resources, systems, contingency and their implications for educational management - Management as part of educational administration.

II. Educational Management

Meaning of Educational management - Functions of educational management - Developing future managers - Conceptual change from administration to management - Need for change in educational management.

III. Structure in Educational Management

Structural reforms in educational management - General managerial structure under different approaches.

IV. Professionalisation of Educational Management

Characteristics of professionalism - Educational management profession - Roles and functions.

V. Management of Change in Education

Change models: manager's role as an innovator, an adoptor and as a change agent - Strategies for the adoption of innovations.

VI. Management Information Systems of Computers

Management information categories - Evolution of computer systems - Designs and trends in computerised information systems.

VII. Organisational Behaviour

The Guba model, role and personality - Types of organisation - Managerial grid - School as an organisation.

VIII. Personal Management

Functions - Motivations -Need gratification - Maslow: need hierarchy - Measurement of Job satisfaction - Morale, means of increasing teacher moral.

IX. Leader Ship

Types, traits, styles and approaches - Leadership behaviour - Ohio studies; LBDO leadership and organisational climate.

X. Organisational Communication

Purpose, patterns and processes - Distortion in communication - Barriers to effective communication.

XI. Classroom Management

Task - Classroom management model and component - Changing concept of classroom management - Change in the teacher's role.

XII. Management Techniques

Some recent management techniques and their application to school management - MBA, participative management - performance appraisal techniques and accountability.

Reference

1. Baly, Peter N., The Organisation of Academic Work, Wiley, New York, 1973.
2. Ducker, Peter F., Management Tasks: Responsibilities Practices, Allied Publishers, New Delhi, 1977.
3. Everard, D.B. Developing Management in Schools, Oxford Publishing Service Great Britain, 1986.
4. Fwimer, R.M., Supervision, Principles and Professional Management, col Macmillan Publishers, London. 1976.
5. Hessey Paul & Kenneth, H., Blancherad, Management of Organisational Behaviour Prentice Hall of India Private Limited, New Delhi, 1982.
6. Hint, John, Managing People at work, Mc Graw Hill, London, 1979.
7. Kast Kogathusha, Fremnt E., Organisation and Management, McGraw Limited, 1979.
8. Kaimier, Leonard J, Management: A programmed Approach with Cases Application, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, 1981.
9. Masie, Jorepol., Essentials of Management, Prentice Hall of India Private Limited, New Delhi, 1979.
10. Reddin, W.J., Effective Management by Objectives, Tata McGraw Hill Publishing, Company Limited, New Delhi, 1970.