COMPILATION OF SUBJECT GUIDE IN EDUCATION

A DISSERTATION SUBMITTED TO

TILAK MAHARASHTRA VIDYAPEETH, PUNE

FOR THE DEGREE OF

MASTER OF PHILOSOPHY (M.Phil) IN LIBRARY AND INFORMATION SCIENCE

UNDER THE MORAL AND SOCIAL SCIENCE FACULTY

BY

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UNDER THE GUIDENCE OF

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August, 2015

<u>DECLARATION</u>

I hereby declare that the dissertation entitled "Compilation of Subject Guide in Education" completed and written by me has not previously been formed as the basis for the award of any Degree or similar title upon me of this or any other Vidyapeeth or examining body.

Place: Pune   Ms. Aditi D Wadwale

Date: Research Student

<u>CERTIFICATE</u>

This is to certify that the dissertation entitled "Compilation of Subject Guide in Education" which is being submitted herewith for the award of the Degree of M. Phil in Library and Information Science Faculty of Moral and Social Sciences Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Ms. Aditi D. Wadwale under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this dissertation has not formed the basis for the award of any degree or similar title of this or any other university or examining body upon her.

Place: Pune   Dr. Mrs. Dhanishtha Khandare

Date: August 2015   Research Guide

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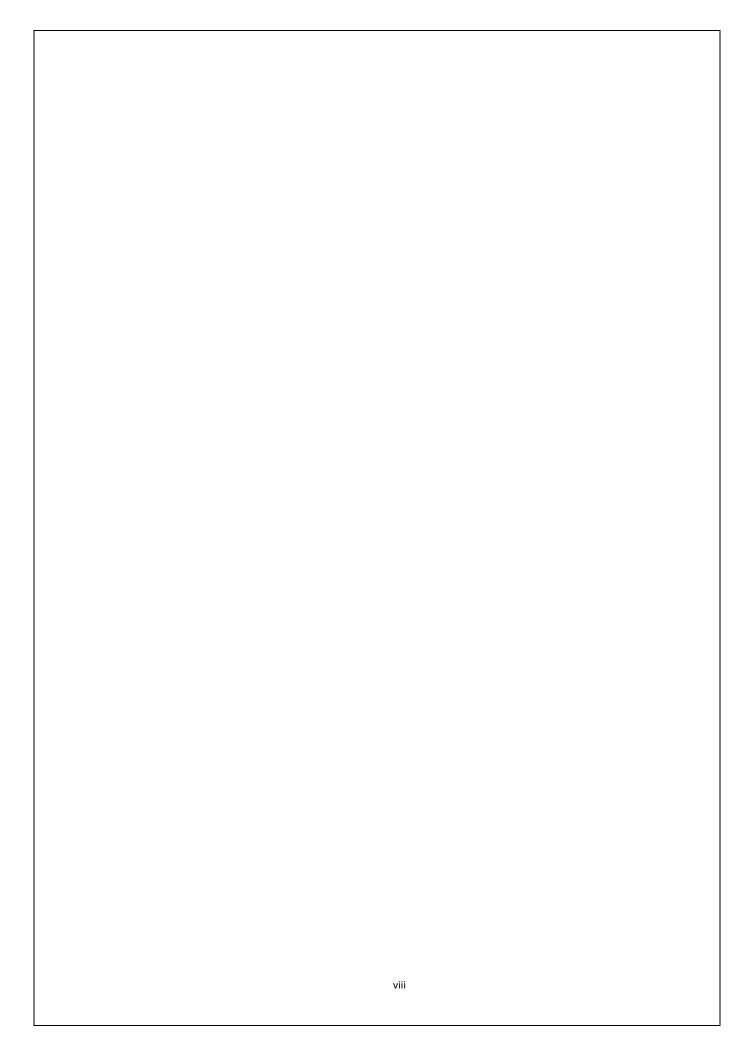
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Chapter 1: Introduction

1.1 <u>**Introduction**</u>

In the present age of information explosion wherein huge amount of information is being generated it has become essential to guide the users in providing them exact information in the least possible time. It is not expected that the users will go through all the available databases and then decide the best available option which satisfies their research query. This gives rise to the need of providing a comprehensive subject guide which provides important references to the users regarding their subject. Most of the academic librarians in Western countries have created subject guides in one form or another. They are in the form of printed "pathfinders" created years ago or web-based subject guides which are more popular today. The creation of a subject guide is equal to the reference service which is provided by every library to their users. Reference service is one of the important services of the libraries, which is usually provided by consulting the reference sources. Thus, reference sources are those which are consulted only for getting special required information by the users and which are not mean for continuous reading. Subject guides are working same as reference sources. Subject guide is a list of resources which are currently available in the library or anywhere. Such lists are generally created by librarians to help their users to identify the required sources in least possible time.

1.2 <u>**What is Subject Guide:**</u>

Subject Guide is a list of resources created by librarians to help students and researchers to satisfy their research needs. These lists of resources includes subject specific topics and is not limited to books, journals, databases, websites, but also covers many related topics the librarian feels would help students and researchers in their studies/ research. Many university libraries, offer subject guides on their library website. Librarians are challenged to find ways to effectively and efficiently provide access to subject-specific resources for their users in an environment wherein new technologies, tools and an overwhelming amount of resources are available. The main idea of subject guide is to provide a starting point for the students and researchers.

- **Definitions:**

As defined by Steven, C. et al. (1973) a subject guide is kind of a map of all the holdings of a library which helps a new user to locate particular information required on the subject area of interest. It is:

1) A printed or online resource that provides detailed information, instructions and advice concerning the best strategies, techniques and resources for research in a subject or field of study.

2) Subject guides are lists of resources created to assist students with their research needs.

3) A set of resources designed to help patrons fully research and explore a topic.

From the above definitions we can conclude that subject guides are list of resources either in printed or in an online form and they assist the students, faculties as well as the research scholars to fulfill their information needs. They are in form of reference sources rendered by the library for its users.

1.3   **Need for the Study:**

In the present age of information explosion wherein the information is available in plenty with many different resources at the disposal for the users it becomes difficult to trace down the exact resource. The subject guides are pathfinders which direct the users to their desired source of information. With the growing specializations in the field of education and research gaining momentum it has become necessary to compile a comprehensive list of subject guide in any field. The field of education is facing tremendous changes in the form of new education policies being framed, new innovative ideas being invited from the users by ministries, research work going on in the field of education and other related fields which has given rise to the need of framing a suitable guide for the users in the field of education.

1.4   **Reason for the Study:**

It has been accepted worldwide that library is important part of any educational or research institution. Library is considered as the heart of any educational institute and

it plays a very important role in life of students, faculties and researchers scholars. The role of librarian is very important for users who are not familiar with the library resources and services. Directing such patrons to useful resources in the electronic age is much difficult for librarians as many resources are available in printed as well as online formats. The preparation of subject guides can play a very important role for helping users successfully navigate through the library's resources. Subject guides are an essential component of reference and information service.

It is important to point out that a subject guide is not a full proof consolidated and tailored list of every reference book or internet link related to a topic. A carefully prepared subject guide is a list of carefully selected resources that will help users to begin searching for the desired information.

1.5   **Purpose of the Study:**

The main purpose of preparing a subject guide in the field of education is to enable the users to locate the required sources of information as per their requirements. This guide will serve as a useful and an important tool for researchers and other users if they want to locate information on subject of education and its allied subjects.

1.6   **Objectives of study**

1. To study the different information sources available in subject of Education.
2. To study the importance of subject in hand and its role.
3. To review the list in which information is published for research or study purpose (print and online)
4. To prepare a comprehensive subject guide for the subject education.

1.7   **Hypothesis**

1. There are many different sources of information available in the subject Education.
2. The subject education is gaining importance in the present times.
3. There is a need to compile a comprehensive subject guide list in Education.

1.8   **Research Methodology**

Research methodology used in this study is descriptive research along with survey method. It covers an extensive review of literature on the subject Education. The researcher has visited few renowned institutes in Pune imparting various courses Education. The review will cover most of the printed and online resources available under the subject education. A consolidated list of the information sources available in the subject education will be prepared. The researcher will also take interviews of experts in Education which will provide the information about their subject trends and requirements.

1.9 Scope and limitations of the Study:

The scope of this study is confined to the subject Education. It will focus on main and allied courses and subjects taught in Education in Tilak Maharashtra Vidyapeeth, Pune. The study is limited to the courses in Education B. Ed, M. Ed. and Ph. D taught in Tilak Maharashtra Vidyapeeth, Pune.

1.10 Structure of the Study:

Chapter 1- Introduction

This chapter highlights need for the study, reason behind the study, hypothesis, scope of the study, objectives etc.

Chapter 2- Literature Review

This chapter is a brief analysis of information literature published in different forms and consulted by researcher, relevant to the study. The literature survey helps in building the concepts developed in the mind of researcher and also used and cited reference in text suitably in different chapters.

Chapter 3- Basics of Subject Guide

This chapter highlights brief information about subject guide like introduction to subject guide, need and importance of subject guide, components of subject guide, role of subject guide, role of subject librarian in developing the subject guide etc.

Chapter 4- Importance of subject Education

This chapter covers information related to the subject education its introduction, types of Education, Highlights of education, Nature and importance of education, trends in subject etc.

Chapter 5- Resources in Subject

This chapter covers list of reference sources available in subject education in printed and electronic forms   including books, journals, e-journals, databases etc.

Chapter 6- Findings, Suggestions and Conclusion.

This chapter highlights the findings from the data collected and based on these findings suitable suggestions for professionals.

1.11 Summary:

The study is aimed at preparing a comprehensive subject guide for Education. This subject guide will be useful for the researchers, students, teachers and also other people who have an interest in the subject Education. The objectives have been set keeping the scope of study in mind and have been achieved in the forthcoming chapters.

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Chapter 2: Literature Review

2.1 Importance of literature review

2.2 Areas Covered in Literature Review

2.3 Summary

2.1 <u>Importance of Literature Review</u>

As per the views by Williams, J. (2011) literature review is a written and systematic summary of the research which is conducted on a particular topic. It summarizes the background and context of the research study undertaken. It helps to identify the problem of the study, which can be solved by collection of relevant data. It is very important to know that the work being done by researcher in a research should not be repeated again and literature review helps in avoiding this duplication of work unintentionally. It also helps to avoid the mistakes which have already been done by another researcher who has conducted some related study before. The literature review discloses appropriate theoretical structure of the study undertaken that helps to understand the topic easily. It helps to judge research question and to provide latest research material for the readers.

2.1.1 <u>Need of literature review</u>

Literature review is necessary for full proof completion of the research study. A well prepared literature review shows the quality and relevance of research work conducted. There is a necessity of proper citations to be given in the literature review. While preparing a literature review following points should be kept in mind:

1) Every statement cited in a literature review must be supported by a reference to published statistical literature from where the article has been taken.

2) In a weak literature review there are very few or irrelevant references cited by the researcher. In some cases the researcher does not adequately summarize the important results in the cited references. This can be overcome by keeping organized notes in hand.

3) There should be a considerable amount of time spend on literature review because then most of it can be incorporated in the research work.

4) The literature review is a critical discussion along with a summary of statistical literature that is of 'general' and 'specialized' nature relevant to the particular area and topic of the research problem undertaken.

2.2 Areas Covered in Literature Review

A research can be completed using the literature review with the use of following stages. Firstly, researcher has to select an appropriate research topic on which he wants to carry out his research. Then he has to define the research question. It includes the information that should be related to the research topic. In the next stage the researcher designs the plan as to how these questions will be solved. It is the pre-planning to solve the problems. It is the way by which problems can be analyzed. After designing the plan, researcher goes to search for the relevant literature. In this step the researcher has to find out materials which are relevant to the subject matter of study undertaken. Then in order to find the required and relevant sources the researcher has to refer to various printed books, articles, other sources and also refer electronic sources like web sources covering e-books, databases, e-journals etc. These sources are used to collect the requisite information. Once the required matter has been searched then the most relevant sources to be included in final work are decided. The last stage of literature review is synthesis, which means discussing the findings and conclusions of relevant literature. It is a summarizing part of literature review. Hence from the above discussion, it can be concluded that literature review is the most important part of the research. It is an overall review of what a researcher found related to the topic of study.

In the present study literature review undertaken covers topics like:

- Different facets of subject guides.

- Role of librarian in developing subject guides.
- Components of Subject Guides usage of Subject Guides.

In the article "Creating and Maintaining Web-Based Subject Resource Guides for Small Academic Libraries" by Bunnell, D. P. and Byerley, S.L. (2000) authors have mentioned that there are many good subject guides on the Web and new tools such as Microsoft FrontPage 98 are easy to master. In their views the web-based subject resource guides can be a useful source to establish better relations with faculty and students.

In the article "Creating an Online Tutorials and Pathfinder" the author Hook, P. A. (2002) explores the educational potential of web-based tutorials and pathfinders. He discusses how the multimedia environment can effectively reach a broad range of learner types, explaining how the disciplines of information architecture and information visualization can contribute to designing a successful tutorial and pathfinder.

Another study titled "Internet Subject Guides in Academic Libraries: An analysis of Contents, Practices and Opinions" has been conducted by Jackson, R. and Pellack, L.J. (2003). It describes a research project to determine the uniqueness of Internet Subject Guide among association of research libraries and the academic libraries. The authors examined guides in four subject areas (Philosophy, Journalism/Communication, Astronomy and Chemistry). From the websites of 112 libraries data was collected on the number of links per guide, the arrangement of resources, the information included about the resources, the kinds of sources included and the number of networking links. As a result of the examination of these guides, a number of questions emerged, which led to the creating of a survey mailed to the heads of reference services in each of the libraries. The authors discussed the results of their examination and of the survey and make recommendations for future research.

Similar study was conducted by Dupuis, J. et. al. (2004) titled, "Creating Dynamic Subject Guides" which mentioned that the most difficult task faced by librarians is deciding how to present information to users in a meaningful way. This has given a rise to the need for the librarians for creating subject guides. The authors are also

assisting the users in this process by putting some diagrams of subject guides for reference.

In this article "Library Subject Guides: A content management case study at the Open University, UK." by Wales, T. (2005). In this case study author has mentioned various steps that can be used in Designing of Subject Guide.

In the article "Academic Subject Guides: A case study of use at San Jose State University" by Staley, S.M. (2005). The author had done a survey about subject guide. The survey was done in three areas of study- Nursing, Journalism and Mass Communication and Organization and Management- which were surveyed on their use of subject guides. Teaching faculty across all disciplines was also surveyed on the use of subject guides in their field. Study results show that students who have received library instructions are likely to use subject guides more frequently. Also, faculty members who use subject guides are more likely to encourage their students to do so.

In another article on "Creating easy to update Subject Guides without using a Database" by Northrup, L. A. and Ashmore, B. (2006) the authors have mentioned that it is very hard to keep library pathfinders up-to-date without dedicated IT staff. In order to make this work easier they have introduced "Server Side Include Statements (SSIs)". The authors have described various concepts like how to start with this SSIs system, its advantages and disadvantages.

In the article, "Library as Laboratory: Online Pathfinders and the Humanities Graduate Student" the author Harrington, S. (2007) has mentioned how online pathfinders can best meet the information needs of graduate students and foster advanced research. The article reviews the literature on pathfinders, including the historic characteristics of print pathfinders and the recommendations that have emerged for online pathfinder content. The article explores the information needs of humanities graduate students in general terms and specifically examines the online pathfinders in the field of art and history. The article concludes with recommendations for the content of online pathfinders aimed at the humanities graduate student audience.

In the article "Literary Resources: A Pathfinder" by Bluemle, S. R. (2007) the author has mentioned various primary sources, web sources, secondary sources, electronic databases etc. useful for the students.

Another study titled "Dynamic Pathfinders: Leveraging your OPAC to create Resource Guides" by Hunter, B. (2008) has given in detail a step-by-step method to create an online dynamic pathfinder with a clean, intuitive interface that performs predetermined searches in online library catalogs. This tool leads users to resources much as a traditional pathfinder does, but it is always up-to date and requires almost no maintenance. It familiarizes patrons with the library's catalogue as they use it. This article requires a basic knowledge of HTML, PHP and JavaScript which are commonly used. While knowledge of these languages is helpful, these parts of the dynamic pathfinder have also been described in enough detail that no prior knowledge is required.

In the article "Delicious Subject Guides: Maintaining Subject Guides Using a Social Bookmarking Site" author Corrado, E. M. (2008) states that the librarians can easily manage Subject Guides by using Web 2.0 social marking service. This article describes and analyses the use of social bookmarking at a medium–sized, comprehensive college library for creation and maintenance of modern languages Subject Guide.

A transitional effect on subject guide has been studied by Truslow, H. (2009) in the article "States of Transition: Slavic Studies Research Guides and Information Literacy" which describes the Slavic studies research guides found on the library Web-pages of the 17 Universities that have received funding from Department of Education under the title VI National Resource Centre's for Russia and East European 2006 and 2007. It compares the overall approach to these subject guides along with the organization, scope and content, as well as the extent to which the guides link to similar guides of other institutions. Based on this comparison, it explores how the guides relate to information literacy efforts in general, and to Slavic information literacy in particular.

In the article titled, "Building Pathfinders with free screen capture tools" the author Griffis, P. (2009) speaks about freely available screen capturing tools, covering the

benefits and drawbacks as well as their potential applications. While discussing these tools, the author illustrates how they can be used to build path finding tutorials for users and how these tutorials can be shared with users. The author notes that the availability of these screen capturing tools is at no cost, coupled with their ease of use, it also provides ample opportunity for low-stakes experimentation from library staff in building dynamic pathfinders to promote the discovery of library resources.

In the article "Bridging the gap online web development platforms enable all reference staff to work on subject guides" by Buczynski, J.A. (2009). In this the author states that, the library subject or topic research pathfinder continues to play a large supporting role in a library's reference service, yet few reference departments have a staff compliment in which each and every team has an important role to play.

In this article titled, "Reaching out LibGuides: Establishing a working set of Best Practices" the authors Gonzalez, A. C. and Westbrock, T. (2010) explained that the library sought a way to strengthen the delivery of its resources and services to off campus students. In the article they have mentioned the usefulness and need of Library Guides along with its benefits, role of librarian and some sketches of library guides have been included in this article.

In the study carried out by Vileno, L. (2010) titled "Testing the Usability of Two Online Research Guides" the researcher has tested Usability of two online research Guides. The test had four main objectives mainly to observe the students reaction with online research guides, identify the usage pattern of the students, make some improvements and evaluate web-based tools in library by conducting usability tests.

Another related article titled, "From PathFinder's to Subject Guides: One Library's Experience with LibGuides" by Glassman, N. R. and Sorensen, K. (2010) the authors have written about Web guides, subject guide creation tools, features and advantages of LibGuides etc.

In the article "Libguides: Customizing Subject Guides for Individual Courses" by Adebonojo, L.G. (2010). Author mentioned in the article that LibGuides are efficient way to introduce under graduate students, particularly those in their first two years of

college to the university library. Selecting particular library resources based on a course syllabus and creating a LibGuide for the course provides the students with a limited number of relevant materials. Librarians and the teaching faculties view the use of subject guides attached to a course management system site as an effective educational solution. Librarians facing exponentially expanding resources and first-year students who are used to turning to Google for all their information needs can utilize LibGuides to guide students toward more relevant library resources.

In the article "Web Subject Guides: Virtual Connections across the University Community" by McMullin, R. and Hutton, J. (2010) the authors have mentioned that Web guides can be used for projects beyond the traditional library subject guide. The authors describe how they have used these guides to respond to the needs of their university community and how they hope to expand the potential uses of the Web guides.

In another similar study titled "A Path to Providing User Centered Subject Guides" by Stitz, T. et. al. (2011) the authors have discussed about feasibility of subject guides other than Web-Based Subject resources. The authors' states that Web based subject guides are very difficult to maintain and navigate, University Libraries migrated to a content management system that solved existing maintenance issues and created the opportunity for interactive resource lists. Subsequent usability tests have found that users needed librarian designed subject guides to understand and access resources. Consequently, University Libraries redesigned its website functionality. In the course of this article, it is shown that ease of maintenance and ease of use need not be mutually exclusive.

The article titled "Subject Guides and More: Creatively Transforming an Open Source Management System" by Blackburn, G. and Walker, M. (2012) describes the implementation of Subjects Plus to manage the subject guides at the Wichita State University Libraries. The decision to implement an open source solution, the implementation process and customizations to the software are discussed. In addition to the subject guides, Subjects Plus is also used to manage course specific and miscellaneous topic guides, the library staff directory, and database links. The article also covers the reception of Subjects Plus by the librarians and teaching faculty.

The article "Library Widget for Moodle" by Hristova, M. (2013) describes the library widget as a PHP based which was designed by the author. The author has also given instructions on how to use this tool.

The article "Energizing Subject Guide Service with Web 2.0" by Chang, S. H. (2013) has described the LibGuides as an example to illustrate how a Web 2.0 platform can energize the subject guide service and give librarians an edge in expanding their roles. Topics to be discussed will include a brief introduction to LibGuides and its capabilities to energize subject guide creation, how it has been used by academic libraries, how it is used in Maxwell Library in expanding librarian's role along with its implications on librarianship.

In this article "Usability Testing, User-Centered Design and Lib Guides Subject Guides: A Case Study" by Sonsteby, A. and DeJonghe, J. (2013) author states that, Usability testing has become a routine way for many libraries to ensure that their Web presence is user-friendly and accessible. At the same time, popular subject guide creation systems, such as LibGuides, decentralize Web content creation and put authorship into the hands of librarians who may not be trained in user-centered design principles. In Metropolitan State University, researches had tested usability of LibGuides in order to see how patrons interact with guides. Researchers completed two rounds of usability testing on a total of ten students, one alumnus and one community patron. The results indicate that patrons struggled most when encountering jargon, inconsistent language and visual clutter. Based on their findings, researchers recommend ongoing usability testing of subject guides as well as the creation of a style guide to help librarians create usable, accessible guides.

2.3 Summary

Literature review is important part of research. It describes how the proposed research is related to prior research in statistics. It shows originality and relevance of your research problem. It justifies the proposed methodology.

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. It might trace the intellectual progression of the field, including major debates and depending on the situation. The literature review may evaluate the sources and advise the reader on the most pertinent or relevant. Literature reviews provide you with a handy guide to a particular topic. If you have limited time to conduct research, literature reviews can give you an overview or act as a stepping stone. For professionals, they are useful reports that keep them up to date with what is current in the field. For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field. Literature reviews also provide a solid background for a research paper's investigation. Comprehensive knowledge of the literature of the field is essential to most research papers. The above literature review shows that various studies have been carried with respect to subject guide in the foreign countries but not much study is found with reference to India. It also shows that the developed countries are taking

initiatives in formulating and promoting the subject guides but not much has been done by the developing countries.

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Chapter 3 Basics of Subject Guide

3.1 Introduction

3.2 What is Subject Guide?

3.3 Importance and Need of Subject Guide

3.4 Components of Subject Guide

3.5 Role of Subject Librarian

3.6 Role of Subject Librarian in Developing Subject Guide

3.7 Skills of Subject Librarian

3.8 Sample Pictures of Subject Guides.

3.1 Introduction:

Many foreign university libraries offer subject guides on their library website. Librarians have to find a way which would effectively and efficiently provide access to subject-specific resources to the students, researchers and faculties where new technologies, tools and a large amount of resources are available. Subject guides are compiled by librarians to assist the users to find the most useful and relevant resources for their subject.

Subject guide are lists of resources created to assist students, researchers and faculties with their research needs. While academic librarians are of great importance while preparing and developing subject guide it is difficult to tell whether students find them useful or not.

3.2 What is Subject Guide?

Subject guides are lists of resources created by librarians to assist students with their research needs. These lists of resources may include topics related to the subject but not limited to books, journals, databases, websites, as well as any other topics the librarian feels would assist students with their research. (Wikipedia)

Subject guides can be very useful tools for helping patrons successfully navigate through the library's resources. First, it is important to point out that a subject guide is not a full proof list covering each and every reference book or Internet link related to

a topic. Instead, a truly useful subject guide is list of carefully selected resources that will help users begin finding the information they are looking for. Since the users are not familiar with all the resources as the librarian or subject librarian it is beneficial to include starting points and explain how the resource is formatted (i.e. dictionary, collection of articles, divided by geographic area, etc.). The topic and purpose of the subject guide should be clearly identified. In the opening paragraph (or web page) explain any specialized terms that users will need to know when researching a topic and identify key authorities in the field (i.e. professional organizations, non-profit groups, government agencies, national organizations, etc.). Fichter D. has mentioned following five most important things about subject guides which have been described below:

1) Keep the area of subject guide confined to the topic of study. Libraries have lots of information to share, but it will only confuse users if subject guide doesn't stay on one specific topic.

2) Don't overwhelm the users with exhaustive lists.

3) Make the subject guide specific to the concerned library whenever possible. Nothing is more frustrating than a guide that promises resources not housed in the library. If the subject guide includes resources not available in the institutes' library be sure they are publicly and easily available and also clearly mention how the users can access the cited material.

4) When using examples, be sure to make it clear that they are only a sample of what is covered in the topic. It is not a complete list.

5) Make the subject guide creative.

3.3 <u>Importance and Need of Subject Guide</u>

Libraries are no longer passive and archival institutions, but are service oriented institutions. The responsibilities of libraries go beyond gathering and organizing books and journals to include an active role in disseminating information. One way this can be achieved is through effective services like reference service, library catalogue, subject guides etc.

A Subject Guide service includes question-answering service, search service and search help, bibliography service, information and referral service identifying inside or outside related web resources. Those services are designed to provide information

to users in response to the identified needs. Libraries have also played a key role in providing information services in anticipation of user needs. Such services include various forms of current awareness and selective dissemination of information services that aim to keep the users abreast of the latest developments in their areas of interest.

The tremendous growth and continuous development of technology has reduced the number of users physically visiting the library and availing the traditional library services. Technological developments have affected not only the formats and sources of the information, but also how and where to provide library services. Libraries and their resources have partially moved to the virtual world of the internet wherein the library users can access the resources from outside the physical boundaries of the library. In an effort to reach users accessing the library via their computers, mobiles and other gadgets many libraries and library consortia's are extending their services to include virtual reference. Technology now allows users to submit their queries to the library at any time from any place in the world. Library service on the internet requires many of the same qualities as traditional references like accuracy, courtesy, understanding of the information need. It provides users with the convenience of accessing information in their own time, saving them travelling cost and new options for answering reference questions. The provision of these services is not constrained by the traditional opening hours but can be offered on a 24-hour, seven-days-a-week basis known as 24/7.

3.4 <u>Components of Subject Guide</u>

The subject guide includes the following components:

- Catalog

- Reference Sources

- Indexes/Databases

- Periodicals

- Government Documents

- Archives and Special Collections: Primary Sources for Research

- Citing Sources

- Other

These components have been briefly described as under:

- **Catalog -** It is a list of books which are available in the library. These books can be searched by the users through various mediums like personally visiting the libraries or in the electronic era these can be searched by using the library's online catalog known as the OPAC or the Web OPAC. Various search fields can be applied like author, title, call number, keyword through which the user can trace the availability and also number of copies of the desired book.

- **Reference Sources:** Such books are useful for students, researchers and faculties in getting detailed and indepth information with regard to their subject of research. These books are available in soft and hard copies. While preparing the subject list a librarian should mention all the sources along with the call numbers for print versions and links to online versions. Reference books are used for explaining the concepts and may also guide the researcher to related sources.

- **Indexes/Databases -** If the subject librarian is making an online subject guide there is a need to include links to the indexes or databases which helps in explaining what the database covers in detail, whether it has full-text articles, how to use citations to find the required article.

- **Periodicals –** These are the lists of the journals and magazines that library has paid subscription for and is a very useful source of information on the research topic. The journals contain current information or help the users to find what they expect.

- **Government Documents -** Government documents can be useful source of information. Most of these documents are available online and give important information relating to the topic of study in hand.

- **Archives and Special Collections: Primary Sources for Research**

Archives and special collections have rich resources for research using primary sources in many different subject areas. If library has an archives or special

collections department, librarian needs to include links to its website and to any other related and relevant resources that the archives and special collections department may have. The librarian also needs to check with special collections/archives staff for any additional resources in other archives in your local area. Many special collections departments have digitized portions of their collections and made them available online.

- **Citing Sources**

It is useful when using sources for a project or research paper. A researcher has to mention properly in both text and at the end for the list of references. Most of these databases have a citing feature that can generate them automatically. These and other helpful sites can be added to subject guides.

- **Other**

Depending on the topic, it would be helpful to include other types of resources such as video collections, audio samples, dissertations, teacher kits, major and minor research projects completed by the faculties, project reports, individual publications of the faculties etc.

3.5 Role of Subject Librarian:

A theme of this guide is the need to talk to librarians, particularly subject librarians. Most university libraries may have someone working as the subject librarian who may be also known as the 'Information Adviser'. But it is necessary to identify who are subject librarians and what work do they actually do. Subject librarians work with academic departments to identify and address the library and information needs of staff and students in particular discipline areas. They generally provide user education sessions suitable to the needs of departments. They also manage the library's collections to keep them effective and relevant and help users at all levels to make best use of library resources. In some institutions the subject librarian may be a one-stop-shop for the academic community. The main functions of a subject librarian as mentioned by Kovatcheva P. in her article can be cited as under:

Connecting with the academic departments

- Providing information retrieval and reference services

- Training and User Education for the academic community

- Collection Development and Maintenance of the subject specific collections

- Promote and market Library services and products

To keep the academic community aware of the current topics the subject librarians need to provide information and seek feedback on issues such as:

- New additions (books, databases and periodicals)

- New library services

- Library learning opportunities for faculty and students in the form of orientations, presentations, workshops etc.

- Developments in scholarly communications

- Information on any relevant topics of library developments

To ensure that the library resources are used effectively, the subject librarians can:

- Identify courses or programs and ensure that the required resources are available in the library to support these activity

- The subject librarians can work with the academic staff responsible to incorporate library instructions through the Virtual Learning Environment (VLE) or Subject web pages.

- Developing relevant course/assignments/projects instructions through the Virtual Learning environment: Library Live

Information retrieval and reference service which covers the following activities which must be provided by the subject librarians:

- Identify user needs

- Develop client information profiles

- Handling telephone, face-to-face interaction and e-mail queries from clients

- Develop appropriate and efficient search strategies

- Identify and select the most relevant resources to use

- Conduct searches by using a range of resources

- Provide current information and also develop a focused alerting service

Helping with collection development and maintenance

It is a subject librarian's responsibility to build, manage and maintain a balanced and relevant collection (print and electronic) which will support to teaching, learning and research. This can be done by:

- Regular interaction with the academic community, publishers of books and journals to ensure that they keep up-to-date with the latest developments
- Analyze and recommend materials for purchase where there are gaps in the collection.
- Provide academics with publishers catalogues and useful electronic websites for selecting new resources
- Reviewing the donated materials and make recommendations for additions to the library collection
- Reviewing journal subscriptions and options for alternative access
- Provide regular feedback to the academics on the status of the budget
- Make recommendations to the faculties with issues related to acquisitions or cancellations of resources.
- Participate in maintenance and management of the subject specific collection

The use of subject guide has been given by Lal and Kumar which can be explained as under:

1) It is the easiest way to find the books related specific subject.

2) It is also one of the easiest ways to locate the book on the shelf

3) It fulfills the fourth law of library science which thereby saving the time of the readers and librarian's.

4) The subject guides are an important and reliable source to get specific information.

5) The targeted audience using this subject guide is specific.

6) Carefully constructed subject guides can help learners' access quality information more efficiently.

3.6 Role of Subject Librarian in Developing Subject Guide

The precise role of the subject librarian is always different from institution to institution. Their place within the library organization and the extent to which subject staff have been expected to carry out non-subject duties in particular has varied. The subject librarians are assigned with a number of general responsibilities also like:

- Association with users: the subject librarian is often formally associated with particular schools or departments.

- Enquiry work: often including timetabled stints on enquiry desks.

- Selection of material and management of materials budgets: traditionally the subject librarian selects books taking into account recommendations from users. The subject librarian needs to ensure that the selection of e-materials (as well as traditional materials) is in line with a general collection development policy (CDP).

- Cataloguing and classification: this is particularly done by subject staff.

- Managing collections: including looking after a 'subject area' covering matters related to binding, administration, weeding etc.

- User education: particularly library induction and orientation programmes.

- Production of guides and publicizing them including subject guides.

- Wider responsibilities: this may include major functional and managerial responsibilities.

3.7 Skills of Subject Librarian:

In addition to the 'traditional' library professional skills (cataloguing, classification etc.) few additional skills of subject librarian have been identified by Pinfield (2001) and they have been given below:

- Subject expertise
- People skills
- Communication skills
- Technical / IT skills
- Presentation and teaching skills
- Financial management skills
- Analytical and evaluative skills
- Team-working and team-building skills
- Project management skills
- Flexibility
- Ability to learn quickly
- Vision

3.8 <u>Some Sample Images of Subject Guides</u>.

A few sample subject guides developed by Universities in Western countries have been given below:

Image 3.1. Subject guide of University of Maryland

(Source: lib.guides.umd.edu)

Image 3.2: Subject guide of Yale University Library

(Source: web.library.yale.edu)

Image 3.3: Spanish and Latin American Studies

(Source: guides.library.umass.edu)

3.9 <u>Summary:</u>

The library is first and foremost a service oriented industry. Its primary mission is to support the teaching, learning and research activity of its parent institution by providing access to information resources. The concept of subject librarian is one effective way in which these aims can be achieved by ensuring that the library remains user-centered. Subject librarians provide one important interface between the user and the library. They can help to ensure that the service is directed at meeting existing user needs and also be instrumental in developing and implementing new services which proactively address changing user needs. This applies in the new electronic library environment just as it has always done in the traditional library. In the developing hybrid library, the subject librarian has a crucial role to play.

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6) Wikipedia: Subject Guide. Available at http://www.libsuccess.org/Subject_Guides. Accessed on 12/04/2015.

Chapter 4: Importance of Subject of Education

4.1- Introduction

4.2- Types of Education

4.3- Nature and Importance

4.4- Impact of Philosophy on Education

4.5- Importance of Study of Subject Education

4.6- Initiatives by Government

4.7 Trends in Subject

4.8- Few Famous Institutes in Education in Pune

4.9- Summary

4.1 <u>Introduction</u>

4.1.1 <u>Etymological Meaning of Education</u>:

As discussed by Kumar and Ahmad (2008) the term education has been derived from two Latin words Educare (Educere) and Educatum "Educare means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term "Educatum" denotes the act of teaching. The term educare or educere mainly indicates development of the latent faculties of the child.

In Hindi, The term "Siksha" has come from Sanskrit word "Shash". Shash means to discipline, to control, to order, to direct, to rule etc. Education in the traditional sense means controlling or disciplining the behavior of the individual.

If we mention certain definitions of Education of great educators of the East and the West, we can have a clear picture of the nature and meaning of the term "Education".

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training or research. Education frequently takes place under the guidance of others, but learners may also educate themselves.

Few definitions given by noted educationist have been given below:

1) Kumar and Ahmad have given the following definitions of education in their article by Dr. Radhakrishnan: Education according to Indian tradition is not merely means of earning, a living, not it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.

1) Rigveda:

Education is something which makes a man self reliant and self less.

4.1.2 HISTORY OF EDUCATION:

Education began in the earliest pre-history period, as adults trained the young in the knowledge and skills considered necessary for survival in their society. In preliterate societies this was achieved orally and through imitation. Storytelling passed knowledge, values and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed schools existed in Egypt at the time of the middle kingdom.

"Plato founded the academy in Athens" the first institution of higher learning in Europe. (Wikipedia)

4.2 Types of Education:

There are 2 types in which education is imparted namely:

4.2.1 Formal Education

4.2.2 Informal Education

4.2.1 Formal Education:

This type of education is imparted in the classroom to a student in academic environment be it school, college, University or any other academic institution.

- **Highlights of Formal Education:**

1) Planned with particular end in view.

2) Limited to a specific period.

3) Well- defined and systematic curriculum.

4) Given by specially qualified teachers.

5) Includes activities outside the classroom.

6) Observes strict discipline.

4.2.2 Informal Education:

This type of education goes beyond the four walls of the classroom. A child gets education from his experience that he gets from outside the school as well as from his surroundings or various situations he faces in his life. This education occurs in variety of places, such as at home, work. It may be through daily interactions and shared relationship among members of society. Informal education is an ongoing process.

- **Highlights of Informal Education:**

1) Incidental and spontaneous

2) Not pre planned.

3) Not imparted by any specialized agency.

4) No prescribed time table or curriculum

5) May be negative also.

4.2.3 Streams for imparting Formal Education:

There are four Streams through which formal education imparted to the teachers:

1) D.Ed

2) B.Ed

3) M.Ed

4) Ph. D

1) D.Ed: Means Diploma in Education. It is a certificate level education course. The duration of diploma in education is between from one to three years the minimum time to complete the course is also differentiating and varies from institute to institute. This course is also available on part time basis in certain institutes. Diploma in

education is an important and job oriented course in educational field. The government of India has realized the importance of educating the children in order to make way for a more aware youth that will contribute towards the progress of the nation. This is the source of the huge demand for teachers today. This education is also known as D. Ed or DipEd. The students who cannot afford to invest two years in a full time B. Ed (Bachelor of Education) course; this is definitely a good alternative. This diploma in education can be pursued after completion of the 10+2 examinations and would help the students to apply for teaching posts in kindergarten schools. The course provides knowledge regarding a number of aspects of education like language, education policy, literacy curriculum and information technology.

2) **B. Ed**: It means Bachelor of Education. This course is for those interested in pursuing career in teaching. The B. Ed degree is mandatory for those interested in teaching in higher primary schools and secondary schools. The minimum qualification required for entry in this course is Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.). While students from arts stream are trained to teach subjects like history, civics, geography and languages. The students from science stream are trained to teach mathematics, physics, chemistry and biology. Usually, admission is granted on the basis of entrance exams. Apart from other subjects special emphasis is given on language and teaching aptitude. After B. Ed, students can pursue Master in Education (M. Ed.) in Indian universities. National Council for Teacher Education is statutory body regulates courses in teaching in India.

3) **M.Ed**: Master of Education / M. Ed is popularly known as one of the most popular courses for Teacher Education among students in India and over all Indian states. If a person wishes to become a Teacher in Senior secondary School, high schools/secondary schools or middle schools a degree in M.Ed is a must. This degree forms basis for Eligibility to apply in a private reputed schools or government schools on permanent or temporary basis. This is considered as a post graduate degree in field of education. If someone wants to become a PGT that is Post Graduate Teacher then this degree is a must. To get admission in M. Ed Course, the students must first complete their B. Ed degree from any recognized college. The total duration of this course is 1 year.

4) **Ph. D:** The goal of the Ph.D in education is to support graduate students in becoming creative scholars who engage in research focused on the educational needs

of the students. The course and research experience are closely related to practice K-12 classrooms or to the social contexts of schooling for low-income, racially, culturally, and linguistically diverse communities. Graduate of this program will be qualified to teach and to conduct research in any university and college. Graduate may also work in non-university based institutions that focus on teacher professional development, curriculum development and related areas of educational research and development; in addition graduated may work in governmental agencies or policy and advocacy organizations. Each student develops an integrated program of study under the direction of her or his Faculty Academic Adviser. This program of study includes advanced coursework, seminars, research apprenticeships, teaching assistantships, and independent study organized to develop deep expertise in a focal area of research. The program embraces an apprenticeship model so that students develop expertise through active participation in research.

The Education Department faculty pursues collaborative research and working relationships with faculty in other departments, and when appropriate, students take courses and serve as teaching assistants in other departments as well. Based on the above observations the researcher has tried to give a diagrammatic view of the various aspects of education

Image No. 4.1. ASPECTS OF EDUCATION

4.3 <u>Nature and Importance of education</u>

Knowledge is considered as supreme power and is unfortunately something that is hard to come by these days. Grade school education is exceptionally important for human development and status in the society. Education is about far more than the marks received. It is about understanding right from wrong and having the knowledge that is required to stay afloat in today's society. It helps to develop a right perspective on the world around and pushes an individual to think both creatively and conceptually about many different subjects. Without education, sensory information would simply be lost. Education allows us to process the information we receive on a daily basis and make conclusions and inferences based on what we already know.

4.4 <u>Impact of Philosophy on Education:</u>

All human societies, past and present, have had a vested interest in education; and some scholars have claimed that teaching (at its best an educational activity) is the second oldest profession. All the societies do not provide sufficient resources to support the educational activities and institutions. It is obvious that children are born illiterate and innumerate and ignorant of the norms and cultural achievements of the community or society into which they have been thrust. As the time passes and with the help of professional teachers and the dedicated amateurs in their families and immediate environs (and with the aid, too, of educational resources made available through the media and nowadays the internet), within a few years they can read, write, calculate and act in the universally accepted appropriate ways. Some learn these skills with more facility than others and so education also serves as a social-sorting mechanism and undoubtedly has enormous impact on the economic fate of the individual. Education equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals and also allows them to participate in the life of their community as full-fledged, autonomous citizens. It emerges that in societies such as the Western democracies there are some groups that do not wholeheartedly support the development of autonomous individuals, for such folk can weaken a group from within by thinking for themselves and challenging communal norms and beliefs. But in other ways even these groups depend for their continuing survival on educational processes, as do the larger societies and nation-states of which they are part; for as John Dewey has put it in the opening chapter of his classic work Democracy and Education (1916), in its broadest sense education is the means of the "social continuity of life" (Dewey 1916, 3). Dewey pointed out that the "primary ineluctable facts of the birth and death of each one of the constituent members in a social group" make education a necessity, for despite this biological inevitability the life of the group goes on". The great social importance of education is underscored by the fact that when a society is shaken by a crisis, this often is taken as a sign of educational breakdown; education and educators, become scapegoats.

4.5 <u>Importance Of Study Of Subject Education</u>

The importance of Study of Education can be pointed as mentioned below:

A) To impart the skills needed for becoming effective teachers.

B) To sensitize the trainee teachers regarding the various social issues.

C) To stimulate critical awareness about educational practices.

D) To develop managerial and organizational skills.

E) To use competencies and skills needed for becoming an effective teacher and teacher educator.

F) To sensitize the student-teacher about emerging issues such as environment protection, population explosion, gender equality, legal literacy etc.

G) To inculcate critical awareness about social realities among the students

4.6 Initiatives by government:

- ### National Council for Education Research and Training (NCERT):

NCERT is an autonomous organization set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. Major objectives of the NCERT and its constituent units are to:

1. Undertake aid, promote and coordinate research in areas related to school education.
2. Prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature.
3. Organize pre-service and in-service training of teachers.
4. Develop and disseminate innovative educational techniques and practices.
5. Collaborate and network with state educational departments, universities, NGOs and other educational institutions.
6. Act as a clearing house for ideas and information in matters related to school education.
7. Act as a nodal agency for achieving goals of universalization of elementary education.

In addition to research, development, training, extension, publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education.

The NCERT also interacts and works in collaboration with the international organizations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries. The major Constituent Units of the NCERT which are located in different regions of the country are:

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhubaneshwar
7. Regional Institute of Education (RIE), Mysore1
8. North East Regional Institute of Education (NERIE), Shillong.

➢ **National Council for Teacher Education (NCTE):**

The National Council for Teacher Education, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

4.7 Trends in Subject

As discussed in K-12 Teacher newsletter the evolution in the fields of Information Technology has brought strategic changes in the medium of imparting education.

Most of the popular forms of media like TV, radio and print are slowly being replaced by the internet. Everything seems to have changed drastically these couple of years, and this includes the K-12 education system.

The trend in K-12 education these days is that learning institutions should try their best to keep up with the recent advances in technology to better teach their students. Some of the more popular trends in K-12 education are:

4.7.1 <u>Use of the Internet and Social Media as a Teaching Tool</u>

In the present times almost all the students know how to use a computer and access the internet and most of them are using social media networks to share their thoughts and to support each other. Educators these days know how to harness the power of the internet and social media to get in touch with their students and hear their thoughts.

4.6.2 <u>The effect on performance by Educational facilities</u>

Basically the better the building's condition, the better the students and their teachers perform. There was a survey done with different schools in U.S.A for subjects they sought to find out just how much of an impact a school building's condition and facilities affect the students and teachers. Some results point out that better facility led to less truancy, smoking and substance abuse in the students. It was also determined that with better school buildings test scores rose up significantly. This positive impact was observed even in the case of teachers in which they instructed their students seem to increase along with improvements in the school.

4.7.2 <u>Students Teaching Teachers</u>

Students perform better when they have the opportunity to tell their teachers what things in the classroom needs improvement. Contrary to the old belief that students are too young to know what they need, K-12 education systems now give the students the opportunity to give pointers to their teachers on how they can better deliver their lessons so that the students can understand. It was also found that giving the students the chance in contributing and even revising the classroom rules actually make the students abide to them; it gives them the feeling that they actually have a say on what

goes in the classroom. Students tend to follow the class rules now since they had a role in making the rules and regulations.

4.7.3 <u>Paying close attention to need of each student</u>

Educators should not look at their class as collective but it is expected that they see them as different individuals with different needs, which is why some students lag behind the others when it comes to the lectures. Educators can help these students keep up by giving them personalized attention. These are just some of the recent trends in the K-12 education system. These are promising signs that show the educational system in the country is improving and no longer stagnant.

4.8 <u>Few Famous Institutes in Education in Pune:</u>

4.8.1 <u>Dr. D.Y. Patil College of Education:</u>

The college conducts courses in D. T. Ed, B. Ed and M. Ed. The college library is well equipped with number of Titles, Reference Books, Educational Encyclopedias, and Dictionaries. Textbooks and Journals, Research dissertation in English and Marathi. Maps, Rollup- Boards, Audio-Visual Teaching aids in different subjects are also available. Computerized library facility available. Books are issued through computer login facility. SIMLIB software is available in the library.

✧ **Address:**

Dr. D.Y. Patil Vidya Pratisthan Society's Dr. D.Y. Patil College of Education.

Near Hindustan-Antibiotics,
Pimpri,
Pune - 411 018, Maharashtra, India.
Phone No. - 020-27420229
E-mail id - info.coed@dypvp.edu.in

Website: http://coed.dypvp.edu.in/

4.8.2 <u>Jaywantrao Sawant College of Education:</u>

Jaywantrao Sawant College of Education, located in Pune (Maharashtra), started its first academic session in 2008. The institution is affiliated to University of Pune and is recognized by National Council for Teacher Education (NCTE), Bhopal. One year, full-time, undergraduate degree level Bachelor of Education (B. Ed) course is conducted by the co-educational institution. Jaywantrao Sawant College of Education has also gained the approval of Government of Maharashtra. The college of education intends to produce proficient teachers. In order to pursuit of its aim, the educational institution has equipped itself with all the mandatory state-of-the-art facilities.

❖ **Address**:

Jaywantrao Sawant College of Education

S.NO. 58, Indrayani nagar, Handewadi Road,

Hadapsar, Pune - 411 028, Maharashtra

Phone: +91-20-26970082

Email: jsce@jspm.edu.in

Website: http://www.jspm.edu.in

4.8.3 MAEER's MIT Vishwashanti Gurukul Teacher Training Academy (B. Ed English Medium College):

MAEER's MIT Vishwashanti Gurukul Teacher Training Academy (B. Ed English Medium College), Loni Kalbhor is embodiment of excellence and high value system. MIT's VGTTA is a teacher training academy where dissemination and application of knowledge are synergistically balanced. It is an institution that aspires to offer myriad of opportunities to evolve continuously into better teachers and thus better human beings. They provide exposure to advanced technologies and information which facilitates the teacher trainees immensely in the achievement of remarkable academic journey.

❖ **Address:**

MAEER's Vishwashanti Gurukul Teacher's Training Academy, (B. Ed)

Loni Kalbhor, Rajbaug, Pune -Solapur Highway, Haveli, Pune -412201

Phone: 020-39210120
Website: http://www.mitsoer.edu.in/

4.8.4 <u>P.E.S. Modern College of Education (for ladies):</u>
It is literacy, scientific, technical, commercial and Industrial training and the training of teacher by the establishment at Pune and other places in the Maharashtra state, as circumstance permits of pre-primary, primary, secondary, higher secondary schools and colleges or by such other means as may be most conducive to the attainment of the aims and objectives of the society ". It was established in the year 1934 by an eminent educationist Prof. S.R. Kanitkar. There is library cum-reading room with a seating capacity for more than 25% of students. The library has sufficient No. of titles, reference books, educational encyclopedias, CD'S, year books and journals. The library has photocopying facility and computer with internet for the use of students and staff.

◇ **Address:**

Modern College of Education (For Ladies)

B.Ed. (For Ladies)

Shivajinagar, Pune – 5.

Phone and Fax - 020-25530670

Email – modernedu@hotmail.com
Website: http://www.modernedu.in/

4.8.5 <u>Rajgad Dnyanpeeth's Adhyapak Mahavidalaya:</u>
Rajgad Dnyanpeeth's Adhyapak Mahavidalaya [English Medium] was established in Dhankawadi in the district Pune of Maharashtra state, in the year 2006.

✓ This college is approved by NCTE / UGC / Pune University / Maharashtra State. It has a rich and resourceful library facility. The college provides job opportunities in secondary schools, college level in Rajgad Dnyanpeeth & other

institutions. The college also has well equipped Computer Lab, Sports ground, Botanical garden, Psychological lab, Science Lab and Guidance Counseling Bureau.

◆ **Address:**

Raiareshwar Dongari Vikas Parishad's

Adhyapak Mahavidyalaya, Dhankawadi

Opp. Dhankawadi Post Office, Pune-Satara Road,

Dhandawadi, Pune - 411 043

Phone : 020 - 24370164, 020 - 24372115

Email: rdampune@gmail.com

Website: http://www.rdeducationpune.com/

4.8.6 Tilak College of Education:

Tilak college of education is a premier and dynamic institute with an unrivalled reputation in pre- service training of teachers. Lokmanya Tilak, the eminent educationist and freedom fighter was the inspiring force in the establishment of Tilak College of Education. The institute was establishment on 20th June, 1941 and has been imparting quality teacher education over the past 70 years.

◆ **Address:**

Tilak College of Education

S.P. College Campus, 1663/2, Sadashiv Peth, Tilak Road

Pune- 411030

Maharashtra State, India

Phone: 020- 24332035

e-mail: tilakcollege1941@vsnl.net

Website: http://www.tilakcollegeofeducation.org/

4.8.7 Tilak Maharashtra Vidyapeeth Department of Education:

TMV's Department of Education is committed to create professionally competent teachers to perform their roles effectively as per the needs of the society. They also aim to upgrade the standard of Teacher Education and to enhance the professional and social status of teachers and develop amongst them a sense of commitment towards the educational needs of the society. In the academic year 2005-06 Tilak Maharashtra Vidyapeeth has launched 'Bachelor of Education' one-year regular degree course through English medium, which was the long cherished dream of Tilak Maharashtra Vidyapeeth and closely associated with educational thoughts of Lokmanya. Tilak Maharashtra Vidyapeeth received recognition from NCTE in 2005, for the implementation of B.Ed. course for the intake of 100 students. A journal of teacher education has been started by the department.

⬦ **Address:**

Tilak Maharashtra Vidyapeeth,
Gultekdi, Pune – 411 037.
Phone – (off) – 020 – 24403019/24403096.
Fax – 020 – 24266068, 020-24266701
Website: http://www.tmv.edu.in/education

4.8.8 Shri Shivaji Maratha Society's Adhyapak Mahavidyalaya:

Shri Shivaji Maratha Society's Adhyapak Mahavidyalaya, located in Pune (Maharashtra), came into existence in 1970. The institution is among the known educational colleges of the state. Affiliated to University of Pune, the educational institution has gained the recognition from National Council for Teacher Education (NCTE), Bhopal. The co-educational college boasts of being well-equipped with all the mandatory facilities. Shri Shivaji Maratha Society's Adhyapak Mahavidyalaya conducts one year of Bachelor of Education (B. Ed) course, at undergraduate level, Diploma in Education (D. Ed) course and Master of Education (M. Ed) course. Over the years, numerous qualified and skilled teachers have been produced by the institution.

⬦ **Address:**

Shri Shivaji Maratha Society's Adhyapak Mahavidyalaya Aranyeshwar, Pune - 411 009, Maharashtra

Phone: 020- 24223930,

e-mail: adhyapak_m@yahoo.com

Website: http://www.collegeofeducationpune9.com

4.8.9 Sinhgad College Of Education (B.ED. FOR WOMEN):

The autonomous institute is affiliated to Shreemati Nathibai Damodar Thackersey Women's University (S.N.D.T.) and it is recognized by National Council for Teacher Education (NCTE), Bhopal. Established in 2006 the college works under the guidance and sponsorship of Sinhgad Technical Education Society. Sinhgad College of Education (B. Ed for women), conducts one year of full-time undergraduate degree level Bachelor of Education (B. Ed) course in Marathi medium. The college is equipped with all the basic amenities in its campus.

✧ **Address:**

Sinhgad College of Education (B. Ed for women)

S. No. 45/1/2/3, Off Westerly

Bypass Mumbai-Banglore Express Highway

Pune. Maharashtra

Phone: 020 – 2439056

E-mail: bed4narsndt@sinhgad.edu

Website: www.sinhgad.edu

4.8.10 S.N.D.T. College of Education:

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity". The B. Ed course was started in 1957 and includes all new trends in education eg. Micro teaching, evaluation approach, models of teaching, four pillars of education etc.

✧ **Address:**

SNDT Women's University,

Maharshi Karve Vidyavihar,Karve Road,

Pune 411038

Phone: 020-2542 1678

FAX: 2544 7336

Website: http://www.sndt.ac.in/

4.9 <u>Summary:</u>

In this chapter "Importance of Subject of Education" the researcher has mentioned types of Education, Merits of Education, Importance/Need Of Education, New Trends in Education etc. Education is most important thing in human life human being is nothing without education. This is all about general education. The researcher has also discussed about the courses in education inn colleges and Universities like B.Ed (Bachelor of Education), D.Ed (Diploma in Education), M.Ed (Masters in Education) and Ph.D (Doctor of Philosophy). These courses are providing training to those who want to become teacher by profession. Teachers are termed as architects of student's life. They play a very important role in student's life. A good teacher means a model of faith and pity and the one having a fairly good knowledge about all things.

<u>References</u>:

1) Computer. (n.d.). In Current Trends in Education. Retrieved from http://www.teach-nology.com/currenttrends/

2) Doshi, G. Types of Education. Retrieved from http://www.preservearticles.com/2012010920241/notes-on-the-types-of-education-formal-informal-non-formal.html

3) Kidwai, A. (2014, August). Top 15 Reason Why Education is Extremely Important. Retrieved from http://listovative.com/top-15-reasons-why-education-is-important/

4) Kumar,S. and Ahmad, S.C. Meaning of education and definition. Retrieved from http://sol.du.ac.in/Courses/UG/StudyMaterial/16/Part1/ED/English/SM-1.pdf

5) National Council for Teacher Education: Accessed at http://ncte-india.org/ncte_new/?page_id=782. Accessed on 20/04/2015.

6) Rajasekar, S. Definition of Research. Retrieved from http://arxiv.org/pdf/physics/0601009.pdf

7) Rowan, K. (2014, May 20). Education Importance in Today's Society. Retrieved from https://blog.udemy.com/education-importance/

Chapter 5: Resources in Subject

5.1- Introduction.

5.2- Traditional Sources.

5.3- Modern Sources.

5.4- Modern Tools and It's Use

5.5- Web Tools

5.6- Resources in Subject

5.1 <u>Introduction</u>

The primary aim of any library is to promote the use of its holdings. Techniques like classification of documents and their subject-wise arrangement on the shelves in a helpful order, providing open access to the readers, preparation of tools like the library catalogue and subject guides and similar others are all some forms of assistance to users to find their documents in the library. However, the more direct method that will promote the use of document is to bring together the readers by personal efforts by the staff of the library which can also be termed as reference service. This is a method of providing personal attention to readers in terms of meeting their specific needs of documents or for any information contained in them.

5.1.1 <u>Various Types of Information resources:</u>

A few years back there was no problem in identifying the information sources in libraries as majority of materials were only in printed form. It is true that printed sources still predominate but the electronic sources are fast becoming more obvious, more varied and more important. On the basis of very physical nature, use and arrangement the information sources can be divided into two following categories, namely documentary and non- documentary.

1) Documentary Sources: These types of resources are available in printed form hence they are also called printed sources. The printed sources have been in use for a long time and even today a large quantity of printed sources available worldwide.

2) Non-Documentary Sources: There are others sources of information besides the traditional documentary sources, known as non-documentary sources, which provide the information immediately required by any user. The non documentary sources came into existence due to many problems by the documentary sources.

5.2 <u>Traditional Resources</u>

Reference service is one of the important services of the libraries, which is usually provided through consulting the reference sources. Thus, reference sources are those which are consulted only for getting special required information by the users and which are not meant for continuous reading. From this point of view anything may be termed as reference sources, eg. if we get the answer for a query from a particular person then he also is considered as a reference source.

5.2.1 <u>Definitions of reference sources:</u>

1) ALA Glossary: Reference source generally is in a book form which is designed by its arrangement and may be consulted to define items of information rather than to be read consecutively. It is also a book whose use is restricted to the library building.

2) Gates: Reference source generally is a book which is consulted for aid or information on a topic, a theme, an event, a person, a data, a place or a word.

5.2.2 <u>Characteristics of reference sources:</u>

1) Reference sources are different from general books

2) They are used to get specific information.

3) They are not read from beginning to end pages.

4) They can be consulted only inside the libraries.

5) They cannot be issued for home reading.

5.2.3 <u>Types of Traditional Sources:</u>

1) Dictionaries

2) Encyclopedias

3) Bibliographies

4) Geographical sources etc.

5.3 <u>Modern Resources</u>

There are such information sources which are counted in the category of non documentary sources in addition to documentary sources for transferring the information and paper is not used in making them, hence they are paperless. The source in which the paper is not used is called paperless or electronic sources which are increasing very fast. Hence, it is said that the modern society is changing towards paperless society. In these sources microforms, audio-visual materials and electronic formats are included. The sources in which electronic formats are used are known as electronic documents or in brief e-documents.

The printed documents have some limitations in addition to the advantages because searching and accessing information in them is very time and labour consuming job. So to solve these limitations the use of computer and information technology have emerged which provide access to the electronic documents.

5.3.1 <u>Characteristics of e-documents:</u>

1) E-documents require minimum or in some cases no storage place like printed documents.

2) Any revision and corrections can easily be done in them.

3) They may be accessed at a very low price and at any place which is convenient to the users.

4) More than one person can read the same document at the same time.

5.3.2 <u>Types of modern resources:</u>

Some types of modern resources have been given below:

1) CD-ROM

2) Communication Links

3) Databases etc.

1) CD-ROM

CD-ROM stands for **C**ompact **D**isc **R**ead-**O**nly **M**emory. It functions as a CD that stores computer data of graphics, text and audio. They are popular for software and other multimedia applications. CD-ROMs commonly store up to 700MB of information. This data comes pre-stamped by the manufacturer so it cannot be erased nor edited. A CD-ROM disc falls under Yellow Book standards, which are also referred to by their technical name ECMA-130. The original data format standard was defined by Philips and Sony in the 1983 Yellow Book. Other standards are used in conjunction with it to define directory and file structures, including ISO 9660, HFS (Hierarchal File System, for Macintosh computers), and Hybrid HFS-ISO. Format of the CD-ROM is the same as for audio CDs. A standard CD is 120 mm (4.75 inches) in diameter and 1.2 mm (0.05 inches) thick and is composed of a polycarbonate plastic substance, one or more thin reflective metal (usually aluminum) layers, and a lacquer coating (http://www.cd-info.com/cd/cd-rom/).

2) Communication Links

These links are termed as interconnecting circuit between two or more locations for the purpose of transmitting data.

3) Databases:

A database is a tool for collecting and organizing information. Databases can store information about people, products, orders or anything else. A computerized database is a container of objects.

5.4 <u>Modern Tools and its use:</u> (Ian Peter)

In the present days getting knowledge is not that difficult task because the users check different websites and get all the required information. This helps the users to get more information about new websites and also add more information to the existing knowledge. To share knowledge or to gain it the users don't need to meet each other personally or share notes they can now get the required information via internet. The usefulness of modern tools for sharing and gaining knowledge can be summarized as under:

1) **Internet:** The Internet is a global network connecting millions of computers. It is a global system of interconnected computer networks that use the standard Internet protocol also known as (TCP/IP) to link several billion devices worldwide. It is a network of networks that consists of millions of private, public, academic, business and government networks of local to global scope, linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), the infrastructure to support email and peer-to-peer networks for file sharing. The origins of the internet dates back to research commissioned by the United States government in the 1960s to build robust, fault-tolerant communication via computer networks.

2) Intranet: An intranet is a private network, accessible only to an organization's staff. Generally a wide range of information and services from the organization's internal IT systems are available from this that would not be available from the outside. One company-wide intranet can constitute an important focal point of internal communication and collaboration and provide a single starting point to access internal and external resources. Intranets began to appear in a range of larger organization from 1994. An intranet is a private network that is contained within an enterprise. It may consist of many interlinked local area networks and also use leased lines in the wide area network. Typically, an intranet includes connections through one or more

gateway computers to the outside Internet. The main purpose of an intranet is to share company information and computing resources among employees. An intranet can also be used to facilitate working in groups and also for teleconferences.

5.5 <u>Web Tools</u>

Now a day's audio-visual aids to education has become substantial and so many libraries are going for them. Libraries are extensively using audio and visual forms. Sound recording on tapes, cassettes and audio cassettes are of great help in the libraries. In this area video tapes were the first to come to market and now have been replaced by CD's, DVD's which have potential value as source of information. Presently CD's and DVD's have the advantage of high quality of sound and vision.

4) Web Blogs: This can be termed as a website containing a writer's or group of writers' own experiences, observations, opinions, etc., and often having images and links to other websites. The emergence and growth of blogs in the late 1990s coincided with the advent of web publishing tools that facilitated the posting of content by non-technical users. A majority are interactive, allowing visitors to leave comments and even message each other. A typical blog combines text, images and links to other blogs, Web pages and other media related to its topic.

5) Websites: Websites have many functions and can be used in various ways. A website can be a personal website, a commercial website, a government website or a non-profit organization website. Websites can be the work of an individual, a business or other organization and are typically dedicated to a particular topic or purpose. A website can also contain a hyperlink to any other website. Websites are written in or converted to HTML (Hyper Text Markup Language) and are accessed using a software interface classified as a user agent. Web pages can be viewed or otherwise accessed from a range of computer-based and Internet-enabled devices of various sizes, including desktop computers, laptops, PDAs and cell phones. A website is hosted on a computer system known as a web server, also called an HTTP server. These terms can also refer to the software that runs on these systems which retrieves and delivers the web pages in response to requests from the website's users. Apache is the most commonly used web server software (according to Netcraft statistics-and Microsoft's IIS is also commonly used.

5.6 Data Resources in the subject:

5.6.1 List of Reference Books:

Sr. No.	Title	Author	Publisher	Key Words
1	101 Great Lives who Shaped the World	Srivastava, K.	APH pub.	Education
2	A Handbook for Teacher: Research in Teaching of Mathematics	S. Rani	APH Publishing	Education
3	A Modern Dictionary of Geography	K. SIDDHARTHA	Kitab Mahal Distributors	Education
4	A Sociological Approach to Indian Education	S.S. Mathur	Vinod Pustak mandir	Sociology, Indian Education
5	A Teachers Grammar of English	COWAN	CAMBRIDGE UNIVERSITY PRESS-NEW DELHI	Education
6	A Text book of Educational Psychology	R.N. Dash and N.A. Dash	The Macmillan Company Of India Ltd	Psychology ; Education
7	A Text Book of Educational Psychology	Bhatia & Bhatia	Doaba HOUSE	Psychology ; Education
8	Action Research for Language Teachers (Cambridge Teacher Training and Development)	Michael J. Wallace	Cambridge University Press	Education
9	Action Research in Education	Mangal, S.K.	Tandon Pub.	Education, Research
10	Adhunik Bharatacha Itihas	Vakkani, N.A.	Mangesh	Education
11	Adhunik Bharatacha Itihas: 1760-1950	Athalye, Vibha	Anshul	Education

Sr. No	Title	Author	Publisher	Key Words
12	Adhunik Maharashtratil Parivartanacha Itihas	Bhosale, Jalindar	Payal	Education
13	Administration and Management of Education	Pandya, S.R.	Himalaya Pub. House	Education
14	Administration and management of Education	Pandya, S. R.	Himalaya Publishing House	Administration. Education
15	Administration of Education in India	S.N. Mukharji	NA	Administration. Education
16	Administrative Strategy and Decision making	Hardwick Landuyt	NA	Administration. Education
17	Adolescent at school	Versnon Mallinson	NA	Education
18	Adolescents at School: Perspectives on Youth, Identity, and Education	Michael Sadowski	Harvard Educational Pub Group	Education
19	Adult Education Programs in India	Reddy, P.A	Chugh Publications: Allahabad, 1990.	India ; Education ; Teaching Technique
20	Advanced Educational Psychology	Bhatnagar, S. and Saxena, A.	R. Lall Book Depot	Education, Psychology
21	Advanced Educational Psychology	Kuppuswamy, B.	Sterling	Education, Psychology
22	Advanced Educational Psychology	Mangal, S.K.	PHI	Education, Psychology
23	Advanced Educational Psychology	Pandey and Bharadwaj	Shipra	Education, Psychology
24	Advanced Educational Psychology	Pandey, R.	R. Lall Book Depot	Education, Psychology

Sr. No	Title	Author	Publisher	Key Words
25	Advanced Educational Psychology	Sabu, S.	APH pub.	Education, Psychology
26	Advanced Educational Psychology	Siddiqui, M.H.	APH pub.	Education, Psychology
27	Advanced Educational Psychology	Singh, K.P. and Chandra, T.	R. Lall Book Depot	Education, Psychology
28	Advanced Educational Psychology	B. Upadhya and Y.Singh	APH Publishing Corporation	Education, Psychology
29	Advanced Educational Psychology	B. Kuppusamy	Sterling Publishers	Education, Psychology
30	Advanced Educational Psychology	S. K. Mangal	PHI	Education, Psychology
31	advanced Educational Psychology	Mangal S.K	Prentice Hall of India Pvt. Ltd.	Education, Psychology
32	Aitihasik Shabdakosh	Y.N. Kelkar	NA	Education
33	Aitihasik Shabdkosh	Kelkar, Y. N.	Diamond	Education, Shabdkosh
34	Ancient Indian Education	Mukhopadhyay, Marmar	Shipra Publications: Delhi , 2004.	Education
35	Apatti Vyavasthapan	Ghormode, K. U.	Vidya	Education
36	Ashayyukta Ganit Adhyapan Paddhati	Kulkarni, D. R.	Vidya	Education
37	Basic ideas in educational Psychology	J. C. Aggarwal	Shipra Publications	Education, Psychology
38	Bharatiya Shikshak-Shikshan Pranali	Shevatekar, Sharada	Vidya	Education
39	Bharatiya Shikshan Paddhaticha Vikas ani Shaleya Prakriyecheche Adhashthan	Pendke, Pratibha	Mangesh	Education

Sr. No	Title	Author	Publisher	Key Words
40	Bharatiya Shikshan Paddhaticha Vikas ani Shaleya Vyavaharache Adhashthan	Ransing, Vinaya	Mangesh	Education
41	Bharatiya Shikshan Pranalicha Vikas ani Shaley Vyavaharache Adhishthan	Ghormode, K. U.	Vidya	Education
42	Bharatiya Shikshan Pranalicha Vikas Shaley Prakriyeche Adhishthan	Pendke, Pratibha	Mangesh	Education
43	Bhavanik Buddhimatta: Ek Vyavasayik Margadarshan	Singh, Dalip	Daimond	Education
44	Bhugol Addhyapan Paddhati	Chavhan, Nootan	Pimplapure	Education
45	Bhugol Addhyapan Paddhati: Ek Drishtikshep	Jadhav, M. R.	Chaitanya	Education
46	Bhugol Paryavaran Shastrakosh	Dr. Shrikant Karlekar	NA	Education
47	Bhugol Paryavaranshastra Kosh	Karlekar, Shrikant	Daimond	Education
48	Bhugolshastratil Sanshodhan Paddhati	Karlekar, Shrikant	Daimond	Education
49	Bhuroopshastra	Gharpure, Vitthal	Pimplapure	Education
50	Britannica Reference Encyclopaedia	NA	NA	Education
51	Bruhat Hindi English Kosh		NA	Dictionary
52	Building up a New University	Dubhashi, P. R.	Allied Publishers: New Delhi, 2000.	Education ; University
53	Bulletin of Physical Education	NA	Sri Arbindo Ashram	Education
54	Cambridge Advanced Learners Dictionary		NA	Dictionary

Sr. No	Title	Author	Publisher	Key Words
55	Cambridge International Dictionary of Phrasal Verbs		Cambridge University Press	Dictionary
56	Careers Encyclopaedia	Segal, Audrey	Cassell Educational Ltd: London, 1987.	Economics ; Encyclopedia
57	Chaus Dictionary	Chaus Abdul Salam	Ultimate	Dictionary
58	Chaus Marathi-English Dictionary		NA	Dictionary
59	Child development and process of learning	J. C.Aggarwal	Shipra Publications	Education
60	Child Psychology	Mahmud Jafar	APH pub.	Education, Child Psychoogy
61	Children's Education and Maturation Process	Pushpa Agarwal	Deep & Deep Publications	Education, Child Psychology
62	Classroom Test Construction	Marshall and Hales	Addison Wesley Publishing Company	Education
63	Cognitive Psychology, Thinking and Creating	Hays J.R	The Dorsey press	Education
64	Colour Psychology	Surganarayana	APH pub.	Education, Psychology
65	Computer Education	Rao, V.K.	APH pub.	Education, Computer
66	Computer Technology for Higher Education: The Canadian Experience	NA	NA	Education
67	Conducting educational Research	Tuckman Bruce W	Harcourt Brace Javanovich, Inc	Education, Research
68	Conducting Educational Research	Boudah Daniel J	Sage Publication	Education, Research

Sr. No	Title	Author	Publisher	Key Words
69	Constructing classroom examinations	E. F. Lindquist, Ellis Weitzman and Walter J. McNamara	Literary Licensing, LLC	Education
70	Contemporary Education	Rao, V.K.	APH pub.	Education
71	Content cum Methodology of English	Waje and Patil	Balwant Press	Education
72	Content-cum-Methodology of English	Waje S.R	Sapna Book House	Education
73	Cooperative Learning	Kishore, K.	APH pub.	Education
74	Counseling and Guidance	Rao, S.N	Tata McGra Hill	Education
75	Critical Educational Psychology	J. Ysseldyke	NA	Education, Psychology
76	Curriculum and lifelong Education: Studies for UNESCO	L. Busshoff	United Nations Educational	Education
77	Curriculum development and Educational Technology	Mamidj, S. Ravishankar	Sterling Publishers.	Education
78	Curriculum Organization and Design	Jack Walton	NA	Education
79	Curriculum reform	B.D. Bhatt	Kanishka Publishers	Education
80	DeSchooling Society	Evan Illich	KKIEN Publ. Int.	Education
81	Developing the Core Curriculum 3/4	roland C. Faunce, Nelson L. Bossing	Prentice Hall of India	Education
82	Development of Education System in India	Shaoo, S.C.	Navyug Books Int.Nat.	Education
83	Development of the Learner and Teaching Learning Process	Thakur, A. S. and Berwal, S.	Agrawal Publication	Education

Sr. No	Title	Author	Publisher	Key Words
84	Development of the Learner and Teaching Learning Process	Walia, J. S.	Ahim Paul	Education
85	Developmental Psychology	Mahmud Jafar	APH pub.	Education
86	Diamond Maharashtra Sankriti Kosh	Ed by Durga Dixit	NA	Education
87	Diamond Maharashtra Sanskrutikosh	Dixit, Durga	Daimond	Education
88	Diamond Manasshastra Kosh	B.R. Joshi	Diamond Publications	Dictionary
89	Diamond Samaj Karya Kosh Vol 1	Dr. Nilam Tatke	NA	Education
90	Diamond Samaj Karya Kosh Vol 2	Dr. Nilam Tatke	NA	Education
91	Diamond Samaj Karya Kosh Vol 3	Dr. Nilam Tatke	NA	Education
92	Diamond Sandyakosh Rajyashastra	B.R. Joshi	Diamond Publications	Education
93	Dictionary of Music	Sanskriti Sharma	IVV Publishing House	Dictionary
94	Dictionary of Technical Term	Lalit Sharma	APH Publishing Corporation	Dictionary
95	Dictionary of Technical Terms	Sharma, L	APH pub.	Education
96	Directory of Universities and Colleges of India	Compiler by Manish Bhata and Geeta Saxena ed. by S. K . Bhatia	Reliance Publishing House: New Delhi, 1999.	Education ; University ; Serials
97	Doing Research in Literature and Language (a Researcher's Companion)	Chaskar, Ashok	Vaibhav	Education

Sr. No	Title	Author	Publisher	Key Words
98	Doing your Masters dissertation	Hart Chris	Vistaar Publications:	Education
99	Directorate general of Employment and Training (Occupational information Unit)	Ministry of Labor	govt. of India, Co	Education
100	Education and children with special needs	S. Hegarty	Sage India	Education
101	Education and National Character	Singh, A.K.	Vohra	Education
102	Education and National Integration in India	Sita Ram Sharma	Akashdeep Publishing House: New Delhi, 1992.	India, History, Education
103	Education and Sociology: An Encyclopedia	NA	NA	Education
104	Education for all	Gandhi, M. K.	APH pub.	Education
105	Education for the Environmental concerns	A.B. Saxena	NA	Education
106	Education in Emerging Indian Society	Khanna, S.D. and Saxena, V.K.	Doaba House	Education
107	Education in Emerging Indian Society	Mehta, D. D.	Tandon Pub.	Education
108	Education in Emerging Indian Society	Saleem Imran	APH pub.	Education
109	Education in Emerging Indian Society	Singh, B. P.	APH pub.	Education
110	Education in Emerging Indian Society	Singh, Y.K.	APH Pub. Corpo.	Education
111	Education Laws in Maharashtra	by S. D. Dighe and J. K. Godha	Hind Law House: Pune, 2003.	Education ; Law ; Maharashtra

Sr. No	Title	Author	Publisher	Key Words
112	Education Psychology: Pearson Series in Education	Sindhu, I. S.	Pearson	Education
113	Education Sociology	Francic Brown	NA	Sociology, Education
114	Education Studies Reader	Arthur James; Davies Ian	Routledge taylor & francis group: New York, 2010.	Education
115	Education System	Saleem Imran	APH pub.	Education
116	Educational Administration	Dev, Brahm	Vohra	Education
117	Educational Administration and Management	S.S. Mathur	NA	Education
118	Educational administration and Management	Goel Aruna	deep & deep publications	Education
119	Educational Administration and Management: Principles and Practice	Aggarwal, J. C.	Doaba House	Education
120	Educational Administration Principles and Practices	S.S. Mathur	NA	Education
121	Educational and Vocational Guidance and Counselling	Pal, O. B.	Vohra	Education
122	Educational and Vocational Guidance in Secondary Schools	Koceher SK	Sterling Publisher (p) Ltd	Education
123	Educational Guidance and Counseling	B.D. Damnal	NA	Education
124	Educational Guidance and Counseling	Nandra, I. S.	Tandon Pub.	Education
125	Educational measurement	Richara, H. Lindeman, D.D. Tara	Taraporevala Sons and Co.	Education

Sr. No	Title	Author	Publisher	Key Words
126	Educational Organization and Administration and Health Education: Concept, Practices and Issues	Thakur, A. S.	Agarwal Publication	Education
127	Educational Philosophy & Sociology	Waila	NA	Sociology, Education, Philosophy
128	Educational Psychology	Mangal, S.K.	Tandon Pub.	Education
129	Educational Psychology	Mathur, S.S.	Agrawal Publication	Education
130	Educational Psychology	Sharma, P.	APH pub.	Education
131	Educational Psychology	Mangal, S.K.	PHI Learning Private Limited: New Delhi, 2009.	Education
132	Educational Psychology	S. S. Mathur	Shri Vinod Pustak Bhandar	Education, Psychology
133	Educational Psychology	S. K. Mangal	PHI	Education, Psychology
134	Educational Psychology	Stella Reynolds	Lotus Press	Education, Psychology
135	Educational Psychology	A. K. Nayak	NA	Education, Psychology
136	Educational Psychology	B. Upadhya	APH Publishing Corporation	Education, Psychology
137	Educational Psychology	P. Bhatt	Authors Press	Education, Psychology
138	Educational Psychology	M. H. Siddiquie	APH	Education, Psychology

Sr. No	Title	Author	Publisher	Key Words
139	Educational Psychology	P. Sharma	Pacific Book International	Education, Psychology
140	Educational Psychology	Tara Chand	Anmol Publications Pvt Ltd	Education, Psychology
141	Educational Research	Das, Ajay	Swastik	Education
142	Educational Research	Mishra, R. C.	APH pub.	Education
143	Educational Research	Pandya, S.R.	APH Pub. Corpo.	Education
144	Educational Sociology	Brown	NA	Sociology, Education
145	Educational Technology	Siddiqui, M.H.	APH pub.	Education
146	Educational Technology- Management and Planning	Dr. Y.K. Singh, Dr. T.K. Sharma, Dr. Brijesh Upadhya.	APH	Education
147	Educational testing and Measurement	Tom Kubisyn	John Wiley & Sons	Education
148	Educational Theories & Modern Trends	G. N. Graind & R. P. Sharma	NA	Education
149	Educational Vocational Guidance and Counseling	Agrawal J.C	Daoba House	Education
150	Educational Vocational Guidance and Counselling	Aggarwal, J. C.	Doaba House	Education
151	Efficient English Teaching	Jesa, M.	Vohra	Education
152	Efficient School Management and Role of Principals	Alka Karla	APH Publishing	Management, School, Education

Sr. No	Title	Author	Publisher	Key Words
153	Elementary Education In India	Jha, Praveen; Das, Subrat; Mohanty, Siba Sankar; Jha Nandan Kumar	Sage Publication India Pvt. Ltd: New Delhi, 2008.	Education
154	Elementary Education Technology	J.C. Aggarwal, S. Gupta.	Shipra Publications	Education
155	Emerging trends in educational evaluation	Chavan C.P.S.	Common Wealth Publisher	Education
156	Encyclopaedia of Distance Education	Rai D P; Bajpai R P; Singh Neelam	APH Publication Corporation: New Delhi, 2007.	Encyclopedia ; Education ; Distance Education
157	Encyclopaedia of Education	Jain, Ambika and Jain Bhavana	Daimond	Education
158	Encyclopaedia of Education	General Edited by M.K Jain and J.C. Aggarwal	NA	Encyclopedia ; Education
159	Encyclopaedia of Education, Vol. 1	Jain, M.K.	Anshul	Education
160	Encyclopaedia of Education, Vol. 2	Jain, M.K.	Anshul	Education
161	Encyclopaedia of Education, Vol. 3	Jain, M.K.	Anshul	Education
162	Encyclopaedia of Education, Vol. 4	Jain, M.K.	Anshul	Education
163	Encyclopaedia of Education, Vol. 5	Jain, M.K.	Anshul	Education

Sr No.	Title	Author	Publisher	Key Words
164	Encyclopaedia of Education, Vol. 6	Jain, M.K.	Anshul	Education
165	Encyclopaedia of Education.		NA	Education
166	Encyclopaedia of educational Foundations and Development		NA	Education
167	Encyclopaedia of Indian Education. Set of 2 Volume	Rajput, J. S.	National Council of Education Research & Training: NULL, 1998.	Encyclopedia ; Education
168	Encyclopaedia of modern UGC Curriculum	NA	NA	Education
169	Environmental Education	Pachuri, S.C.	APH pub.	Education
170	Environmental Education	Sharma, R.A.	R. Lall Book Depot	Education
171	Environmental Education	Trivedi, P. R.	APH pub.	Education
172	Environmental Education	Nasrin	APH	Education
173	Environmental Education	V Krishnamachayulu	NA	Education
174	Environmental Education	V. K. Rao And R. S. Reddy	Commonwealth Publishers	Education
175	Environmental studies	R.A. Sharma	Chand publication	Education
176	Equivalence of Foreign Degree	NA	NA	Education
177	E-Research Methodology	Deshmukh, S. J.	Shree Niwas	Education
178	Essentials of Educational measurement	Ebel, Robert and Frisible, David	Prentice Hall of India	Education

Sr. No	Title	Author	Publisher	Key Words
179	Essentials of Educational Psychology	Aggarwal, J. C.	Vikas	Education
180	Essentials of Educational Psychology	Dash, B.N.	Neelkamal Pub. Pvt. Ltd.	Education
181	Essentials of Educational Psychology	Mangal, S.K.	PHI	Education
182	Essentials of Educational Technology	Mangal and Mangal	PHI	Education
183	Essentials of Educational Technology and Management	R.A. Sharma	International Publishing House	Education
184	Essentials of Educational Technology-Innovations in Teaching-Learning	J.C. Aggarwal	NA	Education
185	Essentials of research Methods	Ruane, J. M.	Neelkamal Pub. Pvt. Ltd.	Education
186	Evaluation and Research in Curriculum Construction	M.I. Khan I B.K. Nigam	Kanishka Publisher	Education
187	Evaluation in schools	W.N. Dandekar	NA	Education
188	Excellence of Teaching	Siddiqui, M.H.	APH pub.	Education
189	Exercises in Contemporary English	Quirk Randoph and John Algeo	Heinle & Heinle Publishers Inc	Education
190	Foundation of Educational Psychology	Jayaswal, R.L	Allied Publishers	Education, Psychology
191	Foundations of Education	Srinibas Bhattacharya	Atlantic	Education
192	Foundations of Guidance	Walia, J. S.	Ahim Paul	Education
193	Foundations of Teaching Learning Process	Bhatia, K. K. and Singh, J.	Tandon Pub.	Education

Sr. No.	Title	Author	Publisher	Key Words
194	Fourth Survey of Research in Education	Buch, M. B.	NCERT: New Delhi, 1991.	Education
195	Fragrance of Life Moral Education	Koshy, T.D.	Vohra	Education
196	Fundamental Approach to Guidance and Counseling	Grover, S.	Tandon Pub.	Education
197	Fundamental aspects of Educational Technology	Yogendra R. Sharma	Kanishka Publishers, Distributors	Education
198	Fundamentals of Educational Psychology	Sharma, R.A.	R. Lall Book Depot	Education
199	Fundamentals of Experimental Psychology	Charles L. Sheridan	Holt McDougal	Education, Psychology
200	Fundamentals of Guidance and Counseling	Mathur, S.S.	Agrawal Publication	Education
201	Fundamentals of Guidance and Counseling	Sharma, R.A.	R. Lall Book Depot	Education
202	Future classrooms in India	Singh R. P.	Vikas Publishing House	Education , Classrooms
203	Future Shock, Batam Books	Toffler Ealvin	RHUS; Reissue edition	Education
204	Future studies, National Psychological Corporation agra	Passi B. K. and Sahool P. K.	NA	Education
205	G.R. Paripatrake Sanch	NA	NA	Education
206	Ganit Shikshan	Sangale, Anuradhaa	Srushti	Education
207	Geography in School	Fairgrive	NA	Geography, Education

Sr. No.	Title	Author	Publisher	Key Words
208	Great Philosophers of Education	Kumar, T.P.	Vohra	Education
209	Groundwork of Educational Psychology	Ross	George G.Harrap & Co Ltd	Education, Psychology
210	Guidance and Counseling	Jayawal S.R.	Prakashan Kendra	Education
211	Guidance and Counseling in Groups	Mennet M.E.	McGraw Hill book Company	Education
212	Guidance and Counseling in Indian Education,	Gupta SK	Mittal Publication Pvt Ltd.	Education
213	Guidance and Counseling	Charles, K. and Jyothsana, N. G.	Neelkamal Pub. Pvt. Ltd.	Education
214	Guidance and Counseling	Siddiqui, M.H.	APH pub.	Education
215	Guidance and Counseling	Singh, Y.K.	Vohra	Education
216	Guidance and Counseling Made Easy	Nanda, S. K.	Doaba House	Education
217	Guidance and Counseling: a Manual	Rao, V.	Saurabh	Education
218	Gupta's Companion to English	Gupta, H.C.	Wisdom	Education
219	Handbook of M.Ed. Entrance and Competitive Exams	Banga, C.L.	Anshah	Education
220	Hand-book of suggestion on the teaching of Geography	(UNESCO)	NA	Geography, Education
221	Higher education and administration	Sen.R.	Crescent Publishing Corporation	Education
222	Hindi Patra Lekhan	Tandan, Nitin	Geeta	Education

Sr. No	Title	Author	Publisher	Key Words
223	History of Indian Education and contemporary problems	R.P. Pathak	Kanishka Publishers, Distributors	Education
224	How to Develop Self-confidence and Influence People by Public Speaking	Dale, C.	Sulabh	Education
225	Human values & Education	S. P. Ruhela	Stosius Inc/Advent Books Division	Education
226	Human Values in Education	Gupta N.	Neha Publishers & Distributors	Education
227	ICT Enabled Education: Learner and Teacher Perspective	Ismail Thamarasseri	APH Publishing	ICT, Education
228	ICT for Teacher Education	Santosh Vallikad	NA	ICT, Education
229	ICT in Professional Education	Saxena, J	APH pub.	Education
230	ICT in Teaching Learning	Begum, A.J.	APH pub.	Education
231	Indian Education Index	edited by K.G. Tyagi	Acharan Prakashan: New Delhi, 1980.	Bibliography ; Education
232	Information and Communication Technology in Education and Special Field	Thakkar, U.	Sagar	Education
233	Information Communication Technology in Teaching	Sharma, R.A.	R. Lall Book Depot	Education
234	Information, Communication Technology and Education	Thamarasseri Ismail	Kanishka: New Delhi, 2009.	Education ; Computer
235	Innovations in higher education	Brencleveton Truss	VDM Verlag	Higher education
236	Innovative Learning Strategies	Singh, S.	APH pub.	Education
237	Integral Education	Dhal, P.K.	APH pub.	Education

Sr. No	Title	Author	Publisher	Key Words
238	International Encyclopedia of Education	P. Chandra	Anmol Publications, Publishers & Distributors	Encyclopedia ; Education
239	International Encyclopedia of Educational Practices		NA	Encyclopedia ; Education
240	Introduction to educational research, statistics in educational research	I Thamarasseri	NA	Research, Education
241	Introduction to Educational Research: Methodology of Design in the Behavioural and Social Science	Good, C. V.	Surjeet	Education
242	Introduction to Philosophical and Sociological Foundations of Education	Mishra, P.K.	Manglam	Education
243	Introduction to Psychological Testing and Statistics	Prof. Dandekar and Prof. Rajguru	Sheth Publishers	Education
244	Introduction to Research in Education	Thamarasseri Ismail	Kanishka Publishers: New Delhi, 2009.	Education, Research
245	Itihas Sanrakshan Shastra	B.R. Joshi	NA	Itihas, Education
246	Kartarsingh Duggal ki Sarvashreshtha Kahaniya	Duggal, Kartarsing	Sakshee	Education
247	Krushi Idols	Kotwal, Gautam	Green World	Education
248	Krutibaddha Apatti Vyavasthapan	Marathe, P. P.	Daimond	Education
249	Language Testing	Labo Robert	NA	Education
250	Learning Resources and Assessment of Learning	Mangal, S.K.	Tandon Pub.	Education
251	Letters for all Occasions	Sharma, Jaya	Vohra	Education

Sr. No	Title	Author	Publisher	Key Words
252	Literacy Campaigns	Seetharamu, A.S.	APH pub.	Education
253	Loksankhya Bhugol	Gharpure, Vitthal	Pimplapure	Education
254	Longman New Junior English Dictionary	Longman	Pearson Education	Dictionary
255	M.Ed. Pravesh Pariksha Sampurna Margadarshak	Shinde, K. D.	Shree	Education
256	M.Ed. Pravesh Pariksha Sampurna Margadarshak	Sonpethkar, Chandrahas	Vidyabharati	Education
257	Maharashtra Dinvishesh	V.N. Honap	NA	Education
258	Maharashtra Universities Act, 1994	by Shivajirao S. Kadam, J. K. Godha and Sureshchandra R .Bhosale	Hind Law House: Pune, 2001.	Education ; University
259	Major Psychological assessment Instruments	Charles N. Newmark	Allyn and Becan Inc	Education
260	Manache Vyavasthapan	Pandit, Sanjay	Dhruva Media	Education
261	Management in Education	Namita Roy Chaudhary	A. P.H. Publishing corporation	Management, Education
262	Management of Education	Chauhan, R. M.	APH pub.	Education
263	Management of Education	Rao V.K.	NA	Management, Education
264	Managing the Time of Your Life	MacDonald	Manjul	Education
265	Manas Sashastra Shabdakosh	Inamdar, Mukund	Daimond	Education
266	Manasashastriya Chachanya	Patil, Anita	Daimond	Education
267	Manasashastriya Prayog	Barve, B. N.	Vidya	Education
268	Manto ki Sarvashreshtha Kahaniya	Vikram, Nandakishor	Manu	Education

Sr. No.	Title	Author	Publisher	Key Words
269	Manual for Achievement Test in Computer Literacy	Pradeep Kumar, T.	APH pub.	Education
270	Manual for ICT Teaching Aptitude scale	Pradeep Kumar, T.	APH pub.	Education
271	Manual for Teacher Commitment scale	Pradeep Kumar, T.	APH pub.	Education
272	Manual for Teacher Efficiency Scale (Test)	Pradeep Kumar, T.	APH pub.	Education
273	Manual for Teacher Leadership Behaviour Scale (TLBS)	Pradeep Kumar, T.	APH pub.	Education
274	Manual for Teachers' Leadership Style (Inventory)	Lawrence, A.S.A.	APH pub.	Education
275	Matrubhasha Marathiche Adhyapan	Bhangaonkar, Sulabha	Pimplapure	Education
276	Measurement and Evaluation in Psychology and Education	Thorndike Hegen	John Wiley and Sons	Psychology ; Education
277	Measuring Learning, outcomes	Bruce W. Turkman	Houghton Mifflin Harcourt P	Education
278	Meri Shreshtha Kavitaye	Bachchan	Rajpal	Education
279	Methods and Techniques of English Teaching	Morey, Lata	Pimplapure	Education
280	Methods of educational research	S. R. Sharma	Anmol Publisher	Research, Education
281	Methods of Teaching	Reddy, R.J.	Vohra	Education
282	Methods of teaching English	Krishnaswamy	NA	Education
283	Methods of teaching Mathematics	V. Malhotra	Commonwealth Publishers	Education

Sr. No	Title	Author	Publisher	Key Words
284	Methods of teaching Science	V. Malhotra	Crescent Publishing Corporation	Education
285	Methods of Teaching Social Sciences	Gupta, Rainu	Doaba House	Education
286	Micro Lessons to Practice Lessons	Hulbe, Kunda	Payal	Education
287	Mind Management	Pandit, Sanjay	Dhruva Media	Education
288	Models of Teaching	Joyce, B. and Weil, M.	PHI	Education
289	Models of teaching	Jouce Bruce	Prentice-Hall	Education
290	Modern Education	Reddy, R.S.	Rajat	Education
291	Modern Indian Education and its Problems	Lal, Sugandh	Kunal books	Education
292	Modern methods of teaching Mathematics	Deepak Dayal	APH Publishing Corporation	Education
293	Modern Methods Teaching of Commerce	Doshi, Swati	Paradise	Education
294	Modern Philosophies of Education	Brubacher	Surjeet publications	Philosophy, Education
295	Modern Research Methodology	Sharma, N. K.	DND	Education
296	Moral Education	Khandai, H	APH pub.	Education
297	Mulbhoot Sankhyiki	Deshmukh, Ram	Vidya	Education
298	NAAC Punarmulyankan ani Mahavidyalayanche Prashasan	Deshpande, H. V.	Sukhada Saurabh	Education
299	NAAC: a Successful Story of Maharashtra	Pathan, S. N.	Intellectual Book Bureau	Education
300	Nagarikshastra Adhyapan Paddhati	Patil, Nalini	Pimplapure	Education

Sr. No.	Title	Author	Publisher	Key Words
301	Naitik Mulya Shikshan	Nagtode, Kiran	Vidya	Education
302	Naitik va Samajik Tatwadnyan	Bakhale, S. V.	Vidya	Education
303	Navneet Marathi English Dictionary		NA	Dictionary
304	Neo-Realism in Educational Policies and Programmes	Srivastava, A.	APH pub.	Education
305	New approach to teaching English in India	Sachedeva M.S.	NA	Education
306	New Approaches to Measurement and Evaluation	Sidhu, K.S.	Streling	Education
307	New Approaches to Teacher and Education in the Emerging Indian Society	Dash, B.N.	Neelkamal Pub. Pvt. Ltd.	Education
308	New Themes for Educational Research and Development	Ganesan, D.R.	Neelkamal Pub. Pvt. Ltd.	Education
309	Nitin a New Approach Dictionary of Living English	Sohani, S.V.	Nitin	Education
310	Non-formal Education for Development	Shirur, R.	APH pub.	Education
311	Oxford Advanced Learners Dictionary	Oxford Writer	Oxford	Education
312	Oxford Dictionary of Biology	Elizabeth Martin and Robert S. Hine	Oxford	Dictionary
313	Oxford Dictionary of Chemistry	John Daintith	Oxford	Dictionary
314	Oxford Dictionary of Physics	John Daintith	Oxford	Dictionary
315	Oxford English Mini Dictionary		Oxford	Dictionary

Sr. No	Title	Author	Publisher	Key Words
316	Oxford Learner's Thesaurus	Diana Lea, Jeniffer Bradbery, Richard Poole, Helen Warren	Oxford	Dictionary
317	Oxford Mini Dictionary and Thesaurus		Oxford	Dictionary
318	Perception Planning and Performance in Microteaching	Joshi, Anant N.	Yadnyee	Education
319	Personality Development	C.L. Kundu	Sterling publishrs Pvt. Ltd	Personality Development, Education
320	Perspectives in Educational evaluation	V.K. Rao	Commonwealth Publishers	Education
321	Philosophical and Sociological Foundations of Education	Bhatia and Bhatia	Doaba House	Education
322	Philosophical and Sociological Foundations of Education	Bhatia, K.	Doaba House	Education
323	Philosophical and Sociological Foundations of Education	Choube, S.P. and Choube, A.	Agrawal Publication	Education
324	Philosophical and Sociological Foundations of Education	Saxena, N. R.	R. Lall Book Depot	Education
325	Philosophical and Sociological Foundations of Education	Saxena, S.	PHI	Education
326	Philosophical and Sociological Foundations of Education	Sharma, Anita	Global	Education

Sr. No.	Title	Author	Publisher	Key Words
327	Philosophical and Sociological Perspectives in Education	Siddiqui, M.H.	APH pub.	Education
328	Philosophical, Sociological and Economical Bases of Education	Bhatia, K.	Tandon Pub.	Education
329	Philosophical, Sociological and Economical Bases of Education	Gupta, Rainu	Tandon Pub.	Education
330	Piaget＇s : Theory og cognitive and affective Development	Wordsworth B.J.	Longman incorporated	Education
331	Pioneers in Education	Dhal, P.K.	APH pub.	Education
332	Prabhat Bruhat Hindi Angregi Kosh: Do Rango main	Kapur, Badrinath	Prabhat	Education
333	Practical Writing and Reading	Kleiser, G.	APH pub.	Education
334	Practice of English Language Teaching	Ghosh, Mrinal k.	Authors Press	Education
335	Pragat Shaikshanik Manas Sashastra	Kulkarni, D. R.	Vidya	Education
336	Prayogik Manas Sashastra ani Sanshodhan Paddhati	Desai, Bharat	Narendra	Education
337	Preschool Education	Singh, Bhoodev	APH pub.	Education
338	Principles and Methods of Teaching	Bhatia, K.	Doaba House	Education
339	Principles and Practice of School Management	Bhatia, K. K. and Singh, J.	Tandon Pub.	Education

Sr. No	Title	Author	Publisher	Key Words
340	Principles and techniques of unit testing	Dr. V.Z. Sali	National publishing house	Education
341	Principles of education	R.K. Sharma, S.S. Chandra	Atlantic	Education
342	Principles of Guidance	Jones A. J	McGraw Hill Book co	Education
343	Principles, methods and techniques of Teaching	Agarwal J.C.	Vikas Publication House Pvt Ltd	Education
344	Problems and Solutions of Teaching English	Ram Kumar Sharma	Commonwealth Publishers	Education
345	Problems of higher education	Hemchand T.K.	Crescent Publishing Corporation	Higher education
346	Problems of secondary education	Hemchand T.K.	Crescent Publishing Corporation	Secondary education
347	Psychological Foundations of Education	Chand, Jagdish	Anshah	Psychology ; Education
348	Psychological Foundations of Education	Dutt, N.K.	Doaba House	Psychology ; Education
349	Psychological Foundations of Education	Parida, S. K. aand Rout, S.	Agrawal Publication	Psychology ; Education
350	Psychological Foundations of Education	Sharma, P. and Saxena, S.	Agrawal Publication	Psychology ; Education
351	Psychological Foundations of Education	Sharma, R.A.	R. Lall Book Depot	Psychology ; Education
352	Psychological Foundations of Education	N. K. Dutt	NA	Psychology ; Education

Sr.No.	Title	Auhor	Publisher	Key Words
353	Psychological Foundations of Education	I. Thomarasseri	Kanishka Publishers, Distributors	Psychology ; Education
354	Psychological Foundations of Education	W. N. Dandekar	NA	Psychology ; Education
355	Psychological Foundations of Education	Prem Prakash	Kanishka Publishing House	Psychology ; Education
356	Psychological Testing	Anastasi Anne	McMillan Co	Psychology ; Education
357	Psychology of Learning and development	J. C. Aggarwal	Shipra Publications	Education
358	Psychology of Teaching Learning Process	Bhatnagar, A. B.	R. Lall Book Depot	Education
359	Psychology of Teaching Learning Process	Bhatnagar, A. B. and Bhatnagar, M.	R. Lall Book Depot	Education
360	Pune Shaharacha Dnyankosh		NA	Education
361	Puratatva Shabdakosh Dictionary of Archaeology		NA	Dictionary
362	Quick and Easy Way to Effective Speaking	Dale, C.	Sulabh	Education
363	Rashrtasant Tukdoji Maharajanchi Gramin Shikshan Paddhati	Payawad, Bal	Mangesh	Education
364	Research in Education	Best and Khan	PHI	Education
365	Research in Education	Best, J.W. and Kahn	Prentice of India, Pvt. Ltd	Research, Education

Sr. No	Title	Author	Publisher	Key Words
366	Research Methodology	Asthana, B. and Srivastava, V.	Agrawal Publication	Education
367	Research Methodology	Kothari, B.L.	ABD	Education
368	Research Methodology	Kumar, C. R.	APH pub.	Education
369	Research Methodology & Statistical techniques	R.C. Manocha	NA	Research, Education
370	Research Methodology & Statistical techniques	Santosh Gupta	NA	Research, Education
371	Research Methodology : Techniques and trends	Y.K.Singh	APH Publishing Corporation	Research, Education
372	Research Methodology and Statistical Techniques	Manocha, R. C.	Doaba House	Education
373	Research Methodology in Education	Shastri, V.K.	Authors Press	Education
374	Research Methodology in Education and Application of Statistics	Naseema, C. and Jibin, V.K.	Shipra	Education
375	Research Methods in Education	Mohan, R.	Neelkamal Pub. Pvt. Ltd.	Education
376	Research Methods in Education	Radha Mohan	Neelkamal Pub. Pvt. Ltd.	Education
377	Research Trends in Education	Kumar, T.P.	Navyug Books Int.Nat.	Education
378	Samajik Dnyankosh Vol-1	NA	NA	Education
379	Samajik Dnyankosh Vol-2	NA	NA	Education
380	Samajik Sanshodhan Paddhati	Karhade, B.M.	Pimplapure	Education
381	Samajik Sanshodhan Paddhati	Mayi, Sunil	Daimond	Education

Sr. No	Title	Author	Publisher	Key Words
382	Samajik Shastratil Sandnya Siddhantancha Kosh: Shikshanshastra	Joshi, B.R.	Daimond	Education
383	Sampurna M.Ed. CET Margadarshak Master Mind	Choudhari, Sandip	Rajmudra	Education
384	Sandarbha Maharashtra (Rajya va Jilhe: Ek Drushtikon) Vol. 1	Sharma, K. K.	Intelllectual Book Bureau	Education
385	Sandarbha Maharashtra (Rajya va Jilhe: Ek Drushtikon) Vol. 2	Sharma, K. K.	Intelllectual Book Bureau	Education
386	Sandarbha Maharashtra (Rajya va Jilhe: Ek Drushtikon) Vol. 3	Sharma, K. K.	Intelllectual Book Bureau	Education
387	Sandarbha Maharashtra (Rajya va Jilhe: Ek Drushtikon) Vol. 4	Sharma, K. K.	Intelllectual Book Bureau	Education
388	Sandarbha Maharashtra (Rajya va Jilhe: Ek Drushtikon) Vol. 5	Sharma, K. K.	Intelllectual Book Bureau	Education
389	Sandarbha Maharashtra va Rajya va jilhe ek drushtikon. Vol 2 to 4	Dr. K.K. Sharma	NA	Education
390	Sankhyiki Paddhati	Deshmukh, Ram	Vidya	Education
391	Sankshipta Marathi Vangmay		NA	Education
392	Sanshodhan Paddhati Va Tantre	Agalave, Pradeep	Vidya	Education
393	Sanskrit Adhyapan Paddhati	Pendke, Pratibha	Mangesh	Education
394	Sanskrut Hindi English Shabdakosh	Dr. Shivprasad Bhardwaj Shastri	NA	Education

Sr. No	Author	Author	Publisher	Key Words
395	Sant Subhashit Kosh	ed by R.S. Nagarkar	NA	Education
396	School Administration	Sharma B.M.	Commonwealth Publishers	Education
397	School Administration and Management	Kochhar, S. K.	Sterling	Education
398	School Administration and Organization	Mishra, R. C.	APH pub.	Education
399	School and College Dictionary	Bansod	NA	Education
400	School and College Dictionary (Marathi English)	Bansod, K. D.	Usha	Education
401	School Curriculum	Mohammad Sharif Khan	Ashish Publishing House	Education
402	School Education in India	Kumar, S.	New Century	Education
403	School Management	Mangal, S.K.	Tandon Pub.	Education
404	School Management	Verma, J. P.	R. Lall Book Depot	Education
405	School Management	Tilak J.	NA	School, Management, Education
406	School Management	Panda U.	A.P.H. Publishing Corporation	School, Management, Education
407	School Organization and Administration	Nayak, K. C.	Saurabh	Education
408	School Organization and Administration	M.S. Sachdeva	NA	Education
409	School Organization and Administration	K.S. Sidhu	Sterling Publishers Private Ltd.	Education

Sr. No.	Title	Author	Publisher	Key Words
410	School Organization and administration	Singh Raj	NA	Education
411	School Organization and Management	Aggarwal J.C.	NA	Education
412	School organization, administration & Management	Sachdeva M.S.	NA	Education
413	School organization and administration	Sidhu, Kulbir S.	NA	Education
414	School Organization and Management	Mathur, S.S.	Agrawal Publication	Education
415	School Organization, Administration and Management	Dash, B.N.	Neelkamal Pub. Pvt. Ltd.	Education
416	School Organization, Administration and Management	Sachadeva, M. S.	Tandon Pub.	Education
417	School resource planning and management	Josephine	Shipra Publications	Management, Education
418	Science Education	V.K. Rao	Ashish Publishing House	Science, Education
419	Science of Education and education of Science	Y. Waghmare	Authors press	Science, Education
420	Shaikshanik Kruti Sanshodhan	Hakim, Prabhakar	Nitya Nutan	Education
421	Shaikshanik Kruti Sanshodhan Mahitee Sankalan Sadhane, Tantre ani Karyavahi	Ghormode, K. U.	Vidya	Education
422	Shaikshanik Mulyamapan va Sankhyashastra	Bhadane and Desale	Insight	Education
423	Shaikshanik Sanshodhan Paddhati	Bhintade, V.R.	Nitya Nutan	Education

Sr. No.	Title	Author	Publisher	Key Words
424	Shaikshanik Tantravidnyan va Vyavasthapan	Aloni, Archana	Pimplapure	Education
425	Shaikshanik Tantravidnyan, Mulyamapan Prakriya ani Sankhayashastra	Ransing, Vinaya	Mangesh	Education
426	Shaikshanik Vicharvant: Bharatiya va Pashchatya	Ghormode, K. U.	Vidya	Education
427	Shaishanik Manas Sashastra	Jagtap, H. N.	Narendra	Education
428	Shaishanik Sanshodhanachi Multattve	Mule and Umathe	Maharashtra Vidyapeeth Granth Nirmiti Mandal	Education
429	Shikshak Shikshan	Bichkule, Bhaagyashree	Srushti	Education
430	Shikshak Prashikshan aur Hindi Adhyaapan	Vaskar, Anand	Nitya Nutan	Education
431	Shikshak Shikshan	Chavhan, Kishor	Insight	Education
432	Shikshan Shastra	NA	NA	Education
433	Shikshan Shastra	B.R. Joshi	NA	Education
434	Shikshan: Parivartanchi Samajik Chalawal	Panse, Ramesh	Daimond	Education
435	Shikshanache Manas Sashastriya Adhishthan	Morey, Lata	Pimplapure	Education
436	Shikshanachi Tatwik ani Samajshastriya Bhoomika	Pendke, Pratibha	Vidya	Education
437	Shikshanatil Mahitee Tantradnyan	Ravikirti Allamprabhu	Sagar Education	Education
438	Shikshansanstha ani Shala	Datar, P. Y.	Mangesh	Education

Sr. No	Title	Author	Publisher	Key Words
439	Shikshanshastra Sanshodhanat Sankhyashastriya Parikshikancha Upayog	Pandit, Bansibihari	Pimplapure	Education
440	Shikshanshastra Shabdakosh	Tamboli, Benzir	Daimond	Education
441	Social Psychology	Mathur, S.S.	Agrawal Publication	Education
442	Sociological Approach to Education	S. S. Mathur	NA	Sociology, Education
443	Sociological Approaches in Indian Education	Mathur, S.S.	Agrawal Publication	Education
444	Sociological Approaches in Indian Education	Shaoo, S.C.	Navyug Books	Education
445	Sociological Foundations of Education	Pal, O. B.	APH pub.	Education
446	Sociological Foundations of Education	Ruhela, S.P.	Agrawal Publication	Education
447	Special Education	Chadha, A.	APH pub.	Education
448	Special Education	Kaur, J. v.	Tandon Pub.	Education
449	Statistical Techniques in Educational Research	Sharma, R.N.	Surjeet	Education
450	Statistics in Education	Bhandarkar, K. M.	Neelkamal Pub. Pvt. Ltd.	Education
451	Statistics in Education and Psychology	Mangal, S.K.	PHI	Education
452	Statistics in Education and Psychology	Sidhu, K.S.	Sterling	Education
453	Statistics in Education and Psychology	Garrett H.E.	Yakills Fitter & Simsons Pvt. Ltd	Psychology ; Education

Sr. No.	Title	Author	Publisher	Key Words
454	Statistics in educational research	R.P.Pathak	Kanishka Publishing House	Research, Education
455	Statistics in Psychology and Education	Garrett, H. E.	Surjeet	Education
456	Statistics in Psychology and Education	Mangal, S.K.	PHI	Education
457	Statistics in Psychology and Education	S.K. Mangal	PHI	Psychology ; Education
458	Structural Approach to Teaching of English	B.D. Shrivastav	NA	Education
459	Student Marathi Dictionary (English Marathi Hindi)	Pandit, B.S.	Student Book Depot	Dictionary
460	Student Marathi Dictionary English-Marathi-Hindi		NA	Dictionary
461	Studies in Educational Reform in India	edited by P. R. Panchamukhi	Himalaya Publishing House: Mumbai, 1989.	India ; Education
462	Success Story of a Primary Education Project	Rao, D. B.	APH pub.	Education
463	Sukshama Adhyapan: Saiddhantik Parshabhoomi ani Karyapaddhati	Joshi, Anant N.	Yadnyee	Education
464	Surya M.Ed. Guide	Sharma, B.L. and Saxena, B.M.	R. Lall Book Depot	Education
465	Surya Question Bank: Education for New Times	Sharma and Saxena	R. Lall Book Depot	Education
466	Swatantryottar Bharatiya Shikshanacha Itihas ani Sikshanache Arthashastra	Shevatekar, Sharada	Vidya	Education

Sr. No.	Title	Author	Publisher	Key Words
467	Syllabus and Sample Questions	by National Educational Testing bureau	UGC: New Delhi, 2001.	Education
468	Tatwadnyan Swaroop va Samasya	Choudhari, P. D.	Vidya	Education
469	Teach yourself Hindi	Kaushik, V.	Vohra	Education
470	Teacher and Education in Emerging Indian Society	NCERT	NA	Education
471	Teacher and Secondary education	Mathur S.	NA	Secondary education
472	Teacher Education	Jangaiah, C.	APH pub.	Education
473	Teacher Education	Nikose, R.L.	APH pub.	Education
474	Teacher Education	Panneer Selvam, S.K.	APH pub.	Education
475	Teacher Education	Rao, V.K.	APH pub.	Education
476	Teacher Education	Saxena, N. R.	R. Lall Book Depot	Education
477	Teacher Education	Selvam, P.	APH pub.	Education
478	Teacher Education	Sharma, P.	APH pub.	Education
479	Teacher Education	Venkataiah, N.	APH pub.	Education
480	Teacher Education and ICT	Harichandan, D.	APH pub.	Education
481	Teaching aids in Mathematics	R. Fatima	Kanishka Publishing House	Mathematics, Education
482	Teaching of Computer Science	Singh, Y.K.	APH pub.	Education
483	Teaching of English	Kumar, Sanjeev	APH pub.	Education

Sr. No.	Title	Author	Publisher	Key Words
484	Teaching of English	Saini, A.K.	APH pub.	Education
485	Teaching of English	Tiwari, S.R.	APH pub.	Education
486	Teaching of English	Panihrahi S.S.	NA	English, Education
487	Teaching of English a Modern Approach	Kalra R. M and Gupta Vandana	New Arrivals – PHI	English, Education
488	Teaching of English as a second language	C Paul Verghese	Sterling	English, Education
489	Teaching of English in India	Gautam G.J.	NA	English, Education
490	Teaching of English language	Sharma P.	Shree Publications	English, Education
491	Teaching of English: A Practical Course for B.Ed Students	Aslam	Cambridge University Press India Private Limited	English, Education
492	Teaching of English: Standard Book of Idioms, Homonyms and Abbreviations	Tarafder S.K.	Aph Publishing Corporation	English, Education
493	Teaching of General Science	Y.K. Singh	APH Publishing	General science, Education
494	Teaching of History	V.D.Ghate	Oxford University Press	History, Education
495	Teaching of History	S.V. Kochhar	Sterling Publishers Pvt. Ltd	History, Education
496	Teaching of Mathematics	Sidhu Kulbir Singh	Sterling Publishers Pvt. Ltd	Mathematics, Education
497	Teaching of Mathematics	S.D.Khanna	NA	Mathematics, Education
498	Teaching of Mathematics	Sudhir Kumar	Anmol Publication	Mathematics, Education

Sr. No.	Title	Author	Publisher	Key Words
499	Teaching of Mathematics	Russel John	Neha Publishers & Distributors	Mathematics, Education
500	Teaching of Mathematics : Modern Methods	S. Rani	APH Publishing Corporation	Mathematics, Education
501	Teaching of Mathematics in secondary school	D. P. Sankhala	Adhyayan Publishers & Distributors	Mathematics, Education
502	Teaching of Science	Bandula, Sharma	NA	Science, Education
503	Teaching of Science	D.M. Dhamdhere	NA	Science, Education
504	Teaching of Science	M.H.Siddiqui	NA	Science, Education
505	Teaching of Science : Today and Tomorrow	N. N. Siddiqui	NA	Science, Education
506	Teaching of Science in classroom	B.R.Sen	Commonwealth Publishers	Science, Education
507	Teaching of Science in Elementary Schools	S. R. Sharma and Vijaya Kumari Kaushik	D.K. Publishers Distributors P Ltd	Science, Education
508	Teaching of Science: For primary and Secondary Pre and In-Service Teachers	Rajinder Kaira	Shipra Publications	Science, Education
509	Teaching-Learning Process	Walia, J. S.	Ahim Paul	Education
510	Techniques of measurement and evaluation	Raj Singh	Commonwealth Publishers	Education
511	Text Book of Educational Psychology	Bhatia	Doaba House	Education
512	Textbook of Educational Psychology	Y. Sharma	NA	Psychology ; Education
513	The College Encyclopaedia	prepared by Roydon Publishing Ltd	Royal Publications: London, 1985.	Encyclopedia

Sr. No.	Title.	Author.	Publisher	Key Words
514	The essentials of English Teaching	R.K. Jain	NA	Education
515	The Hindu - survey of the Environment		NA	Education
516	The Improvement of Curriculum in Indian schools	H.E. Harmay	Ministry of Education.	Education
517	The International Encyclopedia of Education	Husen, Torsten ; Postlethwaite, T. Neville	Pergamon: England, 1994.	Encyclopedia ; Education
518	The International Encyclopedia of Teaching and Teacher Education	Dunkin, Michael J.	Pergamon Press: Oxford, 1988.	Encyclopedia ; Education ; Teaching Technique
519	The learning brain	Sarah-Jayne Blackmore and Uta Frith	Blackbell publishing	Education
520	The Philosophical and Sociological foundations of Education	Kamla Bhatia and Baldev Bhatia	Doaba House, Book Booksellers and Publishers	Education
521	The Reference work: A Encyclopedia for Teachers, Students, and Families	NA	NA	Education
522	The techniques of language teaching	Billows F.L.	Longman	Education
523	The World of Learning	NA	Europa Publication Ltd: London, 1978.	Education
524	Theories of Human Development	Michael Green	prentice Hall, englewood cliffs	Human development, Education
525	Theory and Practice of teaching English language	Pawar N.G.	NA	English, Education

Sr. No.	Title	Author	Publisher	Key Words
526	Theory and Practices of Psychological Testing	Frank Freeman	Holt,Rinehart & Winston of Canada Ltd	Psychology ; Education
527	Theory of Education Administration	Mishra, R. C.	APH pub.	Education
528	Theory of Educational Administration	S.R. Vashist	Anmol Publisher	Education
529	Twenti-20 Cricket: Ek Navi Kranti	Kolhe, Ravindra	Saket	Education
530	U.G.C. NET/SET: Junior Research Fellowship and Lectureship Exam Education Paper II and III	Ansari, M.S.	Ramesh	Education
531	Udayonmukh Bharatiya Samajatil Shikshan	Ghormode, K. U.	Vidya	Education
532	UGC Net exam Guide	NA	NA	Education
533	UGC/JRF/NET/SET Education	Srinivas, K. and Kothari, R. G.	Neelkamal Pub. Pvt. Ltd.	Education
534	University Handbook India 1989	NA	NA	Education
535	Vidnyan Adhyapan Paddhati	Dane, Hemant	Pimplapure	Education
536	Vikasache va Adhyayanache Manasashastra	Shevatekar, Sharada	Vidya	Education
537	Vishesh Shikshan	Joshi, Pramod	Vidya	Education
538	Way to Bright Future	Satish Phirke	Global Knowledge Mission: Pune, 2007.	Education
539	Women Education	Selvam, S.K. P.	Vohra	Education
540	Women in Computing	Suriya, M.	APH pub.	Education

Sr. No.	Title	Author	Publisher	Key Words
541	Worker's Education	Rao, A.B.S.V. Ranga	Abhijeet	Education
542	Yoga Education	Kaul, Anjana	APH pub.	Education

5.6.2 List of Print Journals:

Sr No	Name of the Journal
1	Academia Journal of Educational Research
2	Adult Education and Development
3	Anweshika
4	Bharatiya Shikshan
5	Bhartiya Aadhunik Shiksha
6	Bhartiya Adhunik Shiksha (Hindi) , NCERT, New Delhi.
7	Brock Education : a Journal of Educational Research and Practice
8	Critical Education
9	Critical Studies in Teaching and Learning
10	Current Issues in Comparative Education
11	Current Science
12	Educar
13	Education Research International
14	Education Sciences
15	Education World
16	Educational Research eJournal
17	Edutracks
18	International Journal of Educational Research

Sr. No.	Name of the Journal
19	Journal of Business Education & Scholarship of Teaching
20	Journal of Education Policy
21	Emerging Trends in Education – Association for Innovative Education, Varanasi.
22	Excellence in Higher Education
23	Indian Educational Review
24	Indian Journal of Educational Research
25	India's Today
26	Informatics in Education
27	International Education and Leadership
28	International Educational E-Journal
29	International Electronic Journal of Elementary Education
30	International Electronic Journal of Mathematics Education
31	International Journal of Education
32	International Journal of Educational Research and Technology
33	International Journal of Educational Sciences
34	International Journal of Emotional Education
35	International Journal of English and Education
36	International Journal of Evaluation and Research in Education
37	International Journal of Higher Education
38	International Journal of Medical Education
39	International Journal of Research Studies in Education
40	International Journal of Social Sciences and Education
41	International Online Journal of Educational Sciences
42	International Research in Education
43	Jeevan Shikshan

Sr. No.	Name of the Journal
44	Journal of Distance Education
45	Journal of Education & Indian Perspective, Deptt. of Education,M.G.K.V.P., Varanasi.
46	Journal of Education and Learning
47	Journal of Education and Training Studies
48	Journal of Education and Vocational Research
49	Journal of Education Culture and Society
50	Journal of Education Faculty
51	Journal of Education in New Century
52	Journal of Education Policy, Planning and Administration
53	Journal of Educational and Developmental Psychology
54	Journal of Educational and Psychological Sciences JEPS
55	Journal of Educational Planning & Administration, NUEPA, New Delhi.
56	Journal of Educational Planning and Administration
57	Journal of Educational Sciences & Psychology
58	Journal of Educational Studies. Association for Educational Studies, Allahabad.
59	Journal of Elementary Education
60	Journal of Faculty of Educational Sciences
61	Journal of Indian Education, NCERT, New Delhi.
62	Journal of Language and Literacy Education
63	Journal of Language Teaching and Learning
64	Journal of Leadership Education
65	Journal of Learning Development in Higher Education
66	Journal of New Approaches in Educational Research
67	Journal of Studies in Education

Sr. No.	Name of the Journal
68	Journal of Teacher Education, (ANVESHIKA) NCTE, New Delhi.
69	Journal of Teaching and Learning
70	Journal of Teaching and Learning with Technology
71	Journal of Technical Education JOTED
72	Journal of Theoretical Educational Science
73	Journal on Efficiency and Responsibility in Education and Science
74	Learning and teaching in higher education (LATHE)
75	McGill Journal of Education
76	Multilingual Education
77	New Frontiers in Education
78	New Waves : Educational Research & Development
80	Online Journal of Counseling and Education
81	Open Education Journal
82	Organizing Teaching Learning Resources in Teacher Education Institutions
83	Pariprekshya (Hindi)
84	Primary Teacher
85	Qualitative Research in Education
86	Research in Higher Education Journal
87	Sakarya University Journal of Education
88	Scholarly Research Journal for Humanity Science and English Language
89	Shikshan ani Samaj
90	Shikshan Samiksha
91	Shikshan Sankraman

Sr. No.	Name of the Journal
92	Shikshan Tarang
93	Shikshanteel Marmadrishti
94	Teacher Support
95	TMV's Journal of Teacher Education
96	Trends & Thoughts in Education, Innovative Researches Association, Allahabad
97	University News
98	World Journal of Education

5.6.3 List of E-Journals:

1) American Annals of the Deaf

✓ http://muse.jhu.edu/journals/american_annals_of_the_deaf

For 150 years, the American Annals of the Deaf, has been a professional journal dedicated to quality in education and in related services for children and adults who are deaf and hard of hearing. The Annals publishes articles about deaf education and recent research into trends and issues in the field of deafness.

2) American Educational Research Journal

✓ http://www.jstor.org/journals/00028312.html

This journal is about The Social and Institutional Analysis. It focuses on political, cultural, social, economic and organizational issues in education. The teaching, learning and human development section explores the processes and outcomes at all educational levels and in both formal and informal settings. Both sections publish research representing a wide range of academic disciplines and using a wide range of research methods.

3) American Journal of Education

✓ http://www.jstor.org/journals/01956744.html

American Journal of Educational Research is a peer-reviewed, open access journal that provides rapid publication of articles in all areas of educational research.

4) **American Journal of legal history**

- ✓ http://www.jstor.org/journals/00029319.html

The American Journal of Legal History is a peer reviewed, edited legal periodical published by the Temple University Beasley School of Law in Philadelphia, Pennsylvania. It is a quarterly published periodical and acts as a showcase for outstanding scholarship on all facets of legal history. It was the first English-language periodical devoted solely to legal history.

5) **Anthropology & Education**

- ✓ http://www.jstor.org/journals/016

Anthropology & Education Quarterly is a peer-reviewed journal that draws on anthropological theories and methods to examine educational processes in and out of schools, in US and international contexts. Articles are based on ethnographic research to address immediate problems of practice as well as broad theoretical questions.

6) **Applied Environmental Education Communication**

- ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1533-015X

Applied Environmental Education Communication is a scholarly, peer-reviewed quarterly for both academics and practitioners. It presents the latest environmental developments in the fields of education, communication, social marketing, journalism, and behavioral science, as well as information on sustainability education, environmental interpretation, risk communication, public relations and outreach, environmental health communication, governmental and corporate public awareness, and environmental campaigns around the world.

7) **Art Education**

- ✓ http://www.jstor.org/journals/00043125.html

Art Education, the official journal of the National Art Education Association which covers a diverse range of topics dealing with subjects of professional interest to art educators.

8) **Asia Pacific Journal of Education**

   ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0218-8791

Asia Pacific Journal of Education is Asia's leading educational foundation and policy journal.

9) **Asia-Pacific Journal of Teacher Education**

   ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1359-866X

This journal promotes rigorous research that makes a significant contribution to advancing knowledge in teacher education across early childhood, primary, secondary, vocational education and training, and higher education.

10) **Assessment Evaluation in Higher Education**

   ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0260-2938

Assessment Evaluation in Higher Education is an established international peer-reviewed journal which publishes papers and reports on all aspects of assessment and evaluation within higher education.

11) **Assessment in Education: Principles, Policy Practice**

   ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0969-594X

Assessment in Education provides a focus for scholarly output in the field of assessment. The journal is explicitly international in focus and encourages contributions from a wide range of assessment systems and cultures. The journal's intention is to explore both commonalities and differences in policy and practice.

12) **British Educational Research Journal**

   ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0141-1926

This journal is very useful research journal for a general education.

13) **British Journal of Educational Studies**

   ✓ http://www.blackwell-synergy.com/loi/BJES

British Journal of Educational Studies is one of the UK's foremost international education journals. It publishes scholarly, research-based articles based on education and particularly related to historical, philosophical and sociological analysis and sources.

14) **British Journal of Educational Technology**

- ✓ http://www.blackwell-synergy.com/loi/BJET

The British Journal of Educational Technology provides readers with the widest possible coverage of developments in international educational and training technology. BJET is a primary source for academics and professionals in learning technology.

15) **British Journal of Religious Education**

- ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0141-6200

It is the leading journal in Britain for the dissemination of international research in religion and education and for the scholarly discussion of issues concerning religion and education internationally.

16) **British Journal of Sociology of Education**

- ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0142-5692

The journal publishes high quality original, theoretically informed analyses of the relationship between education and society. It has an outstanding record of addressing major global debates about the social significance and impact of educational policy, provision, processes and practice in many countries around the world.

17) **British Journal of Special Education**

- ✓ http://www.blackwell-synergy.com/loi/BJSP

The aim of this journal is to promote education, training, advancement and development of all those with special educational needs.

18) **Cambridge Journal of Education**

- ✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0305-764X

Cambridge Journal of Education publishes original refereed articles on all aspects of education, with a particular emphasis on work that contributes to a shared understanding amongst academic researchers, theorists, practicing teachers, policy-makers and educational administrators.

19) **Changing English**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1358-684X

Changing English is an established journal for English teachers in primary, secondary and tertiary education. The journal aims to encourage international dialogue between teachers and researchers and to support teachers and schools on issues surrounding literacy and language. In particular, Changing English considers the future of English as a subject in the context of its history and the scope for development and change.

20) **Christian Higher Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1536-3759

This journal addresses issues in finance, enrollment management, innovative teaching methods, higher education administration, program assessment, faculty development, curriculum development, and student services. Each issue offers a balance of essays on current research as well as programs and methods at the cutting edge of progress.

21) **Comparative Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0305-0068

The journal engages with theoretical, conceptual and methodological debates in the whole field of comparative education.

22) **Compare: A journal of comparative education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0305-7925

Compare seeks scholarly and critical analyses of educational discourse, policy and practice from early childhood to the end of adult life.

23) **Education and the Law**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0953-9964

Education and the Law provides a fully independent and up-to-date source of information on all aspects of the law relating to primary, secondary, tertiary and higher education for principals, head teachers, governors, local authority officers and members and practicing lawyers, all of whom need to keep abreast of events in this rapidly developing area. It includes a commentary on case law and legislation,

original articles on topics of current importance, and a comprehensive database of recent developments in education law.

24) **Education, Communication Information**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1463-631X

The purpose of the International Journal of Information and Communication Technology Education (IJICTE) is to grow this body of research, propose new applications of technology for teaching and learning and document those practices that contribute irrefutable verification of information technology education as a discipline.

25) **Educational Gerontology**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0360-1277

Gerontology and Geriatrics Education, the official journal of the Association for Gerontology in Higher Education, is a peer-reviewed journal that focuses on the exchange of information related to research, curriculum development, course and program evaluation, classroom and practice innovation and other topics with educational implications for gerontology and geriatrics.

26) **Educational Philosophy and Theory**

✓ http://www.blackwell-synergy.com/loi/EPAT

The journal has published manuscripts concerned with curriculum theory, educational administration, politics of education, educational history, educational policy and higher education.

27) **Educational Psychology**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0144-3410

This journal provides an international forum for the discussion and rapid dissemination of research findings in psychology relevant to education.

28) **Educational Psychology in Practice**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0266-7363

The defining feature of Educational Psychology in Practice is that it aims to publish peer refereed articles representing theory, research and practice which are of relevance to practicing educational psychologists working primarily in UK contexts.

29) **Educational Research and Evaluation**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1380-3611

Educational Research and Evaluation is a fully refereed international journal publishing original academic articles that promote educational processes and outcomes that are both well-informed and evidence-based.

30) **Educational Research Bulletin**

✓ http://www.jstor.org/journals/15554023.html

The journal publishes scholarly essays, reviews, critiques, theoretical and conceptual articles and original research articles that contribute to understanding issues, problems and research concerning all aspects of education.

31) **Educational Research for Policy and Practice**

✓ http://www.springerlink.com/content/109419

The journal of educational policy and practice analyses of global forces, regional trends and national educational reforms; studies of key issues in teaching, learning and development - such as the challenges to be faced in learning to live together in what is the largest and most diverse region of the world.

32) **Educational Review**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0013-1911

Review is a leading journal for generic educational research and scholarship.

33) **Educational Studies**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0305-5698

Educational Studies was established in 1968 as an international learned society for scholars, researchers, teacher educators, students, teachers, and administrators who are interested in social and educational foundations, both in and outside of schools. The organization has attracted scholars who engage within the disciplines of

anthropology, economics, history, philosophy, politics, and sociology of education, as well as race/ethnic, gender, queer, cultural, comparative, and transnational studies.

34) **Educational Technology Research and Development**

- ✓ http://www.springerlink.com/content/119965

Educational Technology Research and Development is the scholarly journal in the field focusing entirely on research and development in educational technology.

35) **Educational Theory**

- ✓ http://www.blackwell-syn

The general purposes of Educational Theory are to foster the continuing development of educational theory and to encourage wide and effective discussion of theoretical problems within the educational profession.

36) **Elementary School Journal**

- ✓ http://www.jstor.org/journals/00135984.html

The Elementary School Journal has served researchers, teacher educators and practitioners in the elementary and middle school education for more than one hundred years.

37) **Elementary School Teacher**

- ✓ http://www.jstor.org/journals/15455858.html

ESJ publishes peer-reviewed articles dealing with both education theory and research and their implications for teaching practice. In addition, ESJ presents articles that relate the latest research in child development, cognitive psychology, and sociology to school learning and teaching. ESJ prefers to publish original studies that contain data about school and classroom processes in elementary or middle schools while occasionally publishing integrative research reviews and in-depth conceptual analyses of schooling.

38) **Elementary School Teacher and Course of Study**

- ✓ http://www.jstor.org/journals/15455904.html

The Elementary School Journal has served researchers, teacher educators, and practitioners in the elementary and middle school education for more than one

hundred years. *ESJ* publishes peer-reviewed articles that pertain to both education theory and research and their implications for teaching practice. In addition, ESJ presents articles that relate the latest research in child development, cognitive psychology, and sociology to school learning and teaching

39) **Environmental Education Research**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1350-4622

Environmental Education Research is an international refereed journal which publishes papers and reports on all aspects of environmental education. The purpose of the journal is to help advance understanding of environmental and sustainability education through a focus on papers reporting research and development activities.

40) Equity Excellence in Education

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1066-5684

Equity and Excellence in Education publishes articles based on scholarly research utilizing qualitative or quantitative methods, as well as essays that describe and assess practical efforts to achieve educational equity and are contextualized within an appropriate literature review.

41) **European Journal of Special Needs Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0885-6257

The European Journal of Special Needs Education reflects the dynamic growth of the theory and practice of special needs education as it is emerging worldwide. Written for teachers and researchers it provides a forum for reporting and reviewing scholarly research and significant developments in the field of special educational needs.

42) **European Journal of Teacher Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0261-9768

EJTE is the official journal of the Association for Teacher Education in Europe (ATEE). It includes all those who have a professional concern with or interest in the education of teachers for all age groups.

43) **Future of Children Gender and Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0954-0253

Formally established in 2002 the association works to challenge and eradicate sexism and gender inequality within and through education.

44) **Globalization, Societies and Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1476-7724

Globalization, Societies and Education represents scholarly analysis carried out from a variety of disciplinary perspectives, including sociology, philosophy, politics, geography, history, economics, management and comparative studies as applied to education and its related fields.

45) **High Ability Studies**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1359-8139

The journal is concerned with aspects of development, personality, cognition, social behaviour and cross-cultural issues in relation to high ability. Theoretical modeling and measurement techniques, as well as instructional strategies and curriculum issues, are of interest.

46) **High School Journal**

✓ http://muse.jhu.edu/journals/high_school_journal

The High School Journal publishes research, scholarship, essays and reviews that critically examine the broad and complex field of secondary education.

47) **Higher Education Research Development**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0729-4360

Higher Education Research and Development informs and challenges researchers, teachers, administrators, policy-makers and others concerned with the past, present and future of higher education. The journal publishes scholarly articles that make a significant and original contribution to the theory, practice or research of higher education.

48) **History of Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0046-760X

History of Education Quarterly publishes topics that span the history of education, both formal and non formal, including the history of childhood, youth, and the family. The subjects are not limited to any time period and are universal in scope.

49) **Journal of Innovations in Education and Teaching**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1470-3297

The journal Innovations in Education and Teaching International (IETI) concentrates mainly on papers and reviews concerned with a range of teaching and learning issues, from innovative teaching and learning strategies to developments in computer aided education and training. With contributions from around the world, IETI aims to stay at the cutting edge of the full range of educational technology and classroom based developments.

50) **Interactive Learning Environments**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1049-4820

Interactive Learning Environments publishes articles on all aspects of the design and use of interactive learning environments in the broadest sense, encompassing environments that support individual learners through to environments that support collaboration amongst groups of learners or co-workers.

51) **International Journal for Academic Development**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1360-144X

Relevant domains of application include education and training at all levels, life-long learning and knowledge sharing.

52) **International Journal for Educational and Vocational Guidance**

✓ http://www.springerlink.com/content/106602

The International Journal for Educational and Vocational Guidance recognizes and promotes the importance of educational and vocational guidance throughout the whole international community.

53) **International Journal of Early Years Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0966-9760

International Journal of Early Years Education is a forum for researchers and practitioners to debate the theories, research, policy and practice which sustain effective early years education world-wide.

54) **International Journal of Inclusive Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1360-3116

The International Journal of Inclusive Education provides a strategic forum for international and multi-disciplinary dialogue on inclusive education for all educators and educational policy-makers concerned with the form and nature of schools, universities and technical colleges.

55) **International Journal of Lifelong Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0260-1370

The journal recognizes that research into lifelong learning needs to focus on the relationships between schooling, later learning, active citizenship and personal fulfillment, as well as the relationship between schooling, employability and economic development.

56) **International Journal of Qualitative Studies in Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0951-8398

The journal publishes peer-reviewed empirical research employing a variety of qualitative methods and approaches, such as ethnographic observation and interviewing, grounded theory, life history, case study, curriculum criticism, policy studies, narrative, ethno methodology, social and educational critique, phenomenology, deconstruction, genealogy and auto ethnography amongst others.

57) **Journal of College Student Development**

✓ http://muse.jhu.edu/journals/journal_of_college_student_development

Journal of College Student Development (JCSD), the largest and leading source of research about college students and the field of student affairs, publishes scholarly articles and reviews from a wide range of academic fields.

58) **Journal of Education for Teaching**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0260-7476

Journal of Education for Teaching (JET) publishes original contributions on the subject of teacher education.

59) **Journal of Educational Administration and History**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0022-0620

Journal of Educational Administration and History brings together authoritative accounts of the history of educational administration that demonstrate the necessity and value of historical research and thinking.

60) **Journal of Educational Change**

✓ http://www.springerlink.com/content/104758

The Journal of Educational Change publishes important ideas and evidence of educational change. It investigates how men and women, older and younger teachers, students, parents, and others experience change.

61) **Journal of Educational Measurement**

✓ http://www.blackwell-synergy.co

The Journal of Educational Measurement (JEM) publishes original measurement research, provides reviews of measurement publications and reports on innovative measurement applications.

62) **Journal of Educational Sociology**

✓ http://www.jstor.org/journals/08853525.html

The International Journal of Sociology of Education is an Electronic quarterly with different methodological approaches based on theories and scientific evidences, with the purpose of providing significant scientific advances in the socio-educational scope.

63) **Journal of Further and Higher Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0309-877X

Journal of Further and Higher Education is an international, peer-reviewed journal publishing scholarly work that represents the whole field of post-16 education and training. The journal engages with a diverse range of topics within the field including management and administration, teacher education and training, curriculum, staff and institutional development, and teaching and learning strategies and processes.

64) **Journal of General Education**

✓ http://muse.jhu.edu/journals/journal_of_general_education

Journal of General Education is devoted to the ideas and ideals of scholarship that enlighten the understanding of curriculum that reaches beyond disciplinary and professional concentrations to provide an undergraduate educational commons.

65) **Journal of Moral Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0305-7240

The Journal of Moral Education provides a unique interdisciplinary forum for the discussion and analysis of moral education and development throughout the lifespan.

66) **Journal of Personnel Evaluation in Education**

✓ http://www.springerlink.com/content/102943

The Journal of Personnel Evaluation in Education publishes research and applied scholarship perspectives on current issues in the evaluation of teacher and administrator performance.

67) **Journal of Philosophy of Education**

✓ http://www.blackwell-synergy.com/loi/JOPE

Journal of Philosophy of Education publishes articles representing a wide variety of philosophical traditions. They vary from examination of fundamental philosophical issues in their connection with education, to detailed critical engagement with current educational practice or policy from a philosophical point of view.

68) **Journal of Science Education and Technology**

✓ http://www.springerlink.com/content/102587

The Journal of Science Education and Technology is an international and interdisciplinary forum for both invited and contributed peer reviewed articles that advance science education at all levels.

69) **Journal of Science Teacher Education**

✓ http://www.springerlink.com/content/102947

Journal of Science Teacher Education (JSTE) is the flagship journal of the Association for Science Teacher Education. It serves as a forum for disseminating high quality research and theoretical position papers concerning pre-service and in-service education of science teachers.

70) **London Review of Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1474-8460

London Review of Education (LRE) is an international peer-reviewed journal featuring rigorous, theoretically based research into contemporary education.

71) **Mentoring Tutoring: Partnership in Learning**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1361-1267

Mentoring and Tutoring seeks to publish papers on all aspects of mentoring, tutoring and partnership in education, other academic disciplines and the professions.

72) **New Educator**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1547-688X

The New Educator publishes original refereed contributions that focus on the challenges of building and sustaining professional community in the education of new educators.

73) **Open Learning: The Journal of Open and Distance Learning**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0268-0513

Open Learning is a leading international journal in the field of open, flexible and distance learning. The Journal is widely subscribed to and read throughout the world by those in specialist distance education institutions, and also by those using distance, flexible and technology based forms of learning in conventional education and training contexts.

74) **Oxford Review of Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0305-4985

The Oxford Review of Education is a well established journal with an extensive international readership. It deploys the resources of a wide range of academic disciplines in the service of educational scholarship and the Editors welcome articles reporting significant new research as well as contributions of a more analytic or reflective nature.

75) **Quality in Higher Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1353-8322

Quality in Higher Education is aimed at those interested in the theory, practice and policies relating to the control, management and improvement of quality in higher education.

76) **Religious Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0034-4087

Religious Education, the journal of the Religious Education Association consists of Professors, Practitioners and Researchers in Religious Education, offers an interfaith forum for exploring religious identity, formation, and education in faith communities, academic disciplines and institutions, and public life and the global community.

77) **Research in Higher Education**

✓ http://www.springerlink.com/content/101599

The journal is open to studies using a wide range of methods, but has particular interest in studies that apply advanced quantitative research methods to issues in postsecondary education or address postsecondary education policy issues.

78) **Review of Educational Research**

✓ http://www.jstor.org/journals/00346543.html

The Review of Educational Research publishes critical, integrative reviews of research literature bearing on education.

79) **Review of Higher Education**

✓ http://muse.jhu.edu/journals/review_of_higher_education

The Review of Higher Education provides a forum for discussion of varied issues affecting higher education.

80) **School Effectiveness and School Improvement**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0924-3453

Journal presents information on educational effectiveness, practice and policy-making across primary, secondary and higher education.

82) **Studies in Higher Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=0307-5079

Studies in Higher Education is a leading international journal publishing WITH research-based articles dealing with higher education issues from either a disciplinary or multi-disciplinary perspective.

83) **Studying Teacher Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1742-5964

The central purpose of the journal is to disseminate high-quality research and dialogue in self-study of teacher education practices.

84) **Teachers and Teaching**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1354-0602

Teachers and Teaching: theory and practice provides an international focal point for the publication of research on teachers and teaching, in particular on teacher thinking. It offers a means of communication and dissemination of completed research and research in progress, whilst also providing a forum for debate between researchers.

85) **Teaching Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1047-6210

This is to serve as a research forum for a diverse group of scholars who are invested in the preparation and continued support of teachers and who can have a significant voice in discussions and decision-making around issues of teacher education.

86) **Teaching in Higher Education**

✓ http://www-intra.informaworld.com/openurl?genre=journal&issn=1356-2517

Teaching in Higher Education is an international, peer-reviewed journal that addresses the policies, practices and contexts of teaching, learning and curriculum in higher education in order to explore and clarify the intellectual and theoretical challenges they present.

87) **Tertiary Education and Management**

✓ http://www.springerlink.com/content/104212

Tertiary Education and Management is an international peer-reviewed publication intended to create a better linkage of research, policy and practice in teaching and learning as well as in higher education management, governance and organization.

88) **Theory Into Practice**

✓ http://muse.jhu.edu/journals/theory_into_practice

Theory Into Practice (TIP) is a nationally recognized, peer reviewed journal featuring multiple perspectives and scholarly, yet practical and engaging, discussions of important issues in education. TIP is widely used by researchers, policy-makers, and practitioners.

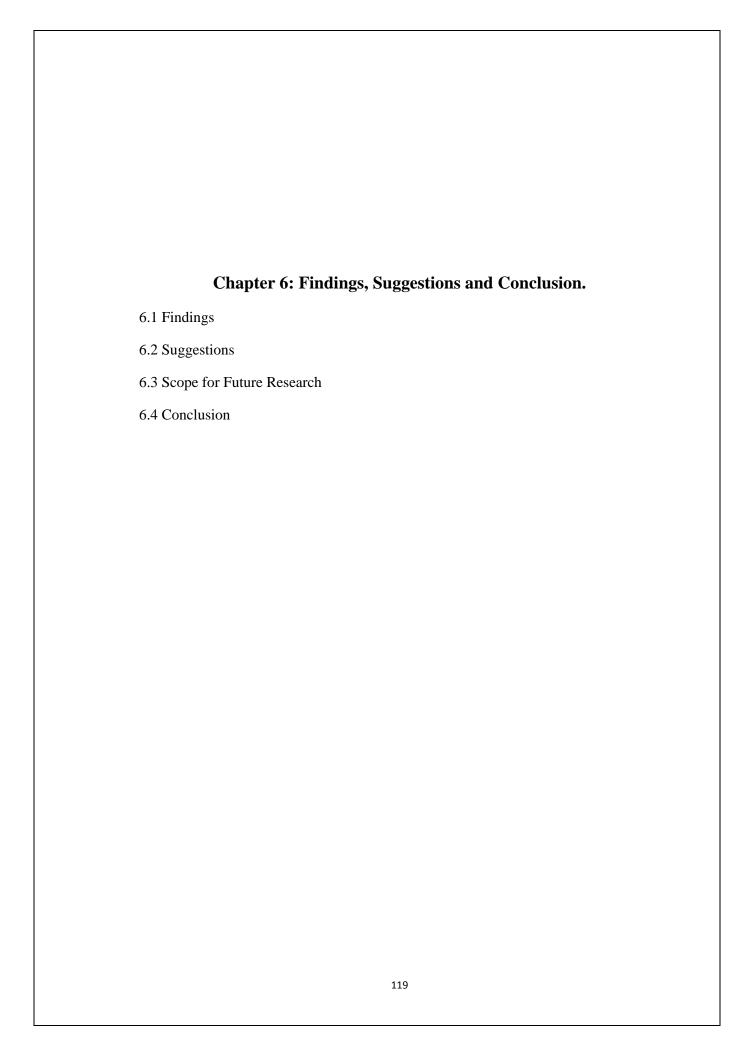89) **Yearbook of the National Society for the Study of Education**

✓ http://www.blackwell-synergy.com/loi/ysse

The National Society for the Study of Education (NSSE) was founded in 1901 and began publishing its annual Yearbook the following year. Each volume of a Yearbook has examined a separate topic of concern to educators from multiple perspectives. With knowledgeable scholars and practitioners as contributing authors and editors, the Yearbook is a reliable and authoritative source of information on timely educational issues. Some Yearbooks have become landmark publications, and contributors rank

among the most prominent and influential scholars and leaders of education in the United States and the world.

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Chapter 6: Findings, Suggestions and Conclusion.

6.1 Findings

6.2 Suggestions

6.3 Scope for Future Research

6.4 Conclusion

There have been very few research studies and user-centered research studies conducted in the field of subject guides. The research study conducted on subject guides in developing countries has been conducted but there is a need to conduct more similar studies in the developing countries. Similar studies of preparing a subject guide in other subjects can be done which will prove as an important source for the researchers.

From the review and analysis of different publications published and case studies on Subject Guide along with synonymous terms used the researcher has noticed importance of Subject Guide. Researcher observed many characteristics of Subject Guide and has derived findings which are listed below:

6.1 <u>Findings:</u>

1. Subject Guides was first used during 1970's and later on was replaced by the term Pathfinder by MIT Librarians in which they prepared list of resources and references pertaining to Subject and related resources. But today in this electronic era wherein ICT is being used the subject guides are termed as Electronic Subject Guides.

2. Subject Guides are termed differently but often used interchangeably with Pathfinders, research guides, Libguides, electronic library guides and bibliographies.

3. Subject Guides generally covers broad Subjects including related subject and resources available for conducting deep study for users. Subject guides contain resources available in print as well as digital forms and are useful for providing resources for conducting interdisciplinary research and study.

4. The main function of the Subject Guide is to support research activities, the scholars, learners, teachers and make them aware of qualitative resources which may be available in local library are anywhere else. The Subject Guides are now required

to control the information explosions. Since information explosion is very high it is difficult for users to identify right sources of information for their study purpose.

5. Subject Guides are generally compiled by Subject Librarians, Subject experts, Bibliographers, Computer experts and thus it is a collaborative work. Every expertise has a role in preparing Subject Guide viz. Librarians to collect standard resources, evaluate them and including Subject Guide whereas Subject experts evaluate content of the resources judge for its quality for uses and computer experts suggests in developing Web based Subject Resource Guide with providing different links to Subject Resources available in different forms which includes print & digital resources.

6. Library Guides are used but it is only compilation of resources in a library available for users without any annotations.

7. Subject Guides are generally available and developed in advance countries like USA, UK, but very rarely these are available in developing countries. Subject guides are useful to reference librarian for meeting the need of additional reading on subject for students and faculty.

8. Subject Guides differ from Institute to Institute and subject groups as well as Library to Library. However the main purpose of Subject Guide is to provide starting point for researcher using qualitative Subject Guide as well as advancing towards higher research concepts.

9. Subject Guides in traditional scenario mainly covers printed resources which contains general reference sources, demographic data, different specialize literature in the subject area or libraries in particular.

10. Subject Guides in advance era are called as electronic Subject Guides, Electronic resource guide, webliographies which contain links to online resources, Internet resources as well as the location of print resources. They help the user in getting research tips citation style guides and other relevant information on subject and related subject area.

11. Subject Guides generally lists out resources or bibliographic sources. It is a well developed guide which includes information about type of sources, subject thesaurus

and the basic purpose is to help users which include students, faculty, researchers and librarians.

13. The Subject Guide is treated as best tool for getting resources to researchers and Subject for conducting standard research and updating the knowledge.

14. There are no set guidelines, rules, standards for creating Subject Guides.

15. It can also be concluded that the users need information sources on subjects using some Subject Guides which are simple to consult, clear and depending source for information.

6.2 <u>Suggestions:</u>

1. There is a need for developing countries to take initiatives in developing subject guides.

2. There is a need to develop Subject Guide which is to informative to all by providing annotations and relevance to subject and ranking of resources used.

3. The developer as well as librarian must take feedback from the users regarding the utility of Subject Guide. It must also contain suggestions to improve the quality of resources and add if required.

3. While developing a subject guide all the users, subject experts, computer experts and library staff should be involved.

4. Subject Guide developers should use ICT for developing Web portal, Library Portal and link different literature sources to share resources among all users.

5. The contents of user Subject Guide have to be rigorously checked evaluated in order to make the subject guide qualitative as well as quantitative. The Subject Guide should cover maximum information sources in all forms and formats including print and digital covering primary to tertiary information resources available either free or charged.

6. While developing Subject Guides involvement of subject experts must be encouraged in order to add annotations for each resource which increases the use and accessibility of resources.

7. Subject Guides developed by each institute for every subject may to be uploaded on intranet as well as the users must be provided web access to get more information resources.

8. While developing Subject guide use of ICT must be encouraged to add quality and value addition the URL links must be provided along with annotations.

9. Design of Subject Guide must be simple but clear and must provide access to all types of literature with citations to different similar cites.

10. To avoided confusion in consulting Subject Guides the developer or creator has to define exact scope of the subject generally from broad to narrow and related subjects and scope needs to have very clear demarcations to use them comfortably.

11. Subject Guides once developed is not the end point but developers and creator has to regularly update it to cover new resources.

12. Librarians have to arrange orientation courses or programmes for the users and highlight the importance of Subject Guides for its effective use and promoting use of literature either available in the Library or in the subject available at various places.

13. Subject Guides are most useful for reference librarians who have the responsibility of developing, creating and evaluating resources before adding to Subject Guide to get more quality into it.

14. Subject Guide developer must analyze different Subject Guides available for different subjects on the net and review them for developing good Subject Guide using framework for Subject Guide and add contents to it.

15. New tools like wiki's, databases, open source Subject Guide software's can be used for modernization and universal use of data covered in it.
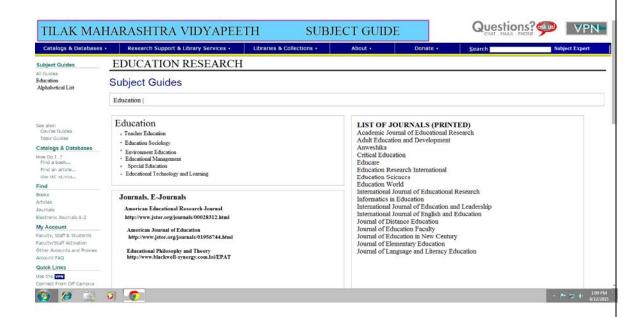
In summary the researcher notices that there is an acute need to developed qualitative Subject Guide in the era of information explosion for the better use of resources by

the users. Due to thorough study of Subject Guide now it is possible to develop a good qualitative Subject Guide or Library Guide.

6.3 <u>Scope for Future Research:</u>

There have been very few research studies and literature on subject guides and even fewer user-centered research studies. The professional literature of case studies and practical papers on using LibGuides (McMullin and Hutton 2010; Judd and Montgomery 2009), comparing subject guide software (Moses and Richard 2008), improving subject guides, and using Web 2.0 technologies in subject guides (Corrado 2008; Strutin 2008). There are also a few theoretical studies in the academic literature (Litde 2010). However, there is a need for research studies to be conducted on subject guides.

6.4 <u>Proposed model of subject guide in education:</u>

The researcher has attempted to propose a model for subject guide in education covering various facets.

The model given above can be briefly described as:

- This subject guide covers the alphabetical list of all the holdings of the library in subject education.

- There is also a search online catalogue facility to trace any book, article or other useful and related links.

- A separate account can be created by each user under my account category which also includes FAQs asked by users while accessing the subject guides.

- Certain quick links have been provided under the Virtual Private Network (VPN).

- A separate window has been created which includes the names and contact details of few experts in the field of education.

6.5 <u>List of Expertise in the Field of Education:</u>

The list of subject experts can be given in the proposed subject guide as mentioned below whom the users can contact in case of any expert advice required.

1) Prof. Parvin Sinclair:

Professor IGNOU

School of Sciences, IGNOU

Maidan Garhi

New Delhi-11068

Ph. No:011-29572820

Email: <u>pksinclair@ignou.ac.in</u>

1) Dr. V. S. Deshpande:

1st Professor in charge and HOD .Savitribai Phule Pune University

Ph No: (020) 25601301

E-mail: dee@unipune.ac.in

2) **Dr. D. V. Kulkarni:**

Savitribai Phule Pune University HOD During the tenure up to December 2005.

Ph No: (020) 25601301

E-mail: dee@unipune.ac.in

3) **Dr. Sanjeev Sonawane:**

 Ex-Dean faculty of education. Savitribai Phule Pune University

Ph No: (020) 25601301

E-mail: dee@unipune.ac.in

4) Dr. M.M. Uplane:

Associate Professor in education department. Savitribai Phule Pune University

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E-mail: meghauplane@rediffmail.com

5) Dr. Mrs. Rekha A. Pathak:

Principle of Dr. D.Y. Patil College of Education

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6) Prof.Anjali Risbud:

Principal, Modern B.Ed.College

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E-Mail: modernspedu@hotmail.com

7) Prof. Dr. Smt. Radhika Narendra Inamdar:

Associate Professor Tilak College of Education Pune

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E-Mail: tilakcollege1941@vsnl.net

8) Dr. Nalini Patil:

Principal in S.N.D.T. College of Education

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E-Mail: educationcollegepune@sndt.ac.in

9) Dr. Chitra Sohani

Associate Professor in S.N.D.T College of Education

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10) Dr. Asawari Bhave-Gudipudi

Principle in MAEER'S MIT Vishwashanti Gurukul Teacher's Training Academy

Mobile No: 91- 9158940333/ 9552524631

E-Mail: drasawaribhave@gmail.com / asawari.bhave@mitsoer.edu.in

6.6 <u>Conclusion:</u>

Most academic librarians in developed countries have created subject guides in one form or another, whether they were printed "pathfinders" created years ago or web-based subject guides that are more popular today. They synthesize vast amounts of information about databases, websites, journals and other sources. They list only the most relevant sources for a particular subject.

In the age of information explosion, students and researchers like to have millions of potential sources at their finger-tips. It is not expected that a student reads through an A-to-Z list of all the databases available and then decide as to which is the best available option for particular research problem in hand. Thus, it seems almost intuitive that providing a short list of links to the most relevant data divided by subject would be an important tool for students, new researchers or researchers venturing into the literature of an unfamiliar discipline.

However, in spite of the necessity and prevalence of subject guides, very less research has been conducted on subject guides, particularly user-centered research. Furthermore, the little research that has been done suggests that students are not using subject guides. This study benefits both LIS professionals and scholars by helping practitioners to create subject guides that better meet the needs of students.

The advent of Web 2.0 has spawned a wide variety of tools and services that allow non programmers to create and update Web content on their own. These tools include content management systems, blogs, wikis and social bookmarking. Although many of these resources were not designed specifically for libraries, they can be used to develop and maintain subject guides. Some tools need to be installed and run from a local server. This requires technical support from within the institution. Other tools

are Web-based, using the cloud computing technologies such as (SaaS) model. Instead of buying software and paying for future upgrades, SaaS is subscription-based and all upgrades are provided during the term of the subscription.

The researcher has systematically studied the different facets of subject guides and justified the objectives selected for the study in different chapters covered in this dissertation. The hypothesis selected is also proved true.

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