

SYLLABUS
OF
M.Ed
Semester: 3rd

Government College of Education, (IASE),
CLUSTER UNIVERSITY SRINAGAR,
Session 2017-19



M.Ed Semester III

CORE PAPERS

	External	Internal	Total
MED CU CR301 Information & Communication Technology in Education	80	20	100
MED CU CR302 Curriculum Development	80	20	100
MED CU CR303 Research in Education	80	20	100
(3x4=12 Credits)			

DISCIPLINE CENTRIC ELECTIVE (DCE)

	External	Internal	Total
MED CU 304 DCE Educational Management & Supervision	80	20	100
MED CU 305 DCE Social Psychology	80	20	100
MED CU 306 DCE Gender & Education	80	20	100
(3x4=12 Credits)			

GENERIC ELECTIVE (GE)

	External	Internal	Total
MED CU 307 GE Guidance & Counselling I	40	10	50
MED CU 308 GE Guidance & Counselling II	40	10	50
(1x2=02 Credits)			

OPEN ELECTIVE (OE)

	External	Internal	Total
MED CU 309 OE Clinical Psychology	40	10	50
(1x2=02 Credits)			

- **24 Credit = 24 Contact Hours**
- **3 (Core Paper)+2(Discipline Centric Elective Papers to be opted out of Discipline Centric Elective Papers) +02(Generic Elective Papers/Open Elective Paper) to be opted out of three.**
- **Internal Assessment = 20 Marks**
- **Attendance**
- **Practicum**
- **Presentation**

ICT AND EDUCATION

MEDCU301CR

CREDITS: 04

MARKS (80+20=100)

OBJECTIVES:

- To enable the students understand the basic concepts of Educational Technology.
- To acquaint the students about modern techniques of rectifying teacher behaviour.
- To enable the students understand the modern innovations in teaching-learning process.
- To make student abreast about the role of ICT in the exaltation of education.

UNIT-I: EDUCATIONAL TECHNOLOGY

- Meaning and nature of Educational Technology.
- Significance of Educational Technology.
- Forms of Educational Technology
 - a. Teaching Technology
 - b. Instructional Technology
 - c. Behavioural Technology
 - d. Instructional Design Technology

PRACTICUM:

- Operating of LCD Projector/Smart Classroom

UNIT-II: TEACHER MODIFICATION TECHNIQUES

- Flanders Interaction Analysis; Observation, Coding-Decoding interaction matrix and behavioural ratios.
- Team teaching; meaning, nature and mechanism.
- Share teaching; concept and procedure.

PRACTICUM:

- Application of FIA in classroom, Preparation of instructional plan on constructivism

UNIT-III: INNOVATIONS IN TEACHING-LEARNING

- Computer-assisted leaning; concept, and Characteristics
- Co-operative learning; concept and significance.
- Collaborative learning; meaning and characteristics
- Khan Academy, Use of MOOC (Swayam), and e-patshala of NCERT.

PRACTICUM:

- Preparation & presentation of e-lecture on any content(Group work & show casing)

UNIT-IV: ICT IN EDUCATION

- Concept and significance of ICT in Education.
- Smart classroom, virtual classroom and EDUSAT hub.
- e-learning- meaning and styles (support learning, Blended learning and complete e-learning).
- National mission on ICT in Education.

PRACTICUM-

Visit to EDUSAT hub & Report writing, Preparation & presentation of ppt/study material.

- You tube Channel(Educational use)

SUGGESTED READING

- Handbook of Research on Educational Communication and Technology by David H. Jonson.
- Integrating technology in learning and teaching by Pat Meir, Adam warren.
- Teaching and learning with technology Jean B. MacDonald.
- Handbook on information technology for education and training Heimoh. Adelsberger, Betty Collis and Jan M. Pawlowski.
- Micro-teaching D.W. Allen.
- Introduction to instructional technology A.R. Rather.
- Technology of teaching by R.A. Sharma.
- Essential of Educational Technology by Dr. S.K. Mangal
- www.khanacademy.org
- www.mooc_list.com
- www.openlearning.com
- www.swayam.gov.in

CURRICULUM DEVELOPMENT

MEDCU302CR

CREDITS:0

MARKS(80+20=100)

OBJECTIVES:

- To orient learners about the curriculum and the process involved in curriculum development.
- To familiarize the learners with the approaches to curriculum development.
- To enable the students to develop awareness among the learners about the types of curriculum constructions.
- To enable the learners to understand the models of curriculum development.
- To instil the students of gain knowledge about recent issues in curriculum.
- To equip the learners with various techniques of evaluation.
- To familize the course through experiences gained in the school setting
- To inject the dimensions of research among the students having practical validity in the vista of curriculum development and research.

UNIT I: BASICS IN CURRICULUM DEVELOPMENT

- Concept and Principles of Curriculum Development.
- Determinants of Curriculum Construction-Philosophical, Sociological and Psychological
- Components of Curriculum design
- Curriculum framework concept and relevance

PRACTICUM:

- Formation of aims & objectives of a particular course

UNIT II: CURRICULUM FORMATION-TYPES AND MODELS

- Curriculum types in the purview of Subject, Learner and Activity Centered
- Curriculum Models-
 - a) Gross root model
 - b) Administrative model
 - c) Demonstrative model

PRACTICUM:

- Preparation of content/Integration of approach & pedagogy(Group work & show casing)

UNIT III: ISSUES & TRENDS IN CURRICULUM DEVELOPMENT

- Secondary Education Commission (1952-53) & Indian Education Commission (1964-66)
- Yashpal Committee Report (1991) *Learning without Burden* 1993 on Curriculum Development.

- National curriculum Framework 2005 (NCF)-School curriculum & main features
- NCFTE 2009- Teacher Education- Main features

PRACTICUM:

- Preparation & analysis of curriculum issues of a particular course(Local/State)

UNIT IV: EVALUATION OF CURRICULUM

- Concept, Need and Importance of Curriculum Evaluation.
- Aspects of Curriculum Evaluation-Formative Summative Evaluation
- Continuous Comprehensive Evaluation(ECCE)
- Open Book Examinations
- Grading system and its significance

PRACTICUM:

- Review of any school textbook of JKBOSE of 7th class

BOOKS RECOMMENDED:

- Apple, M.W: Ideology and Curriculum, New York, Routledge, 1990
- Bloom, B: "Handbook of formative and summative evaluation of student learning", New York MC Graw-Hill.
- Robbitt, F: The Curriculum, Boston: Houghton Mifflin, 1918
- Friere, P: Pedagogy of the oppressed, Harmonds worth, Penguin, 1972
- Grundy, S: Curriculum: Product or Praxis? Lewes: Falmer Press, 1987
- Kelly, A.V: The Curriculum: Theory and Practice 4e, London, Paul Chapman, 1999.
- Rajput, J.S : Dimensions of Curriculum Change, New Delhi :NCERT, 2002.
- Stenhuse, L: An introduction to Curriculum Research and development. London: Heinemann, 1975
- Sharma, Promila: Principles of Curriculum A.P H. Publishing corporation Ansari road, New Delhi 2014.
- Smith, M.K : "Curriculum theory and practice" The encyclopaedia of Informal Education, 1996, 2000
- Taba, H: Curriculum development theory and practice New York: Harcourt Brace and World, 1962.

RESEARCH IN EDUCATION

MEDCU303CR

(80 +20) 4 CREDITS

OBJECTIVES:

After completion of course, the students will be able to:

- Understand the concept of Research and Educational Research.
- Understand the types and methods of Educational Research.
- Understand the steps involved in Educational Research.
- Review the Educational Research articles.
- Understand the use of different tools and techniques in Educational Research.
- Understand the concept of sampling and population.
- Understand the types of sampling.

UNIT I: BASES OF RESEARCH

1. Research Concept and Significance
2. Educational Research, Concept and scope
3. Levels of Research
 - A) Basic Research
 - B) Applied Research
 - C) Action Research

PRACTICUM:

- Preparation of write-ups on any one level of Research(Group Presentation)

UNIT-II: RESEARCH PROBLEM AND HYPOTHESIS

1. Criteria & sources for identifying the research problem
2. Formulation of Research Proposal
3. Hypothesis concept, characteristics and types

PRACTICUM:

- Preparation and presentation of Research Proposal (Group work & show casing)

UNIT-III: SAMPLING FOR DATA COLLECTION

1. Concept of population and sample
2. Sampling: Characteristics and laws
3. Probability Sampling- Simple Random, Stratified, Systematic, Cluster and multi-stage sampling
4. Non-probability –Judgement, quota and snow ball sampling.

PRACTICUM:

- Identification and presentation of a sample size on any educational problem

UNIT-IV: TOOLS AND TECHNIQUES OF DATA COLLECTION

1. Scales of measurement: Nominal, Ordinal, Interval & Ratio scale
2. Questionnaire: Open and closed form
3. Interview: Structured and unstructured
4. Rating Scale: Purpose and Types

PRACTICUM:

- Construction /preparation of any one of the above(Group work & show casing)

SUGGESTED READINGS:-

- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi
- Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Euroasia, New Delhi.
- R.A.Sharma ; Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003
- R.P. Bhatnagar (Ed.) Readings in Methodology of Research in Education; Meerut , R Lall Book Depot,2002
- Travers, R,M .W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.
- Koul Lokesh, Methodology of Education Research, Vikas publishing house pvt. Ltd. Noida

EDUCATIONAL MANAGEMENT AND SUPERVISION

MEDCU DCE-304

(80 + 20) 04 CREDITS

UNIT I: EDUCATIONAL MANAGEMENT

- Management-Concept, Need & Importance of Educational Management, Characteristics of a good Educational Manager
- Management at different levels - Elementary, High, & Higher Secondary Education.
- Development of modern concept of Educational Management from 1900's Taylorism, Management as process, Management as bureaucracy, Human relations approach to Management.

PRACTICUM:

- Observation and visit to any institution and prepare a report on Institutional management

UNIT II: TRENDS IN EDUCATIONAL MANAGEMENT

- Decision Making – Nature, , Centralization and Decentralization, their merits and demerits.
- Organizational Compliance & Development.
- Programme Evaluation Review Technique (PERT)
- Present trends in Educational Management.

PRACTICUM:

- Preparation of PERT Chart.

UNIT III: EDUCATIONAL SUPERVISION AND INSPECTION

- Concept and Nature of Educational Supervision
- Basic Principles of Effective Supervision
- Modern Supervision, New trends techniques and planning.
- Inspection Need Importance and Types

PRACTICUM:

- Visit to any Higher Secondary Schools/ Teacher Education Institute (Prepare a report)

UNIT IV: SCHOOL MANAGEMENT

- School Management – Concept and Need.
- Working and structure of School Education System.
- Management of School discipline and Role of Teacher
- School Records- Preparation, Need & importance

PRACTICUM:

- Review of School Records.(Group work/Presentation)

SUGGESTED READINGS:

- School Organization and Administration- M.S. Sachdeva
- Management in Education-Namita Roy Chaudhary A. P.H. Publishing corporation, New Delhi.
- Educational Planning and Management Premila Chandrasekaran, Sterling Publication Pvt. Ltd.
- Educational Administration and Management – S.S. Mathur.
- Theory of Educational Administration- S.R. Vashost.
- Efficient School Management and Role of Principals- Alka Karla.
- Administrative Strategy and Decision making- Hardwick Landuyt.
- Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House.
- Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house.
- School Organisation and Administration- U.S. Sidhu.
- Administration of Education in India- S.N. Mukharji.
- Educational Administration Principles and Practices- S.S. Mathur.

SOCIAL PSYCHOLOGY

M.EdCUDCE-305

(80 +20) = 04 CREDIT

OBJECTIVES:

- To enable the students to attain a detailed understanding of the nature & scope of social psychology.
- To enable the students to attain a understanding of the methods in social psychology
- To attain an understanding of self-esteem and self-concept in light of various theories of self development.
- To understand various interpersonal processes & interpersonal attraction.
- To understand group dynamics.
- To attain an in depth understanding of school and class as a social group.

UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY

- Nature and scope of Social Psychology
- Major perspectives of Social Psychology
- Methods in Social Psychology
 - (i) Experimental method
 - (ii) Correlation Method
 - (iii) Case study method

PRACTICUM:

- Case study of a adolescent

UNIT II: DEVELOPMENT OF SELF

- Nature & origin of self
- Self-concept & self esteem
- Theories of self development: looking glass(Cooley), The "I & Me"(Mead), Self Theory (Carl Rogers)

PRACTICUM:

- Workshop on self concept/self development

UNIT III: INTERPERSONAL PROCESSES

- Social Interaction
 - (i) Cooperation
 - (ii) Competition
 - (iii) Conflict and peace making
- Interpersonal attraction Concept & theories of interpersonal attraction
 - (i) Reinforcement theory
 - (ii) Social exchange theory

PRACTICUM:

- Seminar on peace and conflict management

UNIT IV: GROUP DYNAMICS AND GROUP BEHAVIOUR

- Concept and Significance of group behaviour
- Classification of group behaviour
- Group interaction
 - (i) School as social group,
 - (ii) Class as a social group

PRACTICUM:

- Group discussion on school as a social group/class as a social group

SUGGESTED READING:

1. Allport, G.E Pattern and growth in personality
(New York: Holt Rinehart & Winston, 1961)
2. Bales. R.F Interaction Process Analysis
(Cambridge Addition- Wesley Press, Inc. 1950)
3. Benedict, R. Pattern of Culture
(New York: Penquine Book Inc. 1946)
4. Bonner, H. Group Dynamics
(New York: The Ronald)
5. Cooley, C.H Human Nature and the Special
Order (New York: Charles Scribers Son, 1902)
6. Lindzey G. & The Handbook of Special
Aronsen,E Psychology
(2nd Edition, Vol.2, Addism Weeley Publishing Company Inc. 1968)
7. Linton, R. The Tree of Culture
(New York: 1955)
8. Mead, G.H Mind , Self and Society
(Chicago: University of Chicago Press)
9. Sorokin, P. A Society, Culture and Personality.
The structure and Dynamics.
(New York: Harper and Brother 1947)
10. Turner, R. H Collective Behavior
(Cliffs, N.J. Prentice Hall Inc. 1957)

GENDER AND EDUCATION

M.Ed CU DCE-306

(80 +20) = 04 CREDITS

OBJECTIVES:

- To provide a critical perspective on the gendered structure of society.
- To sensitize students about the gender issues.
- To understand the policy perspective related to education of girls in India.
- To understand the concept and importance of gender justice and equality.
- To analyse the status of girl education in schools.

UNIT 1: GENDER STUDIES

- Concept, Need and Scope
- Gender studies as an academic discipline
- Gender, Economy & work participation
- Gender, Globalisation & Education

PRACTICUM:

- Review of a school book from gender perspective

UNIT II: ISSUES OF INDIAN WOMEN

- Family, Caste, Class, culture, Religion Related issues
- Women's education-gender bias in enrolment & curriculum content
- Co-education-Its educational implications
- Education of girl child in India: present status and challenges ahead

PRACTICUM:

- Trace any oppressed women of your locality and prepare a report

UNIT III: INTERVENTIONS FOR WOMEN EMPOWERMENT IN INDIA

- Pre-independent, Post Independent and Current scenario
- Constitutional provisions, Policies, programmes for women
- National Committees and Commissions for Women
- Governmental and Non-Governmental Organisations for women and child

PRACTICUM:

- Field trips to skill development institutions for women and report writing.

UNIT IV: STRATEGIES FOR PROMOTION GIRL'S/WOMENS EDUCATION IN INDIA

- Access, enrolment, retention of girl's at school stages
- Mahila Samakshya
- Kasturba Gandhi Balika Vidyalaya
- Contribution of Christian missionaries in Women Education with special reference to J&K.

PRACTICUM:

- Observation of implementation of Beti Bachai Beti padow in your locality.

SUGGESTED READINGS:

- LatherBy, G. (2003) *Feminist theory in Research & Practice*. Buckingham; Open University Press.
- Maynard, M. & Purvis, J.(Eds)(1994) *Researching women's lives from a feminist perspective*, London: Taylor & Francis.
- Parvin, M.R.(2001). *Empowerment of women: Strategies & systems for gender justice*. New Delhi: Dominant Publishers.
- Rao, D-B (2011)*Education for women*, New Delhi: Discover Publishing house.
- Sindhuja, P. (2011) *Economic Empowerment of Women through self help groups*. New Delhi: Discover publishing house.
- Skelton, C.(2009)*The SAGE handbook of Gender & Education*, New Delhi: SAGE.
- Weiner,G.(1994)*Feminisms in Education: An Introduction*. Buckingham: Open University Press.
- Jackson, C. (2006)*Wild girls ? An exploration of Laddette cultures in secondary schools*. *Gender and Education*, Vol. 18, 4, pp 339 -360.

GUIDANCE AND COUNSELLING -I

MED CU GE-307

02 CREDITS

OBJECTIVES:

- To promote the personal/social development of students in a safe inclusive learning environment.
- To aware students about carrier/placement services
- To enable students have a full understanding of concept of counselling and its types
- To make students aware about the importance and rationale of different psycho-therapies

UNIT-I: ORGANIZATION OF GUIDANCE SERVICE IN SCHOOLS, COLLEGES /UNIVERSITIES

- Concept and principles of Guidance
 - (i) Guidance services
 - (ii) Appraisal service
 - (iii) Information service
 - (iv) Placement service
 - (v) Follow-up service
- Organizing guidance service at various levels- Secondary/ College/University

PRACTICUM:

- Prepare a report on govt./non-government organisations offering information and placement services

UNIT-II COUNSELLING

- Concept and purpose of counselling
- Counselling approaches, Directive, Non-Directive and Eclectic
- Process of counselling
- Counselling and Psycho-therapy

PRACTICUM:

- Prepare a report on functioning of Medicine San Frontiers (MSF) in Kashmir valley

SUGGESTED READING:

1. Bordin, E.S. Psychological Counselling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblen, M.M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Schools.
(New Delhi, NCERT, 1978)
5. Patterson, Counselling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B &
 Stone, S.C. Fundamental of Guidance.
Boston: Houghton Miffin Co., 1976)
7. Chauhann, S.S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt.,Ltd.,
1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock , W, Occupational Information.
10. Donal, E. Super Apprissing Vocational Fitness.
11. Traxler, E. Techniques of Guidance.
12. Prem Pasricha Introduction to Counselling.
(NCERT Publication)

GUIDANCE AND COUNSELLING- II

MED CU GE-308

02 CREDITS

OBJECTIVES:

- To make students understand principles of Appraisal services.
- To enable students have an idea about good interview as a technique of data collection
- To make students able to choose proper subjects for them.
- Enabling students to get acquainted with different methods of data collection for educational reinforcement

UNIT I: APPRAISAL SERVICE

- Meaning & Concept of Appraisal Service
- Principles of Appraisal
- Interview-Meaning and Definitions
- Functions of Interview, Steps on interview
- Qualities of good interview

PRACTICUM:

- Organising interviews with Higher Secondary students on their future preferences (Construction of Structure interview tool)

UNIT II: EDUCATIONAL INFORMATION SERVICE

- Concept of Information Service
- Need and Importance
- Importance of proper selection of subjects
- Data for Educational Information Service
- Methods of collecting Educational Information

PRACTICUM:

- Prepare a report on different information agencies in the area of education

SUGGESTED READING:

1. Bordin, E.S. Psychological Counselling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblen, M.M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Schools.
(New Delhi, NCERT, 1978)
5. Patterson, Counselling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Stone, S.C. Fundamental of Guidance.
Boston: Houghton Miffin Co., 1976)
7. Chauhann, S.S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock , W, Occupational Information.
10. Donal, E. Super Apprising Vocational Fitness.
11. Traxler, E. Techniques of Guidance.
12. Prem Pasricha Introduction to Counselling.
(NCERT Publication)

CLINICAL PSYCHOLOGY

MED CU OE-309

02 CREDITS

OBJECTIVES:

- To enable students to have a clear concept of nature and scope of clinical psychology.
- To acquaint students with the understanding of abnormal behaviour
- To aware students about the therapeutic perspectives.

UNIT I: INTRODUCTION TO CLINICAL PSYCHOLOGY

1. Meaning, importance and scope of Clinical Psychology
2. Concept of normality and abnormality
3. General causes of abnormal behaviour

UNIT II: ANXIETY DISORDERS, SYMPTOMS AND CAUSES

1. Phobia, Obsessive-compulsive disorders(OCD)
2. Generalized anxiety disorder(GAD)
3. Role of psychotherapy-Behaviour Therapy and Cognitive therapy.

SUGGESTED READINGS:

- Bhatt, Poornima(2006)Clinical Psychology, Gnosis publishers of educational books.
- Bijou, S.W. C(1996) A Functional Analysis of retarded development New York: Academic Press.
- Coren, Alex (2001) Short term psychotherapy London: Palgrave.
- Dalal P.K and Siva Kumar(2009) Moving towards ICD-11 and DSM-5 Concept and evolution of psychiatric classification Indian journal of psychiatric 51(310-319)
- Das G. (1980) abnormal Psychology forward publishing company, New Delhi.
- Freud, S (1924). The passing of the Oedipus complex New York. Basic books.
- Freedhein, D.K (1992) History of Psychotherapy A century of change American psychological association.
- Gabbard, Glen O.(2009) Textbook of Psychotherapeutic treatments. London, American psychiatric publishing, Inc.
- Kumar, Virender (2011) Clinical Psychology Aadi Publications Jaipur.
- Palmer, Stephan (2000) Introduction to Counselling and psychotherapy, New Delhi: Sage publications.
- Salim Parvez, M and Munawar Syed(2018) Exploration in Clinical Psychology City Book Centre Budshah Chowk, Srinagar.
- Wakefield, J.C (1992) The concept of Mental Disorder, American Psychologist.
- Free and Anxiety From.<http://www.IndianPsychiatry.org>
- Anxiety disorder, From:<http://www.adam.about.com/reports/000028.1.htm>