

M. Ed III-Semester	
COURSECODE:	MEDCP-22301
COURSE TITLE:	EDUCATIONAL TECHNOLOGY AND ICT
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>To enable the students understand the basic concepts of Educational Technology.</i> ➤ <i>To acquaint the students about modern techniques of rectifying teacher behaviour.</i> ➤ <i>To enable the students understand the modern innovations in teaching-learning process.</i> ➤ <i>To make student abreast about the role of ICT in the exaltation of education.</i>
Prescribed Syllabus:	<p><u>Unit-I: Educational Technology</u></p> <ul style="list-style-type: none"> i) Meaning and nature of Educational Technology. ii) Significance of Educational Technology. iii) Forms of Educational Technology <ul style="list-style-type: none"> a. Teaching Technology b. Instructional Technology c. Behavioural Technology d. Instructional Design Technology <p><u>Unit-II: Innovations in Teaching</u></p> <ul style="list-style-type: none"> i) Flanders Interaction Analysis; Observation, Coding-Decoding interaction matrix and behavioural ratios. ii) Team teaching; meaning, nature and mechanism. iii) Simulated Teaching; concept and procedure. <p><u>Unit-III: Innovations in Teaching-Learning</u></p> <ul style="list-style-type: none"> i) Computer-assisted leaning; concept, and Characteristics ii) Co-operative learning; concept and significance. iii) Collaborative learning; meaning and characteristics iv) MOOCS (Swayam)/NCERT/CIET. <p><u>Unit-IV: ICT in Education</u></p> <ul style="list-style-type: none"> i) Concept and significance of ICT in Education. ii) Smart classroom, virtual classroom and EDUSAT hub. iii) e-learning- meaning and styles (support learning, Blended learning and complete e-learning). iv) National mission on ICT in Education.
Mode of Transaction:	Lecture, Discussion, Critical thinking, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. An overview of book on Educational Technology 2. Prepare a policy document highlighting use of Technology to Enhance Teaching & Learning 3. Observing class room behaviour of the student teacher with Flanders's interaction scale. 4. Visit to EDUSAT hub & Report writing, Preparation & presentation of PPT/study material.

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Suggested Readings:

1. A.R. Rather- Introduction to instructional technology
- ✓ 2. D.W. Allen-Micro-teaching
3. David H. Jonson- Handbook of Research on Educational Communication
4. Heimoh Adelsberger, Betty Collis and Jan M. Pawlowski. - Handbook on information technology for education and training
5. Jean B. MacDonald. -Teaching and learning with technology.
6. Pat Meir, Adam warren-Technology by Integrating technology in learning and teaching
7. R.A. Sharma- Technology of teaching
8. S. D. Ahangar & M. A. Ahangar- Essentials of Educational Technology-PEARL BOOKS New Delhi, India
9. S.K. Mangal- Essential of Educational Technology.

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M. Ed III-Semester	
COURSECODE:	MEDCP-22302
COURSE TITLE:	CURRICULUM DEVELOPMENT
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>To orient learners about the curriculum and the process involved in curriculum development.</i> ➤ <i>To familiarize the learners with the approaches to curriculum development.</i> ➤ <i>To enable the learners to understand the models of curriculum development.</i> ➤ <i>To instil the students of gain knowledge about recent issues in curriculum.</i> ➤ <i>To equip the learners with various techniques of evaluation.</i> ➤ <i>To inject the dimensions of research among the students having practical validity in the vista of curriculum development and research.</i>
Prescribed Syllabus:	<p><u>Unit I: Basics in Curriculum Development</u></p> <ul style="list-style-type: none"> i) Concept and Principles of Curriculum Development. ii) Determinants of Curriculum Construction-Philosophical, Sociological and Psychological iii) Components of Curriculum design iv) Curriculum framework concept and relevance <p><u>Unit II: Curriculum Formation-Types And Models</u></p> <ul style="list-style-type: none"> i) Curriculum types in the purview of Subject, Learner and Activity Cantered ii) Curriculum Models- <ul style="list-style-type: none"> a) Gross root model b) Administrative model c) Demonstrative model <p><u>Unit III: Issues & Trends In Curriculum Development</u></p> <ul style="list-style-type: none"> i) Secondary Education Commission (1952-53) & Indian Education Commission (1964-66) ii) Yashpal Committee Report (1991) <i>Learning without Burden</i> 1993 on Curriculum Development. iii) National curriculum Framework 2005 (NCF)-School curriculum & main features iv) NCFTE 2009- Teacher Education- Main features <p><u>Unit IV: Evaluation Of Curriculum</u></p> <ul style="list-style-type: none"> i) Concept, Need and Importance of Curriculum Evaluation. ii) Aspects of Curriculum Evaluation-Formative Summative Evaluation iii) Continuous Comprehensive Evaluation(ECCE) iv) Open Book Examinations v) Grading system and its significance

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Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none">1. Formation of aims & objectives of a particular course.2. Preparation & analysis of curriculum issues of a particular course (Local/State).3. Review of any one school textbook of JKBOSE of Elementary classes.4. Preparation of Grade cards of 5 students based on Continuous Comprehensive Evaluation Scheme
Suggested Readings:	<ol style="list-style-type: none">1. Apple, M.W: Ideology and Curriculum, New York, Routledge, 19902. Bloom, B: "Handbook of formative and summative evaluation of student learning, New York MC Graw-Hill.3. Robbitt, F: The Curriculum, Boston: Houghton Mifflin, 19184. Friere, P: Pedagogy of the oppressed, Harmondsworth, Penguin, 19725. Grundy, S: Curriculum: Product or Praxis? Lewes: Falmer Press, 19876. Kelly, A.V: The Curriculum: Theory and Practice 4e, London, Paul Chapman, 1999.7. Rajput, J.S :Dimensions of Curriculum Change, New Delhi :NCERT, 2002.8. Stenhuse, L: An introduction to Curriculum Research and development. London: Heinemann, 19759. Sharma, Promila: Principles of Curriculum A.P H. Publishing corporation Ansari road, New Delhi 2014.10. Smith, M.K : "Curriculum theory and practice" The encyclopaedia of Informal Education, 1996, 200011. Taba, H: Curriculum development theory and practice New York: Harcourt Brace and World, 1962

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M. Ed III-Semester	
COURSECODE:	MEDCP-22303
COURSE TITLE:	METHODOLOGY OF EDUCATIONAL RESEARCH-I
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ Develop a research orientation among students and to acquaint them with fundamentals of research methodology ➤ To develop an understanding of the basic framework of research process. ➤ To identify various sources of information for literature review and data collection. ➤ To develop an understanding of various research designs and techniques. ➤ To develop an understanding of various methods used in educational research
Prescribed Syllabus:	<p><u>UNIT-I: Introduction to Educational Research</u></p> <ul style="list-style-type: none"> i) Research: Meaning and Functions. ii) Scientific Inquiry and Theory Development-Some emerging trends in research. iii) Educational Research: Nature and Scope; Need and Significance and levels of research iv) Types-Qualitative, Quantitative, Longitudinal and Cross Sectional <p><u>UNIT-II: Research Problem and Hypothesis</u></p> <ul style="list-style-type: none"> i) Criteria and Sources for Identifying the Research Problem; ii) Delineating and Operationalising Variables; iii) Developing Research Questions-Assumptions and Hypotheses in various types of Research iv) Characteristics of a good Hypothesis; <p><u>UNIT III: Major Approaches to Educational Research</u></p> <ul style="list-style-type: none"> i) Descriptive Research: Nature and Scope; ii) Major Techniques of Descriptive Research- Surveys; Content Analysis, Causal- Comparative, Correlation and Prediction Studies. iii) Ex-post facto Research: Nature and Scope, Major Steps. iv) Experimental Research: Nature and Scope, Major Steps, Experimental Designs. <p><u>UNIT-IV: Data Collection and Processing</u></p> <ul style="list-style-type: none"> i) Data- Concept and types ii) Concept of Population, Sample, Sampling Size. Sampling Error, iii) Probability Sampling Methods: Simple Random sampling, Stratified Random sampling, Cluster Sampling and Multi-Stage sampling, Methods of drawing simple random sample. iv) Non-Probability Sampling Methods: Convenience Sampling, Systematic sampling, Purposive Sampling, Incidental Sampling, Quota sampling, Snowball sampling. Determining the Sample Size when using Probability or non-probability Sampling Methods.
Mode of Transaction:	Lecture, Discussion, critical analysis, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Writing of Proposal of Action Research in education 2. Identification of research Problem and tools to be used. 3. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study 4. Translation of any psychological/Educational Test.

Suggested Readings:

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

M. Ed III-Semester	
COURSECODE:	MEDDCE-22304
COURSE TITLE:	COMPARATIVE EDUCATION
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ Describe and explain the development of the field of Comparative Education. ➤ Gain Knowledge about the history of Comparative Education. ➤ Understand the methods of Comparative Education. ➤ Identify the field of Comparative Education and its areas for studies. ➤ Understand different approaches within Comparative Education and to be able to use and value different methods in comparative studies. ➤ Understand the principles behind analyses of educational systems in different countries.
Prescribed Syllabus:	<p><u>UNIT-I: Comparative Education & its Methods</u></p> <ul style="list-style-type: none"> i) Genesis and development of comparative education. ii) Concept and scope of Comparative Education. iii) Current trends and practices in Comparative education. iv) Methods-Description, Interpretation, Juxtaposition, Comparison <p><u>UNIT-II: Influences and Impact of Various Factors on Development of Education System- A Comparative Perspective:</u></p> <ul style="list-style-type: none"> i) Philosophical and Religious ii) Socio- cultural and Economical iii) Geographical and Political iv) Lingual and Technological <p><u>UNIT-III: Comparative Study of Educational Systems-(Structure, Aims and Administration)</u></p> <ul style="list-style-type: none"> i) Primary Education: USA and Japan ii) Secondary Education: Russia and India iii) Higher Education and vocational Education: France and India iv) Teacher Education: Finland and Japan
Mode of Transaction:	Lecture, Discussion, Critical writing, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Critical appraisal of the current trends and practices in Comparative Education. 2. Power point presentation on current approaches in Comparative Education. 3. Write an essay on the various factors which effect the development of your educational institution. 4. Report writing on the educational philosophy of the institution are studying in.

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Suggested Readings:

1. A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, and INDIA), T.S Sodhi, ISBN-13: 978-0706922257.
2. Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi.
3. *Altbach, P.G. Trends in Comparative Education. In: Comparative Education Review, 35(3)*
4. Bereday, George Z. F. Comparative method in education. New York. Holt, 1964 Reinhart & Winston, 1964.
5. Brain Holmes; Comparative Education: Some considerations of method- Unwin Education Book, Boston.
6. Chaube and Chaube., Comparative Education 4. Comparative Education Research –Approaches and Methods ed Mark Bray et.al.
7. Comparative Education with Special Reference to Elementary Education, C. Naseema & V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901.
8. Comparative Education: A Comparative Study of Educational Systems, Yogendra K. Sharm, Kanishka Publishers, 2004, 9788173916120
9. Comparative Education: Exploring Issues in International Context by Patricia K. Kubow and Paul R. Fossum (11 January 2006).
10. Comparative Education: The Construction of a Field (CERC Studies in Comparative Education) by Maria Manzon (7 July 2011).
11. Comparative Education: The Dialectic of the Global and the Local by Robert F. Arnove and Carlos Alberto Torres (13 September 2007).
12. Comparative Education: A Study of Educational Factors and Traditions, Nicholas Hans, Routledge, 2011 - Education, Volume 4.
13. Govinda, R. India Education Report- NIEPA, 2002.
14. Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, 1990.
15. Human Development Report in South Asia 2000- the Gender Question OUP, 2002.
16. International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by Stephen Griffin (27 January 2011)

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M. Ed III-Semester	
COURSECODE:	MEDDCE-22305
COURSE TITLE:	SOCIAL PSYCHOLOGY
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none">➤ <i>To enable the students to attain a detailed understanding of the nature & scope of social psychology.</i>➤ <i>To enable the students to attain a understanding of the methods in social psychology</i>➤ <i>To understand various interpersonal processes & interpersonal attraction.</i>➤ <i>To understand group dynamics.</i>➤ <i>To attain an in depth understanding of school and class as a social group.</i>
Prescribed Syllabus:	<p><u>Unit I: Introduction to Social Psychology</u></p> <ul style="list-style-type: none">i) Nature and scope of Social Psychologyii) Major perspectives of Social Psychologyiii) Methods in Social Psychology<ul style="list-style-type: none">a) Experimental methodb) Correlation Methodc) Case study method <p><u>Unit II: Development of Self</u></p> <ul style="list-style-type: none">i) Nature & origin of selfii) Self-concept & self esteemiii) Theories of self-development: looking glass(Cooley), The "I & Me"(Mead), Self-Theory (Carl Rogers) <p><u>Unit III: Interpersonal Processes&Group Dynamics</u></p> <ul style="list-style-type: none">i) Social Interaction<ul style="list-style-type: none">a) Cooperationb) Competitionii) Conflict Interpersonal attraction Concept & theories of interpersonal attraction<ul style="list-style-type: none">a) Reinforcement theoryb) Social exchange theoryiii) Concept and Significance of group dynamicsiv) Group interaction- School as social group,Class as a social group
Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ul style="list-style-type: none">1. Case history of an adolescent in your locality.2. Workshop on self-concept/self-development.3. Seminar on peace and conflict management.4. Group discussion on school as a social group/class as a social group.

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Suggested Readings:

1. Allport, G.W. 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. Linton, R. The Tree of Culture (New York: 1955)
7. Mead, G.H Mind , Self and Society(Chicago: University of Chicago Press)
8. Sorokin, P. A Society, Culture and Personality. The structure and Dynamics.(New York: Harper and Brother 1947)
9. Turner, R. H Collective Behavior(Cliffs, N.J. Prentice Hall Inc. 1957)

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M. Ed III-Semester	
COURSECODE:	MEDDCE-22306
COURSE TITLE:	GENDER AND EDUCATION
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none">➤ <i>To provide a critical perspective on the gendered structure of society.</i>➤ <i>To sensitize students about the gender issues.</i>➤ <i>To understand the policy perspective related to education of girls in India.</i>➤ <i>To understand the concept and importance of gender justice and equality.</i>➤ <i>To analyse the status of girl education in schools</i>
Prescribed Syllabus:	<p><u>Unit I: Gender Studies</u></p> <ul style="list-style-type: none">i) Concept, Need and Scopeii) Gender studies as an academic disciplineiii) Gender, Economy & work participationiv) Gender, Globalisation & Education <p><u>Unit II: Issues of Indian Women</u></p> <ul style="list-style-type: none">i) Family, Caste, Class, culture, Religion Related issuesii) Women's education-gender bias in enrolment & curriculum contentiii) Co-education-Its educational implicationsiv) Education of girl child in India: present status and challenges ahead <p><u>Unit III: Interventions for Women Empowerment In India</u></p> <ul style="list-style-type: none">i) Pre-independent, Post Independent and Current scenarioii) Constitutional provisions, Policies, programmes for womeniii) National Committees and Commissions for Womeniv) Governmental and Non-Governmental Organisations for women and child.
Mode of Transaction:	Lecture, Discussion, Case study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ul style="list-style-type: none">1. Review of a school book from gender perspective.2. Trace any oppressed women of your locality and prepare a report.3. Field visit to one school to observe schooling process on gender perspective.4. Observation of implementation of Beti Bachai-Beti Padoo in your locality.

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Suggested Readings:

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

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M. Ed III-Semester	
COURSECODE:	MEDDCE-22307
COURSE TITLE:	HUMAN RIGHTS AND EDUCATION
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none">➤ Understand concept of Human Rights Education.➤ Appreciate the need & importance of Human Rights Education.➤ Understand correlative nature of Peace, Human Rights and International Understanding.➤ Analyze the need for Peace Education to foster National and International
Prescribed Syllabus:	<p><u>Unit I: Introduction to Human Rights Education</u></p> <ul style="list-style-type: none">i) Human Rights Education: Concept and importanceii) Agencies of Human rights Education – School, Family, Community, Teacheriii) History of Human Rights developmentiv) Need and importance of Human rights in existing social scenariov) Role of different Government and non-government organizations in Human Rights Education. <p><u>Unit II: Legal Rights- Concept and Scope</u></p> <ul style="list-style-type: none">i) Legal Rights-Concept and its relevance relating to the present global scenarioii) Different sources of Rights: Philosophical, Religious, Social and Psychological.iii) Classification of Fundamental Rightsiv) Role of different organizations like UNESCO with reference to legal rights. <p><u>Unit III: Constitutional Provisions of Human Rights</u></p> <ul style="list-style-type: none">i) Constitutional Provisions as enshrined in part III of Indian Constitution.ii) Human Rights Education -Teaching, objectives, scope and its relevance.iii) Methods for inculcating Human Rights.iv) Present scenario of Human Rights Education
Mode of Transaction:	Lecture, Discussion, Critical thinking, Field work, Observation, Problem-Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none">1. Report of any activity on Human Rights Education by Government or non-government organizations.2. Conduct a programme for inculcating Human Rights awareness and submission of report.3. Review of any National/International Commission on Human Rights Education

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Suggested Readings:

1. Delors J., Learning the Treasure within, UNESCO, 1997.
2. Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors. Constitutional Foundations of World Peace. Albany: State University of New York Press, 1993.
3. Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
4. Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.
5. Hicks, David, editor. Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice.
6. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1 Summer 1994. Amnesty International-USA Educators Network.
7. Paris, UNESCO, 1995. 143 p., illus. (Cultures of peace.) (Eng) Practice in the Classroom. London: Routledge, 1988. Language: English.

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PREPARATION OF SYNOPSIS

COURSE CODE: MED-POS 22308

Marks 50

(External= 30 & Internal =20)

Credits=2

Learning Outcomes:

1. *To impart an understanding of Research Proposal/Synopsis*
2. *To enable the students to prepare Research Proposal/Synopsis on various topics in the discipline of Education.*
3. *To Identify specific educational problems for research in Education and Teacher Education*
4. *To encourage the students to organize activities concerning Educational Research.*

The preparation of Research Proposal/Synopsis must comprise of the following features

1. Introduction
2. Significance/Importance for investigation
3. Brief Latest Review of Literature pertaining to topic
4. Research Procedure comprising of
 - a) Title of the proposal/Synopsis
 - b) Objectives of the proposal/Synopsis
 - c) Hypothesis of the proposal/Synopsis
 - d) Sample for the proposal Design and Method of proposal
 - e) Statistical Treatment for arriving conclusions/Generalizations
5. References/Bibliography

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M. Ed III-Semester	
COURSECODE:	MEDGE-22309
COURSE TITLE:	GUIDANCE AND COUNSELLING-I
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none">➤ <i>To promote the personal/social development of students in a safe inclusive learning environment.</i>➤ <i>To aware students about carrier/placement services</i>➤ <i>To enable students have a full understanding of concept of counselling and its types</i>➤ <i>To make students aware about the importance and rationale of different psycho-therapies</i>
Prescribed Syllabus:	<p><u>Unit-I: Organization Of Guidance Service In Schools, Colleges /Universities</u></p> <ul style="list-style-type: none">i) Concept and principles of Guidance<ul style="list-style-type: none">a) Guidance servicesb) Appraisal servicec) Information serviced) Placement servicee) Follow-up serviceii) Organizing guidance service at various levels- Secondary/ College/University <p><u>Unit-II: Counselling</u></p> <ul style="list-style-type: none">i) Concept and purpose of counsellingii) Counselling approaches, Directive, Non-Directive and Eclecticiii) Process of counsellingiv) Counselling and Psycho-therapy
Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ul style="list-style-type: none">1. Prepare a report on govt./non-government organisations offering information and placement services.2. Prepare a report on functioning of Medicine San Frontiers (MSF) in Kashmir valley
Suggested Readings:	<ul style="list-style-type: none">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. Chauhann, S.S. Principles & Techniques of Guidance.(New Delhi: Vikas Publishing House Pvt.,Ltd., 19827. Donald, E. Super Psychology of Careers.8. Hoppock, W, Occupational Information.9. Donal, E. Super Apprising Vocational Fitness.10. Traxler, E. Techniques of Guidance.

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M. Ed III-Semester	
COURSECODE:	MEDGE-22310
COURSE TITLE:	GUIDANCE AND COUNSELLING-II
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>To make students understand principles of Appraisal services.</i> ➤ <i>To enable students have an idea about good interview as a technique of data collection</i> ➤ <i>To make students able to choose proper subjects for them.</i> ➤ <i>Enabling students to get acquainted with different methods of data collection for educational reinforcement</i>
Prescribed Syllabus:	<p><u>Unit I: Appraisal Service</u></p> <ul style="list-style-type: none"> i) Meaning & Concept of Appraisal Service ii) Principles of Appraisal iii) Interview-Meaning and Definitions iv) Functions of Interview, Steps on interview v) Qualities of good interview <p><u>Unit II: Educational Information Service</u></p> <ul style="list-style-type: none"> i) Concept of Information Service ii) Need and Importance iii) Importance of proper selection of subjects iv) Data for Educational Information Service v) Methods of collecting Educational Information
Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Organising interviews with Higher Secondary students on their future preferences (Construction of Structure interview tool) 2. Prepare a report on different information agencies in the area of education
Suggested Readings:	<ol style="list-style-type: none"> 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: 6. Chauhann, S.S. Principles & Techniques of Guidance (New Delhi: Vikas Publishing House Pvt., Ltd., 1982) 7. Donald, E. Super Psychology of Careers. 8. Hoppock , W, Occupational Information.

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M. Ed III-Semester	
COURSECODE:	MEDOE-22311
COURSE TITLE:	CLINICAL PSYCHOLOGY
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>To enable students to have a clear concept of nature and scope of clinical psychology.</i> ➤ <i>To acquaint students with the understanding of abnormal behaviour</i> ➤ <i>To aware students about the therapeutic perspectives.</i>
Prescribed Syllabus:	<p><u>Unit I: Introduction To Clinical Psychology</u></p> <ul style="list-style-type: none"> i) Meaning, importance and scope of Clinical Psychology ii) Concept of normality and abnormality iii) General causes of abnormal behaviour <p><u>Unit II: Anxiety Disorders, Symptoms And Causes</u></p> <ul style="list-style-type: none"> i) Phobia, Obsessive-compulsive disorders(OCD) ii) Generalized anxiety disorder(GAD) iii) Role of psychotherapy-Behaviour Therapy and Cognitive therapy.
Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Case study of one abnormal individual. 2. Behaviour report of a Borderline OCD Individual
Suggested Readings:	<ol style="list-style-type: none"> 1. Bhatt, Poornima(2006)Clinical Psychology, Gnosis publishers of educational books. 2. Coren, Alex (2001) Short term psychotherapy London: Palgrave. 3. 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) 4. Das G. (1980) abnormal Psychology forward publishing company, New Delhi. 5. Freud, S (1924). The passing of the Oedipus complex New York. Basic books. 6. Freedhein, D.K (1992) History of Psychotherapy A century of change American psychological association. 7. Gabbard, Glen O.(2009) Textbook of Psychotherapeutic treatments. London, American psychiatric publishing, Inc. 8. Kumar, Virender (2011) Clinical Psychology Aadi Publications Jaipur. 9. Palmer, Stephan (2000) Introduction to Counselling and psychotherapy, New Delhi: Sage publications. 10. SalimParvez, M and MunawarSyed(2018) Exploration in Clinical Psychology City Book Centre BudshahChowk, Srinagar. 11. Wakefield, J.C (1992) The concept of Mental Disorder, American Psychologist.

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