



MAHARSHI DAYANAND UNIVERSITY ROHTAK

(A State University established under Haryana Act No.XXV of 1975)

'A' Grade University Accredited by NAAC

Scheme of Examination of Post-Graduation Program

M.Ed. (Two Years) under Choice Based Credit System (CBCS) w.e.f. 2016-17

Program Specific Outcomes:

Students would be able to

- PSO1 Familiarize with the contribution of various Indian and Western Schools of Philosophy to the fields of Education. Understanding Educational Sociology, social organization, social change and social interaction.
- PSO2 Understand the educational Psychology, growth & Development and individual differences. Understand environment, mental health and hygiene.
- PSO3 Understand Educational Research, Identifying the research problems, review of related literature, hypothesis, tools and techniques of collection of data and types of sampling. Understanding different types of Statistical Measure and normal probability curve. Also Develop Understanding research design, preparation of research synopsis and writing of research report.
- PSO4 Understand comparative education, educational systems of various countries, important principles of curriculum construction and researches in the area of curriculum. Analysis challenges facing Indian Education and contemporary issues in Indian Education
- PSO5 Provide Understanding of Educational Technology, skill of framing educational objectives, designing instructional system, Programme Learning and use of Educational Technology for improving teacher's behavior. Also Provide Understanding towards educational management and planning and organizing supervisory programmes in educational institutions.

The duration of the course leading to the Degree of M.Ed. shall be of Two Years consisting of Four Semesters. In the second semester there will be Foundation Elective and Open

Elective –I and in the third semester Open elective-II to be chosen from the basket of the papers provided by the university.

Internal assessment of 20 marks will be based on class test of 5 marks, task and assignment of 10 marks and 5 marks for attendance as per University rules.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in three hours.

M.Ed. 2ndSemester (Scheme of Examination)

Paper No	Code	Nomenclature	Credit	Max. Marks
VI	16MED22C1	Philosophical Foundations of Education	04	80+20
VII	16MED22C2	Sociological Foundations of education	04	80+20
VIII	16MED22C3	Curriculum Studies	04	80+20
IX	16MED22C4	Pre-Service & In-service Teacher	04	80+20
X	16MED22CA1	Internship : Teacher Education Institute (Phase-II, Three weeks)	02	50
	16MED22CA2	Academic Writing	02	50
		Foundation Elective	02	
		Open Elective-1	03	

Note: Viva-Voce exam for Course X-A and X-B will be conducted by the external Examiner at the end of the second semester.

M.Ed. SEMESTER-II

VI- EDUC22: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Paper Code (16MED22C2)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Define meaning and concept of educational sociology
- CO2 Explain the concept of social organization and factors affecting it
- CO3 Describe social interaction and their educational implications
- CO4 write a critical note on meaning, nature & determinants of culture and role of education in cultural context
- CO5 illustrate the meaning and concept of social change with special reference to India

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT-I

Concept of educational sociology and sociology of education

- Educational Sociology, sociology of education, social foundations of education
- Social organization and its concepts
- Factors influencing social organization – folk ways, mores; institutions; values
- Dynamic characteristics of social organization and its educational implications

UNIT-II

Social interactions and their educational implications

- Social group inter-group relationship – group dynamics
- Social stratifications – concepts of social stratification and its educational implications
- Education as an institution; a social sub-system; Major roles and status (Students, teachers and administrators interrelationship)

UNIT–III

Culture: Meaning and nature

- Role of education in cultural context
- Cultural determinants of education
- Education and cultural change
- Education as an agency of socialization (Folkways, mores, values, institutions), Stratification and Mobility (Westernization, Sanskritisation, Urbanization, Industrialization and Modernization)

UNIT – IV

Social change: its meaning and concept with special reference to India

- Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications
- Concept and nature of social change; a review of the issue in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies)

Tasks and Assignments: Any two of the following(10 marks)

- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- Study the contents of Geeta in Reference to teacher child relationship and education management.
- Socio-metric study of a class consisting of not less than 25 students. 2 Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.

Suggested Readings:

- Abraham Francis & Margan John (2002). *Sociological Thought*, New Delhi: MCMillan India Ltd.

- Gore, M.S. (1984). *Education and Modernization in India*, Jaipur: Rawat Publishers,.
- Hanighurst, Robert et al. (1995). *Society and Education*. Boston: Allyn and Bacon.
- Harlambos, M. *Sociology Theme and Perceptives* OUP, New Delhi.
- Jayapalan N. (2001). *Sociological Theories*. New Delhi: Atlantic Publishers and Distributers.
- Kamat, A.R. (1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- M.H.R.D. (1990). *Towards an Enlightened and Human Society*. New Delhi: Department of Education.
- Mathur, S.S. *Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Maubnhein K. (1962). *An Introduction to Sociology of Education*. London: Routledge and Kegan Paul.
- Mossish, Loor (1972). *Sociology of Education: An Introduction*. London: George Lalen and Unwin.
- Pandey, K.P. (1983). *Perspective in Social Foundations of Education*. Gaziabad: Amita Prakashan
- Rao, Shanker, C.N. (2002). *Sociology, Primary Principles*. New Delhi: S. Chand & Co.
- Saxena, S. (2001). *Philosophical and Sociological Foundation of Education*. Meerut: Surya Publications.
- Singh, B.N. (2005). *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, Aruna (1998). *Philosophical and Sociological Foundation of Education*, Patiala: Bawa Publication.

SEMESTER-II

VII - EDUC23: CURRICULUM STUDIES

Paper Code (16MED22C3)

Time: 3Hrs.
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Course Outcomes:

Students would be able to

- CO1 Conceptualize the meaning and different perspectives of curriculum
- CO2 Understand the epistemological, sociological and the psychological basis of curriculum Development

CO3 Understand the different types of curriculum with respect to their main orientation and approaches

CO4 Compare and Analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT-I

Concept of curriculum,

- curriculum Development and other curricular fields ,components of curriculum
- Epistemological, social, psychological fields of curriculum Development
- Factors affecting curriculum change: social factors, pressure groups, writers and publishers.
- Role of teacher as curriculum maker

UNIT – II

Curriculum Development

- Nature , purposes, scope and principles
- Principles of formulating aims, selecting content, teaching- learning and evaluation procedures
- Taba's Model of curriculum Development

UNIT – III

Curriculum Design: concept and need:

- Different curriculum designs- subject centered, experience centered, activity centered and core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance
- Eclectic model of curriculum design

UNIT – IV

Models of curriculum Development:

- Administrativemodel
- Grass rootmodel
- Demonstrativemodel
- System Analysismodel
- Curriculum issues and trends and future directions to curriculumDevelopment
- Environment concerns gender differences, inclusiveness, value concerns and issues, social sensitivity.

Tasks and Assignments: Any two of the following:(10 marks)

- Critical appraisal of present curriculum in secondary schools ofHaryana.
- Compare and prepare report on different y curriculum prescribed by different boards at secondary level.

Suggested Readings:

- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. London: Paul Chapman Publishing.
- Butchvarov,P.(1970).The Concept of Knowledge. Evanston, Illinois: North Western UniversityPress.
- Chomsky, N (1986). Knowledge of Language. NewYork:Prager.
- Datta, D.M. (1972). Six ways of Knowing. Calcultta:Calcultta UniversityPress,.
- Dewey , John. The Child and the Curriculum. Chicago: University of ChicagoPress.
- G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum.Chicago:Rand McNally & Company.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review,November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row,US.
- Kumar Krishna (1997). What is Worth Teaching. New Delhi: OrientLongman.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi,1999.
- Nirantar (1997).Developing a Curriculum for Rural Women. New Delhi:Nirantar.
- P.H. Phenix,(1964). Realms of Meaning. New York:MacGraw-Hill.
- Padma M. Sarangapani (2003). Constructing School Knowledge:An Ethnography of learning in an Indian Village.New Delhi: Sage PublicationInc.
- PremaClarke(2001).Teaching&Learning:*TheCultureofpedagogy*,SagePublication,NewDelhi.

- Steven H. Cahn (1970). The Philosophical Foundation of Education. New York :Harper& Row Publishers.
- Taba, Hilda (1962). Curriculum Development: Theory and Practice, Har Court, Brace andWald.

SEMESTER-II

VIII - EDUC24: PRE-SERVICE & IN-SERVICE TEACHER EDUCATION

Paper Code (16MED22C4)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Understand human capital, education & employment Analysis of earning
- CO2 Understand the concept of teacher education along with its need and scope
- CO3 Understand the historical Developments in the field of teacher education in India
- CO4 Understand the objectives of teacher education at elementary, secondary and higher education
- CO5 Develop Understanding about the structure, curriculum and modes of pre- service teacher education and needs of innovation in pre-service teacher education programmes

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT – I

Introduction to Teacher Education

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education (emphasis on Kothari Education Commission

Report (1964-66), National Curriculum Framework 2005) in India.

- Aims and Objectives of Teacher Education:
 - i. Elementary Level.
 - ii. Secondary Level.
 - iii. Higher Level.
- Quality Assurance in Teacher Education

UNIT-II

Structure, Curriculum and Modes of Pre- Service Teacher Education

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
- Needs of Innovation in Pre-service Teacher Education Programme.

UNIT-III

Concept, Structure and Modes of In-service Teacher Education:

- In-service Teacher Education; concept, Need, Objectives and areas of Professional Development.
- Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.
- Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

UNIT – IV

Agencies of Teacher Education: Role and Functions:

- National Agency: UGC(University Grants Commission), NIEPA, NCTE and NCERT
- State level Agencies- DIET and SCERT.

- Role of NCERT and NCTE in Teacher Education.
- Current Trends in Teacher Education.
- Managing Teacher Education : Challenges in 21st century.

Tasks & Assignments: Any one of the following (10marks)

- Prepare a report on role of various central and state agencies in Teacher Education.
- Prepare a project on challenges in Teacher Education in 21st Century.
- Any other activity assigned by the Institution.

Suggested Readings:

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.
- Dwivedi(1980). Teacher Education: A Resource Book, New Delhi: NCERT.

M.Ed. SEMESTER-II

INTERNSHIP PROGRAMME

IX – (A) EDUC25: TEACHER EDUCATION INSTITUTE (B.Ed./D.Ed.)(21days)

Paper Code (16MED22CA1)

Duration:3 WeeksMaximum Marks:50

Credits: 2

Course Outcomes:

Students would be able to

- CO1 make better Understanding about any teaching institute and administration.
- CO2 Acquaint with construction and standardization of test
- CO3 Analysis a book
- CO4 Understand the community in better way

Course Content

Note:

- i. The student will maintain a file of the record related to activities performed.
- ii. Do Any Two Activities from the Following:
 - Development of resource pool by inviting resource persons from nearby teacher education institutions, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas. (25 marks)
 - Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health (25Marks)
 - Interaction with Principal of college, management, teachers and non-teaching staff for preparation of a report on college environment (25 Marks)

M.Ed. SEMESTER-II

X - (B) EDUC26: ACADEMIC WRITING

Paper Code (16MED22CA2)

Credits:2

Maximum Marks:50

Course Outcomes:

- CO1 write or draft professional letters and mail etc.
- CO2 use & Differentiate different kinds of writings and writing styles
- CO3 reflect on essential requirements of academic writing & distinguish a good academic writing from others.

- CO4 Analyze academic sources and how to refer them.
- CO5 cite a source, paraphrase and acknowledge the source & edit one's own writing.

Foundation Elective & Open Elective

A.S.K 8377877770

- Understanding music through Rag Mala painting

Department of Psychology
PAPER- (16PSYF1)

Psychology for Everyday Living

Credits : 2 (2Credit Theory:2 hrs/week

Total Marks: 50
External Marks: 40
Internal Marks: 10

Time Allowed: 3 Hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (8 marks each) from each of the four Units. Candidates would attempt one question from each Unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of one marks each*

Unit I

Science of Psychology: Definition, Goals, Basic and Applied areas of Psychology.

Self: Nature of self, Self-Regulation and Personal Growth.

Unit II

Intelligence: Definition; Theories: Theory of multiple intelligences, Triarchic theory, Emotional Intelligence.

Administration: Any one test of Intelligence/Emotional Intelligence.

Unit III

Personality: Definition;Theories: Trait and Type: Eysenck; Psychoanalytical: Freud; Humanistic: Maslow.

Administration: Any one objective test of Personality.

Unit IV

Stress and Coping: Nature of Stress; Sources; Stress reactions; Factors that influence reactions to stress.

Coping with stress: Modifying environment; Altering lifestyle.

Recommended Books:

Khatoon, N. (2012). General Psychology. Pearson: Delhi.

Baron, R.A. and Misra, G. (2016). Psychology. Pearson: Delhi.

Ciccarelli, S.K. and Meyer, G.E. (2006). Psychology. Pearson: Noida

FOUNDATION ELECTIVE COURSE

16ECEP1 ELECTRONICS ENGINEERING

	Marks	Credits
Exams :	100	2
Sessionals :	50	
Total :	150	2
Duration of Exam :	3 hrs.	

Instructions for setting of paper: Nine questions are to be set in total. First question will be short answer question covering whole syllabus and will be compulsory to attempt. Next eight questions will comprise of two questions each from the four sections. Student will be required to attempt four more questions selecting one from each section. Each question will be of 20 marks

UNIT 1

SEMICONDUCTOR DIODE : P-N junction and its V-I Characteristics, P-N junction as a rectifier, Switching characteristics of Diode. Diode as a circuit element, the load-line concept, half-wave and full wave rectifiers, clipping circuits, clamping circuits, filter circuits, peak to peak detector and voltage multiplier circuits.

UNIT 2

TRANSISTOR: Bipolar junction transistor : operation, characteristics, Ebers-moll model of transistor, CE, CB, CC configurations.

TRANSISTOR BIASING : Operating point, bias stability, collector to base bias, self-bias, emitter bias, bias compensation, thermistor & sensistor compensation.

UNIT 3

FIELD EFFECT TRANSISTORS: Junction field effect transistor, pinch off voltage, volt-ampere characteristics, small signal model, MOSFET Enhancement & Depletion mode, V-MOSFET. Common source amplifier, source follower, biasing of FET, applications of FET as a voltage variable resistor (V V R).

Foundation course run by Department of Genetics.
(Foundation course)
MORAL EDUCATION

PaperCode:16GENF1

Total Marks: 50
External Marks: 40
Internal Marks: 10

Time: 2.00 Hours

Instructions

There will be a total of five questions. Question No. 1 will be compulsory and shall contain eight to ten short answer type questions without any internal choice and it shall cover the entire syllabus. The remaining four questions will include two questions from each unit. The students will be required to attempt one question from each unit. The students will attempt three questions in all.

UNIT I

Guiding principles for life

Ethics

- a. Guidelines set by society
- b. Changes according time and place

Morals

- c. Guidelines given by the conscience
- d. Always constant

Ethics in the workplace

- a. Respect for each other
- b. Obedience to the organization
- c. Dignity of labour
- d. Excellence in action

UNIT II

Concept of Trusteeship

- a. Everything belongs to society
- b. Man is only a caretaker
- c. Our responsibility to ensure welfare of all

Importance of service

- a. Responsibility of an individual
- b. Man is only a caretaker
- c. Our responsibility to ensure welfare of all

Semester –II

Open Elective

16ENVO1: Environmental Issues

MM. Th 80+IA 20

Time : 3 Hours.

Note: 1. Seven questions will be set in all.

2. Question No. 1 will be objective covering the entire syllabus & compulsory. The remaining six questions will be set with two questions from each unit. The candidate will be required to attempt five in total, Question I and four by selecting at least one from each unit.

Unit-1

Global Environmental Issues: Green House effect – causes and associated hazards, Ozone layer depletion – causes and associated hazards, Deforestation, Human Population Growth. Environmental problems associated with urbanization, industrialization, modernization of agriculture

Unit-2

Regional Environmental Issues: Forest and Wildlife management, desertification, reclamation of degraded land; Human intervention on wetlands, siltation and eutrophication, reclamation of wetlands, Mining and Environment, Open cast mining, Oil exploration and transportation, Deforestation and their impact on environment.

Unit-3

Pollution: Air Pollution : Causes of air pollution, Some important pollutants of air (CO, SO_x, NO_x and HC and Particulates) – their sources and effects on living and non-living organisms. Water Pollution: Sources of pollution of surface and ground water, Types of water pollutants. Solid Waste – Sources, characterization, disposal and management. Soil Pollution sources of soil pollution, Pollution and residual toxicity from the application of insecticides, pesticides and fertilizers; Soil erosion.

List of Recommended Books

1. Fundamentals of Environmental Science: G. S. Dhaliwal, G. S. Sangha and P. K. Raina, Kalyani Publication
2. Environmental Chemistry : A. K. De
3. Environmental Chemistry : B.K. Sharma, and H. Kaur
4. Fundamentals of Ecology : E. P. Odum
5. Environmental Science (6th ed) (1997): Jr. G. T. Miller, Wadsworth Pub. Co.