



जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu

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No. 4-9/EDU/CUJ/Reg/2014/ 139

9th April, 2018

Notification No. 43 of 2018

Sub: Course scheme and syllabus of 4th Semester of M.Ed. programme for Academic Session 2016-18 - Credits for Dissertation work – Reg.

Ref: Notification No. 4-9/EDU/CUJ/2014/1776 dated 29th November, 2016

Reference is invited to Notification cited above in regard to **Course Scheme and Syllabus** of all semesters of M.Ed. programme for the Academic Session **2016-18**.

The revised course scheme and syllabus of 4th Semester of M.Ed. programme for Academic Session 2016-18 is reproduced below as under:

Semester - IV

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
Core Courses						
PGEDU4C001T	Comparative Education: National and International Perspectives	4	25	25	50	100
PGEDU4C002T	Curriculum Studies	4	25	25	50	100
PGEDU4C003T	Measurement and Evaluation in Education	4	25	25	50	100
Foundation Courses						
PGEDU4F001D	Dissertation*	4			100	100
PGEDU4F002V	Viva – Voce	2			50	50
Interdisciplinary Course**						
PGEDU4I001T	Art of Teaching	4	25	25	50	100

* Dissertation work shall start in Semester 3rd by preparing and submitting research proposal and the dissertation will be completed by one month before the commencement of end of end semester (4th) examination.

** The course is offered for the students belonging to other departments. The students of the department of education will opt for one IDC by their own choice from any other department.

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Deputy Registrar

(Admin – HR)

Encl: Syllabus of 4th Semester of M.Ed.

To:
Head, Department of Educational Studies

Copy to:
SD (Exam)

M.Ed. Two Years Programme

Semester-IV

Course Code: PGEDU4C001T

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Course Title: Comparative Education: National and International Perspectives
Credits-4 (L-3; T-1; P-0)
Maximum Marks: 100

Objectives

On completion of this course, the students will be able:

- To understand the concept, significance and scope of Comparative Education.
- To acquaint with the various approaches to study of comparative education; and also factors affecting development of education.
- To comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries.
- To know the recent trends and best practices in education such as distance and open learning, vocational education and educational administration.
- To understand and reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education.
- To understand the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of education system.

Content of the Course

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
Unit	L	T	P		CIA	MTE	ETE	Total Marks
I	15	5	0	20	25 Marks	25 Marks	50 Marks	100 Marks
II	12	3	0	15				
III	13	4	0	17				
IV	15	4	0	19				
V	15	4	0	19				
	70	20	0	90	25 Marks	25 Marks	50 Marks	100 Marks

Unit I: Conceptual Framework of Comparative Education

- Concept, Purpose and Scope of Comparative Education
- Factors Affecting Development of Educational System
- Approach to the study of Comparative Education: Statistical, Historical, Philosophical and Sociological

Unit II: A Comparative Reflections on Teacher Education (Finland and India)

- Concept, Importance and Scope
- Practice teaching
- Evaluation system

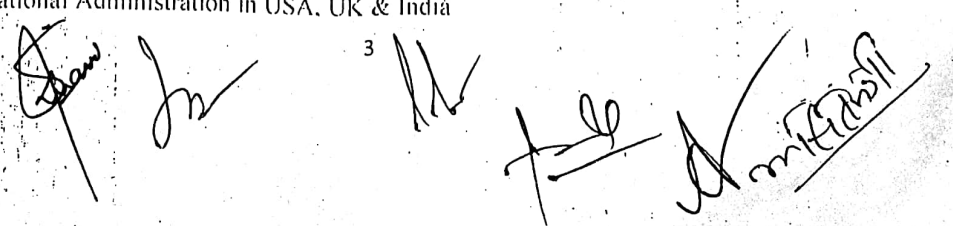
Unit III: Structure of Educational System: A Comparative Study

A comparative study of education systems of the following countries with special reference to Primary Education, Secondary Education and Higher Education:

- United States of America
- United Kingdom
- India

Unit IV: Comparative Reflections on Recent Trends and Best Practices in Education

- Distance and Open Learning in U.K., Australia and India: Aims, Methods of instruction and Evaluation system.
- Vocational Education : USA & India
- Educational Administration in USA, UK & India

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Unit V: Current Issues and Significance of Research in Education

- Issues: Poverty, population explosion, environmental degradation, human trafficking, terrorism, unemployment, illiteracy, in-equalization of educational opportunities.
- Role of various International agencies: UNO, SAARC, UNICEF, UNESCO.
- Role of various National scheme in Education: SSA, RMSA, RUSSA, MDG, RTE

Transactional Mode

The course would be transacted through participatory approach including lecture-cum-discussion, self-study, seminar/presentations by students, etc.

Sessional work: The students may undertake the following activities:

- ✓ Preparation and presentation on comparative analysis of education system of any two countries.
- ✓ Preparing a report on some current issues and also measures taken by concerned International agencies.
- ✓ Unit test will be conducted
- ✓ Group discussion will be organized on some given topics
- ✓ Students will review various researches carried out in this area and also will be identifying dearth research topics.
- ✓ Writing a report on the best practices of teacher training programmes in India and Finland.

References

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**M.Ed. Two Year Programme
Semester-IV
PGEDU4C002T
CURRICULUM STUDIES**

285

Total Credits- 4 (L-3;T-1;P-0)

Maximum Marks: 100

OBJECTIVES

- To familiarise the learners with the concept of curriculum design, and process of curriculum development.
- To develop among the learners the competency to analyze given curriculum for its explicit and implicit components.
- To help learners understand the bases and determinants of curriculum.
- To help them recognise the need for organising the curriculum on the principles of integration, articulation and coherence in curriculum.
- To enable them identify different kinds of integration, articulation and coherence in curriculum.
- To acquaint the learners with the different approaches to curriculum designing.
- To equip learners with the understanding of different models of curriculum development.
- To enable the learners teachers to develop understanding about strategies of curriculum implementation.
- To familiarise learners with the importance and dynamics of curriculum evaluation for curriculum development.
- To help them identify recent trends in curriculum designing and development.

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
Unit	L	T	P		CIA	MTE	ETE	Total Marks
I	15	5	0	20	25 Marks	25 Marks	50 Marks	100 Marks
II	14	4	0	18				
III	12	6	0	18				
IV	14	4	0	18				
V	12	4	0	16				
	67	23	0	90	25 Marks	25 Marks	50 Marks	100 Marks

Attendance Requirements:

All the Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination

Content of the course:

UNIT I: CURRICULUM FUNDAMENTALS

- Concept and meaning of curriculum. Definition of curriculum. Curriculum & syllabus. Elements of Curriculum
- Various curriculum concepts: Stated curriculum, recommended curriculum, supported curriculum, Transacted curriculum, Formal and Informal curriculum, Manifest and Hidden Curriculum, Null curriculum.
- Bases and determinants of curriculum: Historical considerations, Philosophical considerations, Psychological considerations, Sociological considerations, Discipline-oriented considerations

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UNIT II : CURRICULUM ORGANIZATION

- Principles of curriculum organisation, various kind of Integration.
- Articulation & coherence in curriculum, analyzing the existing curriculum in relation to principles of curriculum.
- Approaches to curriculum organisation: Subject centred, Core curriculum, Learner-centred, Community - centred curriculum. Process approach and Humanistic approach

UNIT III : CURRICULUM DESIGN & CURRICULUM DEVELOPMENT

- Process of Curriculum Designing & Development: Deduction of curriculum from aims and objective of education, Content analysis & Instructional Strategies, Evaluation process & procedures.
- Models of curriculum development :Tylers, Hilda Taba, Nicholls and Nicholls, Wheeler and Need assessment model -concept and implications.
- Curriculum Implementation Strategies: Role of Curriculum support Materials, Preparation for implementation, Models of implementation.

UNIT-IV: CURRICULUM EVALUATION

- Concept, Need, Importance and Aspects: Formative, Summative curriculum evaluation:
- Norm-Reference Testing(NRT) and Criterion Reference Testing(CRT), Models of Curriculums evaluation, Interpretation of evaluation results and method, and reconstruction of curriculum
- Centralized vs. Decentralized curriculum, Diversity among teachers in their competence, Problem of curriculum load, Participation of functionary and beneficiaries in curriculum development

UNIT- V: RECENT CURRICULUM TRENDS

- National Curriculum Frameworks for School Education and Teacher Education
- Social Reconstructionist curriculum: characteristics, purpose, role of the teacher in Reconstructionist curriculum
- Future Trend in Curriculum & curriculum researches in India: Trend report

Sessional Work

- i) Critical appraisal of curriculum (science/social science/mathematics/languages) either at elementary/secondary stage of school education prescribed by NCF(2005)
- ii) Developing curriculum for a school subject for a class (I-VIII/IX-X/XI-XII).
- iii) Development of a plan for curriculum evaluation for a school subject at elementary/secondary stage.

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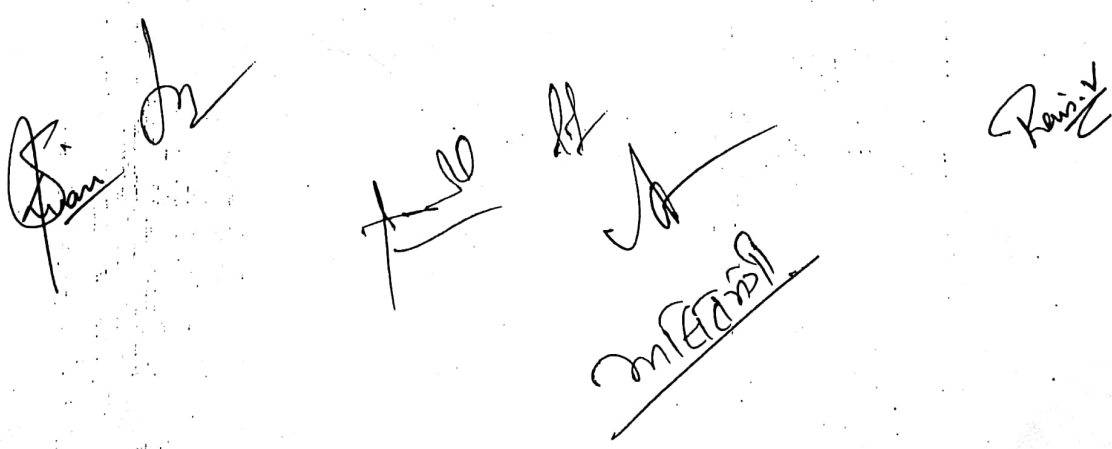
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M.Ed. Two Year Programme
Semester-IV

Course Code: PGEDU4C003T

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Course Title - EDUCATIONAL MEASUREMENT AND EVALUATION

Credits Equivalent: 4 Credits

Total Hours: 90

Lecture/Tutorial/Practice: 2:1:1

Max. Marks: 100

Objectives

On completion of this course the students will be able to:

- understand how children learn framework :
- understand the concept of measurement and evaluation and difference thereof:
- understand the characteristics of measuring instruments:
- analyze the various steps involved in the preparation and construction of various tests :
- conceptualize the various types of tests and understand their uses;
- discuss new trends in measurement and evaluation.

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MTE	ETE	Total Marks
I	09	4	4	17	25 Marks	25 Marks	50 Marks	100 Marks
II	09	4	4	17				
III	10	4	4	18				
IV	10	4	4	18				
V	10	5	5	20				
TOTAL	48	21	21	90	25 Marks	25 Marks	50 Marks	100 Marks

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

- Continuous Internal Assessment: 25%
- Mid Term Examination: 25%
- End Term Examination: 50%

Course Content :

Unit I Measurement and Evaluation

- Concept, Functions and Principles Educational Evaluation.
- Types of Evaluation: Formative, Summative and Diagnostic
- Difference among assessment, measurement and evaluation, role of assessment, measurement and evaluation in education
- Scales of measurement: ordinal, nominal, interval and ratio-concepts and applications

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Unit II Characteristics of a Good Measuring Instrument and Norms

- Validity: Concept and Types of Validity, Factors affecting validity of a test.
- Reliability: Concept, Factors affecting reliability of a test and Methods of establishing Reliability
- Objectivity: Concept and techniques of maintaining objectivity
- Norms: Meaning and Significance of Norms, Developmental Norms- Age Norms and Grade Norms, Within Group Norms – Percentile, Standard Score, Z-Score and T-Score

Unit III Test Construction

- Norm Referenced Tests(NRT) and Criterion Referenced Tests(CRT): concept, difference and applications .
- Teacher-made and Standardized tests :concepts and difference and applications .
- Steps Involved in the Standardization of an Achievement Test; Planning the test., Preparing the test, Try out of the test, Item analysis — facility index, discriminating index, Distracter count and its computation
- Basic requirement in preparing a test, test specification and table of specifications; Planning about constructing a test Blue print(3-dimensional):

Unit IV Test Standardization

- Reliability of the final test, Validity of the final test, Preparation of norms for the final test, Preparation of manual and reproductions of test.
- Types of test items and general rules for formulating items and their scoring.
- Essay type , Short answer and objective type tests, advantages and limitations of objective and essay type tests;
- Measurement of Attitude: Concept ,Types of Scales and steps for construction of Attitude scale by Likert Method.

Unit V Recent Trends in Evaluation

- Annual and Semester system : Recent innovations with the use of ICT; Grading System
- Continuous and Comprehensive Evaluation : Concept, aims, Guidelines and the programmes of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF - 2005;
- Question Bank and use of Computers in Evaluation for interpretation of results: online Evaluation
- Ethical and Social Considerations in Testing and Evaluation.

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar, presentations, Exercises related to Measurement and Evaluation.

Sessional Work: The students may undertake any one of the following activities:

- ✓ Identification of variables and their levels of measurement in a school survey/assessment survey
- ✓ A critical review of evaluation technique adopted by school board/university or a critical review of grading vs. marking system in examination.
- ✓ Preparation of socio-demographic profile of five high achiever and five low achiever school students or development of a NRT and CRT in a school subject and comparison of 10-15 students on a test performance

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(Interdisciplinary course for Semester IV)

Course Code: PGEDU4I001T

Course Title: Art of Teaching

281

Total Credits: 04

Maximum Marks: 100

L+T+P= 3+1+0=04

Objectives: On the completion of the course, students will be able to:

- Understand the concept, principles, Maxims of teaching and various factors influence on teaching- learning.
- Acquainted with the concept of communication process and its elements, types and barriers
- Understand the various techniques and practices used to improve teaching learning process.
- Gain knowledge of various teaching aids and also their significance in transaction of the relevant content.
- Comprehend the characteristics of an effective teacher and realize teaching as a profession.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Continuous Internal Assessment: 25%
2. Mid-Term Examination: 25%
3. End-Term Examination: 50%

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MTE	ETE	Total Marks
I	10	5	0	15	25 Marks	25 Marks	50 Marks	100 Marks
II	13	4	0	17				
III	13	5	0	18				
IV	10	4	6	20				
V	10	5	5	20				
TOTAL	56	23	11	90	25 Marks	25 Marks	50 Marks	100 Marks

Content of the Course

Unit-I Understanding Teaching - Learning

- Relationship of Teaching-Learning and Characteristics of Teaching
- Characteristics of Learning and Factors influencing Teaching & Learning
- General Principles of Teaching
- Maxims of Teaching

Unit-II Communication

- Communication: Meaning and Concept
- Process of Communication
- Types of Communication: Verbal Communication & Non-verbal Communication, Interpersonal, Intra-personal communication, Group and Mass, etc.
- General barriers to Communication: Ways and means of developing communication

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Unit - III Techniques and Practices of Teaching

- Motivation: Concept and its need and Importance and Types
- Ways and Techniques of Enhancing Learner's Motivation
- Role of Motivation in Teaching - Learning Process
- Micro Teaching: Concept, Objectives, and its need and Importance and Preparation of lesson plan, and Practices of Skills (Explanation skill).

Unit - IV Use of Teaching Aids (Traditional Vs Modern)

- Need and importance of Aids and its types
- Preparation and use of Teaching aids. Traditional: Black Board, Charts, Models, etc.
- Modern Teaching Aids: ICT, web and video conferences, Power Point Presentation, Presentation Tube, etc.
- Preparation and Presentation of Teaching aids (Practical)

Unit - V Teaching as a Profession

- Teaching as a Profession: Characteristics of an effective teacher ()
- Ethics and accountabilities of a teacher towards teaching profession.
- Approaches of Teaching: Learner centered and teacher centered, various methods and techniques employed in teaching (Group discussion, Brain storming, Collaborative and cooperative teaching, etc.)
- Classroom Management: Teacher as Facilitator (Heterogeneous classroom, Styles of learning, etc.)

Mode of Transaction

The content of the course would be transacted through lectures, group discussion, self-study, and seminar/presentations by students.

Sessional work: Each student has to undertake the following activities:

1. Preparation of Teaching aids
2. Preparing a lesson plan on any topic and also presented in the class
3. Preparation and Presentation of Micro lessons under certain skills
4. Group Discussion and seminars presentation through collaboratively

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