

Department of Educational Studies
Central University of Jammu
M.Ed. Two Year Programme
M.Ed. Programme | Semester - IV
Course Title: Curriculum Studies | Code: MEDU2C004T

Total Credits - 4

Examination Duration: 3 hrs.
Maximum Marks: 100

Course Outcomes (COs): This course has been designed with the intent -

- CLO 1: To familiarise the learners with the concept of curriculum design and the process of curriculum development.
- CLO 2: To develop among the learners the competency to analyze a given curriculum for its explicit and implicit components.
- CLO 3: To help learners understand the bases and determinants of curriculum.
- CLO 4: To help them recognize the need for organizing the curriculum on the principles of integration, articulation, and coherence in the curriculum.
- CLO 5: To enable them to identify different kinds of integration, articulation, and coherence in the curriculum.
- CLO 6: To acquaint the learners with the different approaches to curriculum design.
- CLO 7: To equip learners with an understanding of different models of curriculum development.
- CLO 8: To enable the learners to develop an understanding of strategies of curriculum implementation.
- CLO 9: To familiarise learners with the importance and dynamics of curriculum evaluation for curriculum development.
- CLO 10: To help them identify recent trends in curriculum designing and development.

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	Total	CIA	MSE	ESE	Total
I	11	1	0	12	20 Mark s	30 Marks	50 Marks	100 Marks
II	11	1	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
TOTAL	56	04	0	60	20 Mark s	30 Marks	50 Marks	100 Marks

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Attendance Requirements: Students are expected to attend all lectures 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 the examination.*

COURSE CONTENT

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, Centralized & Decentralized Curriculum, Social Reconstructionist Curriculum.
- Bases and determinants of curriculum: Historical, Philosophical, Psychological, Sociological, Discipline-oriented and Technological Bases.

UNIT II: CURRICULUM ORGANIZATION

- Principles of curriculum organization, various kinds of Integration,
- Articulation & coherence in curriculum, analyzing the existing curriculum concerning principles of curriculum.
- Approaches to curriculum organization: Subject-centered, Core curriculum, Learner-centred, Community - centered 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: Tyler's, Hilda Taba, Nicholls, and Nicholls, Wheeler and Need assessment model -concept and implications.
- Curriculum Implementation Strategies: Role of Curriculum Support Materials, Models of implementation, Participation of functionary and beneficiaries in curriculum development & implementation.

UNIT-IV: CURRICULUM EVALUATION

- Concept, Need, Importance and Aspects, Formative, Summative curriculum evaluation;
- Models of Curriculum Evaluation, Interpretation of evaluation results and method, and revision/renewal of curriculum
- Challenges in Curriculum Evaluation, Diversity among teachers in their Competence, and Problem of Curriculum Load.



UNIT-V: RECENT CURRICULUM TRENDS

- National Curriculum Frameworks for School Education and Teacher Education.
- Learning Outcome Based Approach to Curriculum, Bottom-up Approaches to Curriculum.
- Future Trend in Curriculum & curriculum Research in India: Trend report

Sessional Work

- i) Critical appraisal of curriculum (science/social science/mathematics/languages) either at the 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.

REFERENCES

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave. 134 2.
- Aggarwal, J.C (1990). Curriculum Reform in India World overviews, Doaba World Education Series 3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Baliya, J.N. (2011). Emerging Issues in Curriculum Development, Saksham International New Delhi.
- CIET (2006) The Process of Making National Curriculum Framework 2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF 2005 Process, CIET, NCERT, New Delhi.
- Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey Bass Inc. Publication.
- Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
- Erickson, H.L (2002) Concept-Based Curriculum and Instruction: Teaching beyond the facts



- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy, and Action Research. Routledge. U.K.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework 2005, NCERT, Sri Aurobindo Marg, New Delhi.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
- Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall Audio Video CD
- Wiles, J. W. and Joseph, Bondi (2006) *Curriculum Development: A Guide to Practice*. Pearson Publication

Department of Educational Studies
Central University of Jammu
M.Ed. Programme | Semester-IV
Course Title and Code: Educational Administration & Management
Course Code: MEDU2C005T

Total Credits: 04
L: T: P = 3:1:0

Examination Duration: 3 Hours
Maximum Marks: 100

Learning Outcomes (COs): On successful completion of the course, the students will be able to:

CO1: Understand the theoretical framework of educational administration and management.

CO2: Understand the concepts, approaches, and models of educational leadership.

CO3: Comprehend the concept of Quality and Quality Management in Education and its Indian and International Perspectives.

CO4: Demonstrate various skills to manage the quality of educational institutions and the ideas of various management gurus.

CO5: Analyze recent educational management theories and practices, and outline the role of various national and international agencies in managing educational institution quality.

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	12	0	0	12				
V	11	1	0	12				
TOTAL	58	02	0	60	20 Marks	30 Marks	50 Marks	100 Marks

Course Content

UNIT – I: A Conceptual Framework of Educational Management and Administration

- Educational Management and Administration – Meaning, Principles, Functions, and Importance
- Institutional building, POSDCORB, CPM, PERT
- Management as a system, SWOT analysis
- Taylorism, Administration as a process, Administration as a bureaucracy
- Human Relations Approach to Administration,
- Organizational compliance, Organisational development, Organisational climate

UNIT – II: The Role of Leadership and Education

- Leadership in Educational Administration: Meaning and Nature

W. R. J. J.

- Approaches to leadership: Trait, Transformational, Transactional, Valuebased, Cultural, Psychodynamic, and Charismatic
- Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

UNIT – III: Quality Management in Educational Institutions

- Concept of Quality and Quality in Education: Indian and International Perspective
- Evolution of Quality: Inspection, Quality Control, Quality Assurance,
- Total Quality Management (TQM), Six Sigma
- Quality Gurus: Walter Stewart, Edward Deming, C.K Pralhad

UNIT – IV: Recent Theories and Practices of Educational Management

- Change Management: Meaning, Need for Planned change
- Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka Yoke
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost-Effective Analysis

UNIT – V: The Role of Quality Assurance Agencies

- Quality Assurance Agencies: Objectives, Functions, Roles, and Initiatives
- National Assessment Accreditation Council (NAAC)
- Performance Indicators, Quality Council of India (QCI)
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Mode of Transaction

The course would be conducted through a participatory approach, including group discussion, self-study, and seminars/presentations by students, etc.

Proposed Activities for CIA (20 Marks): Any one of the Following

- Assignment preparation on an allotted topic is followed by a presentation (10 Marks).
- Interview or interaction with a school administrator/leader, followed by a group discussion (10 points).
- Study the biography of one of the inspiring leaders and share it with the class (10 Marks).

Suggested Readings

1. Anjula Singh, (2015). *Educational Management Planning and Finance*. New Delhi: Gullybaba Publishing House (P) Ltd.
2. Bala, M. (1990). *Leadership Behavior and Educational Administration*. New Delhi: Deep & Deep Publications.
3. Bhatnagar, R.P. and Aggrawal, V. (1987). *Educational Administration: Supervision, Planning and Financing*. Meerut: India Surya Publications.
4. Bush, T. and Bell, L. (2003). *The Principles and Practice of Educational Management*. London: Paul Chapman Publishing. New Delhi: Sage Publications.
5. Chalam, K.S. (2003). *Introduction to Educational Planning and Management*. New Delhi: Anmol Publications Pvt. Ltd.
6. Chand, T. & Prakash, R. (1997). *Advanced Educational Administration*. New Delhi: Kanishka Publishers.

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7. Chandrasekaran, P. (1994). *Educational Planning and Management*. New Delhi: Sterling Publishers.
8. Haribson, T.F (1967). *Educational Planning and Human Resources Development*. Paris: UNESCO.
9. Hersey, P.H. (2013). *Management of Organizational Behavior: Leading Human Resources*. New Delhi: Prentice Hall India Learning Pvt. Ltd.
10. James, C. Laurence (2010). *Educational Planning and Management*. New Delhi: Rajat Publications.
11. Jayson Bird. (2017). *Educational Planning and Management*. New York: Clanrye International Publications.
12. Khan, N.S. & Khan, M.S. (1980). *Educational Administration*. New Delhi: Ashish Publishing House.
13. Khairiowala, Z., & Ashraf, M.A. (2006). *Leadership Styles and Theories in India and Abroad*. New Delhi: Anmol Publishers.
14. Khurana, R. (2010). *Handbook of Leadership Theory and Practice*. Mumbai: Harvard Business School Publishing India Pvt. Ltd.
15. Lulla, B.P. & Murthy, S.K. (1976). *Essential of Educational Administration*. Chandigarh: Mohindra Capital Publishing.
16. Lynch, M. (2012). *A Guide to Effective School Leadership Theories*. New Delhi: S.Chand (G/L) & Company Ltd.
17. Mohanty, J. (2014). *Educational Management Supervision School Organization*. Hyderabad: Neelkamal Publications.
18. Mohanty, J. (2005). *Teaching of Human Rights: New Trends and Innovations*. New Delhi: Deep and Deep Publications Pvt. Ltd.
19. Mukherji, S.N. (1970). *Administration and Educational Planning and Finance*. Baroda: Acharya Book Depot.
20. Nehru, R.S.S. (2013). *Educational Administration, Management and Planning*. New Delhi: APH publishing house.
21. Nirman, P. (2007). *Encyclopedia of Educational Administration and Management*. New Delhi: Anmol Publications.
22. Peter G. Northouse. (2015). *Leadership: Theory and Practice*. New Delhi: Sage Publications.
23. Prasad, L.M. (2008). *Organizational Behavior*. New Delhi: Sultan Chand & Sons.
24. Roger & Gill. (2012). *Theory and Practice of Leadership*. London: Sage: South Asia.
25. Thomas, I.S. (1980). *Educational Governance and Administration*. America: Prentice Hall.
26. Shukla, P.D. (1983). *Administration of Education in India*. New Delhi: Vikas.
27. Singh, C. & Khatri, A. (2016). *Principles and Practice of Management and organizational Behaviour*. New Delhi: Sage Publications India Pvt. Ltd.
28. Sinha, P.S.N. (2002). *Management and Administration in Government*. New Delhi: Commonwealth Publishers.
29. Thakur, D.N. (1996) *Educational Planning and Administration*. New Delhi: Deep and Deep publications.
30. Thakur, D. & Thakur, D.N. (1996). *Educational Planning and Administration*. America: Prentice Hall.

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Department of Educational Studies
Central University of Jammu
M.Ed. Programme (Semester-IV)
Research-Based Activity – IV: (Data Analysis and Presentation)
Course Code: MEDU2C002P

Total credits: 02


Maximum Marks: 50

Course Outline

In this course, the target group shall be engaged in analyzing the already collected data as per their research proposal in semester III. This two-credit course aims to acquire knowledge to analyze various data and also presentations. The concerned faculty teacher/supervisor providing the required inputs in this regard.

Instructions

- *The students shall be given a brief orientation on the analysis of the data by the concerned supervisor.*
- *They will be also given some theoretical input on the presentation of collected data with appropriate Figures/Tables/Diagrams.*
- *The students will be working on the analysis of the data and doing presentations with appropriate Figures/Tables/Diagrams.*
- *Internal assessment will be carried out in this course. The target group will be assessed by the supervisor and marks will be given based on their performance in this activity.*



Central University of Jammu
M.Ed. Programme (Semester-IV)
Research-Based Activity-IV: Dissertation & Viva-Voce
Course Code: MEDU2C003P

Total credits: 04

Maximum Marks: 100

Course Outline

In this course, the target group shall be compiling their whole dissertation work in the prescribed format. The student's dissertation work will also be corrected and verified by the concerned supervisor before submission of the work for external evaluation in the department. The dissertation work must be without plagiarism or below 10% plagiarism allowed. Plagiarism must be checked at the university library and the certificate also be attached as an annexure at the end of the dissertation. Student dissertation work will be assessed by the external evaluator and marks will be awarded based on the quality of research work and performance in the viva voce.

W. R. J. 11/10/11

Department of Educational Studies
Central University of Jammu
M.Ed. Programme | Semester- IV
Course Title: Assessment and Evaluation in Education
Course Code: UEDU00013T

Total Credits: 04
Maximum Marks: 100

Exam Duration: 3 Hours

COURSE OUTCOMES (COs): After completion of the course, students shall be able to:

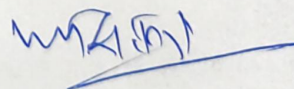
CO1: describe the role of assessment in education.
CO2: differentiate measurement, assessment and evaluation.
CO3: establish the relationship among measurement, assessment and evaluation.
CO4: explain different forms of assessment that aid student learning.
CO5: use a wide range of assessment tools and techniques and construct these appropriately.
CO6: classify educational objectives in terms of specific behavioral form
CO7: prepare a good achievement test on any school subject
CO8: explain the characteristics of good measuring instruments.

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	12	0	0	12				
V	11	1	0	12				
TOTAL	58	02	0	60	20 Marks	30 Marks	50 Marks	100 Marks

COURSE CONTENT

UNIT- I Measurement and Evaluation

- Concept and Meaning of Test, Measurement, Assessment and Evaluation
- Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- Types of measurement: Norm-Referenced and Criterion-Referenced
- Approaches to evaluation: Placement, Formative, Summative and Diagnostic



Unit - II Instructional Objectives

- Taxonomy of Educational Objectives with special reference to Bloom's Taxonomy
- Relationship of Evaluation procedure with objectives
- Approaches of stating instructional objectives: General instructional objectives and specific learning outcomes
- Construction of objective-based and objective-type test items: Essay type, Short answer type, and Objective type: Principles of construction, Advantages and limitations

Unit - III Tools and Techniques of Assessment

- Difference between tools and techniques of assessment
- Meaning and uses of process-oriented tools - Observation, inventory, Questionnaire, Interview schedule, Rating scale, Checklist, cumulative record, Anecdotal Record, and Concept Mapping
- Meaning and uses of different assessment techniques: Self-reporting, observation, interview, case study and sociometry
- Concept of continuous and comprehensive evaluation (CCE)

Unit - IV Test Construction

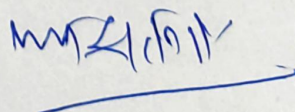
- Teacher test and Standardized Tests: Concept, meaning and types
- General characteristics and principles of Test Construction
- Characteristics of an effective evaluation Tool: Reliability, Validity, and Objectivity
- Construction of achievement tests: concept, procedure, uses and limitations

Unit - V ICT in Assessment and Evaluation

- Online assessment: Concept, tools, and feedback mechanisms
- Importance of ICT in Assessment and Evaluation
- Use of E-Portfolio and E-Rubrics in Assessment
- Use of ICT for preparing and analyzing results

REFERENCES

1. Anastasi, A. Psychological Testing. New York: MacMillan, 1970.
2. Bloom, B. S. Taxonomy of Educational Objectives. New York: Longmans, 1956.
3. Concept of Evaluation New Delhi: NCERT, 1963.
4. Examination Reforms New Delhi, University Grants Commission, 1976- A Palm of Action



5. Greeman, F. S. Theory & Practice in Psychological Testing,
6. Pajna, D. H. & Educational & Psychological Measurement. Horris, P. F New Delhi: Oxford University Press, 1972.
7. Stanely & Hopkin Measurement & Evaluation in Education & Psychology.
8. Thorndike, R. L. Measurement & Evaluation in Psychology Hagon, E. & Education.

W. R. Singh

Department of Educational Studies
Central University of Jammu
M.Ed. Programme | Semester- IV
Course Title: Education for Rural Development | Code: UEDU00014T

Credit: 04

Maximum Marks: 100

L/T/P: 3:1:0

Exam Duration: 3 Hours

Course Outcomes (COs): The study of this course may facilitate the learners to -

CO1: Understand of peculiarities of rural context.

CO2: Understand the needs of the rural context.

CO3: Acquaint with the idea behind the emphasis on rural development.

CO4: Acquaint of the contribution of education at different levels in rural development.

CO5: Acquaint with the educational modalities to pace up the development of rural areas.

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	12	0	0	12				
V	11	1	0	12				
TOTAL	58	02	0	60	20 Marks	30 Marks	50 Marks	100 Marks


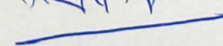
Course Content

UNIT – I: Rural Context and Role of Education in Rural Development

- Rural Context: Meaning and Conception
- Rural Development: Conception and Popular Paradigms
- Contribution of education to rural development

UNIT – II: Basic Education in Rural Areas

- Status of Basic Education in Rural Areas: Modes, Learning Achievement and Outcomes, Reasons for neglect of Basic Education in Rural Areas
- Improving the Provisions of Basic Education in Rural Areas: Expansion for Equity, Mechanisms for Quality Enhancement
- Planning and Managing the Improvement of Basic Education in Rural Areas: Devising Effective Mechanisms, Building Effective Cooperation and Partnerships at different levels

UNIT – III: Making Learning Relevant to the Needs of Rural Areas

- Contextualizing Learning for Quality: Specific needs of rural societies, sharing the experiences of contextualization
- Agriculture and Beyond Agriculture: Relooking at Rural Societies in the dynamic rural context
- Garden-Based Learning in Schools: Roots and History, Contemporary Movement, Further Consideration

UNIT – IV: Strategies for Promotion of Skills for Rural Development

- Rural Labour Market Challenges and Training Policy Responses: Transformation of Rural Labour Market Provisions of Technical and Vocational Education
- Skill Development in Rural Areas: Trends and Experiences of China and Brazil
- Skill Development in Rural India: Existing Policies and Practices

UNIT – V: Higher Education and Rural Development

- Identification of Priorities of Higher Education for Rural Development
- Scope and Challenges to Higher Education in Rural Areas
- Policy Implications for Higher Education in Rural India

Sessional Work:

- Group Discussion: Forums and reporting
- Projects and assignment
- Reflective activities
- Case studies
- Documentation of interactions with experts, practitioners and participants

Suggested Readings and Useful Web Links:

1. Anirudh Krishna, Norman Uphoff, Milton J. Esman, 1996 'Reasons for Hope: Instructive Experiences in Rural Development', Kumarian Press
2. Alex F. McCalla, Wendy S. Ayres, World Bank Group Rural development: from vision to action 1997
3. Coherence of Agricultural and Rural Development Policies 2006
4. Dimitris Diakosavvas, Oecd Workshop on the Coherence of Agriculture 2006, 'Coherence of Agricultural And Rural Development Policies: The Development Dimension'
5. Priya Basu 2006 Improving Access to Finance for India's Rural Poor (Directions in Development), Word Bank
6. Navaratnam, Kathiravelu K., Role of Education in Rural Development: A Key Factor for Developing Countries, ERIC
- 7.

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewinpJHiodX6AhV7xDgGHbipAlkQFnoECBcQAQ&url=https%3A%2F%2Funesdoc.unesco.org%2Fark%3A%2F48223%2Fpf0000132994&usg=A0vVaw0YfmQqB0rsohwg3_ajHIJQ



8. www.rural.nic.in
9. www.drd.nic.in
10. www.nariphaltan.org/gandhitalk.pdf
11. www.en.wikipedia.org/wiki/Rural_development
12. www.ssa.nic.in/
13. mhrd.gov.in > [School Education](#) > [Elementary Education](#)
14. www.righttoeducation.in/
15. www.sites.miis.edu/sierratan/files/2013/03/Quality-vs.-Quantity_Full-Text.pdf
16. www.en.wikipedia.org/wiki/Education_in_India
17. www.ncert.nic.in/oth_anoun/npe86.pdf
18. www.indigenoussherald.com > [Education](#)
19. www.nird.org.in/
20. www.indiatoday.intoday.in > [Business](#) > [India](#)
21. www.sparindia.org/index.php?id=131
22. www.thefreelibrary.com > ... > [July 1, 2012](#)
23. www.wsm.warszawa.pl/dokumenty_do.../Education%20system.ppt
24. [www.yojana.gov.in/CMS/\(S\(y4dqrc55g1m1qhnd4soqih45\)\)/pdf/.../May.pdf](http://www.yojana.gov.in/CMS/(S(y4dqrc55g1m1qhnd4soqih45))/pdf/.../May.pdf)

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DEPARTMENT OF EDUCATIONAL STUDIES

CENTRAL UNIVERSITY OF JAMMU
M.Ed. (Two-Year Programme) | Semester-IV

Course Title- Applications of e-learning | Code: UEDU00015T

Total Credit- 04

Max. Marks-100

L:T: P::2:1:0

Course Outcomes (COs): After the completion of the course the learner will be able to:

- CO 1: To discuss the concept of e-learning and integrate technology in education.
- CO 2: To gain insight into the history and evolution of e-learning technologies.
- CO 3: To inculcate knowledge in planning the role of information technology in the classroom.
- CO 4: To make the students understand technology-mediated communication and its applications.
- CO 5: To acquire knowledge of the e-learning tools and approaches and their applications.
- CO 6: To have a comprehension of e-assessment tools in education.
- CO 7: To understand the basics of cooperation and collaborative learning strategies using web-based tools.
- CO 8: To have an insight into the future of e-learning in the Indian context.

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
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V	11	1	0	12				
TOTAL	58	02	0	60	20 Marks	30 Marks	50 Marks	100 Marks

Attendance Requirement

Students are expected to attend all the lectures 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 the examination.

Wm K. Singh

UNIT I: Foundations of e-Learning

- e-learning- concept, nature, characteristics, importance, Historical Development in e-learning, relevance in higher education
- Components of e-Learning – Virtual classroom: Tele conferencing, Audio and Video conferencing tools, Advantages & disadvantages, E-learning in education versus corporate sector
- Digital natives/tech-savvy learners – Characteristics, need, 21st Century Skills, digital skills
- Process of e-Learning: Knowledge Acquisition and Creation, Sharing of Knowledge

UNIT II: E-learning Tools and Approaches

- Synchronous and Asynchronous Tools for e-learning, Tools for e-learning in Sciences, Social, Mathematics and Languages
- Learner Management System: Meaning, Types, features, proprietary versus open source LMS
- Web-based Tools for communication and collaboration for e-learning
- Emerging e-learning approaches - M-learning; applications, advantages, Ubiquitous technology and mobile learning; Blended Learning: concept, need, advantages and constraints; MOOCs: concept, importance.

UNIT III: E-Learning Resources and their Management

- e-learning Resources- Concept, Types- Digital Print, Digital Audio, Digital Video, Web-based Resources
- Open Educational Resources: meaning and importance, various OERs initiatives, Licensing- Creative Commons Licensing
- Technology-supported learning environment- Meaning, Features
- Managing e-learning resources – Designing, Development, Distribution and Dissemination of e-content, Role of tech-savvy learners in digital content creation.

UNIT IV: Trends in e-Learning Assessment

- e-Assessment- Concept, types, need; Computer Based Assessment (CBA)-advantages & constraints
- Evaluation- Criteria for evaluation in e-learning, Evaluation Rubrics
- e-Assessment tools- Google/Microsoft forms, Quizizz, Kahoot, e-portfolios
- Issues in e-assessment - intellectual, legal, technological, economical; Future Trends in e-assessment – Computer Adaptive Testing, Role of AI in e-assessment.

UNIT V: Current Technologies in e-learning

- Immersive Technologies; Augmented and virtual reality (AR/VR)- Applications, Future of AR/VR; Internet of Things (IoT)
- Learning analytics and education- Learning Management System (MOODLE) & Learning Content Management Systems, DIKSHA
- Personalized learning- EdTech Tools; SWAYAM, NPTEL, Virtual Laboratories.
- Gamification in learning, Digital badging

W. K. J. J.

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1. International Handbook of E-Learning: Volume-I Theoretical Perspectives and Research, Edited by Badrul Khan and Mohamed Ally, Routledge, 2015.
2. Integrating Educational Technology into Teaching, 4th Edition, Robyler, Pearson Education India, 2007.
3. The SAGE Handbook of E-Learning Research, Edited by Richard Andrews and Caroline Heythornthwaite, SAGE, 2007.
4. E-Learning Concepts and Practice, Bryn Holmes and John Gardiner, Pine Forge Press, 2006.
5. Distance Education and Open Learning, Y.R. Ramaiah, Mittal Publications, 2002.
6. Visual Media Communication, Pradeep Mandav, Authorspress, 2001.
7. Integrating Technology into Teaching and Learning: Concepts and Applications, Michael D. Williams, Prentice Hall, 2000.
8. Net Lessons: Web-based Projects for Your Classroom, Volume 1, Laura Parker Roerden, O'Reilly, 1997.
9. Computers in Education, 3rd Edition, Paul F. Merrill, Allyn and Bacon, 1996.
10. The Integrated Technology Classroom, Joan Riedl, Allyn and Bacon, 1995.

W.R. Riedl

Department of Educational Studies
Central University of Jammu
Open Elective Course | M.Ed. Semester-IV
Course Title : Education for Man-Making | Course Code: UEDU00016T

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

Objective: The course aims to introduce the idea of swami Vivekananda's vision to students to the basic understanding of the concept of education and its relevance to contemporary Indian society. The understanding will develop the personality of the students. Further, they will know the significance of Indian values to be inculcated among the children at different levels of their education; and how the Indian values helpful for accomplishing the goal of human life.

Course Outcomes (COs): On successful completion of the course, the students will be able to -

CO1: Understand the theoretical framework of integral yoga and the principles and practices of education.

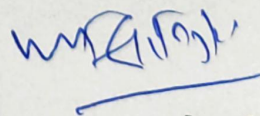
CO2: Know about the significance of human development and education.

CO3: Demonstrate various skills to develop the Curriculum, Teaching-learning Material & Content-Enrichment for the development of integral personality among the children.

CO4: Analyze the innovations and experiments of integral education and its possible implementation.

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	12	0	0	12				
V	12	0	0	12				
TOTAL	59	01	0	60	20 Marks	30 Marks	50 Marks	100 Marks



Course Content

UNIT – I: The Philosophy of Man-Making Education

- Swami Vivekanand's Philosophy on Education for Man-making
- Nation-building through man-making
- The Indian concept of Man
- The Pursuit for Human Excellence

UNIT – II: Education and Human Development

- Education as Human Unfoldment
- Growth of Individuality into Personality
- Science and Humanism; Humanism and Psycho-social Evolution
- Physical Maturity and Psychic Immaturity

UNIT – III: India's Education Vision

- Education and Traditional Values
- Curriculum, Teaching-learning Material & Content
- Content-Enrichment and Domain of Value-Oriented Education
- Women in Indian Culture

UNIT – IV: Education in the Modern Age: New Dimensions

- Learning the Treasure Within (UNESCO Report)
- Need for Synthesis of Science and Spirituality
- The world's expectations from India
- Importance of Meditation in Education

UNIT – V: An Overview of the Vedanta and the Future of Mankind

- The Mission of the Vedant in the Modern Age
- Vedanta and Human Management
- Education and Religion
- Freedom of the Human Spirit

W. R. Rishi

Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, seminars/presentations by students, etc.

Proposed Activities for CIA (20Marks): Any one of the following.

- ✓ Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- ✓ Interaction with a key person who has been working in the area specifically on education followed by Discussion (10 Marks).
- ✓ Study a book written by Swami Vivekanand followed by sharing the key learning points with the class (10 Marks).

Suggested Readings

Joshi, K. Child, Teacher and Teacher Education.

Joshi, K. (2012). Philosophy of Indian Pedagogy. Popular Media, Jhilmil Industrial Area, Delhi 110095.

Joshi, K. (2000). Education at Crossroads. THE MOTHER'S INSTITUTE OF RESEARCH C-141, Preet Vihar - Delhi 110092 in association with MIRA ADITI, Mysore.

Joshi, K. (2011). Indian Identity and Cultural Continuity. Published by: Popular Media, Jhilmil Industrial Area, Delhi 110095

Joshi, K. (2010). A Philosophy of the Role of the Contemporary Teacher. Popular Media, Jhilmil Industrial Area, Delhi 11009

Joshi, K. (2010). A Philosophy of Education for the Contemporary Youth. Popular Media, Jhilmil Industrial Area, Delhi 11009

Swami Ranganathanand (1995). Eternal Values for Changing Society. Bharatiya Vidya Bhawa, Bombay.

The Mother, On Education

Patil, Y. (2015). Value Education – Need of the Hour. Pasaaydaan Foundation.
<http://yojanapatil.webs.com/>



Central University of Jammu
Department of Educational Studies
M.Ed. Programme | Semester - IV
Course Title: Perspectives in Teaching | Code: UEDU00017T

Total Credits: 04

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

Marks: 100

Duration: 3hrs.

Course Outcomes (COs): On the completion of the course, students will be able to:

CO1: Understand the concept, principles, and Maxims of teaching and also various factors that influence on teaching-learning process.

CO2: Acquainted with the concept of the communication process and its elements, types, and barriers.

CO3: Understand the need and importance of various approaches, methods, and techniques to improve teaching-learning.

CO4: Gain knowledge of various teaching aids and also their significance in the transaction of the relevant content.

CO5: Comprehend the characteristics/qualities of an effective teacher and realization of teaching as a profession.

CO6: Gain some insights about the communication skills of teachers, autonomy, professional ethics, and their code of conduct. Also teachers' role in classroom, society, and character building.

Attendance Requirements:

Students are expected to attend all lectures 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 an examination.*

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	12	0	0	12				
V	12	0	0	12				
TOTAL	59	01	0	60	20 Marks	30 Marks	50 Marks	100 Marks



Content of the Course

Unit- I Understanding Teaching- Learning

- Conceptualizing Learning –Teaching & its Relationship
- Factors Influencing Teaching & Learning
- General Principles of Teaching
- Pedagogical Approaches in Teaching, Methods in Teaching

Unit- II Communication of Teacher

- Teachers' Communication
- Teacher Responsibilities and Behavior
- Skills in Teaching
- Effective Characteristics of Teacher

Unit - III Classroom Management & Techniques

- Understanding learners' background
- Effective Teaching Ways and Techniques
- Teacher as Facilitator (Teaching Academically Divers Students)
- Need and Importance of Preparation of Lesson Plan

Unit- IV Teaching Aids & Its Importance

- Need and importance of teaching aids and their types
- Traditional Teaching Aids: Types & Limitations
- Modern Teaching Aids: ICT, web and video conferences, PowerPoint Presentations, Presentation Tubes, etc.
- Preparation of Teaching aids (Practical)

Unit –V Professionalism & Competencies

- Professional Code of Ethics of Teacher, and Code of Conduct
- Teacher autonomy
- Teaching competencies
- Role of teacher in the classroom, society and Character building

Mode of Transaction

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

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

- ✓ Preparation of Teaching aids
- ✓ Preparing a lesson plan on any topic and also presenting in class
- ✓ Preparation and Presentation of Micro lessons under-discussed skill
- ✓ Group Discussion and presentations on given topics

References

- Anderson, J.R. (1983). *Rules of the mind*. Hillsdale, NJ: Erlbaum
- Barry and Johnson (1964). *Classroom Group Behavior*. New York: Macmillan.
- Bower, G.H. and Hilgard, E.R. (1981). *Theories of learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs.
- Dash, B.N. (2014). *Psychology of Teaching Learning Process*. New Delhi: Dominant Publishers & Distributors Pvt. Ltd.
- Dececo, J.P. (1977). *The Psychology of learning and instruction*. Delhi: Prentice Hall
- Eason, M.E. (1972). *Psychological foundation of education*. New York: Holt Rincehart and Winston
- Grammage, P. (1990). *Teacher and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of Human Intelligence*. New York: McGraw Hill

Wm R. G. J.

शैक्षिक अध्ययन विभाग
DEPARTMENT OF EDUCATIONAL STUDIES
जम्मू केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF JAMMU
राया-सुचानी (बागला), जिला सamba-181143, (जम्मू एवं कश्मीर)
Rahya-Suchani (Bagla), District Samba-181143 (Jammu & Kashmir)

Prof. Asit Mantry
Head

No. CUJ/EDU/2025/31

Dated: 20-01-25

To
The Registrar
Central University of Jammu
Rahya-Suchani (Bagla), Samba - 181143 (J&K)

Sub: Reply to the SCN issued by the NRC-NCTE F.No.MCTE/NRC/2526202403042070/JAMMU
AND KASHMIR/2024/SCN on Dated:-08/01/2025.

Dear Sir,

Concerning the So Cause Notice (SCN) issued by NRC-NCTE F.No.MCTE/NRC/252620240 regarding the transition of Four Year Integrated B.A.B.Ed. and B.Sc. B.Ed. Programme to the respective Integrated Teacher Education Programme (ITEP), the reply is enclosed for your reference and will be sent to the NRC-NCTE, New Delhi. The same has to be uploaded on the Portal of NRC-NCTE.

Please forward the same in the original so the needful can be made within the stipulated time.

Thanking you

Yours sincerely

W.R. (for) 20/1/25

Prof. Asit Mantry

Head

विभागाध्यक्ष
Department of Educational Studies

Central University of Jammu
विभाग
Dep. of Educational Studies
जम्मू केंद्रीय विश्वविद्यालय
Central University of Jammu

Enl. Draft Reply of SCN to the NRC-NCTE

W.R. (for)



जम्मू केंद्रीय विश्वविद्यालय Central University of Jammu

राया-सूचानी (बागला), जिला सांबा-181143, जम्मू (जम्मू एवं कश्मीर)
Rahya-Suchani (Bagla), District: Samba - 181143, Jammu (J&K)
Ph: 8082197957, University Website cujammu.ac.in & E-mail: registrar@cujammu.ac.in



No. CUJ/Regr/2025/519

20 January, 2025

To
Regional Director
NRC-NCTE, New Delhi

Subject: Reply to SCN issued by NRC-NCTE, No. MCTE/NRC/2526202403042070/JAMMU AND KASHMIR/2024/SCN on Dated:-08/01/2025.

Dear Sir

Please find the reply to the SCN issued by your office (NRC-NCTE, No. MCTE/NRC/2526202403042070/JAMMU AND KASHMIR/2024/SCN on Dated:-08/01/2025.)

1. The teacher education programmes offered in various teacher education institutions across Jammu and Kashmir (J&K) have been exempted from NCTE recognition criteria till the abrogation of Article 370 and subsequently extended up to December, 2024.
2. The Central University of Jammu has been offering Four Year Integrated B.A. B.Ed. and B. Sc.. B.Ed. since 2018 with one unit (each) along with **Two Year M.Ed. programme since 2012**.
3. After the Abrogation of Art 370 in J&K and subsequent notification from NCTE about regularization of the teacher education programmes in J&K by opening the portal in the month June 2020, the Central University of Jammu applied for the recognition of the teacher education programs as mentioned above on online portal.
4. The Visiting Team for the said programmes was constituted NRC-NCTE and accordingly the virtual inspection was conducted in the month of Jan 2023.
5. The LOI (letter of Intent) was issued on 14th February 2023 with satisfactory remarks by the NRC-NCTE about adequacy of infrastructural, instructional and financial resources available with CU Jammu, accordingly responded by the University.
6. Followed by the Letter of Intent (LoI) issued by the NCTE, the university has repeatedly reminded to NRC-NCTE for the recognition process.
7. As per the public notification, the University has applied for the transition of Integrated B.A. B.Ed. /B.Sc. Programs to ITEP.

Hence, you are requested to consider the same in favour of our application.

Thanking you

Yours Sincerely

20/01/25

Prof. (Dr.) Yashwant Singh
Registrar

E-mail - registrar@cujammu.ac.in

Ph- 9418203623

कुलसचिव

Registrar

जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu

WZK/2025