

FIELD: EDUCATION

SPECIALTY: DIDACTICS, CURRICULUM DEVELOPMENT AND TEACHING (DCT)

PAPER: CASE STUDY

Credit value: 14

Objectives of the paper: To test student's knowledge on applied pedagogy, general teaching skills, the application of educational technology, problem-solving skills in the educational milieu. To create an awareness in the learners about various educational offerings based on diverse needs of learners.

Nature of the Exam: Written

Format of the Exam:

PAPER	Specialty/ Option	Different sections of the paper	Duration per section	Mark allocation	Exam Content
CASE STUDY	DCT	SECTION A: 60mks -It shall comprise one passage for candidates to read, interpret and analyse by answering a set of 10 Objective (structural) questions thereof for 60 marks questions on lesson planning, methodology and inclusive practice in schools. -These questions should be measurable. The passages should be drawn from any of the following: - Pedagogy (General Teaching Methods and Principles of	3hrs	60	Pedagogy (General Teaching Methods and Principles of Instructional Design) The concept of pedagogy - Pedagogy differentiated from andragogy - Role of pedagogy in the learning process - Concepts of design - Concept learning - Teaching and instructional design - Instructional design process - Categorization of objectives (Bloom & Gagne schemes) - Lesson and program design - Pedagogy as a generic teaching method - Direct teaching methods - Indirect teaching methods - Self-directed teaching methods - Teaching methods - Teaching strategies and teaching styles Educational Technology

					- The concept of technology - Instructional models
		Instructional Design) - Educational Technology - Inclusive Education			- Technological applications in teaching - The life teacher versus media - Using community resources - Distance teaching strategies - Classification of educational media - Community resources Inclusive Education - Meaning of inclusive practice in education - Legislation and policies on inclusion - Managing challenging behavior - Understanding diversity in children - Closing the gap - Implication of inclusion to students learning outcome - Inclusion and teaching methods
		SECTION B: 40mks Essay for 40marks. Three (3) essay questions shall be set for the candidates to answer two (2), for 20 marks each. The three (3) essay questions shall each be selected from Pedagogy, Educational Technology and Inclusive Education	2Hrs	40	
TOTAL				100	

PAPER : MANAGEMENT OF EDUCATION

Credit value: 8

Objectives of the paper: To test candidates understanding and application of knowledge and skills in analyzing educational programmes and policies in schools as well as their management of the various personnel in education.

Nature of the Exam: Written Format of the Exam:

EXAM PAPER	Specialt y/ Option	Different sections of the paper	Duratio n per section	Mark allocation	Exam Content
MANAGEMENT OF EDUCATION	DCT	SECTION A Objective questions divided into two parts - Part one: Educational policy & planning-25 Objective questions for 25marks - Part two: Human Resource Management in Education-20 Objective questions for 20marks Each question carries 1.5marks making a total of 60marks.	2hrs	60	Educational policy & planning - Definition of educational policy and planning - The planning processes - Approaches to educational planning - Importance of educational planning - Different educational policies in Cameroon - Educational plans and economic and social planning - Cost-benefit approach to educational planning
		SECTION B: Divided into two (2) parts of 4 essay type questions, two questions from each of the component courses. Each question carries 20marks. Candidates are expected to answer only two questions,	2hrs	40	- Policy issues in education Human Resource Management in Education - The process of Management - Human resources in institutions/organizations

		choosing one from each part.			- The Meaning And Nature Of Human Resource Management - Difficulties/challenges in managing human resources - Human Resource Development and Training - Identification of Personnel needs/requirements - Employing / recruiting personnel - Motivation in the school
TOTAL				100	

PAPER : CURRICULUM

Credit value: 6

Objectives of the paper: To test candidates' knowledge on, curriculum implementation and curriculum development process as well as to test the curriculum trends from the pre-colonial, colonial to postcolonial era in Cameroon and issues in the curriculum reforms and perspectives. Nature of the Exam: Written
Format of the Exam:

PAPER	Specialty	Different sections	Duration	Mark	Exam Content
CURRICULUM	DCT	SECTION A Divided into three parts: - Part one on introduction to curriculum development and teaching. - Part two on curriculum issues and trends in Cameroon - Part three on Curriculum and Instruction Each part comprises 20 objective questions, making a total of 60marks.	1H:30m	60	- Course design and planning - Curriculum development - curriculum models - The elements of the curriculum: - Teaching and learning methods - Processes of developing a curriculum - Curriculum evaluationmodels - Curriculum implementation. - Monitoring, assessment and evaluation of the curriculum - Curriculum reform perspectives
		SECTION B:	1H:30m	40	
			-Divided into three parts of essay type questions, one from each of the component courses. -Each question carries 20marks. -Candidates are expected to answer only two questions.		
TOTAL				100	

PAPER : FOUNDATIONS OF EDUCATION (Common for DCT-EMA-AND)

Credit value: 8

Objectives of the paper: To test candidates' knowledge in the four (4) disciplines about the theories, educational foundation, principles and practices of education

Format of the Exam:

PAPER	Specialty	Different sections	Duration	Mark	Exam Content
FOUNDATIONS OF EDUCATION	DCT EMA AND	SECTION A -Shall comprise objective questions (60marks). -That is, 15marks per course as follows: ☐ Psychology of learning and child psychology, 15marks ☐ Philosophy of education, 15marks ☐ Sociology of education, 15marks ☐ History of education, 15marks	2Hrs	60	Psychology of learning and child psychology, - Definition of Learning and other learning related concepts - Types of learning - Learning theories (behavioral, cognitive, humanistic and information processing theory) - Factors affecting learning - Motivation and learning - Individual differences
		SECTION B: Shall comprise 4 Essay questions each selected from the components of the paper as follows: ☐ Psychology of learning and child psychology, 20marks ☐ Philosophy of education, 20marks ☐ Sociology of education, 20marks ☐ History of education, 20marks Candidates are expected to answer only two (2) questions (40marks).	2Hrs	40	- Strategies for teaching and learning and classroom methods of assessing learning outcome - Transfer of learning - Philosophy of education, - Philosophical school of thoughts in education - Indigenous and modern philosophies of education. - Processes of education - Democracy and education - Equality, freedom, freewill, mind, body and authority

						-Islamic education -Christian Education -Church and education - - The spread of Western education overseas in the colonies -Education in the Precolonial, colonial and post-colonial era in Cameroon - Individual and Society - Sociology of education, - Education and sociology of education - Education and socialisation - Education and culture - Agencies of socialization, family, church, school, society, mass media, etc - Social stratification and Social mobility - Theories of sociology of education (functionalist, conflict and symbolic interactionist theories) - Education and social inequality - Gender and feminist theories. - History of education - African education system -Western Education
TOTAL				100	100	

PAPER : MEASUREMENT AND EVALUATION (Common for DCT-EMA-AND)

EXAM PAPER	Specialt y/ Option	Different sections of the paper	Duration per section	Weightin g Percentag e	Mark allocatio n	Exam Content
MEASUREMENT AND EVALUATION	DCT EMA AND	SECTION A: -Objective testing for 60%. -This section should be made up of 45 structural questions for 60 marks (1.5marks each). NB: Section A should comprise the different types of objective questions including: - MCQs-9marks - Matching-9marks - True/False or Yes/No-9marks - Short answers (Structural) - 9marks - Rearrangement 9marks	1h:30mins	60%	60	- Testing, measurement, Evaluation and assessment - Scales/levels of measurement - Error of measurement - Types of questions/techniques - Curriculum evaluation models - Blooms taxonomy - Learning results evaluation - Measures of central tendencies - Problems of evaluation - Computer assisted tests
		SECTION B: -Shall comprise 3 Essay questions (20marks each) for candidates to answer two (2) for 40marks.	1h:30mins	40%	40	
		TOTAL		100	100	

PAPER:TEACHING PRACTICE

Credit value: 10

Objectives of the paper: To test candidates' knowledge in preparing lesson plans and delivering lessons.

Nature of the Exam: Practical Format of the Exam:

EXAM PAPER	Specialty/ Option	Different sections of the paper	Duration per section	Weighting Percentage	Mark allocation	Exam Content
TEACHING PRACTICE	DCT15	Part One: Lesson preparation -10 sets of different passages selected from secondary school subjects for candidates to exploit only one to teach.		40%	40	All secondary school subjects from form 1 to form 5
		Part two: Lesson delivery		60%	60	
		TOTAL		100	100	