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SEMESTER-I

M.Ed.CC:101

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Expected Learning Outcome:
On completion of this course, the students will be able to

- Describe multiple dimensions of learner's development and its implications on learning;
- Reflect on the process of learning from the point of view of different theoretical perspectives and the need to adopt appropriate approaches;
- Understand the learner in terms of diversities and its implications on learning;
- Learn the factors affecting learner's environment and assessment;
- Discuss the strategies for effective management of learning;
- Gain a systematic knowledge about motivation and emotion
- Conceptualize the needs of the learners and the process of learning
- Recognize different theories of learning and creativity
- Understand the concept of personality and methods of personality assessment

Course Content:

Unit 1: Psychology & Development

- Psychology: Meaning of Psychology
- Schools of Psychology: Behaviourism, Constructivism and Humanism
- Methods of studying Psychology: Observation, Case study, Clinical and Experimental method
- Development – Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions
- Theories of Development:
  - Intellectual development – Bruner;
  - Psycho social development- Erikson;
  - Moral Development- Kohlberg

Unit 2: Learning & Motivation

- Learning: Concept and Nature of learning
- Theories of Learning and their educational implications: Lewin’s field theory; Gagne’s theory of learning; and Donald Normal informational Processing theory
Transfer of learning: Types and its theories (any two) – Educational implications of the Transfer of Learning.

Motivation: Factors facilitating motivation: Intrinsic and Extrinsic, Theories of Motivation (Maslow, McClelland) and their educational implications.

Unit 3: Intelligence and Creativity

Intelligence: Theories of Intelligence (Guilford’s Structure the Intellect Theory, Thurston’s Group Factor Theory, Howard Gardner’s Multiple Intelligent Theory, Sternberg’s Triarchic Theory) – Emotional Intelligence: Meaning, Branches, Characteristics and Components – Assessment of Intelligence: Verbal; Non-Verbal; Performance; Individual and Group.

Creativity: Concept, Characteristics, Steps of Creativity – Factors Influencing Creativity - Techniques for development of Creativity: Brain-Storming (Osborn); Synectics (Gorden); Attribute – listing (Grawford); SCAMPER (Bop Eberle); Mind Mapping (Buzan) – Fostering Creativity in our classrooms - Theories of Creativity: Taylor’s Level of creativity and Arieti’s Theory - Measurement of Creativity

Unit 4: Personality & Group Dynamics

Personality: Concept, Nature and Factors Influencing Personality - Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung); Trait Approach: (Allport, Cattell, Big Five Theory); Type-cum-Trait Approach (Eysenck); Psychoanalytical Approach (Sigmund Freud); Humanistic Approach (Maslow, Carl Rogers) and its educational implications - Measurement of Personality in Educational settings: Tools and Techniques.


Practicum (Any Two)

Administrate and interpret two of the following tests:

a) Individual test of intelligence
b) Group test of intelligence
c) Personality inventory
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d) Test of creativity
e) Any other

Suggested Reading:

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M.Ed.CC:102
PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Expected Learning Outcome:
After completion of course, the prospective teacher educators will be able to:

- Understand the conceptual framework, nature and functions of philosophy of education.
- Analyse, interpret and synthesize of various concepts, proposition and philosophical assumptions about educational phenomena.
- Compare concepts of education between/among various western philosophical schools/traditions.
- Understand various Indian schools of philosophy and their educational implications
Critical appraisal of contributions made to education by prominent educational thinkers
- Develop philosophical insight for resolution of educational issues.

**Course Contents**

**Unit-1: Education and Philosophy**
- Concept of philosophy and Education, Relationship between Philosophy and Education, Concept of Educational Philosophy and Philosophy of Education, Scope of Philosophy of Education and its significance, Functions of Philosophy of Education

**Unit-2: Western Educational Philosophies**
- Thoughts and educational implications revealed by western schools of philosophy - Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism and logical positivism

**Unit-3: Educational Thoughts of Western Thinkers**
- Plato, Herbert Spencer, John Dewey, Rousseau

**Unit-4: Indian Educational philosophies and Educational Thoughts of Indian Thinkers**
- Thought and educational implications revealed by Indian schools of philosophy – Sankhya, Yoga, Vedanta and Educational supposition of Buddhism, and Jainism
- Mahatma Gandhi, Swami Vivekanand, Sri Aurobindo, Ravindra Nath Tagore, J. Krishnamurti,

**Practicum- any Two**
- Presentation of paper related with philosophy of education on given topic.
- Study of any one thinkers’ original literature (one book) and write review on it.
- Comparative Study of Indian and Western thinkers (Brief)

**References**
- Cahn, S.M. *The Philosophical Foundations of Education*, P.433
- C.S. Shukla: Development of educational system in India. Loyal book depot, Meerut.

Mathur S.S. (2008) ‘*Shiksha ke Darshanik tatha Samajik Aadhaar*’, Agarwal Publications Agra-
s.


**M.Ed.CC:103**

**CURRICULUM STUDIES**

**Expected Learning Outcome:**

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

- Understand the major concepts of Curriculum studies.
- Reflect up on various perspectives in Curriculum studies, Curriculum design and Curriculum evaluation.
- Apply their knowledge related to Curriculum studies, Curriculum design and Curriculum evaluation in their profession.
- Critically evaluate the various Curriculum theories, Curriculum design and Curriculum evaluation.

**Course Content:**

**Unit 1: Basics of Curriculum**

- Curriculum: meaning and definitions.
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- Historical evolution of curriculum studies.
- Foundational Subjects of Curriculum Studies- philosophy, psychology, sociology, history, and technology
- Curriculum studies- Possibilities - Curriculum Policy

Unit 2: Curriculum theory

- Curriculum theory: Meaning, rationale and importance
- Paradigm - Empirical–Analytic Paradigm, Critical Praxis Paradigm, Postmodern Antiparadigms

Unit 3: Curriculum Design

- Laws and Principles of Curriculum Construction
- Curriculum Design: Curriculum Planning, Curriculum Development, Curriculum Implementation, Curriculum Organization, Curriculum Supervision
- Curriculum Design of School Curriculum

Unit 4: Evaluation of Curriculum / Curriculum Evaluation


Learning Activities:
A seminar on any of the following topics or similar topics according to the choice of the teacher:

- Major trends that can be perceived from our contemporary curriculum construction practices
- My dream curriculum: how will it look like?

Suggested Reading:


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M.Ed.CC:104

TEACHER EDUCATION IN INDIA

Expected Learning Outcome:

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

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession
- Understand the roles and responsibilities of teacher educators
- Use various methods of teaching for transacting the curriculum in schools
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher’s education
- Reflect on the issues and problems related to teacher education in the country

Course Content:

Unit 1: Concept and Meaning of Teacher Education

- Meaning, nature and scope of teacher education
- Distinguishing between teacher training and teacher education
- The need and importance of teacher education
- Aims and objectives of teacher education at various levels
Unit 2: Teacher Education System in India

- Historical development of teacher education in India
- Types of Teacher Education Institutions in India
- Recognition, assessment and accreditation of Teacher Education Institutions: Role of UGC, NCTE, NAAC, NCERT, SCERT and various other central and state regulating bodies
- Recommendations of various commissions on Teacher Education: Hansa Mehta Committee, Kothari Commission, National Policy on Education, NKC, NCF, NCFTE etc.

Unit 3: Components of Teacher Education

- Components of Teacher Education- Common core (foundation courses), Specialization and pedagogy, school based practicum and internship, relationship and weightage given to theory and practical work
- Evaluation- Internal Assessment, External Evaluation, New techniques of Evaluation, Choice Based Credit System (CBCS)
- Relationship of Teacher Education Institution with Practice Schools

Unit 4: Pertinent Issues in Teacher Education

- Teacher Education in the global perspective
- Integrating technology in teacher education
- Preparing teachers for inclusive classrooms
- Research and innovations in teacher education
- Challenges in teacher education

Practicum—Any one

- Write a report based upon the comparative study of state and national curricula of pre-service teacher education
- Write a report based upon the interview of in-service teachers to identify the problems faced by them
- Work in close association with a recognized teacher education institution for a period of at least one week and prepare a detailed report
- Critically review a research article in the field of teacher education and write implications for the practitioner.

Suggested Reading:

- Education of Teachers in India- Volume I & II –S. N. Mukerji
- Emerging Trends in Teacher Education- R S Shukla
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- K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
- NCTE (1998): Perspectives in Teacher Education.
- Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
- S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
- Teacher Education modern Trends – Mohit Chakrabarti
- Teacher education- Theory, Practice & Research – R.A. Sharma.
- Teachers Education in India (INSET)- Nizam Elahi.
- William Taylor – Society and the Education of Teachers, Faber 7 Faber

M.ED CC: 105
COMMUNICATION SKILLS AND EXPOSITORY WRITING

Expected Learning Outcome:
On completion of this course, the students will be able to
- Sensitize students to their communicative behaviour
- Build capacities for self-criticism and facilitate growth
- Gain insight and reflect on the concept and process of communication.
- Use different style, tone and format to the writer’s purpose and audience.
- Use rhetorical formats conventional to expository writing
- Demonstrate practical uses/applications for expository writing beyond the classroom.

Unit 1: Process of communication
- To understand the process of communication students should have the knowledge & skills for Presentation Interview, Public Speaking, Preparing & Organising the
Speech, Elements of Effective Writing, Main Forms of Written Communication: Agenda, Minutes, Notices, Writing of CV, Memo, Drafting an E-mail, Press Release.

Unit 2: Expository writing

- Meaning and Purpose of expository writing, types and forms in expository writing, steps in expository writing, Brainstorming of ideas, Osborn’s method in Brainstorming, Variations/types in Brainstorming. The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: informational, Opinion, Narration and Argument.

Learning Activities:

- Classroom Practice: • Greeting and introducing
- Practicing Short Dialogues, Extempore speeches
- Seminars/Paper-Presentations/Reporting an Issue
- Analysis of topics of text
- Panel discussion on different themes
- Review of articles, texts and reports
- Publishing in groups
- Shared writing products
- Critical Reflection on communication strategies

Suggested Reading:

- Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills, Macmillan Delhi, 2009.
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- Taylor, Shirley Communication for Business person Delhi, 2005

M.ED CC: 106
YOGA EDUCATION AND PERSONALITY DEVELOPMENT

Expected Learning Outcome:
On completion of this course, the students will be able to
- Explain the meaning and dimensions of an integrated personality.
- Explain how the practice of Yoga can help you develop an integrated personality.
- Discuss the concept of stress in terms of its causes, symptoms, and consequences.
- Explain how the practice of Yoga can lead to human excellence.
- Describe the harmful effects of stress in relation to behaviour, performance and health;
- Identify situations which may cause stress;
- Explain role of Yogic life style for managing stress;

Unit 1: Yoga and Personality Development
- Introduction
- Yogic concepts of personality
- Dimensions of integrated personality
- Yoga for integrated personality development

Unit 2: Yoga and Stress Management
- Concept of stress
- Stress – a yogic perspective
- Yoga as a way of life to cope with stress
- Yogic practices for stress management
- Cyclic meditation for stress management
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Practicum

- One Seminar
- One Assignment

Suggested Reading:

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- Ramakrishna Mission (2013). Parents and Teachers in Value Education, Ramakrishna Mission, Belur Math
- Rukmani T.S. (1999). Yoga Vrttika of Vijnanabhiksu. Delhi,
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SEMESTER-II

M.Ed.CC: 201

INTRODUCTION TO RESEARCH METHODS IN EDUCATION

Expected Learning Outcome:
On completion of this course, the students will be able to

- Understand the scientific enquiry and its applications in education.
- Familiarize the students with various methods and techniques of educational research.
- Formulate design for undertaking research projects and to construct the tools for data collection.
- Use various statistical techniques in education research.
- Develop competency in software package for statistical analysis.

Course Content:

Unit 1: Research Process in Education

- Steps in research, selection and sources of a research problem – statement of a research topic, objectives and operationalization of key terms – Review of Related Literature, primary, secondary and e-resources-referencing and APA Styles, – Variables: definitions and types – Formulation of hypothesis – role, characteristics and types of research hypothesis.

Unit 2: Methods of Research

- Quantitative Research: Research designs: true experimental (single group pre-test, post-test design; two-group experimental-control group design; Solomon four-group design, rotational group design; factorial design), quasi-experimental designs, internal and external validity of the research designs
- Qualitative Research: meaning, nature, characteristics, scope and relevance, types of qualitative research

Unit 3: Sampling, Tools& Techniques in Research

- Concept of population and sample, sampling unit, representativeness of a sample, sampling frame, Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling
Systematic Sampling, Multi-Stage Sampling) and Non-Probability Sampling (incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling).

- Tools and techniques – observation, interview, inquiry forms, scaling techniques, rating scale, attitude scale, psychological tests and projective techniques, sociometry – development and standardization of research tools, Characteristics of the tools: reliability, validity and usability

**Unit 4: Statistics in Educational Research**

- Qualitative and Quantitative nature of data, Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive)
- Measures of Central Tendency: Mean, Median & Mode – Calculation, Interpretation and Uses
- Measures of Dispersion: Range, Mean Deviation, Quartile Deviation and Standard Deviation – Calculation, Interpretation and Uses
- Percentiles and percentile ranks, derived scores Z-score & T-score.

**Practicum**

- Preparing reflective diaries / journal
- E-referencing
- Project Work
- Seminar Presentation (PPT)
- Reflective written assignments
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

**Suggested Reading:**


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M.Ed.CC:202
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Expected Learning Outcome:
After completion of course, the prospective teacher educators will be able to:

- On completion of this course, the students will be able to
- Understand the nature and scope of Sociology of Education; analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena
- Analyze the relationship of education with culture, social stratification and social mobility
- Reflect the educational issues that relate to education system and practice (iii) changes occurring in the framework of education and their factors and (iv) the need to have a critical understanding on education and society.
- Analyze education from different sociological perspectives and theoretical frameworks.
- Review the seminal works in the Sociology of Education

Course Contents

Unit 1: Education and Society

- Meaning and Nature of Sociology of Education and Educational Sociology; Social organizations - Characteristics; Social groups; Social change; Social mobility Social stratification; Culture - meaning, nature, conservation, development and transmission; Social deviants - influences on personality development. Education as a process in the social system; a social activity.
Unit 1: Education and Social Characteristics

- Education and its characteristics; interrelation amongst education and other social subsystems- economy, polity, culture, health, nature & metaphysical.
- Context of Social Groups for Education: Various Social Groups: Political, Economic, Professional, Caste, Class & Habitat- their Interaction and Education

Unit 2: Sociological Functions of Education

- Agents of socialization - Family, School, Religion, Community;
- Education as a social system, as a social process and a process of social progress;
- Technological change - Industrialisation and Modernisation.
- Socio-Political ideology suggested
- Preservation, Transmission, Evolution

Unit 3: Education and Social Change

- Concept of social change: modernization and development
- Factors affecting social change process
- Endogamous: exogenous factors
- Nature and impact of the factors
- Views on process of social change
- Structural functionalism
- Conflict theories
- Role of Education in Changing Indian Society
- Education and Wholistic Social Development
- Cognitive / Affective / Psychomotor / Environmental / Spiritual
- Education and Changing Social Context

Unit 4: Current Issues in the Context of Education and Indian Society

- Education & Neo-Colonialism, Neo-capitalism & Neo-liberalism
- Divergence of the State, society & Education
- Education & Lawlessness
- Education & Adhocism
- Education: Equity & Equality
- Education & Secularism
- Education of the Disadvantaged
- Identity & Autonomy of Indian Education
- Educational Determinism & Challenges of the Indian Society
Practicum- any Two

Students are expected to take two or more tasks to fulfil the sessional work

- Review the volumes —Field Studies in Sociology of Educationl published by NCERT
- Book review pertaining to Sociology of Education. Apart from highlighting the ideas that book articulates and the way arguments with evidences are provided, students will have to critically review the strengths and weakness of the book. Also, the relevance of the book in understanding day to day phenomena that are happening in the school and teacher education system at large have to brought at the end of the book review.
- A term Paper based on the topics in the syllabus. It has to be very argumentative and analytical in nature.
- Thematic Presentations

References

- Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
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M.Ed.CC:203

PRE-SERVICE & IN-SERVICE TEACHER EDUCATION

Expected Learning Outcome:

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

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher.
- Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
Design in-service teacher professional development program/activities based on the needs of teachers

Develop professional attitudes, values and interests needed to function as a teacher educator

**Course Content:**

**Unit 1: Pre Service Teacher Education- Structure, Curriculum and Modes**

- 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 specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- Pre service teacher education for various levels of schooling
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

**Unit 2: Organisation of Different Components of Teacher Education Curriculum**

- Andragogy - Concept and its Principles
- Organisation of different components of teacher education curriculum – existing practices.
- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- Transactional approaches for the skill and competency development courses – need for awareness-modelling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment
- Integrating e-learning in teacher education classrooms

**Unit 3: In Service Teacher Education in India**

- Concept, need for in-service teacher education.
- Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives
- Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
Varieties of in-service teacher education programmes - induction, one shot, recurrent, cascade, multi-site, school-based and course work - scope, merits and limitations of each of them

Centrally Sponsored Schemes for the Reconstructing and Strengthening of Teacher Education Institutions – IASE, CTE, DIET

**Unit 4: Planning, Organising and Evaluating an In-service Teacher Education**

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation.
- Relevant criteria for evaluating in-service teacher education programme
- Academic staff colleges – purpose and role in in-service teacher education; Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.

**Learning Activities:**
The students will undertake the following activities:

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment - document analysis
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

**Suggested Reading:**

NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006
Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC
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M.EDCC:204

Academic Writing

Expected Learning Outcome:
On completion of this course, the students will be able to

- Understand the process of academic writing
- Get the clarity while writing with respect to the parts of speech
- Get insights into the common errors committed in punctuation and grammar.
- Understand tips in writing
- Understand the concept of Plagiarism in writing.

Unit 1: Process of communication
Understanding the process of academic writing

- Concept of academic writing
- Features of academic writing- complexity, formality - Precision, objectivity, explicitness, accuracy, hedging, responsibility

Unit 2: Academic writing: Punctuation and Grammar & Plagiarism

- Proof-reading
- Teacher Evaluation: Plagiarism and how to avoid it
- Academic writing assessment criteria

Learning Activities:

- Write an essay on a topic of your choice
- Find the appropriate use of language items in a sentence
- Correct the language with the help of guidance
- Finalize draft of writing using tips
- Check the draft with the features of academic writing
- Finalize the script / document.

Suggested Reading:


Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.

M.EDCC:205
Internship in DIET’s/CTE’s for Four weeks (with report)

Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 4 weeks. Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship. Instructions: 1. the institutional based internship will be begun from the 2nd semester. The first part of internship involves a compulsory attachment with a teacher education institution. 2. The Teacher Educator is supposed to be developing a network of partner organization where the student teachers study again the college of Teacher Education. 3. The colleges of education will help in designing field internship keeping in view the activities that will be going on during the internship period. 4. The host organization will suggest aspects for study/ work/ focus which are to be followed by
the Teacher Educators. 5. The host organization will have to monitor or supervise from time to time.

**Expected Learning Outcome:**

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

- To internalize the working of teacher training institution.
- To develop insight into the working of training college.
- To create an interface of theory and practice.
- To enhance practical competence of M.Ed students regarding various function of teaching, management & organization of activities.

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<th>S.No</th>
<th>Assessment is based on the following activities</th>
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<tr>
<td>1</td>
<td>A detail report on Teachers Education Institution (In Suggested Format)</td>
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<td>2</td>
<td>Observation and write a detail report on two activities from the following.</td>
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<td>2) Cultural Activities</td>
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<td>3) Games &amp; sports</td>
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<td>5) Health and Physical Education</td>
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<td>6) Any other</td>
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<td>3</td>
<td>Observation of 06 classes in teaching subjects (3 foundation courses+ 3 methodology courses)</td>
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<td>4</td>
<td>Teaching practice (2 classes) in their respective pedagogy subjects with lesson plans and teaching aids</td>
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M.Ed SYLLABUS (2018-20), DEPARTMENT OF TEACHER EDUCATION, NAGALAND UNIVERSITY, KOHIMA CAMPUS

M.ED D:206
Dissertation

Dissertation Synopsis will be of maximum 50 marks. The M.Ed. student will develop a synopsis for the dissertation in the first year which he/she will be pursuing and completing in the next year for the fulfilment of the M.Ed. Course. The synopsis will be presented in the Departmental Open Synopsis presentation (DOSP). The DOSP will comprise of the Head/Principal and all Supervisors. However the marks will be given by the Supervisor in consultation with the Head of the Department/ College Principal.

1. Teacher educator will explore the areas of educational research.
2. Student /scholar is expected to take up a research based project on an area of interest which is associated with optional/specialization course or Problems face /recent needs
3. Identification of the problem and definition.
4. Preparation & presentation of the synopsis in front of the panel
5. Submission of final Synopsis to the department
Expected Learning Outcome:
On completion of this course, the students will be able to

- Analyse quantitative & qualitative in educational research
- Understand the various application of statistics in research
- Use different software for data analysis
- Identify issues of data collection and their treatment;
- To develop competencies in Research reporting
- Appreciate role of research methodology in education

Course Content:

Unit 1: Quantitative Data Analysis

- Scales of Measurement- Nominal, Ordinal, Interval and Ratio
- Normal Probability Distribution -Concept, Characteristics and Applications, Deviation from normality and underlying causes,
- Correlation: Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, theoretical aspects of biserial, point biserial, tetrachoric, phi coefficient, partial and multiple correlation,
- Regression: Concept of linear regression, regression equations - computation and application, prediction in relation to correlation.

Unit 2: Inferential Statistics- Parametric & non-parametric

- Inferential Statistics- meaning and logic, concept of sampling distribution of statistics, standard error as an index of sampling error; concept of estimation-point and interval; parametric testing of hypothesis, concepts of one-tailed and two-tailed test; type 1 and type 2 error, degrees of freedom, testing the significance of the difference between means, variances, correlations and proportions. ANOVA - inference and generalization
- Non-parametric statistics in education - Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis test and Friedman’s test.
Unit 3: Qualitative Data Analysis

- Techniques of qualitative data analysis - Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences – Utilizing Packages for qualitative analysis (Use of Anthropack, Alta vista) – Credibility and Limitations of on Line Research – Computer Based Data Analysis: Support & Threats – Threats to Validity of Research.

Unit 4: Research Report Writing

- Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting, Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style
- Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity, plagiarism.

Practicum

- Preparing reflective diaries / journal
- E-referencing
- Project Work
- Seminar Presentation (PPT)
- Reflective written assignments
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

M.Ed.CC: 302
EDUCATIONAL MANAGEMENT AND LEADERSHIP

Expected Learning Outcome:
After completion of course, the prospective teacher educators will be able to:

- Comprehend theoretical as well as practical aspects of Educational Management in existing and emerging scenario.
- Understand the meaning, types, nature of educational management
- Understand the chronological development of educational management / administration in Pre-Independence and Post – Independence Era
- Understand the leadership, meaning and styles of leadership.
- Analyze their role in quantitative and qualitative improvement of education.
- Deal with the day to day problems concerning education in general and school education in particular.
- Understand Educational, Planning, Approaches and Alternatives.
- Understand the role of National bodies and State level agencies and controlling authorities of educational management.

Course Contents

Unit- 1: Introduction to Educational Administration and Management
- Meaning, Nature, Scope and functions of Educational Administration and Management
- Historical perspective of Educational Management in India
Theories, Models and Practices of educational Management.
Growth and development of Modern concept of educational administration from 1900 to present day.
Management of Innovations in Educational Management: Human relations approach to Educational Administration.

Unit-2 : Educational Administration in India
Education and the Indian constitution
Educational Administration at the National Level and State level
Educational Administration at the Local level; Role of NGOs in Expansion of Education and Quality Retention.
Structure of Education in India from pre-primary-Education to Post-Doctorate level.
Administrative Setup of Education in Nagaland State.

Unit-3 : Leadership in educational Management
Meaning, Nature and Functions of Leadership
Theories and Styles of Leadership
Transformational Leadership in Educational Management
Decision making-Nature of decision making, models of Decision making, factors influencing decision making, group Decision making techniques.

Unit – 4: Educational Management at State and National Level
Educational Policy formulation and Policy Planning
Organizational Structure of educational management at State and National Level
Role of Controlling Authorities & Universities in Educational Management
Centre-State coordination – Networking, partnership and linkages.
Quality education: Issues and challenges in policy Implementation –NAAC and performance Appraisal

Engagement:
Review and reflect on structure and functioning of CABE, UGC, NAAC, NCTE, NIEPA in Educational Management
Critically reflect on the educational programmes in India to develop human resources.
Review NAAC’s SSR reports of different universities placed on the university’s website & write your critical reflections.
Critically reflect on the Institutional Autonomy & Accountability in the existing autonomous colleges.
Visit a school / College and Study the Leadership behavior of a School Headmaster / Principal

Observe the co-curricular Programmes and activities in a school and college.

Observe the school or college for the availability of academic resources and their optimum utilization and write a report.

Review present education policy of State of Telangana at school & higher education and reflect on it.

Visit to State Resource centers.

References

M.Ed SYLLABUS (2018-20), DEPARTMENT OF TEACHER EDUCATION, NAGALAND UNIVERSITY, KOHIMA CAMPUS

M.Ed.CC:303
ICT IN EDUCATION

Expected Learning Outcome:
On completion of this course, the students will be able to
- Explain the concept and scope of ET.
- Explain the different instructional designs.
- Understand the nature and scope of ICT in Education.
- Appreciate the applications of ICT in Education.
- Understand the process of ICT integration in teaching and learning.
- Appreciate the scope of ICT for improving the personal and professional competence of teachers.
- Understand the components and basic functionality of computer.
- Know the instructional applications of internet and Web resources.
- Understand the process of locating research studies available in the Internet and the use of online Journals and books.
- Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.

Course Content:

Unit 1: Introduction to Information and Communication Technology
- Meaning, Nature, Scope and Significance of ICT.
- ICT resources for teaching and learning.
- Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.
- Role of ICT in personality development and professional development.

Unit 2: Computer, Internet and World Wide Web
- Fundamentals of Computer: Meaning of Hardware and various Hardware components of a computer; Concept and types of Computer Software; Computer memory and its types; Meaning, types and functions of Operating System; Computer VIRUS and protection measures.
- The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.
The World Wide Web: Concept of W.W.W; Distinction between Internet and W.W.W; Web pages and H.T.M.L; Web browsers and Web Search Engines; Web Surfing.

Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

Unit 3: Information Storage and Management

- Data and Information: Types of data, File management.
- Data storage and Data base management.
- Meaning, Characteristics and benefits of cloud computing.
- Management information systems in the field of education.

Unit 4: ICT in Education

- E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Classroom dynamics; Advantages and limitations of E-learning.
- Web Based Learning–Online Learning: Meaning, principles and categories of Web based learning; Merits and limitations of Web based learning; Meaning, significance, functions and advantages of Virtual Campus.
- Electronic portfolio.

Practicum

(1) One Seminar
(2) One Assignment

Suggested Reading:

Intel Teach to the Future – Pre-Service Binder – Version 2.0.

M.EDCC:304
ECONOMICS OF EDUCATION

Expected Learning Outcome:
On completion of this course, the students will be able to

- Understand the process of academic writing
- Understand of importance of Economics in the field of education
- Understand education on consumption and instrument activities
- Understand cost of education its role in individual and Human development
- Understand Internal efficiency of the systems of education
- Understand modern development in economics of Education
- Understand educational policy management planning and Finance.
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- understand new educational reforms adopted in India and their capability in the field of education

Unit 1: Introduction to Economics of Education

- Concept and scope of economics of education Interdependence of Economics and education
- Education as Human capital, critique on the concept of Human capital
- Concept of Micro and Macro Economics of Education
- Brief historical perspective of economics of education
- Critical understanding of the concept of Political economy

Unit 2: Economic Reforms and Education

- Standard of living schooling and Education
- Modernization of education relationship between Market and education, Human Development Index
- Privatization of education – public and private partnership in education
- Globalization of Education; Role of International Institutions, IMF, WB & WTO
- Liberalization of Educational policies a critical appraisal

Learning Activities:

- Collection of Material related to Budget allocation, and satisfaction of both State and Central Government
- Study of School Budget.
- Collecting Budget proposals of Private & Public educational institutions & reviewing the mode of allocation and expenditure
- Reviewing State Fee reimbursement policy and its challenges to Private & Public institutions financial status.
- Reviewing of the last five Five Year Plans (FYPs) and reflecting on Budget allocation to Education Sector for different levels.
- Review Nagaland State budget & reflect on allocation to Education.
- Interview some eminent persons at State, Institutions, Public & Private institutions, Chartered Accountants and write a report on judicious budgetary procedures.

Suggested Reading:

M.Ed SYLLABUS (2018-20), DEPARTMENT OF TEACHER EDUCATION, NAGALAND UNIVERSITY, KOHIMA CAMPUS

- Educational Change in India, Har Anand Publications (1996).
- Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988-92: Trend Reports Vo11, New Delhi, NCERT,

M.EDCC:305
Internship (Field Attachment) related to specialization

Instructions:
1. The third semester involves the teacher educator entering into a field sight related to the area of specialization.
2. The 1st & 2nd part of internship will be organized in 3 to 4 weeks each.
3. The internship should be structured around some focus tasks or projects which teacher educator may design in consultation with the faculty.
4. The internship also facilitates a bridge between what students learn in classrooms and observing the field.

5. For all the internship the teacher educators will act as mentors.

**Expected Learning Outcome:**

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

- To experience and understand the academic and social climate of school as social Institution.
- To observe and drive the developmental need of students.
- To identify and workout practical solution of different type of problems.
- Develop teaching competence through practice teaching and social modeling.

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<tr>
<th>S.No</th>
<th>Assessment is based on the following activities</th>
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<tr>
<td>1</td>
<td><strong>Activities:</strong></td>
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<td></td>
<td>Students Case Studies (2 Students)</td>
<td><strong>20</strong></td>
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<td>2</td>
<td><strong>Activities:</strong></td>
<td><strong>30</strong></td>
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<tr>
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<td>Institutional Case Study (Elementary / Secondary)</td>
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<td>Multimedia Lesson Presentation using Teaching Models</td>
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<td>Organization of Events like (a) Brain storming (b) Quiz c) Group Discussion d) Events of National Importance (e) Life Skills Activities ( conduct the activity &amp; write a report)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Educational Tour (National importance institutions)</td>
<td><strong>50</strong></td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Note: 28 days will split in two 18 days and 10 days
M.ED D: 306
Dissertation

Dissertation related to work

1. Give the background of the problem.
2. Review of the literature.
3. Make a research designing
4. Selection of Tool and Collecting and using data thought provokingly and in a convincing manner.
5. Submission of Progress Report from the above topics
SEMESTER – IV

M.Ed.CC:401
GUIDANCE AND COUNSELING

Expected Learning Outcomes:
On completion of this course, the students will be able to

- The Counseling process & Group guidance programme.
- The Organization of a Guidance Programme.
- The Testing in Guidance Service.
- The Human adjustments and mental health & hygiene.

Course Content:

Unit – 1 Counseling process & Group guidance:
- Counseling process
- Concept, nature, principles of counselling
- Counseling approaches – directive, non-directive
- Group counseling vs. Individual counseling, Counseling for adjustment
- Characteristics of goods counselling
- Activities of Group guidance
- Concept, concern and principles of group guidance
- Procedure and techniques of group guidance

Unit – 2 Organization of a Guidance Programme
- Principles of organization
- Characteristics of well Organized Guidance.
- Eclectic Counseling service and Individual inventory service- Testing Service.
- Information orientation service, placement service and follow up programme

Unit – 3 Testing in Guidance Service
- Use of tests in guidance and counselling
- Tests of intelligence, aptitude, creativity, interest and personality
- Administering, scoring and interpretation of test scores
- Communication of test results as relevant in the context of guidance programme
Unit – 4 Human Adjustments and Mental Health:

- Definition and meaning of Adjustment.
- Role of motivation in adjustment Process: Meaning and definition of motivation, Five Steps of Adjustment process.
- Role of Positive Motivation and Negative Motivation in adjustment process.
- Role of perception in adjustment: Perception and adjustment, Factors of actual Perception, Teacher and Perception.
- Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene.
- Principles of mental hygiene and their implication of effective adjustment.
- Mental health and development of integrated personality.

Suggested Practical Work:

1. To arrange seminar, career conference & career days.
2. To provide Guidance and counseling of Students.
3. To visit work places and related institutes.
4. To visit institutes of who providing Guidance and Counseling.
5. To collect information or paper cutting about career development of students.
6. To administrate any five psychological tools and its analysis for guidance and counseling.
7. To provide Guidance and counseling of Students.

Reference Books:

M.Ed SYLLABUS (2018-20), DEPARTMENT OF TEACHER EDUCATION, NAGALAND UNIVERSITY, KOHIMA CAMPUS


M.Ed.CC:402

Life Skills Education

Expected Learning Outcomes:
On completion of this course, the students will be able to

- Understand Concept, Process and Practice of Core life Skills.
- Identify role of Life Skills for Positive Change and well being.
- Understand social skills, thinking skills and emotional skills.
- Communicate effectively, Cope with Stress and Emotions, Problem Solving and Decision Making.
- Emphasize the importance of Effective Communication as a Life Skill.

Course Content:
Unit-1 : Peace values for Personality Formation
Life Skills: Concept, Importance of Various key Life Skills- Emotional Skills, Social Skills, Thinking Skills,. Importance of Life Skills for Growing minds. Need For Life skill Education.

Unit-2 : Life skill and Wellbeing
Unit-3 : Communication Skill

Functions of Communication. Essentials of Effective Communication. Types of Communication-Downward or Upward, Lateral or Horizontal. Barriers to Communication.

Unit-4: Method for Life skill Enhancement

Methods to Enhance Life Skills -Class Discussion, Brain Storming, Demonstration, Role Play, Case Studies. Audio-Visual activities e.g. Arts, Music, Theatre, Dance. Decision Mapping or Problem Trees, Storytelling, Debates, Educational Games and Simulation, Small Groups. Matrix of Life skills in a class room.

References

- Life SKills Education and CCE, CBSE. (www.cbse.nic.in/cce/life skills_cce pdf.)
- Life SKills Education (www.lifeskillsed.com.)
- Life Skills Approach to Teaching- Teacher Education (www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module pdf.)
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M.Ed.CC:403

Pedagogy of Language Education

Expected Learning Outcomes:

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

- acquaint to Indian & Western tradition in language
- know the psychology of teaching of language learning
- acquaint the students with pedagogy of language learning & language teaching
- acquaint the students with evaluation of language learning of different language
- evaluate various areas of research in language education.

Course Content:

UNIT-I : Pedagogy of Language
- Pedagogy of language L1, L2, L3.
- Participatory strategies and methods of language teaching.
- Innovative techniques for teaching grammar, reading comprehension, written expression and note making, Use of ICT in Teaching-learning language

Indian & Western tradition in language learning
- Indian Traditions: (i) Yask, (ii) Panini, (iii) Patanjali, (iv) Bhartihari.

UNIT-II: Language Learning and Linguistics
- Concept of language learning and language acquisition, Factors affecting language learning and language acquisition.
- Teaching language for creativity.
- Linguistics: Nature and Functions, linguistic process involved in learning of languages with reference
- to contrastive analysis, error analysis and structural linguistics.
- Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and gradation of content

Language Acquisition
- Language acquisition and communication-factors affecting language learning language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive; application of these theories to development of methodologies of teaching-learning of language.

UNIT-III: Curriculum of Language Education
- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problems of curriculum text about development.
- Three languages for rule constitution provision regarding language.
Skills and Strategies of Teaching-learning language
- Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.
- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- Meta linguistic awareness with a focus on listening, speaking, comprehension at writing.
- Needs, Techniques, viz. differential assignments, classroom tasks, personalized system of instruction.

UNIT- IV: Evaluation in Language
- Concept of evaluation in teaching-learning process (formative, summative, criterion, diagnostic).
- Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures.
- Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items.

Contextual Problem and Researches in Language Education
- Problems and issues of the multilingual context in India with reference to three language formula.
- Preservation of language heritage.
- Mother tongue, school language and problem of tribal dialects.
- Research trends in India and abroad in language education.

Tasks and Assignments:
The students may undertake any two of the following activities
- A critical study of language curriculum of secondary school stage.
- Seminar related to language education using power point presentation
- Visit to language laboratory/ language institution & writing its report.
- Survey the language competency of school children & writing report.

Suggested Readings:


Gao, Y (andy), (2010). Strategic language learning Multilingual matters, Canada.

**M.Ed.CC:404**

**Pedagogy of Mathematics Education**

**Expected Learning Outcomes:**

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

- appreciate the abstract nature of mathematics distinguish between science and mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- highlight the significance of mathematics laboratory
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics.

**Course Content:**

**UNIT-I: Nature, Development and Significance of Mathematics**

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; aesthetic aspect of mathematics; historical development of mathematical concepts with some famous anecdotes such as gauss, ramanujan, etc.; teaching of mathematical modeling.
- Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.
UNIT-II: Curriculum of Mathematics at Secondary to Senior Secondary School Level

- Principle for curriculum development in mathematics education.
- Mathematics curriculum at different stages of school education – at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks.

Unit III: Objectives and Strategies of Teaching – Learning Mathematics

- Aims and Objectives of Teaching Mathematics at secondary school level, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics – inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills, competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

UNIT-IV: Evaluation in Mathematics

- Concept of evaluation in teaching – learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics.

Tasks and Assignments: any two of the following

- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagourus theorem etc.
- A critical study of mathematics curriculum of secondary school stage of Nagaland.
- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of maths.
- Development of criteria for evaluation of laboratory work and using it in laboratory.
- Make a study of the evaluation practices in selected schools making critical analysis of examination papers.

Suggested Readings

M.Ed SYLLABUS (2018-20), DEPARTMENT OF TEACHER EDUCATION, NAGALAND UNIVERSITY, KOHIMA CAMPUS

- Polya, G Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. New York: John Wiley & Sons.

M.Ed.CC:405

Pedagogy of Science Education

Expected Learning Outcomes:
On completion of this course, the students will be able to
- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour
- understand the difference and relationship between Science and Technology
- understand the need to evaluate curricula
- know about and critical study of innovative curricular efforts in India
- understand diversity of instructional materials, their role and the need for contextualization in science education
- appreciate the role of Co-curriculum activities in science instruction
- understand the constructivist approach to science instruction
- understand the role of assessment in the teaching-learning process in science
- familiarize with innovative trends in assessment
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content:
UNIT-I: Nature of Science
- Meaning, concept, scope and importance of science.
- Historical Development of Science.
- Correlation of science with other subjects.
- Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.
UNIT-I: Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.

UNIT-II: Curriculum of Science Education
- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education – at elementary, upper elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Approaches to organization of science curriculum at various stages of school education.
- Recommendations of commissions and committees on curriculum of Science.
- Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

UNIT-III: Approaches to Teaching-Learning of Science
- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning.
- Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments.
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Use of ICT in teaching-learning of science.
- Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.

UNIT-IV: Assessment & Contemporary Issues in Science Education
- Continuous and comprehensive evaluation in science.
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Types of test items, Preparation of test items.
- Weight age tables, Preparation of blueprint based on Competency.
- Preparation of question bank.
- Unit tests, Projects and assignments.
- Analysis of tests and remedies.

Task & Assignments: Any of the following
- Develop science club in elementary school with help of their teachers, students and community
- Conduct at least five activities related to club.
Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.

Visit to science centre/science museum and presenting the report.

Make a study of the evaluation practices in selected schools critical analysis of examination papers.

**Suggested Readings:**

- Science & Children (NSTA’s peer reviewed journal for elementary teachers).
- Science Teacher (NSTA’s peer reviewed journal for secondary science teachers).

**M.Ed.CC:406**

**Pedagogy of Social Science Education**

**Expected Learning Outcomes:**

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

- develop an understanding about the meaning, nature, scope of social science
- understand the need for teaching social science as an integrated discipline
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- understand the role of various methods and approaches of teaching social sciences
- gain knowledge about the different approaches associated with the discipline
develop certain professional skills useful for classroom teaching
understand the principles of curriculum development, its transaction and evaluation
explain use of teaching aids effectively in the class-room
develop lesson plan with the help of advanced technology and explain challenging situations in the society
effectively use different materials and resources for teaching social sciences
construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

Course Content:
UNIT – I: Conceptualization of Social Science
- Concept, nature, and scope of Social Science as a school subject
- Place of Social Science at secondary and senior secondary level of school education
- Aims and objectives of teaching Social Science at various stages of school education.
- Evolution of Social Science as a discipline, Social Science as a dynamic expanding body of knowledge
- Inter-disciplinary & Intra-disciplinary correlation of Social Science.
- Relationship between Science & Technology
- Characteristics of different disciplines of social science, their interrelationship and integration.

UNIT –II: Social Science Curriculum & Teaching Learning Material
- Meaning of Curriculum and Core Curriculum.
- Principles for Curriculum Development in Social Science Education.
- Approaches to Curriculum Formation:
  i. Concentric Approach
  ii. Spiral Approach
  iii. Chorological Approach
  iv. Topical Approach
  v. Unit Approach.
- Integrating Co-curricular activities with Social Science Education.
- Planning, preparation and presentation of Instructional Material.
- Use of ICT in Social Science Education: Video clips, Power points presentation, films etc.

UNIT-III: Approaches / Methods & Techniques of Teaching Social Sciences
- Development of unit plan, Lesson Plan, using variety of approaches.
- Teaching Learning process with a focus on:
  i. Inquiry Approach
  ii. Problem Solving Approach
  iii. Project Method
  iv. Innovative Methods
  v. Computer Assisted Instruction (CAI)
vi. Constructivist Approach
   - Teaching Strategies: Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs I Action Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Puppetry.
   - Grouping students for learning
     i. Cooperative learning
     ii. Using structured questions to aid learning
     iii. Role playing and simulation

UNIT-IV: Evaluation in Social Science Education
   - Concept and need of Evaluation in teaching- learning process
   - Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced
   - Construction of Achievement Test – Concept and Steps.
   - Diagnostic test and Remedial measures
   - Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories, Self Reporting Techniques and Interviews as assessment tools
   - Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
   - Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
   - New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System

Tasks & Assignments: Any one of the following:
   - Write a detailed essay on ‘Evolution of Social Science as a discipline’.
   - A Critical appraisal/analysis of existing syllabi and textbooks of any class at secondary/ senior secondary level developed by NCERT.
   - Development of a lesson designed on the basis of Computer Assisted Instruction (CAI)
   - Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas
   - Construction, administration and interpretation of an achievement test of any standard of school.
   - Any other assignment/ project given by the Institute.

Suggested Readings:
   - Arora, GL. (1988), Curriculum and Quality in Education. New Delhi: NCERT.


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M.Ed.CC:407

INCLUSIVE EDUCATION

Expected Learning Outcomes:
On completion of this course, the students will be able to

- Understand the global and national commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
- Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.

Course Content:

Unit 1- Introduction and Preparation for Inclusive Education

- Difference between special education, integrated education and inclusive education. Advantages of inclusive education for the individual and society.
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- National and International initiatives for inclusive education
- Current Laws and Policy Perspectives supporting IE for children with diverse needs
- Brief account of existing special, integrated and inclusive education services in India.
Unit 2- Children with Diverse Needs and Utilization of Recourses

- Definition and characteristics of children with sensory (hearing, visual and physically challenged) and intellectual (gifted, talented and children mentally challenged), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties, and children belonging to other marginal groups.

- Importance of early detection, Functional assessment for development of compensatory skills.

- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

- Role of technology for meeting diverse needs of learners

- Identifying the required resources for children with varied special needs

Unit 3- Curriculum adaptations and evaluation for children with diverse needs

- Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) and intellectual (gifted, talented and children mentally challenged), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties, and children belonging to other marginal groups.

- Guidelines for adaptation for teaching/practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.

- Utilization of records/case profiles for identification, assessment, and intervention for inclusive classrooms.

- Techniques and methods used for adaptation of content, laboratory skills and play material

Unit 4- Teacher Preparation for Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.

N.C.F 2005 and curriculum for teacher preparation and transaction modes.

Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

**Suggested Practical Work:**

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

**Reference Books:**


**M.Ed.CC:408**

**Value Education**

**Expected Learning Outcomes:**

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

- know the need and importance of value education.
- understand the process of moral development viz-a-viz. their cognitive and social development.
know the various interaction strategies for moral development.

Course Content:

Unit I: Concept of Values
- Education and values - need and importance of values in education.
- Recommendations in NPE-1986 regarding inculcation of values at school level.
- Stages of moral judgment - Factors affecting moral judgment

Unit II: Socio-Moral and Cultural Context of Values
- Nature and sources of values (Biological, Social, Psychological and Ecological)
- Difference between values, religious education and moral judgment
- Indian culture and Human values
- Classification of values - material, social, moral and spiritual

Unit III: Moral Development of the Child
- Concept of moral development, moral judgment, and moral action
- Justice and care - the two perspectives of morality
- Approaches to moral development -
  - Psycho-analytic approach
  - Social-learning theory approach
  - Cognitive development approach of Piaget and Kohlberg

Unit IV: Instructional Strategies for Moral Development
- Models of moral development
  - Rationale building model
  - Value classification model
  - Social action model
  - Just community intervention model
- Assessment of moral maturity via moral dilemma resolutions.

Assignment
- Assignment on any two of the following topics (One each from every section) to be done: (Section A)
  - Discuss the recommendations for value education as prescribed in the document NCF-2005.
  - Detail the theory of moral judgment by Lawrence Kohlberg and prepare a presentation on it.
  - Enlist the characteristics of a culture of peace.
- (Section B)
• Describe some in-school strategies that you will use to impart value-education to the students.
• Administer a Moral Judgment Test on students and analyze the results.
• Interview teachers of value education and collect their feedback on improving the transactional procedure for effectively teaching values to the students in schools.

Suggested Readings:
• Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.
• McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice.* USA: Allyn and Bacon Company.
• Nanda, R.T. (1997); *Contemporary Approaches to value Education in India.* New Delhi: Regency Publications.
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• Thomas, B. (2004); Moral and Value Education. Jaipur: Avishkar Publishers.


M.Ed.CC:409

ENVIRONMENTAL EDUCATION

Expected Learning Outcomes:

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

- to develop comprehensive concept about the scope and importance of environmental education.
- to acquaint with environmental issues and problems.
- to be aware of the recent environmental hazards and the plan of action to overcome this in a broad perspective.
- to provide training in IT enabled strategies for imparting environmental education.
- to carry out research projects for improving environmental quality and sustainable development.
- to develop an action plan and conduct awareness program for the public about sustainable development.
- to lead a nature friendly life and promote green living in the society.
- to develop an attitude to conserve the nature and natural resources.

Course Content:

UNIT I: CONCEPT OF ENVIRONMENTAL EDUCATION

- Meaning, history, need and significance and objectives of environmental education.
- The philosophical, sociological, ethical and cultural perspectives of environmental education.
- Contributions of social activists in environmental education in India.
- Structure and status of environmental education.
- Environmental education in a global perspective – steps taken by national, international and state organizations in the promotion of environmental education.
- Challenges in environmental education
UNIT II: THE ENVIRONMENT AND ITS CONSERVATION PRINCIPLES

- Ecology, Concept of Ecosystem, Food chain, Food web, factors affecting Food chain and Food web, Energy Flow, Bio-Geo Chemical cycles In Nature - Carbon cycle, Nitrogen cycle, Water cycle And Phosphorous cycle
- The Need Of Conservation - Conservation Of Nature And Natural Resources
- Need of conservation of Environmental Heritage
- Environmental Literacy
- Need and scope of sustainable development, Concept of Environmental Sustainability

UNIT III: ENVIRONMENTAL PROBLEMS

- Environmental problems at global, regional and local level - give emphasis to any five prominent issues
  - Problems at global level
    a. Global Warming and Glacier Erosion
    b. e- Waste and Its Management
    c. Loss of Habitat and Biodiversity
    d. Ozone Depletion and CFCs
    e. Pollution
  - Problems at Regional Level
    a. Solid And Liquid Waste and their Management
    b. Destruction of Mangroves and Shrinkage of Back Water
    c. Changing Crop pattern and Land Use
    d. Quarriying and Sand Mining
    e. Ecological Hot Spot
    f. Environmental Conflicts
  - Problems at Local Level
    a. Specific Environmental Issues Pertaining To The District
    - Environmental Stress - Effect of Stressors on Health and Behaviour
    - Natural Disasters and Calamities, Disaster Management.

UNIT IV: ENVIRONMENTAL PLANNING AND MANAGEMENT (15 hrs)

- Concept and Need of Environmental Planning
- Issues Related to Environmental Planning
- Environment Management Information System
- Environment Monitoring System
- Environmental Accountability – Environmental Ethics
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- Ecotourism, Earth summit, Eco- feminism, Green living, Eco- footprint

PRACTICUM (Any two items)
1. Prepare a report based on the conservation strategies adopted in your locality.
2. Preparation of biological album/CD on endangered species.
3. Prepare a report based on solid and waste management strategies adopted in any three educational institutions.
4. Prepare a report based on nature camp

REFERENCES
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M.Ed.CC:410

**HIGHER EDUCATION**

**Expected Learning Outcomes:**

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

- Meaning, goals, structure, policy and financing concept of Higher Education
- Higher Education in Historical Perspective with reference to various period of time.
- Designing Curriculum, its process and the role of the universities.
- Management of Higher Education and its institutions.

**Course Content:**

**Unit: 1 INTRODUCTION TO HIGHER EDUCATION**

- Meaning and Goals of Higher Education in India.
- Structure of Indian Higher Education.
- Policy Perspectives and Emerging Trends in Higher Education.
- Financing of Higher Education- Sources and Financing system.
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Unit: 2 HIGHER EDUCATIONS IN HISTORICAL PERSPECTIVE

❖ Modern Higher Education in India, The Despatch of 1854 and establishment of Indian universities.

❖ Development of Higher Education in Free India- Various Commission Report and Recommendations. The major recommendations of – (make specific) higher education, The University Education Commission (1948-49)

❖ National Policy on Education in perspective of higher education- 1986, 1992 (Revised) 1915

❖ Higher Education and Socio-Economic Development.

Unit: 3 CURRICUM IN HIGHER EDUCATION AND ROLL OF THE UNIVERSITIES.

❖ Curriculum Planning: internationalization of higher education curriculum

❖ Curriculum Development

❖ Elements of quality teacher education programme

❖ Curriculum Evaluation

Unit: 4 MANAGEMENT OF HIGHER EDUCATION

❖ Ministry of Human Resource Management

❖ University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan, NCTE, IGNOU Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE), Nagaland University.

❖ Quality and Quantity in Higher Education- Considerations: NAAC procedures to assess quality

❖ Role of Teachers in Higher Educational institutions

Suggested Practical work:

❖ Should arrange academic visit to the institutions of higher education during the internship or semester study.

❖ Prepared an assignment on UGC, NCTE.

Reference Books:

8. Machavan, K.: Role of Distance Education in Developing Countries Guwahati, DVS Publishers, 2001.
14. Powar, K.B.(Editor): Association of Indian universities
M.Ed CC:411

EARLY CHILDHOOD EDUCATION

Expected Learning Outcomes:

On completion of this course, the students will be able to
- The historical development of Early Childhood Education
- The different aspects of child development
- The different models of Early Child Education
- The different interventions in India in Early Child Education
- The awareness about special needs of children at ECE
- The awareness of Child Rights in India
- The researches available in ECE both in east & west.

Course Content:

Unit 1: Introduction to Early Childhood Education
1. Historical perspectives of early childhood education – East & West point of view
2. Nature, Scope and importance of ECE
3 Concepts and Characteristics in Child Development
   (i) Physical Development, (ii) Social Development, (iii) Intellectual Development and (iv) Emotional Development

Unit 2: Perspectives and Methods of Child Study
1. Perspectives of ECE: (i) Kinder Garden approach, (ii) The Montessori approach, (iii) Behaviourist approach, (iv) Cognitive approach
   (Study of researches available in ECE both in east & west.)
Unit 3: Thinker’s reflections on Childhood, Programmes and agencies
1. William Fredrick Froebel, Maria Montessori, Pestalozzi,
3. Early Childhood Care Education Programmes and Polices in India and Nagaland State,
4. Technology and ECE for future

Unit 4: Child Rights in India
1. Constitutional Guarantees that are meant specifically for children: Article 21 A, Article 24,
   Article 39(e) Article 39 (f), Article 45
2. Children rights as equal citizens of India: Article 14, Article 15, Article 21, Article 23,
   Article 29, Article 46, Article 47
3. The Commissions for Protection of Child Rights Act:2005
4. The National Policy for Children, 2013, Right To Education

Suggested Practical Work:
1. Student may choose a subject for dissertation on ECE, Comparative study etc.
2. Visit of the institution/university working for protecting child rights or education.
3. Prepared an assignment on discuss legal aspects, national and international Child Right laws.

Reference Books:

2. G. S. Grewa. (1989 ): Introduction to Early Childhood Education

3. Ganai M.Y. & Sayid, Mohd. Early Child Care and Education AlKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar.


12. Muralidharan, R. (Ed.) Relating Pre-School to Primary School New Delhi: Indian Association of Pre-School Education.


17. The Years before School – Guiding Pre-school Children – Vivian Edmiston Todd, Helen Hefferman.

18. UNESCO, Encyclopaedia of Educational Thinkers.

19. UNESCO. (1979) New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts, Bangkok, UNESCO Regional Office for Education in Asia and Oceania.

M.Ed SYLLABUS (2018-20), DEPARTMENT OF TEACHER EDUCATION, NAGALAND UNIVERSITY, KOHIMA CAMPUS

M.Ed.CC:412

HEALTH AND PHYSICAL EDUCATION

Expected Learning Outcomes:
On completion of this course, the students will be able to

- Acquire knowledge about physical and health education.
- Develop the skills in organizing the physical education programmes in schools.
- Develop the activities required for organizing physical education meets and events.
- Acquire knowledge about recreation, health and safety education
- Acquire knowledge about common communicable diseases.
- Understand the nature of injuries and to provide first aid.
- Create awareness on different aspects of health and fitness.

Course Content:

UNIT I Introduction to Physical Education
Meaning, Definition, Objectives, Scope and Importance of Physical Education – Physical Fitness- Meaning, Definition, Components and Benefits - Origin and Development of Ancient and Modern Olympics - Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games - Recreational activities.

UNIT II Concept of Health Education
Meaning, Definition, Aims, Objectives and Importance of Health Education - Nutrition - Malnutrition - Personal Hygiene - Health Education in Schools - Health Instruction, Health Services, Safety Education: Importance with reference to Schools, Play fields, Road, School and Home - First Aid: Road, Water, Fire accidents and Snake bite - Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

UNIT III Causes and Prevention of Diseases
UNIT IV First Aid-Principles and Uses
Principles of first aid, First aid equipments, Fracture - causes and symptoms and the first aid related to them, Muscular sprain causes, symptoms and remedies, First aid related to hemorrhage, respiratory discomfort, First aid related to natural and artificial carriage of sick and wounded persons, Treatment of unconsciousness, Treatment of heat stroke.

PRACTICUM
- Preparation of first aid kit.
- First aid for road, water, fire accidents and athletic injuries
- Preventive measures for health hazards
- Yoga
- Demonstration of asanas and pranayama
- Power point presentations for a topic in the syllabus
- Playing Games
- Preparing a report of the achievements of eminent players
- Strategies for positive thinking and motivation

REFERENCES
M.Ed SYLLABUS (2018-20), DEPARTMENT OF TEACHER EDUCATION, NAGALAND UNIVERSITY, KOHIMA CAMPUS

- Sachdeva, M. S. (2006). School organisation, administration and management.Ludhiana:

M.Ed.D:413
Dissertation

Expected Learning Outcomes:
On completion of this course, the students will be able to
- develop skill in doing analysis of data
- develop to write an interpretation of the result
- develop competency to face the open defense examination

Course Content:
Research leading to Dissertation and Viva
- Each student has to submit a Dissertation on a topic, preferably from the Specialisation Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination
- While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalising the dissertation and presenting it in a viva-voce situation. All these stages should be given due weight age in the assessment of the dissertation.
- The submitted dissertation should be assessed by both internally and externally. Internal assessment shall be carried out by the supervisor. External evaluator must be fixed with the consent of faculty council/Head.