

# SIKKIM UNIVERSITY

*(A Central University Established by an Act of Parliament of India, 2007)*

## LEARNING OUTCOME - BASED CURRICULUM

### **TWO-YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME**

**Based on NCTE Curriculum Framework 2014-15 and NEP 2020**

**(With effect from Academic Session 2023 – 24)**



**DEPARTMENT OF EDUCATION**

**SIKKIM UNIVERSITY**

**6TH MILE, TADONG - 737102**

**GANGTOK, SIKKIM, INDIA**

## SEMESTER – I

MED-C-501

### INTRODUCTION TO EDUCATIONAL STUDIES

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

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#### COURSE LEARNING OUTCOMES:

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

- CLO 1:** explain education as an academic discipline including its interdisciplinary and multidisciplinary nature.
- CLO 2:** analyze the relationship of education with other disciplines such as philosophy, psychology, sociology, economics, and anthropology.
- CLO 3:** analyze the aims and goals of education as a reflection of socio-political ideology of the society.
- CLO 4:** analyze the provisions and challenges of equality in educational opportunities in terms of schooling, teaching, learning and preparing curriculum.
- CLO 5:** explain the school as a social system and the role of education in socialization and social change.
- CLO 6:** discuss social organizations, social groups and social processes such as social stratification, social mobility in the context of education.
- CLO 7:** analyze the role of education in the preservation and transmission of culture, unity in diversity and international understanding.
- CLO 8:** explain the constitutional provisions and policies related to education.
- CLO 9:** discuss the role of the regulatory and advisory bodies in shaping education system in India.
- CLO 10:** discuss the various types of institutions of higher education and teacher education in India.

## **MED-C-502**

### **HISTORY AND POLITICAL ECONOMY OF EDUCATION**

**Semester: First Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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#### **COURSE LEARNING OUTCOMES:**

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

- CLO 1:** describe the evolution of education across civilizations with a special focus on India, including the ancient and medieval education systems in India.
- CLO 2:** analyze the recommendations of major education commissions and committees in pre- and post-independent India and their impact on the Indian education system.
- CLO 3:** assess the significance of the National Policy on Education (NPE) 1968, 1986, 1992, and the National Education Policy (NEP) 2020 in shaping the educational landscape of India.
- CLO 4:** examine the role of education in the attainment of sustainable development goals in the context of the UN's Agenda 2030.
- CLO 5:** analyze the different approaches to political economy, including classical, neo-classical, Marxist, Keynesian, neoliberalism, and critical political economy, in the context of education.
- CLO 6:** analyze the different perspectives on the politics of education, including liberal, conservative, and critical perspectives, in the context of their implications for educational policy and practice.
- CLO 7:** analyze the different economic classifications of education and the sources and financing of education at different levels including primary, secondary, and higher education levels.
- CLO 8:** evaluate the impact of economic reforms, including liberalization, privatization, and globalization, on education.

**MED-C-503**

**PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**Semester: First Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, principles, and characteristics of growth and development across different phases, including social, emotional, and intellectual development.
- CLO 2:** evaluate the theories of language, cognitive, moral and emotional development and their educational implications
- CLO 3:** analyze the different theories of learning and their educational implications.
- CLO 4:** analyze the historical perspectives and the different theories of intelligence along with their implications for education and learning.
- CLO 5:** explain the concept and process of creativity as well as the role of school in fostering creativity in children.
- CLO 6:** discuss the historical perspectives on personality and the different methods of personality assessment.
- CLO 7:** analyze the major theories of personality and their educational implications.
- CLO 8:** explain the concept, process of adjustment, and the role of defense mechanisms in adjustment.

RESEARCH METHODOLOGY – I

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** analyze the different sources of acquiring knowledge, the characteristics of scientific method including their application and limitations in research.
  - CLO 2:** analyze the different paradigms of research including positivist, post-positivist and interpretivist paradigms.
  - CLO 3:** explain the classification of educational research by purpose and approach along with the importance of interdisciplinary approach to educational research
  - CLO 4:** discuss the ethical practices that should be followed throughout the research process.
  - CLO 5:** discuss the different sources and criteria for selecting a research problem along with the process of identifying the research gap through the review of related literature.
  - CLO 6:** formulate research questions, objectives and hypotheses that are aligned with the research problem and variables.
  - CLO 7:** analyze the suitability of different sampling techniques and the tools and methods of data collection for a given research problem.
  - CLO 8:** prepare a research proposal for a research problem, incorporating the key elements such as the problem statement, research questions, methodology, and ethical considerations.
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**MED-V-505****INDIAN KNOWLEDGE SYSTEM****Semester: First Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+1+0 = 2 Credits****Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** discuss the concept Bharatavarsha, Bharat and India in the context of Indian knowledge system.
  - CLO 2:** discuss the ethics and values proposed in different schools of Indian philosophy.
  - CLO 3:** apply the yoga and ayurvedic practices in daily routine for mental and physical wellbeing.
  - CLO 4:** illustrate the multicultural nature of Indian society emphasizing the principle of unity in diversity
  - CLO 5:** discuss the indigenous knowledge and cultural heritage of Sikkim.
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**MED-P-506****COMMUNICATION, EXPOSITORY AND ACADEMIC WRITING****Semester: First Semester****Course Level: 500****Total Marks: 75****L+T+P: 0+0+3 = 3 Credits****Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 90 Hrs**

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**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

- CLO 1:** identify the components of an academic paper, review of book, dissertation and thesis.
  - CLO 2:** produce effective expository and academic writing, including research papers, essays, and book reviews, that demonstrate critical thinking, research skills, and proper citation.
  - CLO 3:** deliver presentations and speeches with confidence and clarity, using effective visual aids and engaging the audience.
  - CLO 4:** apply the principles of ethics and integrity in academic writing that includes acknowledging the sources using paraphrasing, summarizing and quotations, proper citations and avoiding plagiarism.
  - CLO 5:** critically evaluate their own work and provide constructive feedback to peers.
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**MED-P-507**

**SELF-DEVELOPMENT**

**Semester: First Semester**

**Course Level: 500**

**Total Marks: 25**

**L+T+P: 0+0+1 = 1 Credit**

**Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 30 Hrs**

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**COURSE LEARNING OUTCOMES**

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

**CLO 1:** demonstrate sensitivity towards gender and other social disparities.

**CLO 2:** practice self-reflection and mindfulness techniques in order to improve the self-awareness.

**CLO 3:** reflect on their personal beliefs and values about various socio-cultural issues.

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## SEMESTER – II

MED–C-551

### PHILOSOPHY OF EDUCATION

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

#### COURSE LEARNING OUTCOMES:

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

- CLO 1:** explain the different branches of philosophy, functions of philosophy of education their relevance to educational inquiry.
- CLO 2:** analyze the ways in which philosophical perspectives shape the aims of education, curriculum, teaching methods, disciplinary practices, textbook, and the role of teacher.
- CLO 3:** analyze the of different Indian and Western schools of philosophy and their educational implications.
- CLO 4:** analyze the ways in which metaphysical beliefs influence the educational practices.
- CLO 5:** compare the different methods of acquiring valid knowledge with specific reference to Indian knowledge system, analytical, dialectical, and scientific methods.
- CLO 6:** analyze the theories of values, including Indian ethical values and their implications in education.
- CLO 7:** apply the principles of logic to educational practices, such as problem-solving, decision-making, argumentation, logical reasoning to reach sound conclusions.
- CLO 8:** analyze the educational thoughts of Indian and Western philosophers and their relevance in contemporary educational practices.



**SOCIOLOGY OF EDUCATION**

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept and emergence of sociology of education and the relationship between sociology and education.
  - CLO 2:** discuss the sociological concepts of social stratification, social mobility, social change and their relationship with education.
  - CLO 3:** analyze the social functions of education in the Indian social context.
  - CLO 4:** explain the concept, types and functions of social institution.
  - CLO 5:** analyze the role of social institutions such as family, school, religion, state, media and community in socialization.
  - CLO 6:** critique the sociological perspectives on education and its relevance of the present context.
  - CLO 7:** explain the concept, characteristics and theories of social movements and their role in education.
  - CLO 8:** analyze the concepts of social inclusion and social exclusion, social equity and equality, power and privilege in education in the context of creating an inclusive society.
  - CLO 9:** discuss the role education in multiculturalism and multilingualism and in promoting national integration, sustainable development, digital citizenship, global citizenship, cultural diversity, intercultural communication, and democracy.
  - CLO 10:** analyze the impact of neoliberal globalization on education and the key skills and competencies required for facing the challenges of 21<sup>st</sup> century.
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**TEACHER EDUCATION-I****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES**

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

- CLO 1:** explain the concept, scope, objectives and the importance of pre-service teacher education in preparing effective teachers.
- CLO 2:** analyze the role and significance of each component of teacher education and the transactional approaches for delivering these components.
- CLO 3:** analyze the different modes of pre-service teacher education, including face-to-face (linear and integrated), open and distance learning (ODL), and online learning (OL), with its merits and limitations.
- CLO 4:** analyze the structure of the teacher education curriculum and its vision in curriculum documents of the national council of educational research and training (NCERT) and the national council for teacher education (NCTE).
- CLO 5:** explain the concept, objectives, assumptions, scope, existing practices, organization and duration of school-based practicum and internship in pre-service teacher education.
- CLO 6:** evaluate the activities and experiences that student teachers engage in during pre-internship, internship, and post-internship phases to develop their teaching competencies.
- CLO 7:** compare and contrast the different approaches to continuous professional development in terms of effectiveness and suitability for different types of teachers.
- CLO 8:** describe the different levels of agencies, modes and models involved in in-service teacher education in terms of their roles, responsibilities and jurisdiction.
- CLO 9:** explain the process of planning and organizing an in-service teacher education programme focusing on the respective guidelines
- CLO 10:** discuss the qualities and characteristics of an in-service teacher educator and the characteristics of student teacher as an adult learner
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**MED-CS-554**

**ELEMENTARY EDUCATION - I**

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, objectives, structure, functioning and perspectives of elementary education in India.
  - CLO 2:** explain the development of elementary education from privilege to rights
  - CLO 3:** discuss the significance of common school and neighborhood school system in elementary education.
  - CLO 4:** analyze various policies, acts and constitutional provisions on elementary education in India.
  - CLO 5:** analyze the recommendations of different commissions and committees on elementary education in India.
  - CLO 6:** evaluate various programmes and schemes for elementary education in India
  - CLO 7:** discuss the concept, objectives, historical perspectives and current status of universalization of elementary education.
  - CLO 8:** analyse the roles and responsibilities of stakeholders in promoting universal elementary education as well as the issues and challenges related to universalization of elementary education.
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**SECONDARY EDUCATION -I**

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, scope, perspectives, structure and functioning of secondary education in India.
- CLO 2:** explain the vocationalization of secondary education in India.
- CLO 3:** analyse the development of secondary education system in pre and post-independent India.
- CLO 4:** analyze the various policies, committees, acts and programmes on secondary education in India.
- CLO 5:** analyze the various programmes and schemes for secondary education in India.
- CLO 6:** discuss the concept, objectives and historical perspectives of universalization of secondary education.
- CLO 7:** evaluate the schemes such as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Samagra Siksha Abhiyan (SSA) in the context of universalization of secondary education in India.
- CLO 8:** analyse the roles and responsibilities of stakeholders in promoting universal secondary education as well as the issues and challenges related to universalization of secondary education.

**DISSERTATION (SELECTION OF RESEARCH PROBLEM AND REVIEW OF RELATED LITERATURE)**

**Semester: Second Semester**

**Course Level: 500**

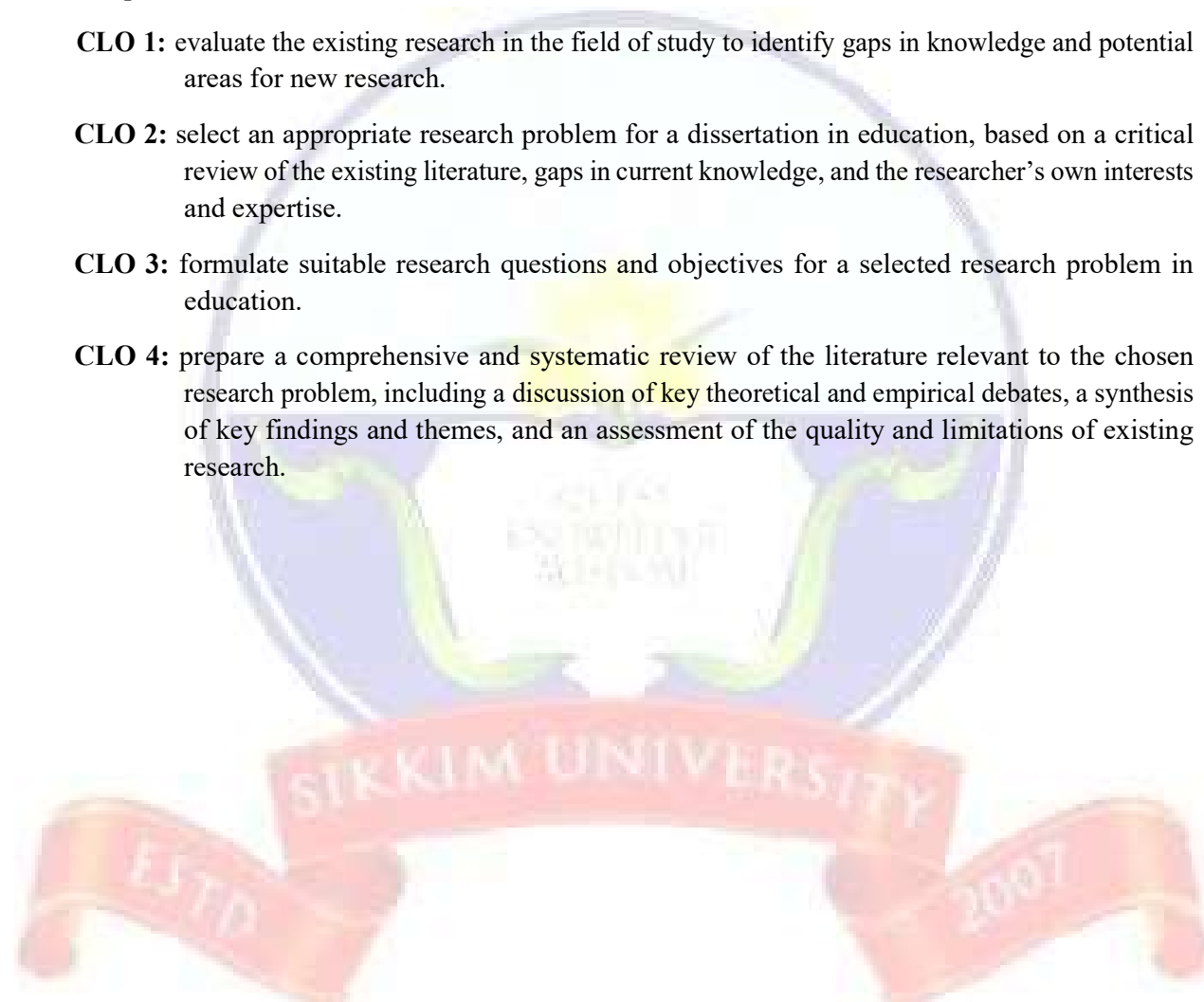
**Total Marks: 30**

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**COURSE LEARNING OUTCOMES**

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

- CLO 1:** evaluate the existing research in the field of study to identify gaps in knowledge and potential areas for new research.
- CLO 2:** select an appropriate research problem for a dissertation in education, based on a critical review of the existing literature, gaps in current knowledge, and the researcher's own interests and expertise.
- CLO 3:** formulate suitable research questions and objectives for a selected research problem in education.
- CLO 4:** prepare a comprehensive and systematic review of the literature relevant to the chosen research problem, including a discussion of key theoretical and empirical debates, a synthesis of key findings and themes, and an assessment of the quality and limitations of existing research.



**MED-P-557**

**INTERNSHIP IN A TEACHER EDUCATION INSTITUTION (TEI) - I PHASE**

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 0+0+4 = 4 Credits**

**Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 120 Hrs**

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- There will be two parts of internship for 4 credits each.
  - *Internship-I will be conducted in a Teacher Education Institutions.*

**COURSE LEARNING OUTCOMES:**

On completion of the internship, the students will be able to:

- CLO 1:** apply the theoretical concepts and knowledge acquired in the classroom to practical situations during their internships.
- CLO 2:** provide constructive feedback to the pre-service teachers during the practice teaching in TEI and school.
- CLO 3:** demonstrate professional skills and competencies required for working in the field of teacher education, such as communication, teamwork, classroom management, lesson planning, effective use of instructional materials and student assessment.
- CLO 4:** prepare effective lesson plans for a foundation course and a subject-specific pedagogy course in B.Ed. that are aligned with learning outcomes, instructional strategies, and assessment methods.
- CLO 5:** present two lessons as per the lesson plans prepared at a teacher education institution, demonstrating effective use of instructional materials and classroom management techniques.
- CLO 6:** collaborate effectively with colleagues and mentors in the host teacher education institutions.
- CLO 7:** reflect on the learning experiences gained during the internships to identify strengths and areas for improvement.

**MED-P-558**

**EXPERIENTIAL LEARNING**

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 50**

**L+T+P: 0+0+2 = 2 Credits**

**Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 90 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** gain hands-on experience in different occupations, arts, crafts and cultures of the village and the local community.
- CLO 2:** appreciate the real-life experiences, folklore and stories of different local communities.
- CLO 3:** appreciate and promote the latent talents in the traditional occupations.
- CLO 4:** analyze the impact of globalization, modernization, and technological advancement on traditional occupations with the purpose of preservation and conservation.
- CLO 5:** demonstrate cultural sensitivity and respect for diversity by engaging with the local community.
- CLO 6:** propose innovative solutions to the challenges faced by the community for equitable, just and sustainable society.



## SEMESTER – III

MED–C-601

### RESEARCH METHODOLOGY – II

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

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#### COURSE LEARNING OUTCOMES

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

- CLO 1:** explain the purpose, process, and types of quantitative research designs in education.
- CLO 2:** apply the different experimental designs in educational research taking into account different types of variables and factors affecting the validity.
- CLO 3:** explain the history and philosophical foundations of mixed methods research in education.
- CLO 4:** apply the suitable mixed method research design for addressing the research questions.
- CLO 5:** compare the purpose, assumptions, steps, data collection and data analysis techniques of different quantitative, qualitative, mixed method research designs for addressing different types of research questions in education.
- CLO 6:** explain the different concepts and types of descriptive and inferential statistics used in educational research
- CLO 7:** compute and interpret the statistical significance using appropriate parametric and non-parametric statistical techniques.
- CLO 8:** interpret qualitative data using the appropriate data analysis techniques.
- CLO 9:** conduct descriptive and inferential statistical analysis for a given data using Microsoft excel and SPSS software.

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**CLO 10:** explain the process of preparing a research report with proper citation and referencing as per APA style.



**MED–C-602**

**TEACHER EDUCATION-II**

**Semester: Third Semester**

**Course Level: 600**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

**CLO 1:** analyze the various perspectives and policies on teacher education in India.

**CLO 2:** analyze the in-service teacher education component, in various schemes like DPEP, SSA, RMSA, and Samagra Shiksha Abhiyan.

**CLO 3:** explain the structure of the teacher education system in India

**CLO 4:** analyze the implications of the universalization of secondary education for teacher education at the secondary level.

**CLO 5:** analyze the existing teacher education programs and practices for preparing teachers for different contexts of school education and the avenues for the professional development of teachers and teacher educators.

**CLO 6:** analyze the paradigms for research on teaching by Gage, Doyle, and Shulman.

**CLO 7:** analyze the methodological issues and current trends of research in teacher education,

**CLO 8:** analyze the various problems, issues and challenges in teacher education in India.

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**MED-CS-603**

**ELEMENTARY EDUCATION- II**

**Semester: Third Semester**

**Course Level: 600**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the role and functions of different organizations and institutions in the administration and management of elementary education at the national, state, district, and institutional levels.
  - CLO 2:** analyze the role of international agencies and organizations, NGOs, civil society, and advocacy groups in shaping elementary education policies and practices in India.
  - CLO 3:** evaluate the purpose, process, and implications of National Accreditation Board of Education & Training (NABET) for enhancing the quality of elementary education in India.
  - CLO 4:** analyse the role of Integrated Child Development Scheme (ICDS) in preparing children for elementary education.
  - CLO 5:** analyze the importance of various school services in promoting the holistic development of children.
  - CLO 6:** evaluate the role of various stakeholders in supporting and enhancing the quality of elementary education.
  - CLO 7:** analyze the key concerns in elementary education in India for promoting better learning outcomes for students.
  - CLO 8:** propose strategies for addressing the different issues and challenges in elementary education in India.
  - CLO 9:** explain the role, functions, and significance of Educational Management Information System (EMIS) and U-DISE database in planning, research, and quality improvement.
  - CLO 10:** analyze the innovative practices and current trends of research in elementary education for identifying the gaps and priority areas for future research.
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**SECONDARY EDUCATION- II**

**Semester: Third Semester**

**Course Level: 600**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the role and functions of different organizations and institutions in the administration and management of secondary education at the national, state, district, and institutional levels.
- CLO 2:** analyze the role of international agencies and organizations, NGOs, civil society, and advocacy groups in shaping secondary education policies and practices in India.
- CLO 3:** evaluate the purpose, process, and implications of National Accreditation Board of Education & Training (NABET) for enhancing the quality of secondary education in India.
- CLO 4:** analyse the role of school-based support systems in addressing the challenges faced by adolescent students.
- CLO 5:** evaluate the role of various stakeholders in supporting and enhancing the quality of secondary education.
- CLO 6:** analyze the key concerns and issues in secondary education in India for promoting better learning outcomes for students.
- CLO 7:** propose strategies for addressing the different issues and challenges in secondary education in India.
- CLO 8:** explain the role, functions, and significance of Educational Management Information System (EMIS) and U-DISE database in planning, research, and quality improvement.

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- CLO 9:** analyze the innovative practices and current trends of research in secondary education for identifying the gaps and priority areas for future research

**GUIDANCE AND COUNSELLING IN SECONDARY EDUCATION-I**

**Semester: Third Semester**

**Course Level: 600**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, objectives and historical development of guidance and counselling in the secondary school context.
- CLO 2:** analyse the characteristics and role of secondary school counsellors focusing their significance in providing guidance and support to secondary school students.
- CLO 3:** explain the counselling process and essential counselling skills to address the diverse needs of secondary school students considering age, culture and other contextual factors.
- CLO 4:** analyse therapeutic approaches in the secondary school context, taking into account the unique characteristics and requirements of the students.
- CLO 5:** discuss the process of guidance in providing comprehensive support in academic performance addressing personal and social challenges and promoting health and wellness at the secondary level.
- CLO 6:** explain the objectives, processes and practices of different types of guidance and their significance in supporting secondary school students in their overall well-being.
- CLO 7:** analyze tools and techniques and its psychometric properties for comprehensive assessment in secondary school counseling.
- CLO 8:** explain the process of identifying the students at risk through comprehensive assessment for implementing early interventions at secondary level.
- CLO 9:** analyze the design for tailored interventions to address the specific needs of secondary school learners.

**COURSE LEARNING OUTCOMES:**

- CLO 1:** explain the concept, structure, types, aims and significance of higher education.
- CLO 2:** compare and contrast teacher-centered and learner-centered approaches in teaching and learning in higher education.
- CLO 3:** analyze the significance of Learning Outcomes-based Curriculum Framework (LOCF) and its implications on the teaching-learning process and assessment methods in higher education.
- CLO 4:** examine the historical development of higher education in post-independent India, identifying key committees, commissions, and policies that have shaped the higher education landscape in India.
- CLO 5:** evaluate the different schemes and programs in higher education and their implications for the growth and development of higher education in India.
- CLO 6:** analyze international commissions and declarations on higher education and their implications for the Indian higher education system.
- CLO 7:** assess the roles and functions of key national-level, state level and institutional level bodies involved in the administration and management of higher education in India.
- CLO 8:** analyse the role of various accrediting bodies in the quality assurance in higher education in India.
- CLO 9:** evaluate the role of different institutional rankings at national and international level in quality assurance in higher education.
- CLO 10:** propose the strategies to address the concerns, issues and challenges in higher education in India.
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**COURSE LEARNING OUTCOMES:**

Upon completion of the course, the students will be able to:

- CLO 1:** select appropriate research methods and data analysis techniques for the research problem under investigation.
  - CLO 2:** develop a comprehensive theoretical framework for the research, drawing on relevant literature and theories in the chosen area of research.
  - CLO 3:** prepare a coherent and well-structured research proposal that outlines the research problem, objectives, theoretical framework, literature review, research design, data collection, data analysis techniques, and ethical considerations.
  - CLO 4:** design a comprehensive research plan that addresses the research question and utilizes effective data collection and analysis techniques.
  - CLO 5:** communicate the research proposal effectively through a professional and oral presentation that incorporates feedback from peers and faculty members.
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**MED-V-623**

**CYBER SECURITY**

**Semester: Third Semester**

**Course Level: 600**

**Total: 100 Marks**

**L+T+P: 1+1+0 = 2 Credits**

**Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

**CLO 1:** explain the concept and basic terminologies of cyber security and cybercrimes

**CLO 2:** explain various privacy and security concerns related to social media

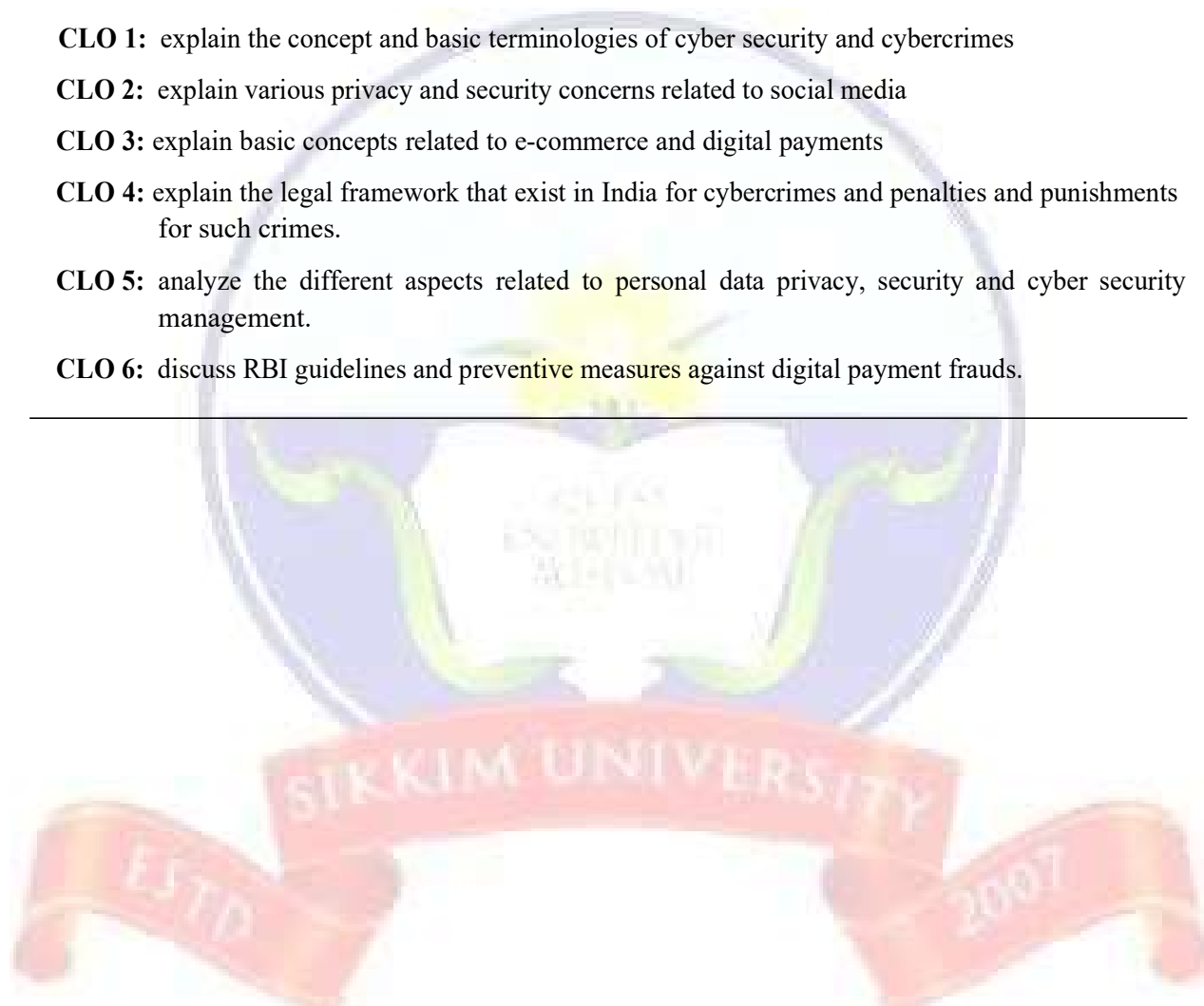
**CLO 3:** explain basic concepts related to e-commerce and digital payments

**CLO 4:** explain the legal framework that exist in India for cybercrimes and penalties and punishments for such crimes.

**CLO 5:** analyze the different aspects related to personal data privacy, security and cyber security management.

**CLO 6:** discuss RBI guidelines and preventive measures against digital payment frauds.

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## SEMESTER – IV

MED–C-651

### CURRICULUM STUDIES

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

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#### COURSE LEARNING OUTCOMES:

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

- CLO 1:** explain the concept, types, components and foundations of curriculum.
  - CLO 2:** discuss the importance of curriculum frameworks in the development of curriculum, syllabus, and units.
  - CLO 3:** analyse the different curriculum theories and their implications for curriculum design and development.
  - CLO 4:** explain the concept, and process of curriculum design and development as well as the role of teachers in this process.
  - CLO 5:** analyze the integration of essential subjects and skills and learning outcome-based curriculum framework as per the National Education Policy (NEP) 2020.
  - CLO 6:** analyse various approaches to curriculum development along with their strengths and limitations.
  - CLO 7:** analyze the different models of curriculum development highlighting their features and suitability for different educational contexts.
  - CLO 8:** explain the concept, purpose, and phases of curriculum evaluation, focusing its significance in enhancing educational quality.
  - CLO 9:** analyze various models of curriculum evaluation, elaborating their strengths, limitations, and applicability.
  - CLO 10:** analyze the roles and responsibilities of stakeholders and the issues and challenges associated with curriculum evaluation processes.
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**CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY EDUCATION-II**

**Semester: Fourth Semester**

**Course Level: 600**

**Total: 100 Marks**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the principles, steps and importance of curriculum planning and content organization in secondary education.
- CLO 2:** explain components of learning outcome-based curriculum framework (LOCF) for secondary education.
- CLO 3:** identify various teaching learning materials suitable for secondary level.
- CLO 4:** analyse different pedagogical approaches, strategies, and methods for teaching languages, mathematics, science, and social science, considering the unique needs and characteristics of learners at secondary level.
- CLO 5:** explain the methods of integrating arts in the teaching learning process at the secondary level.
- CLO 6:** explain the characteristics of tests and methods to establish validity and reliability of a test.
- CLO 7:** explain the steps to construct and standardize an achievement test for learners of secondary level.
- CLO 8:** explain application of various standardized tests and norms in assessment and evaluation at the secondary level.
- CLO 9:** discuss various technology mediated assessment tools and techniques for secondary education.
- CLO 10:** analyse various issues in curriculum, pedagogy and assessment in secondary education

**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP IN  
SECONDARY EDUCATION-II**

**Semester: Fourth Semester**

**Course Level: 600**

**Total: 100 Marks**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the key concepts of quality assurance and roles and functions of quality assurance agencies in ensuring quality in secondary education
- CLO 2:** discuss the principles of total quality management (TQM) in education including SWOT analysis as a tool for quality improvement in secondary education.
- CLO 3:** explain the quality intervention strategies in schools at the secondary level, focusing on the support systems available for quality improvement in secondary education.
- CLO 4:** explain the concept, process and functions of educational supervision in the context of secondary education.
- CLO 5:** analyze the different theories and models of educational supervision and their implications for effective supervision in secondary education.
- CLO 6:** explain the present structure and status of educational supervision in secondary education, as well as the different styles of educational supervision and their impact on the teaching and learning process at secondary level.
- CLO 7:** analyze various approaches, theories and styles of educational leadership and their implications for effective administration in secondary education.
- CLO 8:** discuss the assessment practices in educational leadership and the challenges involved in measuring leadership qualities in the field of secondary education.
- CLO 9:** propose strategies that can be employed to effectively address the issues and challenges in secondary education.
- CLO 10:** critically analyze the impact of globalization and privatization on education at the secondary level in India.

**GUIDANCE AND COUNSELLING IN SECONDARY EDUCATION-II**

**Semester: Fourth Semester**

**Course Level: 600**

**Total: 100 Marks**

**L+T+P: 3+1+0 = 4 Credits**

**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** analyze different approaches to guidance and counselling as well as culture-sensitive and multicultural approaches at secondary level.
- CLO 2:** explain principles, key concepts and applications of various theories in guidance and counselling at secondary level.
- CLO 3:** explain the professional standards and ethical practices in school counselling at secondary level.
- CLO 4:** explain the principles, importance and process of organizing guidance services in school as well as the roles of different stakeholders in the successful implementation of guidance services at secondary level.
- CLO 5:** discuss the role of community agencies in supporting and enhancing guidance services at secondary level.
- CLO 6:** explain the importance of various skills required for effective of guidance services at secondary level.
- CLO 7:** propose strategies to address various issues and challenges associated with guidance and counselling at secondary level.
- CLO 8:** analyze the ethical dilemmas in decision-making processes in the guidance and counselling at secondary level.

**GLOBAL CITIZENSHIP EDUCATION**

**Semester: Fourth Semester**

**Course Level: 600**

**Total: 50 Marks**

**L+T+P: 1+1+0 = 2 Credits**

**Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

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**COURSE LEARNING OUTCOMES:**

After completion of the course the students will be able to:

**CLO 1:** explain the meaning, nature and importance of global citizenship education.

**CLO 2:** demonstrate the competencies of global citizenship education in everyday life.

**CLO 3:** analyze contemporary issues at local, state, national and global levels as informed, engaged, and responsible citizens.

**CLO 4:** examine beliefs and values and to recognize the ways in which they influence political decision-making and civic engagement.

**CLO 5:** demonstrate the values of fairness and social justice in everyday life.

**CLO 6:** analyze inequalities based on gender, socio-economic status, culture, religion, age and other issues.



**MED-R-665**

**DISSERTATION**

**Semester: Fourth Semester**

**Course Level: 600**

**Total: 200 Marks**

**L+T+P: 0+0+8 = 8 Credits**

**Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 240 Hrs**

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**COURSE LEARNING OUTCOMES:**

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

- CLO 1:** select a research problem by conducting a thorough review of related literature on the broad area of research.
- CLO 2:** formulate suitable research questions, objectives and hypothesis for a selected research problem in education.
- CLO 3:** prepare a written report of the review of related literature by evaluating the relevant primary and secondary sources on a selected research topic.
- CLO 4:** identify the relevant concepts and theories relating them to appropriate methodologies in the selected research problem.
- CLO 5:** prepare a well-structured research proposal in education that includes clear research questions, a literature review, a methodology, and ethical considerations with appropriate referencing style.
- CLO 6:** analyze the data using the appropriate qualitative and quantitative data analysis techniques
- CLO 7:** interpret the findings of the research in light of the research questions and relevant literature.
- CLO 8:** apply the principles of research ethics in the collection, analysis of data and reporting the research findings.
- CLO 9:** prepare a research report that clearly communicates the research questions, methodology, results, and conclusions, while adhering to the established conventions of academic writing, citation, and referencing.
- CLO 10:** defend the research project by justifying the choice of the research problem and methodology also by clearly articulating the research findings and their significance for educational practice and research.