



# ST. XAVIER'S COLLEGE OF EDUCATION(AUTONOMOUS)

Digha Ghat P.O., Patna – 800 011, Bihar, India

NAAC Accredited with 'A' Grade (3rd cycle)

www.sxcepatna.edu.in E-mail: sxcepatna@gmail.com Phone : +91 0612 2567153, 6201161517

Affiliated to Aryabhatta Knowledge University, Patna

## Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

### MASTER OF EDUCATION (M. Ed.)

#### PROGRAMME OUTCOMES (POS)

At the end of the M.Ed., programme, the prospective teacher educators will acquire the ability to

- PO1. Professional Capacity:** Apply the knowledge and principles of Philosophy, Sociology, Psychology and ICT to enhance capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.
- PO2. Professional Ethics:** Practice professional ethics in teaching, research, and administration at a variety of educational settings and Teacher Education Institutes by maintaining norms, regulations, values, and high standards.
- PO3. Research Attitude and Aptitude:** Develop research attitude and aptitude to solve educational problems.
- PO4. Innovative Teacher Education Practices:** Develop the ability to understand the major issues of teacher education and apply innovative strategies to solve them.
- PO5. Curriculum Design:** Design, evaluate and adapt curriculum plans that align with diverse learners' needs, educational standards, and instructional goals.
- PO6. Educational Technology Integration:** Use digital tools and educational technologies to improve teaching, learning, assessment, and research.
- PO7. Independent and Teamwork Capacities:** Perform effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.
- PO8. Professional Communication Skills:** Use diversified tools & technologies of communications and communication skills to serve the professional purpose and standards expected from the classroom to broader zone of educational activities.



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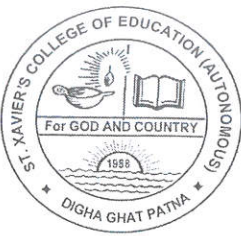
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### PROGRAMME SPECIFIC OUTCOMES (PSOS)

Through the M.Ed. programme, the prospective teacher educators will be able to:

- PSO01. Teacher Education:** Recognize the importance of teacher education within the evolving requirements of school education.
- PSO02. Foundational Knowledge:** Explore and apply ideas, theories, and methodologies from Philosophy, sociology, and Economics in the context of teaching and learning.
- PSO03. Psychology of Learners and Learning:** Apply the psychology of learners and learning for creating a conducive learning environment and carrying the teaching-learning activities effectively.
- PSO04. Policy Documents:** Analyse the concerns mentioned in the major educational policy documents like NCF 2005, NCFTE 2009 & NEP 2020.
- PSO05. Research Abilities:** Demonstrate a comprehensive understanding of various research paradigms, methodologies, and ethical considerations, enabling them to independently conceptualize design, and execute rigorous research projects within their field study.
- PSO06. Leadership Skills:** Acquire leadership skills like communication, problem-solving, decision-making, team building, time management and conflict resolution required for the proper management of any educational set-up.
- PSO07. Academic Administration and Management Capacities:** Apply the knowledge of educational administration & management in academic planning, organization, evaluation, decision-making, and resource management according to predetermined goals, norms, and standards.
- PSO08. Curriculum Development:** Develop competency for the development and assessment of curriculum, syllabus, textbooks, and instructional materials
- PSO09. Practical Skills:** Develop skills to manage internship, practical and in-service training programmes.
- PSO10. Innovative Methods:** Employ and adapt innovative pedagogical approaches and technologies to enhance teaching and learning experiences, fostering critical thinking, creativity, and active engagement among students.
- PSO11. School Education:** Sharpen epistemological, axiological, and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.



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- PSO12. National and International perspectives:** Develop national and international perspectives about educational theory and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems.
- PSO13. Digital Learning:** Develop a working knowledge of ICT and digital learning tools to facilitate the teaching-learning process.
- PSO14: Inclusive Environment:** Foster an inclusive learning environment by providing effective academic support and addressing the needs of diverse learners.
- PSO15: Environmental Awareness:** Develop environmental awareness, sensitivity and a favourable attitude towards the environment and will be able to design a green curriculum.

**Principal**  
St. Xavier's College of Education  
(Autonomous)  
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## **SEMESTER WISE COURSE OUTCOMES (COs)**

### **of MASTER OF EDUCATION (M.Ed.)**

#### **SEMESTER-I**

#### **MCC-01: PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

- CO1: To acquaint learners with the nature and processes of development and assessment of various traits and abilities;
- CO2: To appreciate common characteristics, educational needs and behavioural problems of learners at successive stages of development.
- CO3: To help students understand the implications of various psychological theories for education.
- CO4: To acquaint learners with the nature and concepts of individual differences, Intelligence and emotional intelligence.
- CO5: To familiarize students with the structure, functioning, and development of personality and their implications for education.
- CO6: To understand the emotional behavior and balancing their emotions.
- CO7: To understand the process of adjustment and stress management.

#### **MCC-02: HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION**

- CO1: To acquaint the students with the general development and progress of education prior to independence.
- CO2: To acquaint the students with general development and progress of education after independence.
- CO3: To enable the students to understand the social, political and economic of problems of Education.
- CO4: To enable the students to understand the various problems of education at different stages (Primary, Secondary, Higher Secondary, higher education) with special reference to different Commissions and Committees.
- CO5: To enable the students to find out the reasons and evaluate the solutions of education for different stages.
- CO6: To enable the students to understand the problems related to the policies of Government and to find out remedies.
- CO7: To acquaint the students with the relationship between the financial support of education and quality of education.
- CO8: To familiarize with the various sources of financing education in India.



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CO9: To enable the students to locate human and material resources and utilise them to the maximum benefit for education.

### MCC-03: RELEVANCE OF TEACHER EDUCATION IN CHANGING TIMES

CO1: To understand the concept, objectives and principles of teacher education.

CO2: To acquaint the students with the innovative practices in teacher education.

CO3: To develop professional ethics and commitment to the profession.

CO4: To acquaint with different agencies of teacher education in India and their rules and functions.

CO6: To understand the role of professional organization of teacher educators.

CO7: To understand major issues and problems of teacher education.

CO8: To acquaint the students with the research orientation in teacher education program.

CO9: To enable the student to understand the need for continuing education of teachers and teacher educators.

CO10: To enable the student to understand planning, administration and financing of teacher education.

### MCC-04: FUNDAMENTALS OF EDUCATIONAL RESEARCH

CO1: To understand the concept of research and educational research.

CO2: To understand the types and methods of educational research.

CO3: To understand the steps involved in educational research.

CO4: To understand the procedure to conduct the research in the educational field.

CO5: To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.

CO6: To examine the role of research tools in a research study.

CO7: To review the educational research articles.

CO8: To understand the role and use of statistics in educational research.

CO9: To understand the measures of central tendency and its uses.



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CO10: To convey the essential characteristics of a set of data by representing in tabular and graphical forms.

### **MEPC- 1: A: COMMUNICATION AND EXPOSITORY WRITING**

#### **B: PERSONALITY DEVELOPMENT**

- CO1: Develop and utilise communication skills to express ideas and information with clarity and cohesion to actively participate in significant talks.
- CO2: Enhance proficiency in expository writing abilities including aptitude to actively listen, engage in discussions, deliver presentations, elucidate and articulate ideas within a group setting.
- CO3: Employ the techniques and principles of good academic writing such as summarizing, paraphrasing and maintaining proper citation practices.
- CO4: Cultivate self-awareness and develop the ability to align personal aspirations with professional Objectives for full harmonious development.
- CO5: Develop mindfulness skills through yoga and meditation for physical well being and mental fitness

### **SEMESTER-II**

#### **MCC-05: SOCIOLOGICAL AND PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

- CO1: To acquaint students with sociological perspectives of education.
- CO2: To enable students to understand how the 'Education' is embedded in social structure and culture.
- CO3: To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups.
- CO4: To enhance capacities of students for the critical evaluation of the role of education in social change.
- CO5: To apply the knowledge towards the promotion of National Integration and International understanding.



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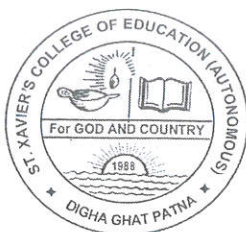
- CO6: To enable students to understand the meaning of philosophy and philosophical foundations of education.
- CO7: To develop the understanding of the nature and functions of philosophy of education.
- CO8: To develop the skills of logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
- CO9: To develop critical appraisal of contributions of great thinkers to education and society.
- CO10: To enable students to compare partially and holistically concepts of education between/among various philosophical schools/traditions.

### MCC-06: TEACHER EDUCATION: ISSUES AND CHALLENGES

- CO1: To develop the understanding of the concept, objectives and principles of teacher education.
- CO2: To understand the professional development of teachers and teacher educators.
- CO3: To acquaint the students with the global context of teacher education.
- CO4: To acquaint the students with the role of professional organization of teacher educators.
- CO5: To help the students to understand major issues and problems of teacher education.
- CO6: To acquaint the students with the research orientation in a teacher education program.
- CO7: To develop understanding of paradigms for research on teaching.
- CO8: To understand the role of the partnership in teacher education.

### MCC-07: CURRICULUM STUDIES

- CO1: To understand the underlying basis, principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved which must be taken into account when developing a curriculum.
- CO2: To understand the foundations of curriculum development.
- CO3: To be acquainted with various curricular types and their designs, process and construction.
- CO4: To know about curricular content, curriculum implementation and the process of curriculum evaluation.
- CO5: To know and understand issues, trends and researches conducted in India in the area of curriculum and curriculum development.
- CO6: To design and develop a curricular framework with given objectives in a particular field of formal study.
- CO7: To understand the concept and principles of curriculum development.



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- CO8: To understand and appreciate curriculum as a means of development of the individual.
- CO9: To appreciate the need for continuous Curriculum reconstruction.
- CO10: To develop skills in framing curriculum for subjects of teaching and analyzing curriculum
- CO11: To analyze teaching-learning process and developing course contents in the subjects of teaching.

### MCC-08: INNOVATIVE TEACHING AND LEARNING

- CO1: To nurture among the students the meaning, nature and scope of a constructive learning environment
- CO2: To enhance the students to understand their role in a constructive classroom.
- CO3: To develop the ideas about the new learning paradigms in education
- CO4: To develop the skills about different new learning models in education and how to use them.
- CO5: To generate the ideas about the use of technology and the virtual learning environments in teaching and learning
- CO6: To understand different assessment mechanisms and use of technology in assessment.

### MCC-09: DISSERTATION

- CO1: To develop the basics of a research proposal
- CO2: To develop the concept of different sections of a research proposal
- CO3: To develop the concept of tools and techniques
- CO4: To develop the basics of a good research tool
- CO5: To develop items of a research tool
- CO6: To perform Item Analysis of the test items
- CO7: To develop the skill of research report writing
- CO8: To acquaint them with different referencing styles.
- CO9: To review the educational research articles.
- CO10: To use the library, Internet services and other sources of knowledge for educational research purposes



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### MEPC- 2: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

- CO1: Apply pedagogical knowledge for effective instruction in a real classroom settings.
- CO2: Design and deliver lessons effectively and manage classroom behaviour to establish a positive classroom environment.
- CO3: Engage in collaborative activities with fellow teachers and internship organisation for fostering a conducive learning environment.
- CO4: Demonstrate professionalism, ethical conduct and commitment for holistic professional growth and development.
- CO5: Gain valuable hands-on experience and refine their teaching skills for building a rewarding career in the field of education.

### SEMESTER-III

#### MSC-01: ELEMENTARY/SECONDARY EDUCATION FOR DIFFERENTLY ABLED

- CO1: Explain the concept and content of differently abled children and education.
- CO2: Describe the concept, nature and assessment of different disabilities.
- CO3: Explain the policies and legislation on differently abled education at national and international levels at elementary/secondary level.
- CO4: Enumerate current trends and future perspectives in differently abled education at elementary/secondary level.
- CO5: Explain the importance of equal educational opportunities for differently abled at elementary/secondary level.
- CO6: Understand the schemes and programmes of the education of the differently abled children at elementary / secondary level.

#### MSC-02## : CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION

- CO1: Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage.



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- CO2: Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- CO3: Understand the importance of teaching of language, science and mathematics at secondary level.
- CO4: Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.
- CO5: Develop research insight for curriculum development in secondary education.
- CO6: Understand the nature and uses of different types of tools and techniques of evaluation in education.
- CO7: Acquire the skill to construct the achievement and diagnostic tests.
- CO8: Administer the tests and interpret the best scores and its implication to students and parents.
- CO9: Undertake action research and interpret the results.

### MCC-10: ADVANCED RESEARCH METHODOLOGY

- CO1: To develop understanding on qualitative research design.
- CO2: To use appropriate procedures to analyse qualitative data.
- CO3: To have a positive disposition about research ethics.
- CO4: To understand intentional or unintentional Plagiarism.
- CO5: To understand the role and use of statistics in educational research.
- CO6: To examine relationship between and among different types of variables of a study.
- CO7: To select the appropriate statistical methods in educational research.
- CO8: To test specific hypotheses about populations based on their sample data.
- CO9: To use computers for data analysis.
- CO10: To demonstrate competence in the use of statistical packages for analysis of data.

### MCC-11: CREATIVITY AND VALUE EDUCATION

- CO1: To be acquainted with scientific and sound principles and theories of education.
- CO2: To understand the concept, nature and scope of creativity in education.
- CO3: To gain knowledge about different educational strategies for enhancing creativity.



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CO4: To be familiarized with different assessment techniques for scaling creativity and creativity tests.

CO5: To acquire knowledge about the concept of value and its types.

CO6: To expose the students towards moral education and its assessment.

### MCC-12: ENVIRONMENT AND EDUCATION

CO1: To develop awareness about environment.

CO2: To nurture the skills for taking steps towards sustainable development.

CO3: To develop awareness towards environmental problems.

CO4: To understand the different environmental educational practices in schools.

CO5: To develop the ideas about the environmental projects from various countries.\

### MEPC-3: INTERNSHIP IN THE AREA OF SPECIALISATION

CO1: Observe the activities of the partner organization and prepare a field report.

CO2: Actively engage in collaborative activities under the guidance of supervisors and the host organization.

CO3: Build up a linkage between the area of their specialization and the practical experience gained during the internship

CO4: Apply the knowledge and skills gained in classroom to develop a deep understanding of the functioning of the internship organization.

## SEMESTER-IV

### MSC-03###: POLICY, ECONOMICS AND PLANNING IN SECONDARY EDUCATION

CO1: Understand the context of secondary education.

CO2: Understand the structure and policies of secondary education.

CO3: Understand the concept, objectives, rationale, challenges in secondary education.

CO4: Discuss the development of secondary education in India since independence.

CO5: Discuss the program implementation of RMSA for secondary education.

### MSC-04: EDUCATIONAL MANAGEMENT AND ADMINISTRATION IN ELEMENTARY/SECONDARY EDUCATION



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- CO1: To understand the principles of scientific management.
- CO2: To identify the recent trends in educational management.
- CO3: To develop the skills in planning and using a variety of administrative strategies at elementary/secondary level.
- CO4: To explain the role and contribution of different agencies of educational planning at elementary/secondary level.
- CO5: To study educational management system in India with specific reference to national, state, district and village levels structures at elementary/secondary education.
- CO6: To recognize the importance of Educational Resources and their effective management for quality education at elementary/secondary level,
- CO7: To understand the issues and challenges in educational management and administration in India at elementary/secondary level.

### MSC-05: EDUCATIONAL TECHNOLOGY AND ICT

- CO1: To understand the concept of Educational Technology.
- CO2: To understand the importance and need of communication through ICT.
- CO3: To develop skills of using Educational and Communication Technology in classrooms.
- CO4: To develop an understanding of the concept of Instructional System.
- CO5: To understand the importance and need of Instructional System Design.
- CO6: To develop awareness of process of different Instructional Strategies.
- CO7: To make the learners skilled in using different Instructional Models.
- CO8: To develop an understanding of the concept of ICT in Education.
- CO9: To develop an understanding of the new trends and technology in ET and ICT.

### MEPC-4: SEMINAR, GROUP ACTIVITIES, LABORATORY WORK AND WORKSHOPS

- CO1: Learn the necessary skills to conduct and participate in seminars to enhance their professional capabilities.
- CO2: Participate in group activities such as group projects and group presentations to enhance group dynamics and the feeling of team spirit.
- CO3: Engage in practical and fieldwork activities to convert the theoretical aspects into behavioural terms.
- CO4: Organise and engage in workshops aimed at enhancing research and teaching skills.
- CO5: Engage in practical hands-on activities to prepare for the role of a teacher educator.

