



# STELLA MATUTINA COLLEGE OF EDUCATION (AUTONOMOUS)

Re-Accredited (3<sup>rd</sup> Cycle) by NAAC at 'A' Grade with CGPA: 3.48

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## COURSE OUTCOMES FOR M.ED. PROGRAMME

### Semester I

#### HISTORY AND POLITICAL ECONOMY OF EDUCATION

- CO1** To understand the establishment of the education system in India and the political ideologies, economy, sociology and globalization concerned with Education
  - CO2** To appreciate the different commissions with regard to education and also the role of education at the international level
  - CO3** To analyses the role of economics and sociology in education
  - CO4** To evaluate the social stratification in India and the impact of globalization in the twenty-first century
  - CO5** To reflect on the theories on political ideologies and to explore the values of mankind
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#### INTRODUCTION TO RESEARCH IN EDUCATION

- CO1** To understand the scope of educational research, meaning and concepts of variables, meaning and definition of review of literature, Formulation of research problem, framing of hypothesis, nature and importance of sampling and research methods, tools of different types.
- CO2** To identify and comprehend the characteristics and scientific method of research, Delimitations of the problem, sources of review of literature, characteristics of a good hypothesis, in education, sources of the research problems, questions in qualitative and quantitative research, Historical research
- CO3** To explain and explore the types of research, types of variables, criterion for selecting a problem, sources of primary and secondary sources, qualitative and quantitative research methods, Descriptive research, criteria of selection of tools, sampling strategies
- CO4** To analyze the steps in conducting review of related literature, problems faced in research, statement of problem, steps in review of literature, types of sampling techniques and types of organizing hypothesis, factors related to the construction of tools.

**CO5** To compile the qualities of a research, testing of hypothesis, role of literature in research project, sampling design and develop the strategies for writing the research proposal

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## **PHILOSOPHY OF EDUCATION**

**CO1** To comprehend and recall the core areas of philosophy and the different philosophical perspectives

**CO2** To reflect knowledge and insight from the different kinds of philosophy

**CO3** To apply key concepts from philosophical theories to inclusive classroom on pedagogical practices

**CO4** To evaluate arguments and to question the assumptions

**CO5** To develop transferable skills and attributes

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## **PERSPECTIVES IN TEACHER EDUCATION**

**CO1** To acquire information on nature and objective of teacher education.

**CO2** To apply development of modern teacher education in real classroom.

**CO3** To analyse the contribution of agencies of teacher education.

**CO4** To reflect and appreciate on the functions and roles of various regulatory bodies in teacher education

**CO5** To create innovative practices and examine teacher education as a profession

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## **PUBLICATION AND RESEARCH ETHICS**

**CO1** To gain understanding of the concepts of research ethics, scientific conduct and misconduct, publication ethics and plagiarism

**CO2** To apply the methods to avoid plagiarism, identifying publication misconduct and use of style manuals.

**CO3** To analyse the publication redundancy and plagiarism in research.

**CO4** To evaluate the plagiarism tool used to check the originality of any form of writing

**CO5** To make creative writings without any trace of misconduct using appropriate style manuals

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## **SEMESTER II**

### **PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**CO1** To acquaint and explain the concept of Psychological theories and methods of different psychological areas to understand the complexity of human behavior

**CO2** To demonstrate and apply Psychological principles to understand personal as well as social issues.

**CO3** To compare and analyze the role of various schools of psychology

**CO4** To integrate and assess cognitive, social, emotional and moral development

**CO5** To develop and implement the knowledge of personality theories for self and societal growth

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### **SOCIOLOGY OF EDUCATION**

**CO1** To understand and recall sociological theories concepts and role of social mobility in education

**CO2** To integrate and assess multicultural education which reflect the historical and social contexts of the times and cultures in which they were developed

**CO3** To analyse and differentiate the reciprocal relationship between individuals and society with reference to social phenomena

**CO4** To explain the diverse forms and sources of social stratification, inequality and difference that exists in society

**CO5** To apply and assess Social change and co-relate with contemporary Society

## **ADVANCED EDUCATIONAL RESEARCH AND STATISTICS**

**CO1** To get acquainted with the facts of Educational Research and Statistics

**CO2** To comprehend and integrate the type of Statistics involved in Educational Research

**CO3** To analyse and differentiate the Research designs involved

**CO4** To explain about the educational statistics and its application in undertaking research

**CO5** To develop competencies in applying and assessing the role of Educational Research and Statistics

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## **CURRICULUM DESIGN AND DEVELOPMENT**

**CO1** To understand the concept, approaches, evaluation, organization and innovations in curriculum design and development

**CO2** To appreciate the three bases of foundation of curriculum and the scientific and non-scientific models for curriculum development

**CO3** To analyze the role of instructional media and content in curriculum organization and various models in evaluation

**CO4** To identify the barriers to curriculum change and the participants influencing curriculum change

**CO5** To design new approaches in curriculum design through innovation

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## **SEMESTER III**

### **COMPARATIVE EDUCATION**

**CO1** To understand and recall the Meaning, Nature and Scope of comparative education, Contemporary trends in Education, aims, objectives and Policies in different developed countries and educational system

**CO2** To apply and assess the role of different methods and approaches of comparative education

**CO3** To analyse and differentiate the importance of importance of comparative education

**CO4** To critically examine the role of educational activities of UNO and UNESCO in improving quality of education among the member countries

**CO5** To develop insight regarding the various issues related to education in different developed countries and comparison with India

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## **DATA ANALYTICS IN EDUCATION**

**CO1** To understand and recall the fundamentals of various aspects of data analytics

**CO2** To assess the data and visualize the outcomes

**CO3** To analyze and compare the different types of data in Education

**CO4** To interpret the data through various statistical procedures involved

**CO5** To categorize and compile the different statistical data to explain the results of the data analysis

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## **SECONDARY EDUCATION**

**CO1** To understand and recall the commissions and committees related to secondary education.

**CO2** To integrate and assess the policies and Schemes in Secondary Education in India

**CO3** To analyze and differentiate various boards of Education based on structure and status to Secondary Education

**CO4** To explain the issues and challenges in secondary education in India

**CO5** To plan various methods to improve the standards for quality in Secondary Education

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## **EDUCATION FOR ECOLOGICAL SENTIVITY**

**CO1** To conceptualize the vital significance of the concept, importance, scope and aims of environmental education

**CO2** To comprehend the relevance of Biodiversity

**CO3** To acquaint with the need for addressing environmental ethics and ecological sensitivity

**CO4** To develop various strategies for sustainable development with special emphasis at local level

**CO5** To formulate strategies for preservation of environmental heritages.

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### **STRESS MANAGEMENT AND ASSERTIVENESS TRAINING**

**CO1** To Identify and describe the stages and components of Stress

**CO2** To explain and differentiate the types of stress and a holistic management of stress

**CO3** To analyse and implement various techniques involved in managing the stress

**CO4** To assess and describe the impact of stress on one's own body, mind, spirit and emotions

**CO5** To develop a personal lifestyle plan incorporating coping strategies to decrease the impact of stress

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### **SEMESTER IV**

#### **EDUCATIONAL MANAGEMENT**

**CO1** To gain understanding of the concepts of educational management, educational administration, leadership, and quality management

**CO2** To manage the school effectively, perform SWOC analysis, exhibit different leadership styles and to lead the students by employing different models

**CO3** To analyze the leadership approaches, interpret the quality performance indicators and the ways of managing conflict in the institution

**CO4** To evaluate the functions of management, administration, leadership, inspection and change management in institutions

**CO5** To make innovations in managing, administering and leading styles for maintaining quality in education and facing the challenges that arise in institutions.

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## **SPECIAL AND INCLUSIVE EDUCATION**

**CO1** Define and describe the concept of inclusive education and National Initiatives in Inclusive Education.

**CO2** Demonstrate and utilize assistive technology and Teaching methodology strategies for promoting inclusive practice.

**CO3** Differentiate and Analyze the concepts of special, integrated and inclusive education and children with diverse needs and Research priorities in inclusive education

**CO4** Appreciate the role of teachers in giving roles, responsibilities and professional ethics of teachers in inclusive setting guidance, counselling, maintain records, networking and liaising

**CO5** Integrate and create appropriate assessment and evaluation in inclusive classroom

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## **INSTRUCTIONAL TECHNOLOGY**

**CO1** To understand the technology in the teaching-learning Process

**CO2** To comprehend and integrate the technology in the classroom

**CO3** To differentiate and analyze the different technologies used in the classroom

**CO4** To explain about the processes in Instructional Technology

**CO5** To develop competencies in applying and assessing the role of technology in Education

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## **POSITIVE PSYCHOLOGY**

**CO1** To become holistic thinkers and lifelong learners

**CO2** To apply skills, critical thinking to solve problems in life

**CO3** To enhance positive experiences and emotions to live a quality of life

**CO4** To maintain and exercise lifelong happiness in all situation

**CO5** To reconcile with oneself and with others exhibiting trust

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## **GUIDANCE AND COUNSELLING**

**CO1** To understand the meaning, nature need of Guidance and Counseling, Types of Guidance, Special learners and Steps in group counseling process

**CO2** To familiarize the aims, scope and basic principles of guidance, advantages of group guidance, psychological problematic students, modification of behavior, assessment and diagnosing and functions of 8counseling goals.

**CO3** To explain and integrate the educational principles of guidance, school guidance committee roles and functions, creative learners and slow learners, professional ethics of a counsellor, and developing counselling goals.

**CO4** To analyze the functions of guidance services, role of principal and teachers in school guidance programme, learners with difficulty of learning, process of vocational guidance. Relationship between guidance and counselling, approaches in counselling,peer counselling.

**CO5** To formulate the group guidance techniques, enrichment programme for the gifted, slow learner and exceptional children, skills associated with goal setting and Counselling theories.

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