ST. TERESA'S INSTITUTE OF EDUCATION

SANTACRUZ, MUMBAI – 400 054

Programme Educational Objectives (PEOs)

and

Programme Learning Outcomes (PLOs)

Programme Educational Objectives (PEOs)	Programme Learning Outcomes (PLOs)
To empower student teachers with a comprehensive and coherent understanding of different subjects enabling them to integrate and apply what they learn to face challenges of contemporary society preparing them for life itself.	The teacher-trainee demonstrates coherent understanding of the different disciplines through a contextualised learning approach so as to identify and analyse contemporary and emerging issues related to education and real life.
	The teacher-trainee applies the theoretical knowledge gained and practical skills developed to model the teaching-learning-assessment process effectively on sound pedagogical and psycho-social principles.
Programme Educational Objectives (PEOs)	**Programme Learning Outcomes (PLOs)**
To provide the teacher trainees with a broad-based and diverse range of experiences helping to transcend the boundaries of classroom learning ensuring education meets its true objective in preparing learners for life itself.	The teacher-trainee gains insights on the use of 'Outdoors Education' and 'Unplugged Education' after having experienced the wealth of knowledge it disseminates through joyful, activity-centred, experiential learning through visits to Museums, exhibitions on Coins, Heritage Walks, tableaux at Street Festivals, etc.
	The teacher-trainee develops entrepreneurial skills through different experiential learning activities leading to women empowerment, emancipation and self-sufficiency.
Programme Educational Objectives (PEOs)	**Programme Learning Outcomes (PLOs)**
To foster in the teacher-trainee the skill-sets required of reflective practitioners that demand 'Active Listening' and 'Dialogue in Education'.	The teacher-trainee blooms as a facilitator of 'Higher Order Thinking Skills' by fostering innovation through the adoption of student-centred pedagogies like Problem-Based Learning, Case-Based Learning, Collaborative Learning, Problem Solving.
Programme Educational Objectives (PEOs)	**Programme Learning Outcomes (PLOs)**

To instil research-mindedness in learners by orienting them to the concept of Research in Education.	The educand identifies situations within schools that warrant 'reflection-on-action' and arrives at appropriate solutions through analysis of data collected.
	The teacher-trainee engages in research related activities to get sensitized to concerns of Psycho-social relevance.
Programme Educational Objectives (PEOs)	**Programme Learning Outcomes (PLOs)**
To nurture quality education of the head, hand and heart through the organization of programs which bring about holistic development and evolution of well-balanced personalities.	The teacher-trainee develops personal and professional competencies through active participation in curricular and co-curricular activities aimed at nurturing qualities of head, hand and heart, thus emerging into well-adjusted, multi-skilled and value-driven personalities.
Programme Educational Objectives (PEOs)	**Programme Learning Outcomes (PLOs)**
To cater to the Skill-sets of Education 4.0 to help learners evolve with the times.	To encourage self-learning, accelerate remote learning and project-based learning through Reflective writing, preparation of posters, e-modules, Teaching-Learning Material (TLM) & Self-Learning Material (SLM), etc. leading to a self-sustainable model of education.
	To tap the creativity of learners through activities such as Miss Education Contest, Talent search and cultural programmes contributing to demand led, competency-based learning with emphasis on EQ.
Programme Educational Objectives (PEOs)	**Programme Learning Outcomes (PLOs)**
To develop a global perspective of education in student teachers through an array of value-added courses and curriculum enrichment activities.	Exhibits confidence and proficiency in teaching and its allied disciplines of research, technology and soft-skills, by attending curriculum enrichment courses spanning the most recent developments in these areas of specialisation.
	Manifests the ability to think creatively and critically, communicate effectively, reason analytically, have a multi-faceted approach to problem solving and be adept at using technology by participation in projects, workshops, and practice-teaching/internship activities catering to global standards of quality in education.
Programme Educational Objectives (PEOs)	**Programme Learning Outcomes (PLOs)**
To encourage student teachers to uphold moral, ethical, social and environmental	Protects and safeguards the environment and promotes sustainable development by

values and be agents of change in the face of challenging times and adversities.	engaging in several Green initiatives aimed at developing environmental stewardship.
	Demonstrates sensitivity to the less fortunate, tolerance of the diverse opinions and views of others and humanitarianism in the face of adversity developed through participation in community work, outreach projects, charity drives and visits to centres/homes for the underprivileged sections of society.

Course Learning Outcomes (CLOs)

Semester 1
Core Couse 1 – Childhood and Growing Up

The pupil will be able to –
- Explain the meaning, principles and stages of growth and development of a child and apply it in classroom situations.
- Illustrate appropriate teaching learning activities to cater to the pedagogical needs of children in keeping with the stages of the developmental process and the level of maturation.
- Examine the context of Development with reference to pluralistic society and socio-cultural aspects and relate the impact of it on Child Development.
- Compare and contrast the different methods and approaches of studying Human Development in the classrooms and day-to-day life.
- Relate the theoretical perspectives of human development to interpret children's behaviour in the teaching learning process.
- Synthesize the characteristics of a positive self-concept, high emotional intelligence and a well-defined self-identity developed through activities directed towards holistic personality growth.

Core Course 2 – Knowledge and Curriculum

The pupil will be able to –
- Explain the similarity and interdependence between the concepts 'Knowledge and Curriculum'.
- Relate contemporary child-centred ideologies in all aspects of teaching-learning.
- Summarize the changing face of education with regards to the socio-cultural contexts as proposed by eminent personalities.
- Assess the etymology, types and determinants of curriculum.
- Design a contextually vibrant curriculum based on historical principles, processes and participatory approaches.
- Synthesize the role of teachers and regulatory bodies at the State/National Level in education with reference to their prescriptions.

Interdisciplinary Course 1 – Gender, School and Society

The pupil will be able to –
- Synthesize the basics of gender concept and different theories of gender

socialization to face challenges of contemporary society.

- Use higher order thinking skills in identifying gender inequalities to examine the influence of various institutions in the process of construction of a gender identity.
- Actualize global perspectives having mastered various gender related issues to devise different ways to minimise or eradicate gender inequalities.
- Justify the role of education in challenging gender inequalities and extraordinary work of contemporary women role models leading to women empowerment and emancipation.
- Construct activities of social relevance to assess the role of gender jurisprudences in addressing the gender issues.
- Execute the role of a social actors with an understanding of the contribution of various local, national and international institutions in striving towards gender equity through the lens of global perspective.

Ability Course 1 – Critical Understanding of ICT

The pupil will be able to –

- Discuss the concept of Information and Communication Technology and justify its role in the 21st Century.
- Design technology-integrated learning experiences and construct models and learning resources.
- Identify emerging trends in e-learning and conclude the importance of mobile learning, social learning and OER, MOOCs etc.
- Interpret the use of ICT in evaluation, administration and research and construct e-portfolios, online repositories, online and offline assessment tools.

Project Based Course 1

The pupil will be able to –

- Plan activities to enhance community involvement.
- Execute greater flexibility and adaptability in handling community issues.
- Actualize communication and presentation skills.
- Achieve team spirit through various co-curricular activities.

Semester 2

Core Course 3 – Learning and Teaching

The pupil will be able to –

- Describe the concept of learning, factors affecting learning, learning styles and appropriately use them in the teaching-learning-assessment process.
- Relate theories of learning based on sound pedagogical and psycho-social principles to
  practical teaching-learning and assessment.
- Experiment strategies and student-centred pedagogies to promote learning for transfer and manage group dynamics.
- Justify and prioritize the role of individual differences, actualize sensitivity and tolerance towards diverse needs and design their teaching according to the educational needs of their students.
- Use a repertoire of critical strategies like Reflective and Critical thinking, Creativity.
  and Problem solving and Metacognition to ensure effective teaching-learning process
- Illustrate professional competencies for classroom management and professionalism
  in teaching.

Elective Course 1 – Pedagogy of School Subject 1 – Science

The pupil will be able to –
- Classify academic disciplines with respect to their nature.
- Summarize the place of Science in the curriculum and life
- Interpret the importance of maxims of teaching Science, co-relation of Science in the curriculum, approaches of teaching Science and infusing global perspectives through the subject.
- Appropriately use different methods, approaches and tools of teaching Science in the classroom. Transacting Science education using appropriate methods, approaches and tools.
- Plan and use varied learning resources and activities to enhance the learning of Science.
- Outline the need and avenues of professional growth for a Science teacher and design methods and tests for effective teaching-learning of the subject.

Elective Course 1 – Pedagogy of School Subject 1 – Mathematics

The pupil will be able to –
- Explain the basics of Academic Disciplines with emphasis on meaning and classification of academic disciplines.
- Discuss the meaning, nature, scope, values, aims and objectives of teaching Mathematics.
- Relate the Essentials of teaching Mathematics and curriculum transactions to the teaching-learning of Mathematics.
- Illustrate different methods and techniques of teaching Mathematics in classroom situation.
- Appropriately use different learning resources for effective teaching of Mathematics.
- Assess the need and significance of the Professional Development of a Mathematics teacher.

Elective Course 1 – Pedagogy of School Subject 1 – English

The pupil will be able to –
- Illustrate a coherent understanding of basic concepts associated with academic disciplines and their classification
- Identify the role of English language and its importance in society and thereby encourage proficiency in language skills by fostering effective communication skills in turn catering to global standards of quality in education.
- Appropriately use various Pedagogical Approaches and Techniques of Teaching English to create better learning experiences and foster self-directed learning.
- Explain the pedagogical bases of language learning and use various student-centred pedagogies to enhance the teaching-learning process.
- Achieve the ability to face challenges in classroom, summarize the needs and avenues of continuous professional development and list the contribution made by personalities to the English language.
- Plan learning resources and use various techniques of assessment in language.

Elective Course 1 – Pedagogy of School Subject 1 – History

The pupil will be able to –
- Explain the basics of academic disciplines to justify the importance of Social Sciences with respect to needs of the contemporary world.
- Discuss the concept, need and significance of History and Political Science with the use of higher order thinking skills.

- Examine and use learning resources effectively by fostering innovation and creativity.
- Appropriately use the principles of teaching History to model the teaching-learning-assessment process effectively.
- Plan lessons effectively using various methods of teaching history manifesting the ability to think globally with confidence and proficiency.
- Execute qualities of a History teacher to build resiliency in history teaching with positive outlook towards professional development to encourage self-learning.

Interdisciplinary Course 2 – Educational Management

The pupil will be able to –
- Explain the meaning, principles of Management, Systems thinking and relate it to Classroom Management.
- Compare the Organizational Culture and Organizational Climate and classify the functions of Management.
- Relate Quality Management and Change Management to Human Resources and appropriately use this knowledge in real life classroom situations.
- Execute leadership skills to maintain discipline among staff and students.
- Examine the principles of Time-table constructions and plan for day-to-day teaching.
- Classify the characteristics of different Boards of education and categorise them based on their distinguishing features.

Project Based Course 2

The pupil will be able to –
- Reflect on school activities to understand emerging issues related to school life.
- Exhibit the observational skills to compare different approaches to teaching with confidence and proficiency.
- Examine the classroom teaching-learning process, the techniques required for effective classroom management and the ways to cater to needs of the entire class to relate to global standards of quality in education.
- Design learning activities using varied pedagogical skills and varied assessment techniques in real teaching situations to develop sensitive society.

Semester 3

Core Course 4 – Assessment For Learning

The pupil will be able to –
- Examine the theoretical perspectives of assessment to select the right type of Assessment for a given objective of teaching-learning and evaluation.
- Summarize the differences between aims and objectives and suggest meaningful learning experiences to achieve the learning outcomes of the three domains for the holistic development of students.
- Identify appropriate meaningful assessment activities and use knowledge and understanding of trends and issues in assessment in practical situations.
- Differentiate between varied instruments of assessment and recommend an appropriate instrument to achieve instructional objectives.
- Use the knowledge gained about different assessment strategies and identify which would be most suitable for a given purpose.
- Prioritize the criteria of constructive feedback for reporting and solve statistical problems to interpret test results.

Elective Course 2 – Pedagogy of School Subject 2 – Science

The pupil will be able to –
- Classify academic disciplines with respect to their nature.
- Summarize the place of Science in the curriculum and life
- Interpret the importance of maxims of teaching Science, co-relation of Science in the curriculum, approaches of teaching Science and infusing global perspectives through the subject.
- Appropriately use different methods, approaches and tools of teaching Science in the classroom. Transacting Science education using appropriate methods, approaches and tools.
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Elective Course 2 – Peace Education

The pupil will be able to –
- Explain the meaning and concept of peace and interpret the relationship of Peace Education in present times.
- Assess the values and contribution of Peace makers to promote the value of peace.
- Examine the different conflict resolution techniques to resolve the conflicts in family, school and society.
- Classify the integration of peace education in curriculum and actualize the culture of peace among the students.
- Execute peaceful co-existence by preparing teachers and agencies for development of appropriate values.
- Outline the culture of life at school and investigate challenges to peace in Multicultural Society.

Interdisciplinary Course 3 – Language Across Curriculum

The pupil will be able to –
- Explain language and its functions thereby manifesting the ability to think creatively and critically in order to communicate effectively.
- Illustrate language diversity and multilingualism which relates to the Indian context by using experiential learning.
- Appropriately use the theories of language acquisition and language deficit to model the teaching- learning process in order to facilitate effective language acquisition among students.
- Summarize the nature of classroom discourse and plan strategies to engage learners in language learning through adoption of student-centred pedagogies like discussion-based learning, questioning strategies etc.
- Identify the nature of different texts/text structure, examine content area of text books and execute personal and professional competencies in fostering reading and writing skills among school children.
- Discuss the use of language for purposes of Education, Training and Research and assess to the concerns of psycho-social relevance.

Project Based Course 3

The pupil will be able to –
- Combine theoretical knowledge with practical application to improve student learning outcomes.
- Construct pedagogically meaningful lesson plans to make teaching innovative, interesting and interactive.
- Illustrate reflective and introspective thinking skills through the documentation of experiences in the reflective journal.
- Design theme-based lessons on topics of contemporary relevance.
- Plan and execute a unit test followed by analysis and interpretation the results.

Semester 4
Core Course 5 – Contemporary India and Education

The pupil will be able to –
- Discuss the Diversity in Indian Society and the role of education in addressing the challenges faced due to the diversity.
- Outline remedies to several Inequalities of Indian Society with reference to Class, Caste and Gender.
- Examine the Constitutional values relating to Stratification, Marginalization and Diversity in India.
- Inspect the different Educational Policies to justify their impact on Education in Contemporary India.
- Compare and contrast the different Education commissions and their recommendations.
- Examine the Emerging Trends in Contemporary India and Education.

Elective Course 3 – Environmental Education

The pupil will be able to –
- Combine the knowledge gained about the environment, ecosystems and ecology to propagate environmental consciousness.
- Outline remedies to several environmental issues and plans events and activities to create environmental awareness.
- Justify the importance of Environmental Education in terms of its teaching approaches and restate different government initiatives for protecting and conserving the environment.
- Inspect different initiatives for environmental assessment for an Institution's compliance with the prescribed norms and standards for sustainability.
- Construct sustainable practices by executing different projects, spearheading activities and various green endeavours.
- Discuss how the adoption of environmental initiatives and implementation of projects and laws help in environmental conservation.

Elective Course 3 – Guidance and Counselling

The pupil will be able to –
- Explain the meaning of Guidance and compare and contrast Educational, Vocational and Personal Guidance.
- Classify the different strategies for guidance and differentiate between Testing and Non-Testing Devices for Guidance.
- Describe the sources of Career information and design strategies of disseminating career information in teaching.
- Discuss the meaning of Counselling and categorise Directive, Non-directive and Eclectic Counselling.
- Actualize the skills and approaches required for counselling in relation to adolescent issues.
- Justify the role of a teacher as a counsellor, prioritize the importance of professional ethics and outline the qualities of a good counsellor.

Interdisciplinary Course 4 – Creating An Inclusive School

The pupil will be able to –
- Differentiate diversity, disability and inclusion to identify the significance of the models of inclusion with respect to their implications on concerns of Psycho-social relevance through the lens of research.

- Use the characteristics of diverse learners to design practices of nurturing inclusion a self-sustainable model of education.
- Examine the role of policies in promoting inclusion and educational concessions, facilities, provisions for CWSN to solve emerging issues of contemporary society.
- Execute mastery to effectively use suitable pedagogies, curriculum and assessments methods to eliminate inequalities, diversities and disabilities to model effective teaching-learning-assessment process.
- Construct barrier-free inclusive classrooms and assess the contribution of various ICT related inclusive practices and IEP in promoting Inclusion in the classroom through active participation in curricular and co-curricular activities.
- Explain the role of the teacher, NGO's and pre-support and pre-vocational training programme in inclusive settings by showing sensitivity to the less fortunate.

Ability Course 2 – Reading and Reflecting on Texts

The pupil will be able to –
- Achieve proficiency in comprehending diverse forms of texts.
- Execute skills and strategies of reading to aid effective comprehension.
- Use creative writing through articulation and reflection.
- Interpret texts and visuals with personal view points.

Project Based Course 4

The pupil will be able to –
- Compose action plans to promote active involvement in reaching out to the community.
- Actualize appreciation, respect and tolerance for diverse groups by engaging wholeheartedly in community work.
- Design learning resources to make curriculum transaction effective, enhance the instructional process and encourage self-learning.
- Execute action research on topics of school relevance to find solutions to contemporary issues.
- Synthesize teaching competencies through peer lessons in order to complement and blend skills and proficiencies for effective teaching.
- Examine experiences encountered in the school setting so as to introspect and develop critical thinking and problem-solving skills.
- Invent innovative approaches to construct exemplary lesson plans so as to reflect mastery of content knowledge, technological proficiency, pedagogical skills and affective quotient.

Audit Course 1 – Understanding Self
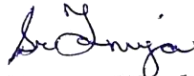
The pupil will be able to –
- Execute self-awareness through self-reflection and self-analysis.
- Illustrate confidence, optimism and emotional balance in his/her life.
- Achieve self-actualization evolving into a mindful and emotionally resilient human.
- Actualize care and concern towards others making healthy compromises, being sensitive and resolving conflicts amicably.

Audit Course 2 – Drama and Art in Education

The pupil will be able to –
- Appropriately use the knowledge of Drama and Art to exhibit aesthetic sensibilities in teaching-learning and assessment.
- Plan the use of Drama and Art for self-realization and creative expression in the teaching-learning process through joyful, activity-centred experiential learning.

- Compare and contrast various forms of Visual and Performing Arts and utilize them meaningfully to make teaching art-based aimed at nurturing qualities of head, hand and heart.
- Execute project-based learning activities by integrating/ transferring skills from other subjects to visual and performing arts.
- Prioritize concern for social and environmental issues by developing multicultural awareness and appreciation for Drama and Art with respect to local and global dimensions.
- Construct drama and art based activities to cater to students with special needs.

Dr. Sr. Tanuja Waghmare,
Principal

Seal