ST.TERESA'S INSTITUTE OF EDUCATION

COLLEGE DEVELOPMENT CELLANNUAL

REPORT 2020-21

S.V. Road, Santacruz (West)Mumbai – 400 054

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➢ Composition of the College Development Cell

Designation	Member
Chairperson of the Management	Sr. Wilma Mendes
Secretary of the Management	Sr. Clare D'souza
Local Member : Education Field	Fr. Frazer Mascarenhas
Local Member : Industry Field	Mr. Francis Athaide
Local Member : Research Field	Dr. Indu Garg
Local Member : Alumnus	Ms. Medha Lotlikar
Principal of the College	Dr. Sr. Tanuja Waghmare
Head of Dept. nominated by the Principal	Dr. Giselle D'souza
IQAC Coordinator	Dr. Sheela Philip
3 Teachers (elected)	Dr. Joan Lopes, Dr. Cindrella D'Mello, Dr. Cerena D'Cunha
General Secretary of the Student Council	Ms. Annabelle Dcruz
Non-teaching staff (elected)	Mrs. Colleen M. Fernandes

The events organized and the activities conducted by the college in the academic year 2020-21 have been documented under 7 criteria as prescribed by the National Assessment and Accreditation Council.

1. Curricular Aspects

➢ The **Academic Calendar**for the year 2020-21 has been provided in **Annexure I** and outlines the schedule of activities and events planned for the academic year.

➢ The seminars, workshops, field visits and talks by experts from different fields of specialization were organised in keeping with the students' needs as revealed by an analysis of the **Entry and Exit point questionnaires (Annexure IX).**

➢ STIE followed the **Contextualized Curriculum** wherein a plethora of activities were conducted by the teacher educators to enhance and enrich the syllabus prescribed by the University of Mumbai for each subject included in the curriculum. This was based on the constructivist theory ofteaching and learning. The underlying principle was that learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. The contextualized curriculum emphasized problem solving skills, assisted students in becoming self-regulated learners, justify their reasoning, relate their learning to diverse life contexts and apply their knowledge to make learning relevant and meaningful. An overview ofthe Contextualized Curriculum followed for the different subjects has been provided in **Annexure II**.

2. Teaching-Learning and Evaluation

At STIE, the curriculum is transacted using varied teaching approaches with a purpose to transform each student into the best 21st century teacher. Student-centric lectures: For theory courses, the teachers use a variety of activities which allows maximum student involvement, thus putting the learners in active roles. These modes of learning include - dialogue based learning, discussion forums, brainstorming, debates, mock interviews, reflective practices, research-based learning, educational games and quizzes, correlational approaches, use of online interactive apps to involve students and assess their learning, seminar presentations, flipped learning and use of videos, films and other educational resources.

3 C's Approach: To transact the curriculum, the teachers differentiate learning for students using the participatory pedagogies such as cooperative learning and collaborative learning.

Use of constructive methodologies throws opportunities to explore the innovative ideas, thus leads students to experiential learning zones. Field exploration, research and extension: Curriculum transaction through virtual tours and encouraging students to opt for field work based course assignments is given immense significance in the teaching-learning process. Students are engaged in research activities to learn course content.

Varied assessment strategies: The course work and assignments are modified in such a way that students get the opportunity to explore various sources of information. Also, great use of online learning platforms opens new avenues for learning for students.

These strategies ensured that the training provided to each student emerging from the portals of STIE bore the mark of quality. This was achieved through a well-balanced exposure to the theoretical and practical dimensions of each subject in the course. **Annexure II** provides a gist of the teaching strategies employed in the different subjects.

➢ The schedule of Curricular and Co-Curricular Activities conducted through the academic year 2020- 21 has been provided in **Annexure III.**

➢ The results for the academic year 2020-21 are given below in tabular form

2020 - 2021							
SEMESTER I				**SEMESTER II**			
O	**A+**	**A**	**B**	**O**	**A+**	**A**	**B**
12	33	05	--	17	32	01	--
				SEMESTER IV			
				O	**A+**	**A**	**B+**
				09	32	06	01

Internship Programme:

As the entire education field was struggling hard to get accustomed to onlinelearning, STIE took this as an opportunity and planned the entire internship programme as per the need of the hour.

The schools selected for the internship programme varied in way of lesson delivery. It included schools asking for video recorded lessons and schools having regular live classes using online

platforms. This made students proficient in student teacher interaction, handling of technology and making educational resources in the form of lesson videos.

The principal and the supervisor of the selected schools were oriented on the internship programme through telephonic conversation.

Timely detailed orientations were arranged for students wherein they were guided on lesson plan format, checklist submission, internship timetable preparation, classroom etiquettes to be followed, assessment criteria and grading pattern.

Documentary Evidence is provided in **Annexure X**

3. Research, Innovations and Extension

Research

➢ The Research Cell of STIE –**Pratiti** organized the annual research paper reading session on the May 31, 2021.

Presenter	Title of the Research Paper
Dr. Minal Thakur	Relationship between Teacher-effectiveness and Quality of Work Life of School Teachers
Chaired by Dr. Indu Garg	

➢ Research papers were published by the faculty in UGC approved journals with impact factor. The details of the same are provided in **Annexure IV.**

These initiatives in the area of research were in keeping with the suggestions of the NAAC that the college should work towards establishing a research culture among the faculty and students of STIE. The above mentioned research endeavours helped to disseminate the findings of research studies conducted by staff of the institution and also provided a forum for learning from studies conducted by other researchers.

Outreach activities:

1. Project PhoneShaala -Student-teachers of the S. Y.B.Ed. batch created the audio lessons for underprivileged children. Each student teacher created audio lessons and uploaded them on the PhoneShaala portal. This repository of audio lessons was then made available to 573 underprivileged learners across 3 states - Uttar Pradesh, Bihar, and Maharashtra through toll-free calls.

2. Community Work with NGO- The Community Work Program for 50 F.Y.B.Ed Teacher Trainees of St. Teresa's Institute of Education was conducted at SARVA SEVA SANGH CHARITABLE ORGANIZATION, Centre for the Rehabilitation of People at Risk. The teacher-trainees worked with Differently Abled Children. They also conducted sessions on Good Touch and Bad Touch and train the Primary and Class 5 students.

3. Charity Drive for CAREMAX FOUNDATION: Care Max Foundation is a Non- Profit Organization that strives to achieve Sustainable Development Goals through a Holistic approach. St. Teresa's Institute of Education Collaborated with CARE MAX FOUNDATION for a Charity drive. A 5-Day online National Workshop on 'TECH TOOLS FOR

TEACHERS' was organized from July 27-31, 2020. 50 % amount generated from this workshop was donated to CAREMAX FOUNDATION.

4. Extension Work project with DLLE: The DLLE project facilitatedthe sensitization of students to socio-cultural realities. Students took up extension work projects related to social issues, for which they are awarded 10 additional marks in their final examinations on successful completion of 120 hours of work, and the submission of the project report in time.

Documentary Evidence for the Outreach Activites is provided in **Appendix XIII**

Innovations

➢ The institution organized the **'Big Five Talk Show'**to orient student teachers to the curricula, evaluation procedures/patterns and activities conducted by schools affiliated to the different Boards of education. It was a joint venture of the Alumni Organisation and the Placement Cell.

Panelists included alumni associated with schools affiliated to the SSC, ICSE, CBSE, IGCSE and IB. The talk show provided a forum for the institution to network with its own alumni and avail of their experience and expertise.

➢ The Placement Cell of the college took an initiative to orient the student-teachers on how to prepare their **e-portfolios**. The links of the e-portfolios were shared with prospective employers ofthe students. It helped to link theory to practice and equip students with technological know-how, linguistic skills etc. It offered the distinct advantages of easier accessibility, keeping abreast with newer trends, paperless documentation.

➢ The Placement Cell of the college collaborated with GEMS Education, Dubai and organized interviews for placement of students. Students were recruited through the campus interview process.

➢ To create awareness about environmental preservation, college celebrated **'MAD (Make A Difference) Week, A Green Initiative for a Greener Planet'**. During this week, students conducted assemblies on various issues in relation to the preservation of environment. In relation to the theme of each day's assembly, one activity was conducted to ensure realization of the goal of environmental preservation. The details of the same are provided in **Annexure V.**

Extension

➢ The college participated in the Extension Education Programme conducetd by the Department of Life-long Learning and Extension (DLLE). All 98 students were enrolled for the same under the able guidance of Dr. Cindrella D'Mello and Ms.Reshma Rodrigues. Details of the activities opted for have been provided in **Annexure VI.**

4. Infrastructure and Learning Resources :

The Institution does have infrastructure as per NCTE norms. All following rooms have adequate movable furniture for group activities. The institute has been upgrading its infrastructure regularly. There are four classrooms, well equipped with ICT facilities The college has an air-conditioned, ICT enabled conference room.

The computer laboratory is equipped with 50 computers, LAN and Internet. The student's common room houses a mini-gymnasium and the necessary sports equipment for indoor and outdoor games.

The college has a well-spaced resourceful library equipped with adequate seating arrangement for 60 individuals. It also has 4 study carrels for personal study. The library has a reprographic facility for the faculty. The library is partially automated with iSLIM Library Management Software. Library WebOPAC is remotely accessible. Bar-coding of the library collection is done using the Bar-Tender software.

- Teaching-Aids Room
- Principal's Office
- Administrative Office
- Staff Room
- Students' Common Room
- Separate Washrooms for boys, girls and staff
- Safety against fire
- Water purifiers cum dispensers
- Prayer Room
- Store Rooms
- Shared facilities with other institutions in the campus.
- St. Teresa's Convent School Auditorium and the Mother Veronica
- School Hall
- Playground
  - Canteen

Library as a Learning resource

St. Teresa's Institute of Education Library has automated its library using iSLIM (Integrated System for Library Information Management by Indian software company algorithms Consultants Pvt. Ltd.

It includes all the features to automate the library staff functionality related to Cataloguing, Circulation, Inventory, Reporting. STIE Library is using 3 basic modules of the software i.e. Cataloguing, Periodicals, and Circulation For library members, iSLIM provides a portal to search in-house collection. St Teresa's Institute of Education library in in the process of barcoding the collection using iSLIM. Following services offered by iSLIM are used in the library:

1.Inventory of the inhouse collection. 2.Barcode labels format customization 3.Barcode labels Printing 4.Library Opac 6.Library Webopac 7. Article Indexing for Print Journals
Web-link to the library facilities available: https://www.sti-edu.in/library.php

ICT Infrastructure

STIE continuously strives to provide needed technologies and update its ICT facilities to ensure efficient functioning. Institution has

- CCTV Surveillance System facilitated in all the classrooms and library.
- iSLIM Library Management Software (2018)
- LAN in office and library
- WiFi (implemented Since 11.07.2012 and subscription renewed each year)
- 4 Internet routers and 1 dongal
- 67 Desktops
- Computers are frequently updated Antivirus and other required softwares. Institution has AMC with Cyber Ganesha and algorithms Consultants Pvt. Ltd.
- Significant investment has been made to upgrade classrooms to eclassrooms/ smart classrooms with facilities like Smart Boards, OHP Projectors,
- Computers with internet access etc.

Library Statistics of E-Resources and Expenditure has been provided in Annexure VII.

5. Student Support and Progression

✓ The **Campus Recruitments** organized by the Placement Cell helped the trainees to have a hands-on experience of how to present themselves at interviews and exposed them to the requirements of schools affiliated to the different Boards of education.The students were also trained in soft skills and oriented to the guidelines of preparing their job applications/resumes prior to the campus placement programme. Students prepared e-portfolios in addition to their resumes. Details of the schools by which they were employed are listed in **Annexure VIII.** The Employer Satisfaction Survey was conducted to assess the contentment of employers who have absorbed students of STIE in the past years and the same is depicted graphically below.

Employers Feedback Analysis
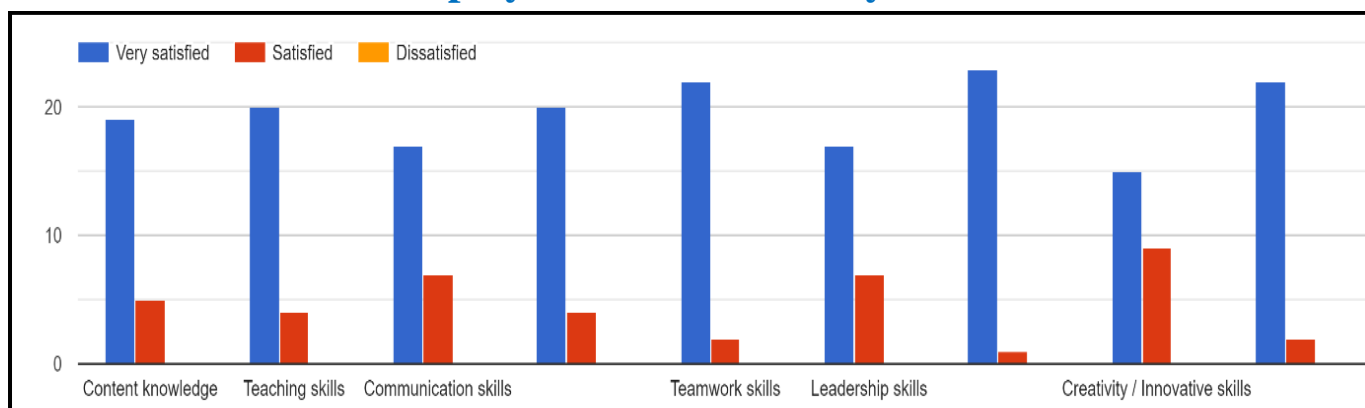
Analysis of Feedback:

The feedback obtained from the Employer Satisfaction Survey shows the proficiency of student teachers in above-mentioned area. This positive outcome was the result of various programmes held for student teachers for their growth and development. To name a Few Content Enrichment Programme, Teaching Skills Programme, English Grammar Course, Tech Fluent Teachers etc. Various activities planned by the college helped them build teamwork and leadership skills and gave them an opportunity to display their talents and creativity. Overall, the employers were very satisfied with the performance of the teacher trainees.

Alumni Engagement

1. Mentoring by Alumni: Dr. Giselle D'souza and Mrs. Priyanka Moraes, alumni of STIE conducted a mentoring session. Dr. Giselle made the students believe in themselves and work towards overcoming all the challenges and obstacles coming their way.Mrs. Priyanka Moraes spoke about her journey, her experiences, struggles, and challenges when she was a student of STIE, and how it has helped her reach greater heights today.

Another alumni mentoring session was conducted by our alumni Ms. Bhakti More and Ms. Karishma Kuttumal. This session was organized before students' Online University Exams. Alumnus gave input about how to prepare and face Online exams. Tips to study, manage stress and write impressive answers were shared.

2. The Big Five Talk Show: A panel of distinguished alumni holding reputed positions in schools affiliated with the 5 Boards of Education in India, was constituted to share their wealth of knowledge and expertise. This event was organized in a bid to help the budding teachers gain deeper and richer insights into the curricula, syllabi, evaluation patterns, and highlights relating to these 5 Board types.

Alumni as Effective Support:

At STIE, the Alumni Association acts as an effective support system. They are ever ready to help and share their wealth of knowledge with the students. The Principal and the faculty identify the alumni with special talents who are called to deliver sessions, interact with the present students, and judge different competitions in order to motivate students.

Judging different competitions -The alumni are invited to judge different competitions held at STIE such as Ms. Education Contest, singing competition, and intercollegiate fest competitions. The inputs by the judges motivate and help the participants to recognize and nurture their talents, Conducting workshops, and sessions -Alumni of STIE are invited as the resource persons for different workshops and sessions.

A workshop on Calligraphy was conducted by an alumnus. Alumni delivered a few sessions of the add-on course Tech-Fluent Teachers. They shared their knowledge about different online tools they used to prepare and deliver online lessons. All the panelists of the Big Five Talk Show were alumni of STIE.

Model Lessons-Alumni of STIE are also involved in giving model lessons in the subjects of History, English, Maths, and Science. This helps in motivating the student-teachers to recognize and nurture their talents.

> The **Grievance Redressal Committee** addressed the difficulties faced by students and took appropriate action to help them overcome the same. The **Anti-ragging Cell** conducted a session to orient trainees to the need for refraining from teasing and bully-bossing. The need to maintain cordial relations with peers was stressed and students were assigned peer mentors.

6. Governance, Leadership and Management

- The Institution employed the **360 feedback mechanism** to obtain objective online evaluation of

  its performance from stakeholders ranging from students, parents, practice teaching schools, alumni and participants attending various activities conducted by the college. The links to the online feedback summary procured have been listed in **Annexure IX.**

- The Institution has both **IQAC (Internal quality Assurance Cell) and CDC (College Development Cell).** These committees met at timely intervals and monitored the quality of instruction and performance of the Institution on the whole.

Institutional transparency in its financial, academic, administrative and other functions:

With respect to financial functioning, the Annual Budget is shared with the faculty and also presented at the CDC meeting for review and suggestions from the members. Mobilization of funds obtained through grants and tuition fees collected from the students is done with the knowledge of the faculty so that financial resources are utilized judiciously for the execution of different activities and events conducted throughout the year.

To ensure administrative transparency, the rules and regulations of the college along with the code of ethics are available on the college website (https://www.stiedu. in/pdf/Code_of_Conduct_for_STIE.pdf) as well as in the students' handbook. The planning and execution of all events and co-curricular activities are done at regular staff meetings to discuss the feasibility of carrying out the same. All circulars and e-circulars pertaining to admissions are communicated to the students.

Academic transparency– Weekly timetables are displayed on the Students' Notice board. Orientation to all academic activities such as Theory, Tutorials, Tests and Assignments, practical work, etc is done by the faculty so that students are fully aware and informed. With respect to examinations, students are given instruction and mock drills on the examination processes at the time of examination online processes. All results (including re-evaluation) are declared on the University website the details of which are shared with them.

Faculty Empowerment Strategies

The well-being of the teaching and non-teaching staff is always the main priority of the Management. The Principal identifies the needs of the faculty for development in career and encourages the staff and also guides them to take the necessary action for their professional growth. On-duty leave is sanctioned for faculty members to attend Orientation and Refresher Courses as

stipulated by the UGC for career advancement. During COVID-19 lockdown period food grains were distributed to the non-teaching staff by the management. The Management provides loans to the staff (especially the non-teaching and support staff) whenever required. Faculty development programs are organized for both teaching and non-teaching staff to help them upgrade their knowledge and skills. Financial incentives are provided by way of promotions and increments to the teaching faculty as prescribed in keeping with the Career Advancement Scheme of the UGC. Faculty members are acknowledged and felicitated by the Management for their outstanding professional achievements.

List of welfare measures provided are given in **Annexure XI**

Performance appraisal system for teaching and non-teaching staff"

The performance appraisal system is a good means of evaluating teaching and non-teaching staff. The Principal evaluates the staff on the basis of her own observations of their performance and on the feedback given by the student-teachers. The staff members are also required to fill up a self-appraisal form each year and submit it to the principal. The faculty is monitored for: Academic and Career progression wherein the staff attend Orientation and Refresher courses. The Career Advancement Scheme goes to show that the faculty are continuously subjecting themselves to professional growth. The staff provides a holistic approach with different teaching methods. The faculty network with different educational institutions to conduct seminars, workshops, and webinars in the areas of their expertise for principals, teachers, and students. Research papers are published in UGC-listed journals. Attendance, student-teacher relationship, and all the support given by the staff to the different committees such as Admission, Alumni, infrastructure, E Resources, Curricular, and Co-Curricular activities are also considered. Semester-wise results enable the Principal to monitor the teaching-learning activity. The Exit point questionnaire taken at the end of the course helps in evaluating the faculty. Various aspects of the curriculum and the teaching-learning process are covered.

Collaboration and Linkages

Nature of Activity	Name of the partnering institution/ industry /research lab with contact details	No. of teachers participated		No. of students participated		Duration From-To (DD/MM/ YYYY)
		'From' Institution	'To' Institution	'From' Institution	'To' Institution	
Faculty Exchange						

1	Pushpanjali College of Education 50 M.G Road, Papdy, Vasai, Dist- Thane, Maharashtra Telephone:0250-2312025 E-mail:pushpanjali1990@yahoo.co.in	3	1	98	100	July 2020 - Oct 2021
Research	Gandhi Shikshan Bhavan's Surajba College of Education, SantaCruz	6	8	50	28	March 23, 2021

Year of signing MoU	Duration	List the actual activities under each MoU year wise	Number of students/teachers participated under MoUs	Institutions with which the MoU is signed
2020-21	1 year	Training of students of STIE in the Area of 'Social Conscientization Methodology' through an Add-on Course	50	St. Xavier's College, Mumbai
2020-21	1 year	Project PhoneShaala	50	eArth Samvarta Foundation (also called eSF in the MOU), Uttar Pradesh
2020-21	1 year	Training of students of STIE in the Area of Career and College College Counselling Add-on Course on 'International Career and College Counselling'	50	IC3 Institute
2020-21	1 year	Inter Library Loan Service	108	CCYM's Hashu Advani College of Special Education (HACSE)
2020-21	1 year	Vocational Education (Productive Work with Economic Value), Self-Reliance, Swachhta & Health and Community & Field Engagement along with the observation of three VENTEL related days to inculcate in faculty, students and community, the Culture and Values	50	MGNCRE, Dept. of Higher Education, Ministry of Education, Government of India

		promoted by Gandhiji's Nai Talim.		
2020-21	1 year	Organizing the "HEART PROGRAM"	50	HEARTFULNESS EDUCATION TRUST

> ➤ The institution conducted a **SWOC Analysis** to understand the students' perception of strengths, weaknesses, opportunities and threats during the two year B.Ed. Course. A summary of the same has been provided in **Annexure XII**.

7. Institutional Values and Best Practices

Institutional Values and Social Responsibilities

The Institution has a total strength of only 115 inmates. As seen in the three monthly Electricity bill and the Energy Audit Report attached herewith, the consumption of electricity is within reasonable limits. Installation of solar panels is being considered but is not a very viable option keeping in mind the cost of installation v/s reduction in electricity consumption ratio. Students and faculty are conservative in their use of electrical appliances and lights, fans and computers are switched off when not in use. Being well cross ventilated, with spacious and airy rooms, the use of fans is minimal. Only the Computer Room and Conference room have air conditioners installed. The lecture hall has LED lights fitted to cut down on power consumption. Many of the tube lights installed have reflectors which help to emit light over wider areas, thereby reducing the need for increased number of lights. Power consumption is also limited as students and faculty are not on the premises whenever teaching in practice schools takes place. The students conduct green activities like 'Batti Bandh' wherein all electrical appliances are switched off for a couple of hours to create awareness and sensitize stakeholders to the importance of energy conservation.

Institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges.

The Institution conducted several activities by networking with local communities to permit a free two way flow of knowledge and resources for its optimum utilization.

1. The Big Five Talk-show: This International Virtual Symposium was conducted by networking with alumni holding prestigious positions in different school types local and global.

2. 'Decoding Encrypted Ancient History through Numismatics': This online session was conducted to orient students to the history and significance of coins.

3. Alumni Mentoring Sessions: These sessions were conducted online and were need based so as to share success stories of alumni with the present students.

4. Community Work: The students engaged in Project PhoneShaala, wherein they prepared a repository of audio lessons which were made available to 573 disadvantaged learners from 3 States across Maharashtra during the COVID-19 Pandemic. They also engaged in community work at Sarva Seva Sangh to reach out to underprivileged children in society.

5. Make a Difference Week: A spectrum of Green Assemblies on environmental themes with eco-friendly activities were organized for staff/students.

6. Curriculum Enrichment Activities: A series of online sessions, workshops, courses, virtual visits were conducted by a team of experts/ resource persons hailing from reputed organizations across the city and overseas.

➢ **Best Practices/New Initiatives for the Academic Year 2020-21**

Initiative	Origin of need	Objectives	Highlights
Education for All through a Toll Free Call – Project PhoneShaala	As the world searched for solutions with the COVID-19 pandemic bringing life to an unforeseen halt, the educational fraternity instantaneously switched to the online mode of instruction The endeavour was based on the rationale 'Education for all through a toll free call'	⌉ To evolve a resilient pedagogy for disadvantaged learners to support meaningful learning during times of uncertainty and disruption such as the COVID-19 pandemic. ⌉ To orient student teachers to the possibility of using only the audio medium to deliver lessons on subjects of the school curriculum. ⌉ To train student teachers in the preparation of scripts and audio Lessons as a teaching learning pedagogy. ⌉ To provide an inexpensive and easily accessible means of education to the under-privileged learners across the country.	A total of 768 lesson scripts and 526 audios were created in all. This repository of audio lessons was then made available to 573 underprivileged learners across 3 states - Uttar Pradesh, Bihar and Maharashtra through toll free calls.

Add-On Courses: Holistic Development while Countering CORONA a)Social Conscientization Methodology	The need to sustain quality by raising teacher-capacity even while being physically distanced during the pandemic	• To empower teachers to engage in research activities • To train teachers in becoming socially conscious of the educational deprivations highlighted in ASER	All enrolled students successfully completed the expectations the course framework had of them and were certified by the Department of Public Policy. It helped students connect school education to the fields of Statistics, Research and Social Conscientization
b)An International Collaboration: Student Migrations & Career Choices in a Global World	Career counseling should be an integral component of every school curriculum. It is meaningless if academic subjects bear no correlation to the world of work. Every teacher is also a Counsellor, who should render learning meaningful and engaging through contextualisation.	• To expose our students to the galaxy of career choices across Universities of the world • To empower teacher-trainees to don the role of effective Career Counsellor	The cohort of 48 participants successfully achieved the learning outcomes. They were certified by the IC3 Foundation. It empowered students to understand the milieu of student migrations.
Tech Fluent Teachers Certificate Course	The onset of pandemic required imminent measures to carry forward the task of teaching-learning surpassing the hurdles of lockdown Knowledge of technological tools and apps was essential and imperative.	To provide hands on experience in the use of a range of software and applications to enhance the quality of online lessons	• Equiped student teachers with technical know-how and skills • Instilled confidence in student teachers to transact online teaching-learning in context of the present times Added a technological dimension to Teacher Education
5 day National level online workshop 'Tech Tools for Teachers'	The onset of pandemic required imminent measures to carry forward the task of teaching-learning surpassing the hurdles of lockdown Knowledge of technological tools and apps was essential and imperative.	To provide hands on experience in the use of a range of software and applications to enhance the quality of online lessons	• Equiped the college and school teachers with technical know-how and skills

Annexure I

ACADEMIC CALENDAR 2020-2021

DATES	EVENTS	
Jul-20		
July 06,2020	College Re-opens - S.Y.B.Ed (Sem 3)	
July 07,2020	Networking with the Internship Schools	
July 06,2020	Explanation of the Unit Test Project & Preparation of Blue Print	
July 07,2020	Orientation to Project Based Course III (Internship Orientation)	
July 09,2020	Orientation to theme of the year and theme lessons	
JULY 10,2016 onwards	Lectures	**CC-4 Assessment for Learning**
		EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education)
		IC3- Language Across Curriculum
		Audit Courses - Understanding the Self, Drama and Art in Education
July 11,2020	Orientation to Community Oriented Project in collaboration with PhoneShaala portal	
July 13,2020	Add-on course on Electronic Information Literacy (EIL) - orientation	
July 16,2020	Celebration of Feast of Mount Carmel	
July 17,2020	Add-on course on EIL sessions begin	
July 17,2020	DLLE Orientation	
July 20,2020	Internship of S.Y.B.Ed. begins	
July 21,2020	NList Orientation Program	
Jul-27	Charity Drive Workshop on 'online tools' for school and college teachers (added)	
Aug-20		
Aug 06,2020	Add-on course on'Tech-fulent Teachers' in collaboration with Universal Teachers Academy, Puducherry begins	
Aug-20	Lectures	**CC-4 Assessment for Learning**
		EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education)
		IC3- Language Across Curriculum
		Audit Courses - Understanding the Self, Drama and Art in Education
Aug 15,2020	Independence Day Celebration	
Aug 20,2020	PhoneShaala portal-audio lesson recordings	
Aug 22-26, 2020	Mid-Term Break	

Aug 28, 2020	NAAC sponsored sate level seminar	
	Add-on course on EIL sessions	
	First Round of Admissions	
Sep-20		
SEPT 01,2020	Beach Clean-up at Juhu (Anant Chaturdashi)	
SEPT 05,2020	Teacher's Day celebration	
	Second Round of Admissions	
	F.Y.B.Ed. (Sem 1)	**S.Y.B.Ed. (Sem 3)**
SEPT 07,2020	**Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT**	Audit Course Workshop
SEPT 10,2020	Inauguration of the Academic Year 2020-21	Add-on course in collabration with IC3 on **Fundamentals of Career and College Counselling** (Level : Introductory) begins
SEPT 12,2020	Orientation to the Two Year CBCS B.Ed Programme	Internship
SEPT 14,2020	Orientation to various College Cells	PhoneShaala portal -audio lesson recordings
SEPT 17,2020	Orientation to Audit Courses	Add-on course on**'Tech-fulent Teachers'** (UTA) sessions
SEPT 17,2020	Eliminations for Ms. Education Contest	
SEPT 18,2020	First Term Orientation to DLLE Programme	
SEPT 19,2019	Hindi Diwas (14th Sept) Celebration (added)	
SEPT 19,2020	Celebration of International Day of Peace (21st September) by History Club	
SEPT 19, 2020	Talent Search	
SEPT	Third Round of Admissions	
SEPT 21-26,2020	Community Work by F.Y.B.Ed. students	
SEPT 28,2020	Content Test (V-VII)	
SEPT 30,2020	Student Council Elections	
SEPT 30,2020	Honours Programme commences	
SEPT	Bio-ethics course sessions	
Oct-20		
Oct 03,2020	Gandhian Week	
Oct-20	Content Enrichment Activity	
Oct 10,2020	Big Five Talk Show	
Oct 11,2020	Orientation to VENTEL Activities	
Oct 10,2020	World Mental health Day	
Oct 12,2020	Honours Programme commences	
Oct 15,2020	Celebration of World Maths Day BY Maths Club and Vachan Prerna Divas	
Oct 15,2020	St. Teresa's Feast celebrations & English Day	

Oct 27 2020	"Workshop on The Magic of Creativity through Sketchnoting"	
Oct 15,2020	Miss Education contest Final	
Oct 15,2020	Open Acess E-Book Exhibition Competition	
	F.Y.B.Ed. (Sem 1)	**S.Y.B.Ed. (Sem 3)**
Oct-20	**Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT**	**Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education**
Oct 19,2020	Essays	Essays
Oct 21,2020	Content Enrichment Programme	Submission of Evaluation Project
Oct 22,2020	Add-on course on Yoga in collaboration with Ambika Yogashram begins	Add-on course in collabration with IC3 on Fundamentals of Career and College Counselling (Level : Introductory) sessions
Oct 26,2020	Street Play Workshop	PhoneShaala portal-audio lesson recordings
Oct 29,2020	Vachan Prerana Din (15th October) Celebrartion	

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Nov-20

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	F.Y.B.Ed. (Sem 1)	**S.Y.B.Ed. (Sem 3)**
	Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT Audit Courses – Understanding the Self, Drama and Art in Education	Semester III University Examination
Nov 03,2020	Orientation to the Add-on course on Social Conscientization Methodology	PhoneShaala portal -audio lesson recordings
Nov 05,2020	Orientation to the Add on course on 'Bio-ethics'	Add-on course on'Tech-fulent Teachers' sessions
Nov 06,2020	Add on course on 'Bio-ethics' sessions begin	Add-on course on in collabration with St. Xaviers Autonomous College **Social Conscientization Methodology** begins
Nov - Dec	English Grammar Pro – Beginner to Advanced course sessions begin	Heartfulness Education Programme begins
	Content Test (VII - IX)	Add-on course in collabration with IC3 on Fundamentals of Career and College Counselling (Level : Introductory) sessions

Nov 10,2020	Celebration of World Science Day by Science Club	
Nov 11,2020	Children's Day Celebration with a difference	
Nov 11,2020	Diwali Dhamaka	
	Diwali Vacation	
Nov 23,2020	E-module Competition	
Nov 24,2020	Activities of Honours Programme	
Nov 26,2020	Celebration of Constitution Day (26th November) by History Club	
Dec-20		
Dec 01,2020	WORLD AIDS DAY	
Dec 04,2020	Session on Virtual labs in Maths and Science	
Dec 08,2020	Session on Augumented Reality Apps	
Dec 10,2020	Human Rights Day	
Dec 11,2020	Audit Course Workshop	
Dec 14,2020	Tutorials and self study	
Dec 17,2020	Campus interviews (S.Y.B.Ed.)	
Dec 18,2020	Class test	
Dec 19,2020	Annual Alumni Meeting	
Dec 19,2020	Second Term Orientation to DLLE Programme	
Dec 21,2020	Networking with the Internship Schools	
Dec 21,2020	Christmas outreach programme	
Dec 22,2020	National Maths Day	
Dec 23,2020	Christmas Party	
	Semester I University Examination	
	Add-on course on **Social Conscientization Methodology** in collabration with St. Xaviers Autonomous College sessions	
	Add-on course on **Fundamentals of Career and College Counselling in collabration with IC3** (Level : Introductory) sessions	
	PhoneShaala portal -audio lesson recordings	
	Add on course on 'Bio-ethics' sessions begin	
	English Grammar Pro – Beginner to Advanced course sessions	
	Lectures	
	Christmas vacation	
Jan-21		
Jan 02,2021	College re-opens	
	F.Y.B.Ed. (Sem 2)	**S.Y.B.Ed. (Sem 4)**

Jan 2021 onwards	**Lectures CC3- Learning and Teaching** **EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics)** **IC2- Educational Management** **Audit Courses – Understanding the Self, Drama and Art in Education**	**Lectures CC5- Contemporary India and Education** **EC-3 – Guidance and Counselling, environmental Education** **IC4- Creating Inclusive Schools** **Ability Course – Reading and Reflecting on Texts** **Audit Courses – Understanding the Self, Drama and Art in Education**
Jan 02,2021	Orientation to Project Based Course I (Internship Orientation)	Orientation to CAI
Jan 04,2021	Workshop on Drama & Art in Education	Orientation to Action Research Projects
Jan 05,2021	Workshop for preparation of Educational kits	PhoneShaala portal -audio lesson recordings
Jan 05,2021	Tech Fluent Teachers	
Jan 06,2021	Research Cell- Paper reading session , Session on Research Methodology	Add-on course on Social Conscientization Methodology in collabration with St. Xaviers Autonomous College sessions
Jan 11,2021	Internship of F.Y.B.Ed .& S.Y.B.Ed. Students	
JAN 14,2021-Jan 28,2021	Marathi Bhasha Pandharavada (added)	
Jan 21,2021	Educational Visits	
Jan-21	Marathi Bhasha Pandhravada	
	Activities of HonoursProgramme	
Jan 26,2021	Republic Day Celebration	

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	UDAAN Festival (DLLE)	
Feb 2021 onwards	**Lectures CC3- Learning and Teaching** **EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics)** **IC2- Educational Management** **Audit Courses – Understanding the Self, Drama and Art in Education**	**Lectures CC5- Contemporary India and Education** **EC-3 – Guidance and Counselling, environmental Education** **IC4- Creating Inclusive Schools** **Ability Course – Reading and Reflecting on Texts** **Audit Courses – Understanding the Self, Drama and Art in Education**
Feb 06,2021	College Picnic	
Feb 10,2021	Essays	
Feb 11,2021	Singing Competition	
Feb 13,2021	Convocation Day	

Feb 20,2021	NHRC sponsored seminar on 'Human Rights'
Feb 22,2021	Eliminations for Sport
Feb 24,2021	Maharashtra State Women Commission funded one day workshop
Feb 27,2021	Celebration of Marathi Bhasha Divas (27th February)
	PhoneShaala prject -audio lesson recordings
	Go Green with Tetrapak project
	Preparation for Annual Day

Mar-21	
Mar 01,2021	Submission of CAI Projects
Mar 08,2021	Submission of Action Research projects
Mar 13,2021	Sports Day
Mar 20,2021	Annual Day
Mar 23,2021	Formal Language for Research Writing webinar
Mar 27,2021	Online tools workshop
	PhoneShaala prject -audio lesson recordings
March 27, 2021	Intra-Collegiate Essay Writing Competition

March 2021 onwards	**Lectures CC3- Learning and Teaching** **EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics)** **IC2- Educational Management** **Audit Courses – Understanding the Self, Drama and Art in Education**	**Lectures CC5- Contemporary India and Education** **EC-3 – Guidance and Counselling, environmental Education** **IC4- Creating Inclusive Schools** **Ability Course – Reading and Reflecting on Texts** **Audit Courses – Understanding the Self, Drama and Art in Education**

Apr-21		
	Tutorials and self study	
Apr-21	E-module Competition	
Apr 12,2021	Class test (F.Y.B.Ed. &S.Y.B.Ed.)	
	F.Y.B.Ed. (Sem 2)	**S.Y.B.Ed. (Sem 4)**
Apr 12,2021	Planning for Valedictory Function	Observation of CAI Projects
Apr 19,2021	Valedictory Function	Action Research Viva-voce

May-21	
	Semester II University Examination
	Semester IV University Examination

Annexure II

Teaching Strategies & Contextualization of Curriculum

Course: Core Course 1 – Childhood and Growing Up

Module	Unit	Sub-unit	Teaching methodology/ techniques/activitiesand resources/e-resources used
Module 1	**Unit 1** Growth and Development of a Child	a) Meaning and principles of growth and Development and its difference.	Before-After Game, Discussion, PPT, Sharing of experiences by students
		b) Stages of growth and development (Later childhood and Adolescence)	Videos on children indifferent stages of development, Case studies, PPT
		c) Role of school in growth and development of a child.	Brainstorming sessionon role of school in growth and development andactivities., PPT
	Unit 3 Context of Development	a) Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)	Swayamwar at STIE, Discussion, PPT, Interviewing students.
		b) Impact of different parenting styles on child development (4)	PPT, Pictures, Discussion,Quiz
		c) Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.	PPT, Discussion
	Unit 4 Methods and Approaches of Studying Human development	a) Methods: Observation (Participatory and Non- Participatory)	PPT, Observationactivity
		b) Experimental & Clinical.	Case studies, PPT
		c) Approaches: Cross Sectional, Cross Cultural, Longitudinal	Illustrations, Discussion, PPT

Module	Unit	Sub-unit	Teaching methodology/ techniques/ activities andresources/ e-resources used
Module 1 – Process of Human Development	**Unit 2- Developmental Process**	a – Genetic Background and Development	➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method (Online) ➤ Google Classroom as an E-resource
		b – Trends in Development (Developmental direction, Differentiation & Integration & Cumulative influence)	➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method (Online) ➤ Google Classroom as anE-resource
		c – Maturation	➤ PowerPoint Presentations ➤ Videos clips ➤ Gaming ➤ Cooperative learning strategies (think-pair-share) ➤ Lecture Method (Online) ➤ Google Classroom as anE-resource
	Unit 5 – Theoretical Perspectives	a – Piagets Theory of cognitive development	➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads ➤ Gaming ➤ Case studies ➤ Lecture Method (Online) ➤ Google Classroom as anE-resource
		b – Kolhbergs& Erick Erikson's Theory	➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads ➤ Gaming ➤ Case studies ➤ Lecture Method (Online) ➤ Google Classroom as an E-resource

		c – Urie Brofenbrenner Theory on Ecological Systems	➢ PowerPoint Presentations ➢ Video Clips ➢ Movie Clips ➢ Ads ➢ Gaming ➢ Case studies ➢ Lecture Method (Online) ➢ Google Classroom as anE-resource
	Unit 6 – Self and Emotions	a – Formationof self (Self-concept, Self-esteem, Self-efficacy)	➢ PowerPoint Presentations ➢ Video Clips ➢ Gaming ➢ Workshop on Self-concept ➢ Lecture Method (Online) ➢ Google Classroom as anE-resource
		b – Emotions: Goleman's theory of Emotional Intelligence	➢ PowerPoint Presentations ➢ Video Clips ➢ Gaming ➢ Situation Analysis ➢ Case studies ➢ Cooperative learningstrategies ➢ Lecture Method (Online) ➢ Google Classroom as anE-resource

| | | c – Marcian theory | ➢ PowerPoint Presentations
➢ Video Clips
➢ Gaming
➢ Situation Analysis
➢ Cooperative learningstrategies
➢ Lecture Method (Online)
➢ Google Classroom as anE-resource | ➢ PowerPoint Presentations
➢ Video Clips
➢ Gaming
➢ Situation Analysis
➢ Cooperative learning strategies
➢ Lecture Method(Online)
➢ Google Classroom as anE-resource |

Academic Year: 2020-2021   Core Course 2 (CC 2)   Knowledge and Curriculum

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources
MODULE 1: UNDERSTANDIN G KNOWLEDGE AND ITS RELATIO N TO EDUCATI	Unit1: Perspectives of Knowledge and Education	a) Knowledge: 1. Meaning and characteristics of knowledge ii. Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational perspective: (Conceptual, Strategic and situational)	YouTube (music video, deliberations) / PowerPoint Presentations / narrations on origin / illustrations, analogies / WorkshopMode (Introduction to 'isms') / Interactive Engagement
		b) Education: Meaning (etymological), definitions and characteristics of Education	YouTube (music videos, deliberations) /PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections
		c) Epistemological basis of education: distinction between knowledge and information, teaching and training.	Gamification

ON (2 Credits)	Unit2:	a) Activity Method (M.K. Gandhi)	Flipped Classroom / World Wide Web /PowerPoint Presentation / YouTube / Student Reflections
		) Discovery Method (John Dewey)	Blended Learning / Quiz
		c) Dialogue Method (Paulo Freire)	PowerPoint Presentation / Narration, Analogy / World Map / ContextualisedLearning
	Unit3: Social and Cultural Context of Education	a) Changes in education due to industrialisation, democracy and individual autonomy.	Student Reflections / Collaborative Learning
		b) Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).	Narration / Appreciation, Making value judgements, student testimonies, Comprehending Core Values [NCF 2005] / Learning Circles
		c) Interrelationship of education with reference to Nationalism (Krishnamurti and Secularism (Tagore)	YouTube videos, Documentaries, interviews,Krishnamurti Foundation India, Shantiniketan, Vishwa Bharati, Sri Niketan, PowerPoint Presentation/
	Unit4: Curriculum Concept, Types and	a) Curriculum Meaning and Concept of curriculum, Relationship with Curriculum Framework, Syllabus and Textbooks .	Preparation of Figurative Memory Graphs(FMGs)
		b) Determinants of Curriculum (Philosophical, Psychological, Sociological. Political)	Case Studies

MODULE 2: DEVELOPMENT OF CURRICULUM AND ITS RELATION To EDUCATION (2 Credits)	Determinants	c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum and enacted curriculum)	Contextualised Learning (ConstructivistApproach)
	Unit5: Curriculum Development	a) Principles of curriculum development	rt John Dewey and NCF 2005 (Mnemonics)
		b) Process of curriculum development i. Formulating, aims and objectives ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects. iii. Selection and organisation of learning situations	Contextualised Learning, CollaborativeLearning (Constructivist Approach)
		c) Participatory approach to curriculum development: Representation of Social groups in curriculum construction.	wrt Babasaheb Ambedkar and Paulo Freire
	Unit6: Curriculum Implementation and	a) Teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims (ii) contextualisation of learning; (iiij varied learning experiences(iv) learning resource	Contextualised Learning, CollaborativeLearning (Constructivist Approach)
		b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.	Student Reflections / Collaborative Learning
	Evaluation	c) Role of MHRD and NCERT in curriculum reform	Deliberations, Preparation of FigurativeMemory Graphs (FMGs)

Course: Interdisciplinary Course 1 - Gender, School and Society

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resources used
Module 1 - Gender and Socialization	Unit 1 - Gender: Concepts and Perspectives	a - Concept of sex, gender and transgender	Power point presentations, YouTube videos, Case Study, Discussion, News Articles
		b - Gender related concepts: patriarchy, feminism, equity and equality, sexuality	Power point presentations, YouTube videos, Case Study,News Articles, Research Articles, Advertisements, Poster Analysis
		c - Emergence of gender specific roles: sociological and psychological perspectives	Power point presentations,YouTube videos, Movie Clippings, Discussion
	Unit 2 - Social Construction of Gender Identity	a - Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity	Power point presentations, YouTube videos, Case study, Discussion, Advertisement Reviews, Movie Reviews, Print Media Reviews, Essay on My Role in framing positive gender identity
		b - Gender bias: health and nutrition, education and employment	Power point presentations, YouTube videos, Analysis of statistical data, Self-study to know Government Initiatives toeliminate gender bias
		c - Gender stereotyping	Reviewing movie posters, Power point presentations, YouTube videos, Role Plays,Essay on My Experiences on gender bias and stereotyping
	Unit 3 - Gender	a - Gender related issues in society: dowry system, work place discrimination	Power point presentations,Case study, Analysis of evil societal customs after husband's death, YouTube videos, Discussion
		b - Sexual abuse, cyber bullying	Power point presentations, YouTube videos, Case study, Awareness Programme on prevention from cyber bullyingand sexual abuse and legal measures to be taken by victims, Discussion

	Issuesand Provisions	c - National Policy for Empowerment of Women	Power point presentation,Lecture Method
Module 2 - Gender: Education and Empowerment	Unit 4 - Gender Challenges and Education	a - Gender challenges: The role of schools, peers, teachers, curriculum and textbooks	Short films on gender challenges, Video clippings, Discussion, Textbook analysis,PPT
		b - Construct of gender in national curriculum framework	Comparison of NCF 2005 withearlier NCFs, Discussion, PPT
		c - Contemporary women role models in India: urban and rural	Case studies of successful women entrepreneurs from urban and rural areas, FashionShow on Women Empowerment, Videoclippings, Discussion
	Unit 5 - Gender Jurisprudences in Indian Context	a - Prenatal Diagnostic Technique Act, 1994	Case studies, YouTube videos, Group discussions, PPT, Experttalk
		b - Domestic Violence Act, 2005	Case studies, YouTube videos, Group discussions, PPT, Experttalk
		c - Protection of from Sexual Offences (POCSO) Act, 2012	Case studies, YouTube videos, Group discussions, PPT, Experttalk
	Unit 6 - Strategies for Gender Empowerment	a - The role of NGOs and Women's Action Groups in striving towards genderequity	Case studies, Each One TeachOne Activity, Video clippings,PPT
		b - The United Nations Entity Equality and the Empowerment of Women for Gender - UN Women	Video clippings, Lecture cumdiscussion, PPT
		c - Millennium Development Goal: Promoting gender equality and empowerment	Statistical data presentation,Analysis of the data, Video, Discussion, PPT

Course: Interdisciplinary Course 1 –ABILITY COURSE
1Critical Understanding of ICT

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resourcesused
Module 1 -	Unit 1 - Understanding of ICT in Education	a – Information and Communication Technology	Lecture Method with thePPTs
		b – Role of teacher in ICT enabled education	Videos, PPTs andExplanation
		c – Legal and ethical issues in the use of ICT-Hacking Violating of Copyright, Plagiarism	Videos, Examples andDiscussion
	Unit 2 – Designing Technology Integrated Learning Experiences	a -Instructional Design Develop ADDIE Model Instructional Design based on School topic	Explanation with theVideos
		b – Develop Learning Resources on a topic using ICT TOOLS (Script writing and story Board) and critically evaluate it by using rubrics	Cooperative Learning-Think -Pair -Share
		c – Learning Management System (LMS): Concept, Features and Applications	Videos and Explanation
	Unit 3 – Emerging Trends in E-learning	a – Mobile learning: Concept, Features and Uses of any ONE Mobile application for teaching and learning	Group Discussion withDemonstration
		b – Social Learning- Concept Use of web 0.2 tools for learning (Social networking site, Blog, Chat, Video Conferencing, Discussion forum)	Explanation with theDiscussion
		c – Open Educational Resources, Creative Common, Massive Open Online Courses, MOOCs -Concept and Applications	Session by Guest Speaker
		a – e-portfolio-Concept and development	Videos and PPTsExplanation

Module	Unit		
Module -2	Unit 4 –Use of ICT in Evaluation, Administration and Research	b – ICT for Research -Online Repositories and Online Libraries	Lecture and CooperativeLearning-Think- Pair -Share
		c –Online and offline assessment tools-Online survey tools or Test generators- Concept and development	Round Robin Brainstorming

Course: Core Course 3 – Learning and Teaching

Semester: II

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resources used
MODULE 1: UNDERSTANDING LEARNING	Unit 1: Concept of Learning	a) Learning & Teaching: Meaning ,Characteristics & Process	Conducted session on Google Meet platform Power point presentation, Discussion, videos
		b) Factors affecting Learning: Attention (Meaning, Types & Educational Implications) Motivation (Meaning, Types & Educational Implications), Maslow's Theory of Hierarchy of Needs	Conducted session on Google Meet platform Power point presentation,Youtube videos, Analogies
		c) Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardener's Classification): Concept & Educational Implications	Conducted session on Google Meet platform Power point presentation,Youtube videos, Discussion, Psychological test - To demonstrate the Multiple intelligences in individuals. Use of Kolb's learning style Inventory to make students aware of their ownlearning styles
		a) Behaviorist Theories:Classical & Operant Conditioning	Conducted session onGoogle Meet platform Power point presentation, Youtubevideos, Case study,

	Unit 2: Theories of Learning: (Principles & Educational Implications)	b) Cognitive Theories: Bruner& Ausubel	Conducted session onGoogle Meet platform Power point presentation, Analogies
		c) Social Learning Theories:Bandura & Vygotsky	Google classroom to conduct test and Google Meet platform to teach, Power point presentation, Analogies and Case Studies
	Unit 3: Expanding Horizons of Learning:	a) Learning for Transfer: Concept, Types (Low-Road orSubstantive Transfer & HighRoad or Procedural Transfer) & PromotingTransfer	Conducted session on Google Meet platform, used Power point presentation, Discussion, Analogies
		b) Group Dynamics, Sociometry and educationalImplications	Conducted session on Google Meet platform, used Powerpoint presentation, Discussion and Charting of Dynamicsin classroom and classroom Sociometry
		c) Bruce Tuckman's Revised Model for Group Development: Five Phases &Role of Teacher	Conducted session on Google Meet platform, used Power point presentation, Discussion,Youtube videos
MODULE 2: TEACHING: THE ACT AND THE PROFESSION	Unit 4: Teaching for All:	a) Educational needs of differently abled learners: Characteristics & role of education (strategies) in caseof: • Learners with learning disabilities • Learners with Hyperactivity & Attention Disorders • Gifted Learners	Conducted session on Google Meet platform, used Power point presentation, Discussion and Case studies
		b) Differentiated Instruction: Concept, Characteristics / KeyFeatures & Strategies	Conducted session on Google Meet platform, used Power point presentation, Discussion and Case studies
		c) Multi-Cultural Education:Concept, James Bank's FiveDimensions of MCE, Implications of MCE in the Indian Context	Conducted session on Google Meet platform, used Power point presentation and discussion

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resources used
	Unit 5: Teaching for Effective Learning	a) Reflective and CriticalThinking: Meaning & Educational Implications	Conducted session on Google Meet platform, used Power point presentation, Expository and Interactive techniques, Workshop by a ResourcePerson
		b) Creativity and Problem Solving: Meaning, Process & Promoting	Conducted session on Google Meet platform, used Power point presentation, Expository and Interactive techniques, Workshop by a ResourcePerson
		c) Meta-cognition: Meaning,Components & Strategies	Conducted session on Google Meet platform, used Power point presentation, Expository and Interactive techniques
	Unit 6: Teaching as a Profession	a) Professionalism in Teaching: Concept & Principles; and Importance of Academic Freedom	Conducted session on Google Meet platform, used Power point presentation, Discussion
		b) Evolving Roles of Teacher:Instructional Expert, Manager, Counselor and Practitioner-Researcher	Conducted session on Google Meet platform, used Power point presentation, Discussion and
			Student Seminar presentations
		c) Professional Competenciesfor Classroom Management: Prevention, Intervention & Remediation	Conducted session on Google Meet platform, used Power point presentation, Discussion

Course: Elective Course (EC) 1 – Pedagogy of School Subject (English)
Semester: II

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resources used

MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplinesand English	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
		b) Classification of academicdisciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied- soft types)	Conducted session onGoogle Meet platform, used Power point presentations, Lecture method
		c) Place of English in the present school curriculum.	Conducted session onGoogle Meet platform, used Powerpoint presentations, Discussion, Youtube videos
	Unit 2: Role of English Language	a) Nature of Language	Conducted session onGoogle Meet platform, used Powerpoint presentations, Case study, Discussion
		b) Language and Society –Importance of English language in day-to-day life	Conducted session onGoogle Meet platform, used Power point presentations, Brainstorming, Youtube videos
		c) Language and School - • Concept & types of languageregisters • Role of English Language in a multilingual Class room	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
	Unit 3: Pedagogical Approaches & Techniques	a) Constructivist Approach(7E's), Communicative Approach (Concept & procedure) Inductive- deductive Approach	Conducted session onGoogle Meet platform, used Power point presentation, Discussion, Socratic Method
		b) Techniques of teaching-expository (narration, dramatization, concept mapping) & Interactive	Conducted session onGoogle Meet platform, used Power point presentations,

		techniques (discussion, questioning, brainstorming)	Expository and Interactive techniquesCo-Operative learningtechnique Flipped Classroom
		c) Ways of appreciation ofpoems	Conducted session onGoogle Meet platform, used Power point presentation, Flipped Classroom
MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT	Unit 4: Pedagogical Bases	a) Aims and objectives ofteaching English as first language and as second language.	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
		b) Principles (Palmers principles) and correlation(intra and inter: with all school subjects)	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
		c) Maxims of teaching	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
	Unit 5: Professional Development of Teacher	a) Challenges faced in class room by an English teacher inIndia.	Conducted session onGoogle Meet platform, used Powerpoint presentation, Brainstorming, Youtube videos
		b) Need and Avenues ofContinuous Professional Development	Conducted session onGoogle Meet platform, used Power point presentation, Brainstorming
		c) Contribution by personalities –Chomsky & R.KNarayan	Conducted session onGoogle Meet platform, used Power point presentation, Flipped Classroom
		a) Learning Resources • Library as a learning resource • E-resources (blogs, e-books,social networking sites) and CALL	Conducted session onGoogle Meet platform, used Student Seminar presentations& Discussion

	Unit 6: Learning Resources & Assessment in Language	b) Techniques of assessment-(Vocabulary, Grammar, Listening, Speaking, Reading and Writing /Composition)	Conducted session on Google Meet platform, used Student Seminar presentations& Discussion
		c) Use of ICT in assessment	Conducted session onGoogle Meet platform, used Student Seminar presentations& Discussion

Course: Elective Course 1 – Pedagogy of School Subject 1 (History)
Semester: II

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resourcesused
Module 1 – History and Political Science as a Social Science Discipline	Unit 1 – Basics of Academic Disciplines	a – Meaning of academic disciplines, Relationship between academic disciplines and History	Lecture method, PPT
		b – Classification of academic disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type	CAM Method, Career Exhibition, PPT, YouTube Video
		c – Place of Social Sciences in the present school curriculum	Debate cum discussion, PPT, Analysis of Educational Policies andCurricular Frameworks

		a – Nature of History, Historical Thinking Concepts (Peter Sexias & Tom Morton)	A to Z activity, YouTube Videos on History of India and importance of History,Debate on History- Art or Science, Newspaper Articles on Historical Excavation, Workshop on using Historical Thinking Skills, PPT
	Unit 2 – Understanding History	b – Objectives of teaching History and Political Science at the secondary level	Inquiry Training Model,PPT
		c – Values of teaching History & Political Science	Discussion, Poster Making using CANVA, PPT
	Unit 3 – Learning Resources	a – History Textbook: characteristics, critical analysis, detecting and dealing with bias	Each One Teach One technique, Workshop on textbook analysis, Discussion cum debate, PPT, Research articles
		b – Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)	Seminar Presentations, PPT
		c – Field trips, Museum	Virtual field trip to a place of historical significance and a museum, Use of Fact Files, PPT
Module 2 – Transacting History and Political Science Curriculum	Unit 4 – Essentials of Curriculum transaction in History & Political	a – Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)	Demonstration of micro lessons, Lesson Planwriting, PPT
		b – Correlation of History & Political Science: Internal and external (Literature, Science, Mathematics, Geography, Economics, Craft)	Lecture method, LessonPlan Writing, PPT

	Science	c – History as a concept driven subject: Concept based and generalization-based learning	Model lessons, Lecturemethod, PPT
	Unit 5 – Methods of Teaching (Process, Merits and Limitations)	a – Conventional pedagogy: Story-telling, Lecture-cum-discussion	Sharing real life stories of historical figures, Students sharing their life stories, creating stories using Historical Imagination, Model lesson, Debate on Lecture cum Discussion, PPT
		b – Contemporary pedagogy: Project-based Learning, Social Enquiry	Model lesson, use of current affairs using newspaper articles, creating history projects,Project Method, PPT
		c – Cooperative learning pedagogy: Think pair share, Round robin, Buzz	Lecture Method, Lesson planning and execution using mentioned techniques, Video on the concept and importance ofcooperative learning using flipped method, PPT
	Unit 6 – The History Teacher	a – Qualities of a History teacher	Mock Interviews, Discussion, PPT
		b – Professional growth of a History teacher – Need and Avenues for professional development	Analyzing students' experiences of Project based course 1, Discussionon the importance of professional growth, Self- study work of searching platforms for professional growth, PPT
		c – Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization)	Interviewing a history teacher by an individual student and then analyzing the data, Discussion, PPT

Course: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT:MATHEMATICS
Semester: II

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resources used
MODULE 1: FUNDAMENTAL	**Unit 1** Basics of Academic	a) Meaning of academic disciplines, Relationship between academic	Online Lecture ,discussion, PPT

		a) Meaning , Nature & scope of Mathematics	Activity – Describe yourfriend, online Lecture, discussion, questioning.
	Unit 2: Introduction to the Teaching of Mathematics	b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)	Lecture method, PPT
		c) Values of teaching Mathematics	Brainstorming, discussion,illustrations from daily life.
	Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction	a) Maxims of teaching • From Known to Unknown • From Simple to Complex • From Particular to General • From Concrete to Abstract • From Whole to Part	Online Lecture, analogies,PPT, discussion
		b) Approaches of curriculum construction-Concentric and Topical	Questioning, discussion,Online Lecture, PPT
		c) Pedagogical Analysis ,Unit Planning &Lesson planning	Online Lecture, explanation, PPT
MODULE 2: TRANSACTING MATHEMATICS CURRICULUM	Unit 4: Methods and Techniques of Teaching Mathematics	a) Learner Centered methods --- Inductive Deductive (Teaching Generalizations), Analytical Synthetic (Teaching Proofs)	Online Lecture, Analogies,illustrations, discussion, brainstorming, PPT
		b) Activity centered methods—Problem solving, Lecture cum Demonstration	Online Lecture, Analogies,illustrations, discussion, brainstorming, PPT

		c) Techniques of teaching Mathematics ---Drill and Review, Assignment in Mathematics	Online Lecture, Analogies,illustrations, discussion, brainstorming, PPT
	Unit 5: Learning Resources	a) Mathematic Laboratory & Mathematic club (objectives, significance)	Pictures, PPT, Discussion
		b) Textbook – Characteristics and Critical analysis	Discussion, PPT
		c) Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)	Live online demonstration,hands on practice , quiz
	Unit 6: Professional Developmentof Teacher	a) Competencies of Mathematics teacher	Discussion, PPT
		b) Need and Avenues of Continuous Professional Development	Case studies, Discussion,brainstorming
		c) Contribution of mathematicians- Aryabhatta, Ramaujan, Euclid, Phythagoras	Seminar presentations,PPT

Course: Elective Course 1(EC 1)
Pedagogy of School Subject: Science
Semester: 2

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources
MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION (2 Credits)	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines andScience subject.	Chalk and Talk, Narrations, Preparation of Figurative Memory Graphs, Student deliberations, Inferences and Justificationsby students
		b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft,applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	Gamification
		c) Place of Science subject in the presentschool curriculum	Chalk and Talk, Narrations, Preparation of Figurative Memory Graphs, Student deliberations, Inferences and Justificationsby students
	Unit B: Placeof Science inthe Curriculum and Life	a) Meaning and Nature (Product & Process) ofScience, Science Process skills- Basic and Integrated	Flipped Classroom
		b) Aims and Objectives of teaching science atupper primary, secondary and higher secondary level (NCF 2005)	Preparation of Figurative Memory Graphs
		c) Values of teaching science in socio-culturalcontext	Gamification, Collaborative Learning

		a) Maxims of teaching science (Known to Unknown, Whole to Parts, Simple to Complex,Particular to General, Empirical to Rational, Concrete to Abstract)	Student Engagement, Inducto-Deductive,Reflections with student inputs through examples
	Unit 3: Organisationof Science Curriculum	b) Correlation of Science in the Curriculum:Internal & External	Narration, Analogies, Deliberations, Creatingvalue-judgements
		c) is Infusing Global Perspective in Science Curriculum (Need and Importance), ii. Curriculum Organization- Concentric and Topical approach	Contextualising the Content / Workshop(Science Pedagogy)
MODULE 2: TRANSACTING SCIENCE CURRICULUM (2 Credits)	Unit 4: Science Teaching: Methods, Approachesand Tools	a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving	Gamification, Collaborative Learning,Student reflections
		) Approach : Inducto-deductive Approach	llustration
		c) Concept Mapping Meaning, Steps and Significance, PEOR (i.e. Predict, Expla,, Observe & React)	Learning by Doing
	Unit 5: Learning Resources and Activity	a) Science Text book: Characteristics of goodScience textbook	Task assigned
		b) Science Club and Science Field Visit Concept, Organisation and Significance	Deliberations
		c) Improvised Apparatus and E- resources(Virtual lab and Simulation	YouTube, Creativity workshop, Contextualised Curriculum
		a) Science teacher Need and Avenues of Professional growth	Project Method
		b) Science Laboratory - Planning and Maintenance, Laboratory Method	Discussion, Deliberations

Unit 6: Science Teacher	c) Diagnostic testing and Remedial teaching inScience	Student reflections, Gamification, Judging appropriateness of remediation

Course: Interdisciplinary Course 2 – Educational ManagementSemester: II

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resources used
Module 1 -	Unit 1 - Concept of Educational Management	a - Concept of EducationalManagement- Meaning, objectives, Impotence	Videos, PPTs andExplanation
		b – Principal of Managementby Henry Fayol an Its Application to Educational Management	Lecture Method with thePPTs
		c – Concept of System Thinking and System Approach to Educational Management	Videos, Examples andDiscussion
	Unit 2 – Educational Institution Organizational Perspective	a -Concept of OrganizationalCulture and Organizational Climate and difference between -Concept of Organizational Culture and Organizational Climate	School Visit and ReportWriting based on Internship
		b – Functions of Management-Planning, Organizing, Staffing, Directing and Controlling	Game: Guess Who Am I?
		c – Peter Senges Model of Learning Organization	Videos and Explanation
		a – Quality of Management	Group Discussion onGoogle meet

	Unit 3 – Organizational Management	b – Human Resource Management: Meaning, Need, Process	
		c – Change Management:Meaning, Need, Process	Changing the classroom environment on the screen and asking students observation
Module 2 -	Unit 4 – Human Resource Management	a – Concept and Functions ofLeadership	Videos and PPTs
		b – Leadership Styles: transnormal Leadership, Situational Leadership, TeamLeadership (Meaning, Characteristics, Merits and Demerits)	Cooperative Learning- Think- Pair -Share online mode
		c – Leadership Skills: Grievance Management, Decision Making, Crisis Management (meaning and need)	Round Robin Brainstorming online
	Unit 5 - Educational Administration	a – Time Table: Importance, Types, and Principals of Time Table Construction	Sharing Internship Experiences and Discussion
		b – Staff Meeting: Need,Types and Process	Dicussion
		c – Absenteeism: Causes andMeasures (Staff and Students)	Sharing Internship Experiences and Discussion
	Unit 6 – Educational Administration in India	a – Educational Administration set- up in India	Videos and LectureMethod
		b Characteristics of State, National and International System of Education S.S.C, ICSE, CBSC, IB, IGCSE Boards of Education	Big Five Talk Show at College Level Reflection
		c -Different governing bodiesin Education Function of NCERT, MSCERT	Questioning andExplanation

Course: Assessment for LearningSemester: III

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/ activities and resources/ e-resources	Teaching methodology/ techniques/ activities and resources/ e-resources used
Module 1 – Fundamentals of Assessment	**Unit 1: Concept of Assessment**	a – Meaning, Nature, Functions of Assessment	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		b – Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		c – Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic & Summative)	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Gamin ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource

	Unit 2: Essentials of Assessment	a – Aims and Objectives – Meaning, Relationship between aims and objective, and Criteria for writing statements of objectives.	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Workshop on the writing of objectives and specifications ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Workshop on the writing of objectives and specifications ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		b – Learning outcomes – meaning, relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Workshop on the writing of objectives and specifications ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Workshop on the writing of objectives and specifications ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		c – Assessment of Cognitive Affective and Psychomotor domains of learning	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Workshop on the writing of objectives and specifications ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Gaming ➢ Cooperative learning strategies ➢ Workshop on the writing of objectives and specifications ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
	Unit 3: Trends & Issues of Assessment	a – Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ The BIG 5 Talk show ➢ Debates ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ The BIG 5 Talk Show ➢ Debates ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource

		b – Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Debates ➢ Workshop on different techniques of Internal / External Assessment ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Debates ➢ Workshop on different techniques of Internal / External Assessment ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		c - Psycho-social concerns of Assessment (Implications) ➢ No detention policy (RTE Act, 2009) ➢ Competitive ranking of schools ➢ Profiteering by Private Agencies	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Debates ➢ Case studies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Debates ➢ Case studies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
Module 2: Instruments of Assessment and Reporting of Result	**Unit 4: Instrument s of Assessment**	a- Characteristics of a good measuring instrument	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		b- Tools and Techniques of Assessment (Meaning, Guidelines of Development & Uses): 1. Checklist 2. Rating Scale 3. Rubrics Anecdotal Records	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Gaming ➢ Seminar Presentations ➢ Role Plays ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Gaming ➢ Seminar Presentations ➢ Role Plays ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		c-Achievement Tests: 1. Performance	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning	➢ Power Point Presentations ➢ Video Clips

		Tests
		  2. Written Test
		  3. Open Book Examination and Online Examination (Merits & Limitations)
			strategies
			➢ Gaming
			➢ Seminar Presentations
			➢ Role Plays
			➢ Lecture Method (Online)
			➢ Google Classroom as an E-resource
				➢ Cooperative learning strategies
				➢ Gaming
				➢ Seminar Presentations
				➢ Role Plays
				➢ Lecture Method (Online)
				➢ Google Classroom as an E-resource

	Unit 5: Differentiated Assessment Strategies	a-Meaning and purpose of Teacher assessment, Self-Assessment and peer Assessment	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online)	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online)
		b-Criterion Referenced tests and Norm referenced Tests (Meaning, Characteristics)	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource

		c- Records used in Assessment (Meaning, Guidelines of development & Uses)
		  1. Cumulative Records
		  2. Student Portfolio
		  3. Learner Profile
		  4. Reflective Journal
			➢ Power Point Presentations
			➢ Video Clips
			➢ Cooperative learning strategies
			➢ Blogging to develop Reflective thinking skills
			➢ Workshop on preparation of E-Portfolios
			➢ Lecture Method (Online)
			➢ Google Classroom as an E-resource
				➢ Power Point Presentations
				➢ Video Clips
				➢ Cooperative learning strategies
				➢ Blogging to develop Reflective thinking skills
				➢ Workshop on preparation of E-Portfolios
				➢ Lecture Method (Online)
				➢ Google Classroom as an E-resource

	Unit 6: Differentiated Assessment Strategies	a -Feedback & Criteria of Constructive Feedback.	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource

		b -Reporting (Meaning and Types of Reporting)	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learning strategies ➢ Orienting the students to different types of reports through practical exposure ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Cooperative learningstrategies ➢ Orienting the students todifferent types of reportsthrough practical exposure ➢ Lecture Method (Online) ➢ Google Classroom as anE-resource
		c- Statistical Application for Interpretation and Reporting: 1. Calculation and Interpretation of Mean and Median 2. Interpretation of Standard Deviation with reference to Normal Probability Curve 3. Interpretation of Percentile and Percentile Rank	➢ Power Point Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Cooperative learningstrategies ➢ Lecture Method (Online) ➢ Google Classroom as anE-resource

Course: Elective Course (EC) 2 – Pedagogy of School Subject (English)

Semester: III

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resources used
MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplinesand English	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
		b) Classification of academicdisciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types)	Conducted session onGoogle Meet platform, used Power point presentations, Lecture method
		c) Place of English in the present school curriculum.	Conducted session onGoogle Meet platform, used Powerpoint presentations, Discussion, Youtube videos
		a) Nature of Language	Conducted session onGoogle Meet platform, used Powerpoint presentations, Case study, Discussion
		b) Language and Society –Importance of English language in day-to-day life	Conducted session onGoogle Meet platform, used Power point presentations, Brainstorming, Youtube videos

	Unit 2: Role of English Language	c) Language and School - • Concept & types of languageregisters • Role of English Language in a multilingual Class room	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
	Unit 3: Pedagogical Approaches & Techniques	a) Constructivist Approach(7E's), Communicative Approach (Concept & procedure) Inductive-deductive Approach	Conducted session onGoogle Meet platform, used Power point presentation, Discussion, Socratic Method
		b) Techniques of teaching-expository (narration, dramatization, concept mapping) & Interactive	Conducted session onGoogle Meet platform, used Power point presentations,
		techniques (discussion, questioning, brainstorming)	Expository and Interactive techniquesCo-Operative learningtechnique Flipped Classroom
		c) Ways of appreciation ofpoems	Conducted session onGoogle Meet platform, used Power point presentation, Flipped Classroom
MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT	Unit 4: Pedagogical Bases	a) Aims and objectives ofteaching English as first language and as second language.	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
		b) Principles (Palmers principles) and correlation(intra and inter: with all school subjects)	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
		c) Maxims of teaching	Conducted session onGoogle Meet platform, used Power point presentations, Discussion
	Unit 5: Professional Development of Teacher	a) Challenges faced in class room by an English teacher inIndia.	Conducted session onGoogle Meet platform, used Powerpoint presentation, Brainstorming, Youtube videos

		b) Need and Avenues ofContinuous Professional Development	Conducted session onGoogle Meet platform, used Power point presentation, Brainstorming
		c) Contribution by personalities –Chomsky & R.KNarayan	Conducted session onGoogle Meet platform, used Power point presentation, Flipped Classroom
	Unit 6: Learning Resources & Assessment in Language	a) Learning Resources • Library as a learning resource • E-resources (blogs, e-books,social networking sites) and CALL	Conducted session onGoogle Meet platform, used Student Seminar presentations& Discussion
		b) Techniques of assessment-(Vocabulary, Grammar, Listening, Speaking, Reading and Writing /Composition)	Conducted session on Google Meet platform, used Student Seminar presentations& Discussion
		c) Use of ICT in assessment	Conducted session onGoogle Meet platform, used Student Seminar presentations& Discussion

Course: Elective Course 2 – Pedagogy of School Subject 1 (History)

Semester: III

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Teaching methodology/ techniques/activities and resources/e-resourcesused
Module 1 – History and Political Science as a Social Science Discipline	Unit 1 – Basics of Academic Disciplines	a – Meaning of academic disciplines, Relationship between academic disciplines and History	Lecture method, PPT
		b – Classification of academic disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type	CAM Method, Career Exhibition, PPT, YouTubeVideo
		c – Place of Social Sciences in the present school curriculum	Debate cum discussion, PPT, Analysis of Educational Policies andCurricular Frameworks
	Unit 2 – Understanding History	a – Nature of History, Historical Thinking Concepts (Peter Sexias & Tom Morton)	A to Z activity, YouTube Videos on History of India and importance of History,Debate on History- Art or Science, Newspaper Articles on Historical Excavation, Workshop on using Historical Thinking Skills, PPT
		b – Objectives of teaching History and Political Science at the secondary level	Inquiry Training Model,PPT
		c – Values of teaching History & Political Science	Discussion, Poster Making using CANVA, PPT
	Unit 3 – Learning	a – History Textbook: characteristics, critical analysis, detecting and dealing with bias	Each One Teach One technique, Workshop ontextbook analysis, Discussion cum debate, PPT, Research articles
		b – Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)	Seminar Presentations, PPT

	Resources	c – Field trips, Museum	Virtual field trip to a place of historical significance and a museum, Use of Fact Files, PPT
Module 2 – Transacting History and Political Science Curriculum	Unit 4 – Essentials of Curriculum transaction in History & Political Science	a – Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)	Demonstration of micro lessons, Lesson Planwriting, PPT
		b – Correlation of History & Political Science: Internal and external (Literature, Science, Mathematics, Geography, Economics, Craft)	Lecture method, LessonPlan Writing, PPT
		c – History as a concept driven subject: Concept based and generalization-based learning	Model lessons, Lecturemethod, PPT
	Unit 5 – Methods of Teaching (Process, Merits and Limitations)	a – Conventional pedagogy: Story-telling, Lecture-cum-discussion	Sharing real life stories of historical figures, Students sharing their life stories, creating stories using Historical Imagination, Model lesson, Debate on Lecture cum Discussion,PPT
		b – Contemporary pedagogy: Project-based Learning, Social Enquiry	Model lesson, use of current affairs using newspaper articles, creating history projects,Project Method, PPT
		c – Cooperative learning pedagogy: Think pair share, Round robin, Buzz	Lecture Method, Lesson planning and execution using mentioned techniques, Video on the concept and importance ofcooperative learning using flipped method, PPT
	nit 6 – The History Teacher	a – Qualities of a History teacher	Mock Interviews,Discussion, PPT
		b – Professional growth of a History teacher – Need and Avenues for professional development	Analyzing students' experiences of Project based course 1, Discussionon the importance of professional growth, Self- study work of searching platforms for professional growth, PPT
		c – Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization)	Interviewing a history teacher by an individual student and then analyzing the data, Discussion, PPT

Course: ELECTIVE COURSE 1 (EC 2) PEDAGOGY OF SCHOOL
SUBJECT:MATHEMATICS
Semester: III, Total Credits:
6Work Load Allocation:
100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
MODULE 1: FUNDAMENTAL SOF MATHEMATICS EDUCATION	**Unit 1** Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines and Mathematics	Lecture method, discussion, PPT	Online Lecture , discussion, PPT	Completed
		b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.,	Lecture method, discussion, PPT	Online Lecture, discussion, PPT	Completed
		c) Place of Mathematics in the present school curriculum	Group discussion, Debate, discussion, PPT	Brainstorming, Discussion, Online Lecture, Debate, PPT	Completed

	Unit 2: Introduction to the Teaching of Mathematics	a) Meaning , Nature & scope of Mathematics	Activity – Describe your friend, Lecture method, discussion, questioning.	Activity – Describe your friend, online Lecture, discussion, questioning.	Completed
		b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)	Lecture method, PPT	Lecture method, PPT	Completed
		c) Values of teaching Mathematics	Brainstorming, discussion, illustrations from daily life.	Brainstorming, discussion, illustrations from daily life.	Completed
	Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction	a) Maxims of teaching • From Known to Unknown • From Simple to Complex • From Particular to General • From Concrete to Abstract • From Whole to Part	Lecture, analogies, PPT, discussion	Online Lecture, analogies, PPT, discussion	Completed
		b) Approaches of curriculum construction-Concentric and Topical	Questioning, discussion, PPT	Questioning, discussion, Online Lecture, PPT	Completed
		c) Pedagogical Analysis ,Unit Planning &Lesson planning	Lecture method, explanation, PPT	Online Lecture, explanation, PPT	Completed
MODULE 2: TRANSACTING MATHEMATICS CURRICULUM	Unit 4: Methods and Techniques of Teaching Mathematics	a) Learner Centered methods --- Inductive Deductive (Teaching Generalizations), Analytical Synthetic (Teaching Proofs)	Analogies, illustrations, discussion, brainstorming, PPT	Online Lecture, Analogies, illustrations, discussion, brainstorming, PPT	Completed
		b) Activity centered methods—Problem solving, Lecture cum Demonstration	Analogies, illustrations, discussion, brainstorming, PPT	Online Lecture, Analogies, illustrations, discussion, brainstorming, PPT	Completed

		c) Techniques of teaching Mathematics ---Drill and Review, Assignment in Mathematics	Analogies, illustrations, discussion, brainstorming, PPT	Online Lecture, Analogies, illustrations, discussion, brainstorming, PPT	Completed
	Unit 5: Learning Resources	a) Mathematic Laboratory & Mathematic club (objectives, significance)	Pictures, PPT, Discussion	Pictures, PPT, Discussion	
		b) Textbook – Characteristics and Critical analysis	Discussion, PPT	Discussion, PPT	Completed
		c) Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)	Hands on experience in the computer lab, quiz	Live online demonstration, hands on practice , quiz	Completed
	Unit 6: Professional Developmentof Teacher	a) Competencies of Mathematics teacher	Discussion, PPT	Discussion, PPT	Completed
		b) Need and Avenues of Continuous Professional Development	Case studies, Discussion, brainstorming	Case studies, Discussion, brainstorming	Completed
		c) Contribution of mathematicians- Aryabhatta, Ramaujan, Euclid, Phythagoras	Seminar presentations, PPT	Seminar presentations, PPT	Completed

Name of Faculty: Dr. Sheela Philip **Academic Year: 2020-2021**

Course:
Elective Course 2(EC 2)
Pedagogy of School Subject: Science
Semester: 3
Total Credits: 6
Total Marks: 100
Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Methodology / techniques/ resources	Completion status
MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION (2 Credits)	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines and Science subject.	Chalk and Talk, Narrations, Preparation of Figurative Memory Graphs, Student deliberations, Inferences and Justifications by students	Teaching executed as per plan	Complete
		b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	Gamification		Complete

		c) Place of Science subject in the present school curriculum	Chalk and Talk, Narrations, Preparation of Figurative Memory Graphs, Student deliberations, Inferences and Justifications by students		Complete
	Unit B: Place of Science in the Curriculum and Life	a) Meaning and Nature (Product & Process) of Science, Science Process skills- Basic and Integrated	Flipped Classroom		Complete
		b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)	Preparation of Figurative Memory Graphs		Complete
		c) Values of teaching science in socio-cultural context	Gamification, Collaborative Learning		Complete
	Unit 3: Organisation of Science Curriculum	a) Maxims of teaching science (Known to Unknown, Whole to Parts, Simple to Complex, Particular to General, Empirical to Rational, Concrete to Abstract)	Student Engagement, Inducto-Deductive, Reflections with student inputs through examples		Complete
		b) Correlation of Science in the Curriculum: Internal & External	Narration, Analogies, Deliberations, Creating value-judgements		Complete
		c) is Infusing Global Perspective in Science Curriculum (Need and Importance), ii. Curriculum Organization- Concentric and Topical approach	Contextualising the Content / Workshop (Science Pedagogy)		Complete

MODULE 2: TRANSACTING SCIENCE CURRICULUM (2 Credits)	Unit 4: Science Teaching: Methods, Approaches and Tools	a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving	Gamification, Collaborative Learning, Student reflections		Complete
		b) Approach : Inducto-deductive Approach	Illustration		Complete
	Unit 5: Learning Resources and Activity	c) Concept Mapping Meaning, Steps and Significance, PEOR (i.e. Predict, Expla,, Observe & React)	Learning by Doing		Complete
		a) Science Text book: Characteristics of good Science textbook	Task assigned		Complete
		b) Science Club and Science Field Visit Concept, Organisation and Significance	Deliberations		Complete
		c) Improvised Apparatus and E- resources (Virtual lab and Simulation	YouTube, Creativity workshop, Contextualised Curriculum		Complete
	Unit 6: Science Teacher	a) Science teacher Need and Avenues of Professional growth	Project Method		Complete
		b) Science Laboratory - Planning and Maintenance, Laboratory Method	Discussion, Deliberations		Complete

| | | c) Diagnostic testing and Remedial teaching in Science | Student reflections, Gamification, Judging appropriateness of remediation | | Complete |

Course: Elective Course 2 – Peace Education

Semester: III

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
Module 1 - FUNDAMENTALS OF PEACE EDUCATION	Unit 1 – Peace Education: Concept and nature of Peace	a -Peace: Meaning, concept and classification of peace	Videos and Lecture Method	Videos and Lecture Method	Completed
		b – Peace Education: Meaning, nature and aims of Peace education	PPTs and Explanation	PPTs and Explanation	Completed
		c - Need and relevance of Peace education in the presence times	Situations and questioning	Situations and questioning	Completed
	Unit 2 Basicsof Peace Education	a – Constitutional Values and Peace Education	Explanation and Discussion with Videos PPTs	Explanation and Discussion with Videos PPTs	Completed
		b – Contribution of Gandhi and Dalai Lama on promoting the value of peace	Essay Writing	Essay Writing	Completed
		c - Life skills required for Peace Education (WHO)	Brain Storming	Brain Storming	

		a – Peace Education and Conflict Management: Conflict ,types of conflict ,Managing conflict techniques , role of educationin resolving and reducing conflicts in family, school and society	Seminar Presentations	Seminar Presentations	Completed
	Unit 3 – Areas of Peace Education	b – Peace Movements and Preservation of Ecology	Seminar Presentations	Seminar Presentations	Completed
		c -Violence and Non-Violence activism: Addressing the challenges of Direct violence, terrorism, war, destruction of Land, assault, industrial waste, riots and indirect violence - Discrimination, sexism, racism, poverty, lack of education and health services through peace education	Seminar Presentations	Seminar Presentations	Completed
		a – Integrating Peace Education in Curriculum: subject perspective, subject context, methods of teaching-curricular activities,classroom management, classroom activities	Co-operative Learning	Co-operative Learning	Completed

Module 2 -	Unit 4 – TRANSACTING OF PEACE EDUCATON	b – Educating for culture of Peace: developing values like tolerance, patience, duty consciousness ,mutual respect, introspection, objectivity ,rational thinking ,and leadership skills through unilateral ethics	Problem solving	Problem Solving	Completed
		c – Introspection, Meditation, Persuasion for Peace: Cultivating the perspective and skills necessary for Peace	Group Discussion	Group Discussion	Completed
	Unit 5 PREPARATION FOR PEACE	a -Role and Quality of promoting Peace	Brain -storming	Brain-storming	Completed
		b – Role of Agencies for Peace: Family, Community, NGO's, World Organization like UNESCO for developmentof values for peaceful co-existence			
		c -Role of Mass Media and social media in Peace	Three- Step Interview	Three -Step Interview	Completed
	Unit 6 - CONCERN AND CHALLENGES FOR PEACE	a – Life at School: Culture of Competition, Corporal punishment and its consequences	Sharing students Experiences	Sharing students Experiences	Completed
		b -Addressing challenges to Peace in Multicultural Society	Activity	Activity	Completed

| | | c -Struggle for Peace: Mother Teresa, Nelson Mandela | Videos and PPTs, Discussion | Videos and PPTs ,Discussion | Completed |

Course: Interdisciplinary Course (IC3) : Language Across

CurriculumSemester: III

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
MODULE 1 – UNDERSTANDING LANGUAGE AND LANGUAGE DIVERSITY	Unit 1: Language and its Function	a) Concept of language	Power point presentation, Discussion	Conducted session on Google Meet platform, used Power point presentation, Discussion	Completed
		b) Characteristics of Language	Power point presentation, Discussion	Conducted session on Google Meet, used Power point presentation, Discussion	Completed
		c) Functions of Language	Power point presentation, Discussion, Analogies	Conducted session on Google Meet, used Power point presentation, Discussion, Analogies	Completed
	Unit 2:	a) Multilingualism in the Indian Context	Power point presentations, Youtube videos, Discussion, Flipped classroom	Conducted session on Google Meet platform, used Power point presentations, Youtube videos, Discussion, Flipped classroom	Completed

	Multilingualism and its Implications in the Indian Classroom/ Context	b) Developing socio-linguistics awareness in the Indian classroom	Power point presentations, Youtube videos	Conducted session on Google Meet platform, used Power point presentations, Youtube videos	Completed
		c) Critiquing state policies on language and education	Power point presentations, Lecture method, Discussion	Conducted session on Google Meet platform, used Power point presentations, Lecture method, Discussion	Completed
	Unit 3: Language Acquisition Theory	a) Environmental Skinners Theory Language Acquisition	Power point presentations, Discussion,Analogies	Conducted session on Google Meet platform, used Power point presentations, Discussion, Analogies	Completed
		b) Biological – Chomsky's Theory on Language Acquisition	Power point presentations, Discussion,Analogies	Conducted session on Google Meet platform, used Power point presentations, Discussion, Analogies	Completed
		c) The Deficit Theory	Power point presentations, Discussion, Analogies	Conducted session on Google Meet platform, used Power point presentations, Discussion, Analogies	Completed
	Unit 4: The Nature of Classroom Discourse,	a) Class room discourse, nature and its types	Video clippings of different classroom techniques, PPT	Video clippings of different classroom techniques, PPT	Completed
		b) Importance of oral language in the classroom	YouTube Videos, Discussion, PPT	YouTube Videos, Discussion, PPT	Completed

MODULE 2 TRANSACTING LANGUAGE ACROSS DISCIPLINES/CURRICULUM	Oral Language in the Classroom	c) Engaging learners in language learning – Importance of Questioning and types of questioning, Discussion based learning	Workshop on effective question framing and planning lessons using variety of questions, Model lesson, Discussion, PPT	Workshop on effective question framing and planning lessons using variety of questions, Model lesson, Discussion, PPT	Completed
	Unit 5: Reading and Writing across Content Areas	a) Identifying nature of texts and language structures – Expository vs Narrative, Transactional vs Reflective, Language schema, text structures.	Inductive Deductive Method, Group activity (Giving students cutouts of same text structures and asking them to find out the similarity using the given pointers), Presentation of their analysis, Discussion, PPT	Inductive Deductive Method, Group activity (Giving students cutouts of same text structures and asking them to find out the similarity using the given pointers), Presentation of their analysis, Discussion, PPT	Completed
		b) Techniques to enhance reading comprehension (Scanning, Skimming, Columnar Reading and Key word Reading)	Gaming (Reading a given passage and sharing the same in brief), Discussion, PPT	Gaming (Reading a given passage and sharing the same in brief), Discussion, PPT	Completed
		c) To develop different types of writing skills	Essay Writing Competition, Video clipping, PPT	Essay Writing Competition, Video clipping, PPT	Completed
		a) Language for specific purpose: Education & Training, Research	Talk on language used for research work documentation, Video on the importance of effective communication skills and how to improve communication skills, PPT	Talk on language used for research work documentation, Video on the importance of effective communication skills and how to improve communication skills, PPT	Completed

	Unit 6: Language across Curriculum	b) Relationship to content-based instruction • Language and Mathematics • Language and History: • Language and Science • Language and Geography	Group activity on subject specific vocabulary, PPT	Group activity on subject specific vocabulary, PPT	Completed
		c) Language and Medium of instruction	Research articles, Videos, Debate cum Discussion, PPT	Research articles, Videos, Debate cum Discussion, PPT	Completed

Course: CONTEMPORARY INDIA AND EDUCATION (CC5)
Semester:
IV

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion status
MODULE 1: CONTEMPORARY INDIAN SOCIETY	Unit 1.Understanding and Addressing Diversity in Indian society	a) Difference between diversity, stratification and marginalization in contemporary India	Lecture method, discussion, PPT	Online Lecture , Analogies, Examples, discussion, PPT, videos	Completed
		b) Concept and characteristics of diversity: linguistic, regional and religious	Lecture method, discussion, PPT, multilingual singing competition	Online Lecture, discussion, PPT, videos, multilingual singing competition	Completed
		c) Challenges and Role of Education : Linguistic diversity, Regional and Religious Diversity	Group discussion, Debate, discussion, PPT.	Brainstorming, Discussion, Online Lecture, Debate, PPT.	Completed

		a) Stratification of Indian Society with reference to Caste, Class and Gender	Lecture method, discussion, questioning.	Online Lecture, discussion, questioning.	Completed
	Unit 2.Addressing Inequality of Indian society: Nature, Challenges and Role of Education	b) Concept of Marginalized groups in Indian society: SC/ST/OBC/EBC/NT	Lecture method, PPT	Lecture method, PPT	Completed
		c) Role of Education with respect to addressing the needs of stratified and marginalized groups	Brainstorming, discussion,	Brainstorming, discussion, PPT	Completed
	Unit 3: Constitutional Values and Stratification, Marginalization and Diversity	a) Constitutional Values like democracy, socialism and equality for reducing stratification and marginalization	Lecture, Examples, PPT, discussion	Online Lecture, Examples, PPT, discussion	Completed
		b) Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A	Questioning, discussion, PPT	Questioning, discussion, Online Lecture, PPT	Completed
		c) Directive Principles of state policy with regards to stratificationand marginalization	Lecture method, explanation, PPT	Online Lecture, explanation, PPT	Completed
MODULE 2: POLICY FRAME WORK FOR EDUCATION	Unit 4 – Policies and Role of Education	a) Nayee Taleem to integrate life, work and education for development	Analogies, illustrations, discussion, brainstorming, PPT	Online Lecture, illustrations, discussion, brainstorming, PPT	Completed
		b) RTE Act 2009 and Universalization of Education	Analogies, illustrations, discussion, brainstorming, PPT	Online Lecture, discussion, brainstorming, PPT	Completed

		c) RMSA and Recommendations for Secondary Education	Discussion, PPT	Online Lecture, discussion, brainstorming, PPT	
					Completed
	Unit 5- Education Commission & Recommendations	a) National Policy of Education – 1986	PPT, Discussion	PPT, Discussion	
					Completed
		b) National Curricular Framework, 2005	Discussion, PPT	Discussion, PPT	
					Completed
		c) National Curriculum Framework for Teacher Education, 2009	Discussion, brainstorming, PPT	brainstorming, PPT, Discussion,	
					Completed
	Unit 6- Emerging Trends	a) Open & Distance Learning – Concept & Characteristics	Discussion, brainstorming, PPT	Discussion, PPT, brainstorming	
					Completed
		b) Globalization, Liberalization & Privatization – Concept, characteristics and Implications	Discussion, brainstorming, PPT	Discussion, brainstorming, PPT	
					Completed
		c) Role of Mass Media in Education	Discussion, brainstorming, PPT	Discussion, brainstorming, PPT	
					Completed

Course: Environmental EducationSemester: IV
Total Credits: 6

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/ activities and resources/ e-resources	Teaching methodology/ techniques/ activities and resources/ e-resources used
Module 1 – Fundament als of Environme ntal Education	**Unit 1: Concept of Environmen t,Eco System and Ecology**	a – Environment: Meaning, Components (Biotic and Abiotic)	➢ Power Point Presentations ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentation s ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Cooperative learningstrategies ➢ Lecture Method (Online) ➢ Google Classroom as anE-resource
		b – Concept of Eco System & Types of Eco System	➢ Power Point Presentations ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentation s ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Cooperative learningstrategies ➢ Lecture Method (Online) ➢ Google Classroom as anE-resource
		c – Concept of Ecology, Ecological	➢ Power Point Presentations	➢ Power Point Presentations

		Pyramids (Numbers, Mass, Energy), Food Web & Ecological Energy Dynamics	➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
	Unit 2: Major Environmental issues: Meaning, Causes, effects and Remedies	a – Climate Change & Loss of Biodiversity.	➢ Power Point Presentations ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Case studies ➢ Newspaper Cut outs and Discussions ➢ Flipped Classroom Approach ➢ Study Circles ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Case studies ➢ Newspaper Cut outs and Discussions ➢ Flipped Classroom Approach ➢ Study Circles ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		b – Bio magnification and Eutrophication	➢ Power Point Presentations ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Case studies ➢ Newspaper Cut outs and Discussions ➢ Flipped Classroom Approach ➢ Study Circles ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Case studies ➢ Newspaper Cut outs and Discussions ➢ Flipped Classroom Approach ➢ Study Circles ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		c – Genetic Engineering &	➢ Power Point Presentations	➢ Power Point Presentations

		Urban Sprawl	➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Case studies ➢ Newspaper Cut outs and Discussions ➢ Flipped Classroom Approach ➢ Study Circles ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Video Clips ➢ Animated songs ➢ Online Quizzes ➢ Worksheets ➢ Gaming ➢ Case studies ➢ Newspaper Cut outs and Discussions ➢ Flipped Classroom Approach ➢ Study Circles ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
	Unit 3: Development of Environmental Education	a – Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007)	➢ Power Point Presentations ➢ Video Clips ➢ Study Circles ➢ Brainstorming ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Study Circles ➢ Brainstorming ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		b – Environmental Education: Meaning, Objectives, Principles & Significance	➢ Power Point Presentations ➢ Video Clips ➢ Study Circles ➢ Brainstorming ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Study Circles ➢ Brainstorming ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		c – Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)	➢ Power Point Presentations ➢ Video Clips ➢ Study Circles ➢ Brainstorming ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online)	➢ Power Point Presentations ➢ Video Clips ➢ Study Circles ➢ Brainstorming ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an

			➢ Google Classroom as an E-resource	E-resource
Module 2: Environmental Education for Sustainable Development	**Unit 4: Initiatives for Environment Assessment**	a- Environmental Impact Assessment: (Meaning, Steps & significance)	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method(Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Google Meet Lectures ➢ Google Classroom as an E-resource
		b- Environmental Management and Protection Need for environmental management function and characteristics of environmental management	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Google Meet Lectures ➢ Google Classroom as an E-resource
		c – Environmental Audit (Definition; Features and types of environmental auditing)	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Google Meet Lectures ➢ Google Classroom as an E-resource
	Unit 5: Sustainable Environmental Management	a- Sustainable Development: Meaning, Need Guiding Principles	➢ Power Point Presentations ➢ Video Clips ➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource
		b- Sustainable Environmental Practices: Rain	➢ Power Point Presentations ➢ Video Clips	➢ Power Point Presentations ➢ Video Clips

		water Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)	➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Tetra Pak Collection Drive ➢ Google Classroom as an E-resource	➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Tetra Pak Collection Drive ➢ Google Classroom as an E-resource
		c- Indigenous Technical Knowledge as a sustainable Practice.	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Preparation of E-Scrapbooks ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Brainstorming ➢ Case studies ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Preparation of E-Scrapbooks ➢ Google Classroom as an E-resource
	Unit 6: Environmental Initiatives, Projects and Laws	a –Movements: Tarun Bharat Sangh, Narmada Bachao Andolan	➢ Power Point Presentations ➢ Video Clips ➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Study circles ➢ Crosswords ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Lecture Method (Online) ➢ Google Classroom as an E-resource	➢ Power Point Presentations ➢ Video Clips ➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Study circles ➢ Crosswords ➢ Seminar Presentations ➢ Cooperative learning strategies ➢ Google Meet Lectures ➢ Online Presentations ➢ Google Classroom as an E-resource
		b – Projects: Tiger Project, Ganga Action Plan	➢ Power Point Presentations ➢ Video Clips ➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Study circles ➢ Crosswords ➢ Seminar Presentations ➢ Cooperative learning	➢ Power Point Presentations ➢ Video Clips ➢ Online Quizzes ➢ Gaming ➢ Brainstorming ➢ Study circles ➢ Crosswords ➢ Seminar Presentations ➢ Cooperative learning

			strategies	strategies	
			➢ Lecture Method (Online)	➢ Google Meet Lectures	
			➢ Google Classroom as an E-resource	➢ Online Presentations	
				➢ Google Classroom as an E-resource	

Course: Elective Course 3 – Guidance and
CounsellingSemester: IV

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used
Module 1 - FUNDAMENTALS OF GUIDANCE	Unit 1 - Concept of Guidance	a Concept (Meaning, Characteristics) Principal, Functions, Need	Videos, PPTS, Explanation	Videos, PPTS, Explanation
		b – Types of Guidance-Educational, Vocational and Personal	Guess who Am i? - Game	Guess who Am I? and lecture method
		c – Agencies of Guidance-Home, School	Situational Discussion	Situational Discussion

	Unit 2 – Strategies and Devices for Guidance (Uses and Limitations)	a- Strategies For Guidance- Individualand Group	Brain storming	Brain Storming on Google meet, made 5 groups of 10 students
		b – Test for Guidance- Aptitude, Interest and Personality	Co-operative Learning	Co-operative Learning
		b- Non-Testing Devices -case study, Interview, and Checklist	Role play	Took an Interview, asked questions on Online mode
	Unit 3 -Career Guidance	a -Sources of Career Information	Career Exhibition	Asked students to collect the information and explain
		b – Ginsburg's Theory of Vocational Choice, Factors influencing Vocational Choice	Videos and Lecture Method	Videos and Lecture Method
		c – Concept and Factors affecting Job Satisfaction	Sharing Experiences of Internship Programme	Sharing Experiences of Internship Programme on Online mode
Module 2 - Fundamentals of C0unselling	Unit 4 - Concept of Counselling	a -Meaning and Characteristics of Counselling	PPTs and Explanation	PPTs and Explanation
		b-Types of Counselling: Directive, Non-Directive and Eclectic	Explanation with PPTs	Explanation with PPTs

		c -Process of Counselling: Initial Disclosure, In-Depth exploration and Commitment to action	Explanation with PPTs	Explanation with PPTs, showed videos
	Unit 5 – Counselling and Innervation	a – Skills required for counselling Rapport Building, Listening, Questioning, Responding	Questioning cum explanation	Questioning cum explanation
		b -Approaches of Counselling Cognitive – Behavioral Albert Ellis REBT AND Humanistic Person-Centered Counselling-Carl Rogers	Seminar Presentations	Seminar Presentations
		c -Counselling for Adolescent Issues Addiction Substance abuse and Technology introduced social networking, academic stress	Case study	Case Study
	Unit 6 – Role of Counsellor in Contemporary World	a – Teacher as a Counsellor and promoting positive mental health	Discussion	Discussion and sharing students experiences in internship schools.
		b – Professional ethics of a counsellor	Discussion	Discussion
		c -Functions, qualities. And qualification of Counsellor	Discussion	Discussion

Course: Interdisciplinary Course 4 – Creating An Inclusive

SchoolSemester: IV

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used
Module 1 – Towards Nurturing Inclusion	Unit 1 – Understanding Inclusion	a – Difference between diversity, disability and inclusion	Games to explain the concept of diversity, Activities on disability, PPT	Games to explain the concept of diversity, Activities on disability, PPT
		b – Meaning and Need of Inclusion (Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)	Video clippings on issues related to inclusion of disable students, Discussion, JAM board, PPT	Video clippings on issues related to inclusion of disable students, Discussion, JAM board, PPT
		c – Models of Inclusion (Charity Model, Functional Model and Human Rights Model)	Videos on disabled people, Discussion, JAM board, PPT	Videos on disabled people, Discussion, JAM board, PPT
	Unit 2 – Nurturing Inclusion	a – Concept of children with special needs and their types	Games to spread awareness on different types of disabilities, Google Form, PPT	Games to spread awareness on different types of disabilities, Google Form, PPT
		b – Characteristics of disabilities-sensory, neuro-developmental, loco-motor and multiple disabilities	Case studies, Discussions, Video clippings, PPT, Quiz on General Knowledge to teach Intellectual disability	Case studies, Discussions, Video clippings, PPT, Quiz on General Knowledge to teach Intellectual disability
		c – Catering to Special Needs: Sensory, neuro-developmental, loco-motor and multiple disabilities	Case studies, Discussion, Video clippings, PPT	Case studies, Discussion, Video clippings, PPT
		a – International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA (MDG)	Video clippings, Seminar Presentations, Discussion, PPT	Video clippings, Seminar Presentations, Discussion, PPT

	Unit 3 – Policies Promoting Inclusion	b – National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act,1992 , National Policy for Persons with Disability 2006, Right to Education Act, 2000	Video clippings, Seminar Presentations, Discussion, PPT	Video clippings, Seminar Presentations, Discussion, PPT
		c – Educational concessions, facilities and provisions for CWSN	Analysing policies of educational boards regarding inclusion, Seminar Presentations, Discussion, PPT	Analysing policies of educational boards regarding inclusion, Seminar Presentations, Discussion, PPT
Module 2 – Addressing Learners' Diversity	Unit 4 – Curricular Issues	a – Curriculum adaptation/ modifications - Disability wise curricular adaptations / modifications in Instructions	Analogies, Case study presentation of rural schools who are including and training disabled students, Group activity using Jigsaw on disability wise curricular adaptations and modifications, PPT	Analogies, Case study presentation of rural schools who are including and training disabled students, Group activity on disability wise curricular adaptations and modifications, PPT
		b – Strategies for differentiating content in an inclusive classroom	Videos on inclusive teachers' routine at the school, writing lesson plans and executing the same using the strategies of differentiation, PPT	Videos on inclusive teachers' routine at the school, writing lesson plans and executing the same using the strategies of differentiation, PPT
		c – Alternative means for assessment and evaluation in an inclusive classroom	Articles on innovations in evaluation, Quiz on different types of assessment, Workshop on alternate assessment techniques, Discussion, PPT	Articles on innovations in evaluation, Quiz on different types of assessment, Workshop on alternate assessment techniques, Discussion, PPT

	Unit 5 – Inclusion in Classrooms	a – Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural	Case studies of inclusive schools of India and abroad, Video clippings, Discussion, PPT, Essay on Making Traditional Classrooms Inclusive	Case studies of inclusive schools of India and abroad, Video clippings, Discussion, PPT, Essay on Making Traditional Classrooms Inclusive
		b – Use of ICT in Inclusive classrooms	Group activity – Searching and presenting any five technologies used for disabled students, Video clippings, PPT	Group activity – Searching and presenting any five technologies used for disabled students, Video clippings, PPT
		c – Individualized Educational Plan: Concept, steps and significance	Video clippings of IEP meetings, Discussion, Workshop on writing an IEP and presenting it to the class, PPT	Video clippings of IEP meetings, Discussion, Workshop on writing an IEP and presenting it to the class, PPT
	Unit 6 – Functionariesin Inclusive Settings	a – Profile and Role of teacher: General teacher and Resource teacher	Role Play, Video clippings, PPT	Analysing timetable of General and Resource teacher, Video clippings, PPT
		b – Role of NGO in supporting inclusive school	Video clippings, Case studies of various NGOs, Discussion, PPT	Video clippings, Case studies of various NGOs, Discussion, PPT
		c – Pre-support and pre-vocational training programme for children with special needs	Video clippings, Hands on experience of some of the pre-support and pre-vocational training, PPT	Video clippings, Lecture Method, PPT

Curricular and Co-curricular Activities

Sr. No	Date	Activity to develop deeper understanding of the field of Teacher Education.	Area of knowledge enrichment
1	12th Sept 2020	A Virtual Field Trip- Virtually Walking Mumbai	Gain deeper insights on the vibrant culture and rich history of Mumbai.
2	28th and 29th Aug 2020	Two Days National Webinar on "Benchmarking Quality and Accrediting Institutions of Teacher Education: The revised NAAC Framework"	Created awareness about standards essential for quality teacher education and NAAC as an accrediting agency which sets benchmarks to determine quality in education.
3	23rd Oct 2020	Vachan Prerana Divas with Guest Lecture 'Books our true friends'	Importance of reading and knowledge enrichment through books.
4	7th Nov 2020	Decoding Encrypted Ancient History through Numismatics	Students gained information about Ancient History through Numismatics thus elevating their knowledge
5	14th Jan 2021	Session on MOOC	Awareness about Massive Open Online Courses and their applications in education
6	30/01/2021, 8/02/2021, 13/02/2021, 06/03/2021	Guidance and Counselling Lecture Series	• Deeper understanding the concept of Counselling • Ways and means to be a multitasking teacher able to be a counsellor and mentor • Gain awareness regarding Counsellor's counselling techniques.
7	27th March 2021	Session on ' National Education Policy (NEP) 2020' By Dr. Agnes D'costa	Create awareness about ' National Education Policy (NEP) 2020' and its implications to school and Teacher Education
8	23rd March 2021	Formal Language for Reserch Writing	Develop understanding about Research writing skills
9	13th April	Group Mentoring by Alumni	Gain insights on Examination

	2021	- Tips to Prepare for Exams	procedures and tips to prepare for exams.
10	16th April 2021	Group Mentoring by Alumni - Sharing of Success Stories	Students were empowered by the alumni to face the challenges they may encounter during their B.Ed. Course and thereafter.
11	4/04/2021 to 1/05/2021	Calligraphy Workshop- 'Aakshar to Nature'	Students gained hands on training in producing beautiful Caligraphy scripts enriching their handwriting writing skills.
12	31st May 2021	Research Paper Reading Session	Students gained rich insights on research and innovations in education.
	31st May 2021	Session on Research Methodology	Students developed an understanding about research methodology and techniques related to sampling procedures, analysis etc.

Sr. No	Date	Capacity building activities to ensure procedural knowledge	Competencies gained
1	8th March to 27th March 2021	Content Enrichment Activity	Students were able to gain an in-depth understanding of existing school curriculum and syllabus thus facilitating refreshment and mastery of concepts.
2	9th March 2021 and was completed on 7th April, 2021.	English Grammar Pro – Beginner to Advanced	• Students could recognize and understand the meaning of targeted grammatical structures in written and spoken form. • Students developed capacity to use targeted grammatical structures meaningfully and appropriately in oral and written production. • Students were able to self-correct when using targeted grammatical structures. • Refinement in spoken and written English
3	July-Oct 2020	Electronic Information Literacy (EIL) Course	• Trained in several online information search techniques

			• Acquainted with the evaluation parameters/criteria to check authenticity of online information • Able to use formal language for writing action research report. • Developed consciousness for research and academic ethics. • Students became proficient in Effective Web Search Techniques to retrieve most authentic and relevant sources in least time which is need of the hour. • Students learnt the concept of plagiarism and could develop Citation Managed and Plagiarism free academic writing skills.
4	September 2020 to January 2021	International Career and College Counselling (IC3) Course	The course expose the student-teachers to the galaxy of career choices across Universities of the world and empowered them to don the role of effective Career Counsellors.
5	Nov 2020 to March 2021.	Social Consientization Methodology Course	• Development of consciousness and skills in observing the invisible in social context and working toward developing, strengthening and changing consciousness. • Students became proficient in data handling and gained adequate proficiency in articulating inferences and issues.
6	June 2021 to July 2021.	Tech Fluent Teachers Course (F.Y.B.Ed.)	• Equiped student teachers with technical know-how and skills • Instilled confidence in student teachers to transact online teaching-learning in context of the present times • Added a technological dimension to Teacher Education
7	August 2020 to March	Tech Fluent Teachers Course (S.Y.B.Ed.)	• Equiped student teachers with technical know-how and skills • Instilled confidence in student

Sr. No	Date	Activities aimed at application of acquired	Nature of work done
	2021.		• teachers to transact online teaching-learning in context of the present times • Added a technological dimension to Teacher Education
8	November 10, 2020 to April 1, 2021.	Vocational Education Nai Talim Experiential Learning (VENTEL Programme)	• Developed abilities to be young entrepreneurs of the future • Introduced an element of earning while learning
9	December 28, 2020 to April 1, 2021	Heartfulness Education	• Exposed students to the 21st century styles of learning and their implementation in the classroom • Students gained an experience of Heartfulness techniques, and how to teach them to others.
10	7th Nov 2020	The Big Five Talk Show	Oriented student-teachers to the educational policies and practices of schools affiliated to the different Boards of Education.
11	10th Nov 2020	Workshop on Teachers Eligibility Test (TET)	Student-teachers were oriented to TET and types of questions asked in the test. Hands-on experience was given to answer the competitive exam, thus boosting the confidence of the student-teachers.
12	9th Jan 2021	Bridging the Gap Virtual Seminar On Trailblazers Gap Experience Programme	Students were empowered to make a right choice for a career path.
13	27/7/2020 to 31/7/2020	A 5 day National Level Online Workshop on 'TECH TOOLS FOR TEACHERS'	Students gained competency in creating interactive E-content, GIFS, Creation of E-Content with Screen Recording and Creating Android Applications.
14	15th Oct 2020	Workshop on The Magic of Creativity through Sketchnoting	Students were effectively oriented about the benefits of visual learning and assessing creativity and ingenuity of students by giving hands-on experience.

Sr. No	Date	Activities aimed at application of acquired	Nature of work done

		competencies	
1	27th April 2021 to 4th May 2021	Community Work at the NGO Sarva Seva Sangh	Following activities were conducted and knowledge imparted by the students of STIE for the children of the NGO. • Gross motor and Fine motor Skills • Phonics • Knowledge of English Grammar • Yoga for Children • Inclusive Education –Teacher's Role • Mathematics • Remedial Teaching • Working with Differently Abled Children
2	1st Aug 2020 to 31st Jan 2021	Project PhoneShala	• Carried out in collaboration with the NGO eArth Samvarta Foundation. • A resilient pedagogy aimed at continuing education for underprivileged learners across the country during the pandemic and beyond. • Content delivered through audio lessons made available to the learners through toll-free calls. • 526 audio lessons created in different school subjects in English, Hindi and Marathi from standards I to VIII. • Conducted as a part of the Community Outreach Programme. • This repository of audio lessons was then made available to 573 underprivileged children across 3 states -Uttar Pradesh, Bihar and Maharashtra.
3	All Semesters	Internship	Student-teachers delivered Online lessons due to the pandemic. Student-teachers gave live as well as recorded lessons as per the requirements of the school. Student-teachers participated in various school related activities and celebrations. Theme based lessons were given by student-teachers to sensitize the school students about the theme of Sustainability

			and Plant Health. Based on this theme each practice teaching group created an E-Module
			Student-teachers administered a Unit test in school and thereafter analysed the results.
4	08th Aug 2021	E-Module Preparation (Theme-Sunstanability and Plant Health)	This year, the E-Module preparation focussed on the broad theme of Sustainability and Plant Health. Student-teachers were divided into groups and each group selected a topic based on the broad theme. The E-modules prepared by student-teachers were evaluated by a panel of esteemed judges and the best E-modules were awarded. This competition was held on 8th April 2021.
5	On Going throughout the year	Department of Lifelong Learning and Extension Career Project	- Interviewed two professional from the field - Prepared four e-posters - Prepared a video for Career Exhibition - Prepared the e-brochure for further dissemination of information gathered on the selected career 120 hours of work in extension activities related to Career Project and Status of Women in Society (SWS) project.

Sr. No	Date	Activities aimed at skill/competency development	Skills/Competencies developed
1	19/9/2020	Talent Search	• Student teachers were provided with opportunities participate in various activities they were skilled at including acting, dancing, singing, creation of videos, ppts etc. • The competition was executed in groups thus fostering development of communication skills, emotional intelligence, creativity, critical thinking, collaboration etc.
2	17/10/2020	Miss Education Contest	• Critical thinking: ability to thoughtfully answer questions in the contest. • Communication Skills: Extemporary speaking, correct comprehension of questions
3	09/3/2021 to 18/3/2021	MAD Week (Make A Difference)	• Created sensitivity towards issues of environmental significance. • Propogated awareness about the need for environmental conservation. • Oriented student-teachers and faculty to different eco-friendly practices. • Instilled values of environmental protection in student-teachers at large.
4	30/5/2021	Intra-Collegiate Essay Writing Competition	The broad theme of the Essay writing competition was, 'Life During the Pandemic'. Students-teachers were encouraged to put forth their views on the sub-themes provided and the best essays were awarded.
5	15/08/2020	Independence Day Celebration	All the celebrations were aimed at creating sensitivity regarding various issues, diversity in Indian culture, unity in diversity, regard for India's rich cultural heritage,honouring languages and contribution of Indians to various scientific, mathematical and historic fields. Students were given opportunity to host the programmes, introduce and thank guests, participate in various cultural events,
6	3/10/2020	Gandhi Jayanti Celebration	
7	10/10/2020	English Language Day Celebration	
8	17/10/2020	Celebration of Feast of St. Teresa of Avila & Ms. Education Contest.	

9	24/10/2020	International Mathematics Day Celebration	prepare online videos, brochures, ppts, quizzes, games etc. this honing their talents creating all round personalities.
10	2/12/2020	Constitution Day Celebration	
11	24/12/2020	Christmas Celebration	
12	24/12/2020	Minority Rights Day Celebration	
13	26/01/2021	Republic Day Celebration	
14	27/02/2021	Celebration of Marathi Bhasha Divas	
15	08/03/21	International Women's Day Celebration	
16	26/9/2020	International Peace Day	
17	19/9/2020	Hindi Diwas	
18	29/10/2020	Online Book Exhibition Competition	
19	14/01/2021 to 28/01/2021	Marathi Bhasha Pandharvada with activities and Competitions and Guest Lecture: Bhasha Kashi Anubhavavi?	This celebration comprised of activities and Competitions with a view to contribute to student-teachers' abilities of information retrieval and skill development. The activities organized were, Information Retrival of Marathi online Resources, Handwriting Competition, Elocution etc.
20	6/03/2021	National Science Day	Created Awareness and encouraged participatory skill development
21	1/01/2021	Maharashtra Day Celebration	Created Awareness and encouraged participatory skill development

Faculty Publications (2020-21)

Research papers / articles per teacher published in Journals notified on UGC website

Year	Title of paper	Name of the author/s	Name of journal	Year of publication	ISBN/ISSN number
2020-21	Do Teachers' Perceptions of Digital Learners Match Learners' Self Perception? A Reality Check during the COVID-19 Pandemic	Dr. Sheela Philip	International Journal of Research Culture Society. (International Peer-Reviewed, Refereed, Indexed). Page 80-85. Vol 5. Issue 5. May 2021	**2021**	ISSN: 2456-6683
2020-21	The ENGAGE Model: A Facilitator's Framework for Learner Engagement.	Dr. Sheela Philip	EPRA International Journal of Multidisciplinary Research. (International Peer-Reviewed, ISI Indexed, with DOI). Page Vol 7. Issue 5. May 2021	**2021**	ISSN: 2455-3662

Books and / or chapters in edited books published and papers in National / International conference-proceedings

Year	Title of the book/chapters published	Title of the paper	Name of the conference	National / international	Year of publication	ISBN number of the proceedings
2020	Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework	Measuring Organizational Effectiveness.	2 Day NAAC Sponsored Webinar on 'Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework'	**National**	**2020**	ISBN 978-93-89875-31-7
2020	Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework	Empowering Student-Teachers to Create Waves of Progressive Social Change: The Ripple Effect	2 Day NAAC Sponsored Webinar on 'Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework'	**National**	**2020**	ISBN 978-93-89875-31-8

2020	Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework	A Study on the Perceived Usefulness of Google Classrooms.	2 Day NAAC Sponsored Webinar on 'Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework'	**National**	**2020**	ISBN 978-93-89875-31-7
2020	Evolving Trends and New Paradigms in Education (ETNPPE)'	Self Efficacy And Job Satisfaction Of Secondary School Teachers – The Primary Determinants Of Psychological Wellbeing.	Virtual National Interdisciplinary Conference on 'Evolving Trends and New Paradigms in Education (ETNPPE)'	**National**	**2020**	ISBN 978-81-932809-8-0
2020	Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework	E-resources in Education for Quality Sustenance	2 Day NAAC Sponsored Webinar on 'Benchmarking Quality and Accrediting Institutions of Teacher Education: The Revised NAAC Framework'	**National**	**2020**	ISBN 978-93-89875-31-7
2020	'Evolving Trends and New Paradigms in Education (ETNPPE)'	The Secret to Build Academic Buoyancy and Academic Resilience in Students	Virtual National Interdisciplinary Conference on 'Evolving Trends and New Paradigms in Education (ETNPPE)'	**National**	**2020**	ISBN 978-81-932809-8-0

Annexure V

MAD Week (09/3/2021 to 18/3/2021)

Objective	✓ To create sensitivity towards issues of environmental significance. ✓ To propagate awareness about the need for environmental conservation. ✓ To orient student-teachers and faculty to different eco-friendly practices. ✓ To instil values of environmental protection in student-teachers at large.
Themes	➤ Reducing CO2 emissions ➤ Deforestation and its main causes around the globe ➤ Air Pollution' - its causes and effects ➤ Global Water Scarcity ➤ Minimalism ➤ Plastic Pollution ➤ Hydroponics

Details of the activities conducted as a part of Extension Education:

Survey of Women's Status (SWS):

Students who opt for (SWS) project under Extension Education Programme, have to collect data from 30mwomen using a questionnaire. The data is then analyzed and reflects the role of formal and informal education in the liberation and empowerment of women.

Anna Poorna Yojana (APY)

This activity has been designed to encourage the student to try their hand at entering the field of small scale business. Hence this activity is designed to make students understand the concept of small scale business and increase self reliance approach. Students were asked to make food items and other articles tobe sold in the college and practice teaching schools.

Career Project (CP)

In this activity students are encouraged to conduct through research on various novel careers, prepare brochures and charts regarding the same and conduct exhibition and give information to school students.

Details of the students enrolled for Extension Education in the year 2020 – 2021

Batch	Activity	No. of Student Managers	No. of Students	Total No. of Students
F.Y.B.Ed	S.W.S.	2	48	50
	A.P.Y		0	
S.Y.B.Ed.	C.P.	2	46	48

Annexure VII

Library as a Learning Resource

Library Statistics of E-Resources & Expenditure

Name of service subscribed to	Details of memberships	Details of subscriptions	No. of e-resources with full text access	Validity period
1. e-journals	10 e-journals databases are subscribed through NLIST for which membership is taken on 31-05-2011	Institution Subsribes to NLIST resources since May 2011, which is part of e-Shodhasindhu. NLISTgives access to 10 e-book databases and 12 e-journal databases NLIST subscriprion is renewed for year 20-21. Its valid till 31. 3.2021	6000+	31st March 2021
2. e-Shodh Sindhu	Membership is taken for NLIST which is part of e-Shodhasindhu		6000+E-Journals and 1,99,500+ E journals through NLIST which is part of Shodhsindhu	31 st March 2021
3. e-books	12 e-book databases are subscribed through NLIST for which membership is taken on 31-05-2011		1,99,500+	31 st March 2021
4. Databases	22 databases are subscribed through NLIST, Registered for NLIST on 31-05-2011		22 databases through NLIST	31 st March 2021
5. Shodhganga	membership is not applicable to colleges	Access to fulltaxt Shodhganga resources is free for all	365874	NIL

Total Library Expenditure: 2020-21

Rao & Ashok
Chartered Accountants
Registration No. 119932W

SUBBA RAO P.
ASHOK A. MELMANE
KETAN MICHANI

TEL : 6666 2042141, FAX: 24478819
UNIT 111, 1ST FLOOR,
HIREN LIGHT INDUSTRIAL PREMISES,
408, MOGHUL LANE, MAHIM, MUMBAI -16.
email id : raoashok2007@yahoo.co.in

ST. TERESA'S INSTITUTE OF EDUCATION, SANTACRUZ, MUMBAI.
NON-SALARY ACCOUNT
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2021.

RECEIPTS	Rs.	Rs.	PAYMENTS	Rs.	Rs.
To Balance on 1.4.2020			By Rent		198,036.00
With Union Bank of India			Audit Fees		35,040.00
On Savings Bank Account			Professional Fees		19,450.00
A/c No. 319202010009567	103,401.00		Travelling		6,034.00
Cash on Hand	9,121.00	112,522.00	Electricity Charges		32,730.00
			Postage		460.00
Fees - First Year :			Telephone		3,687.00
Library Fees	52,500.00		Activity Expenses		12,932.00
Laboratory Fees	52,500.00		Bank Charges		578.20
Activity Fees	157,500.00		Internet Charges		6,500.00
Gymkhana Fees	52,500.00	515,000.00	Gifts		8,868.00
			Picnic		41,000.00
Interest on :			Charity		2,000.00
Savings Bank Account		5,423.00	Washing Allowance		900.00
			Library Journals		7,892.00
Form Fees		9,600.00	Library Nlist Membership		5,900.00
			Reading Material		2,600.00
Human Rights Seminar Grant		27,548.00			
			Stationery :		
Transfer Certificate Charges		4,290.00	Office	1,827.00	
			Printing	16,158.00	17,985.00
Transcripts		3,800.00			
			Website Hosting Expenses		6,160.00
Loan from:			Website Expenses		2,770.00
Trust Account	541,685.00		Petty Contingencies		9,475.00
Seminar Account	47,000.00	588,685.00	Repairs & Maintenance- Physical		204,182.00
			Repairs & Maintenance- Academic		45,444.00
Loan from Society Account		198,036.00	Repairs - Computers		8,850.00
			Honorarium Paid		30,000.00
			First Aid		1,579.00
			Seminar Expenses		500.00
			Seminar Resource Persons		19,000.00
			Affiliation Fees		20,000.00
			Eligibility Fee		21,000.00
			Examination Fees		94,540.00
			University Fees Paid:		
			Annual State Level Contribution	1,152.00	
			Disaster Relief Fund	480.00	
			E-Charges	480.00	
			E-Suvidha Fee	2,400.00	
			N.S.S. Ekak Yojana	480.00	
			N.S.S. Registration Fee	480.00	
			Sports Contribution	2,880.00	
			Students Welfare Fund	288.00	
			Vice Chancellor's Fund	960.00	9,600.00
			Assets :		
			Electrical Equipment	14,990.00	
			Equipt.-New Fire Extinguisher	25,960.00	
			Library Books	37,775.00	78,723.00
			Advance to Staff - Anthony		15,000.00
			Transfer to :		
			Extension Education Account		19,600.00
			Balance on 31.3.2021 :		
			With Union Bank of India		
			On Savings Bank Account		
			A/c No. 319202010009567	247,300.80	
			Cash on Hand	1,750.00	249,050.80
TOTAL RUPEES:		**1,264,814.00**	**TOTAL RUPEES:**		**1,264,814.00**

We have examined the above Receipts & Payments Account with the Cash Book of the Institute and
the vouchers relating thereto and we hereby report the same to be correct.

MUMBAI : 5th July 2021.

Principal
St. Teresa's Institute of Education,
S. V. Road, Santacruz (West),
Mumbai 400 054.

CA _____
MEMBERSHIP NO _____

For Rao & Ashok,
Chartered Accountants.

Partner

Web link to Library facilities available: https://www.sti-edu.in/library.php

Library Automation:

- Library is computerized and **iSLIM Library Automation Software.** OPAC is used for bookssearching through title, author, subject and keyword.
- Library Blog : http://stie73library.blogspot.in (Libraray

All the catalogues of in-house sources like Action Research, Evaluation Projects, CAS bulletin, NewArrivals Links to Open access Journals in Education are published on the Blog

- Periodicals module on iSLIM
- Starting WEBOPAC of Library
- Complete editing of Library catalogue

Annexure VIII

Campus Interview Programme

Sr. No	Name of the student placed	Name of the employer with contact details
1	Jeba Evelin	Trinity International School,Sion 24094344
2	Jelita Angeline	Our Lady OF Perpetual Succor.,Chembur 25211614
3	Premali Corriea	GCC International School,Mira Road 07710046955
4	Diana Alexander	Vidhya Vikasini ICSC School,Vasai
5	Larrisa Quardros	Gems Legacy School,Dubai +9742824090
6	Shital Gavand	Thakur International School,Kandivali 28021444
7	Jenifer Almeida	St.Xavier High School,Grorai 244726298
8	Rebecca Gonsalves	John XXII High School,Agashi ,Virar
9	Larrisa Dabre	JB Vacha High School For Parsi Girls,Dadar 24129595
10	Renica Patil	Trinity English School,Bhayandar 28964150
11	Priyaka Surve	KB Patil International School, 28685831
12	Lynn D'britto	Lilavati Lalji Dayal High School, 2387615
13	Rincy Lopes	Vidhya Vikasini High School,Vasai
14	Danica D'souza	Gems Legacy School,Dubai +9742824090
15	Eshwari Satish	National Public School,Banglor 08025280611
16	Cinera D'mello	St.Teresa's Junior College of Education, Santacruz 26057595
17	Ashvini Nair	Gems Legacy School,Dubai +9742824090
18	Priyanka Kajar	Rustomjee Cambrige International School,Virar 08108111283
19	Lorna Chourappa	Canossa Convent School,Andheri 2815007
20	Neha Gharat	MVM International School,Andheri 2815007
21	Jonita Dbritto	JB Vachha School for Parsi Girls ,Dadar 24129595
22	Jewel Correia	Vidhya Vikasini English High School, Vasai
23	Swinal Dabre	Issac Newton Global School,Vasai 07507208686
24	Janice Gonsalves	Trinity International School,Sion 24094344
25	Jeslin Nadar	Holy Mary English High School
26	Samya Kazi	Rev.C.F Andrews High School Santacruz 2617770
27	Rekha Padra	KV IIT , Pavai 25725061
28	Sheron Fernandes	Mount Mary High School,Bandra 26443943
29	Alisha Gonsalves	C.P Goenka International School,Mira Road 28911473
30	Litty Joseph	St.Anne's School , Ballavara 088610-26214
31	Nicollette D'silva	Gems Legacy School,Dubai +9742824090
32	Sinora D'cunha	Gems Legacy School,Dubai +9742824090
33	Amrita Pereira	Utpal Sanghvi Global School,Juhu 26204298
34	Valencia Fernandes	St.John The Evangelist School,Andheri 28341146
35	Annabelle D'cruz	Jamnabhai Narsee School,Juhu 26187575

36	Janet Macwan	DG Khetan International School ,Malad 242571100

No. of Students pursuing higher studies

Year	Graduated from	Number of students progressed	Programme enrolled into	Name of institution joined
2020-21	PG	9	M.Sc and M.A Education	Institute of Distance and Open Learning

Annexure IX

Links for Online Feedback

LINK FOR EXIT POINT QUESTIONNAIRE : 2020 – 21 :
https://forms.gle/rz2HCP1uAm7DfpGdA

Part B Exit Point Questionnaire :

https://forms.gle/SvknK2Hx1rkAFFKH8

LINK FOR ENTRY POINT QUESTIONNAIRE : 2020 – 21
https://forms.gle/QRjTStXcBwa7d2Jh7.

Alumni FeedbackForm:

https://forms.gle/DCPdgV49aV1MpxWZ7

Internship Feedback from students:

https://forms.gle/EGznJay9fSdoTSe28

Annexure X

List of schools with address
➢ St. Paul's Convent School, Dadar East
➢ St. Theresa Boys High School, Bandra West
➢ St. Elias High School, Khar West
➢ St. Charles Convent High School, Santacruz East
➢ Canossa Convent High School, Andheri East
➢ Our Lady of Health High School, Sahar, Andheri East
➢ St. Louis Convent High School, Andheri West
➢ St. Louis High School, Dahisar West

Semester 2 – Sample Internship Letter
https://drive.google.com/file/d/1qlST6V9mww-nFfniVUEx-HDgb_zPDD2Q/view?usp=sharing
Semester 3 – Sample Internship Letter
https://drive.google.com/file/d/1pcwWK2U50UnibYqNs9hf3G-lyZ0-0Fvi/view?usp=sharing
Semester 4 – Sample Internship Letter
https://drive.google.com/file/d/1lD2N5SqdjxFL2_NpC8Crb1IfcV2YhEZ1/view?usp=sharing

St. Teresa's Institute of Education

S.V. Road, Santa Cruz (West), Mumbai - 400 054.

Re - accredited 'A' Grade   Tel. : 022 26490252

List of welfare measures provided by the Institution for the year 2020 - 21

- One teacher was relieved to do refresher course/ Short term course.
- Loan to non-teaching staff
- Distribution of grains (Sugar Flour Oil etc) to non-teaching staff & support staff

Dr. Sr. Tanuja Waghmare
Principal

SWOC

The following listed are the Strengths, Weaknesses, Opportunities & Challenges of STIE by students ofacademic year 2020-2021.

STRENGTHS

1. The location is very nearer to the station as well as bus depot so travelling is also not an issue.
2. The institution organizes add on courses to learn more and get hands on experience about new technologies.
3. The deadlines for assignments and other submissions are given prior so that students can work on it accordingly. Institution keeps the students updated about the notices from university and changes in education.
4. Systematic planning for internship sufficient training in microteaching skills before internship.
5. Workshops/courses that teach new tools. E.g. sketch noting, tech fluent teachers' course. Faculty that can be reached out to easily by students.
6. Access to online resources through the library.
7. My Institute has a positive aura
8. Our principal and faculty members are very supportive.
9. Various activities, seminars, webinars are arranged for the students.
10. Celebrations of various feasts, festivals and other significant days are done which makes the atmosphere happier.
11. Institute provides students with lot of opportunities that helps students to be better in the field and also discover their interests.
12. Teaching learning activities and arrangement of various workshops, seminars, webinars helps students to interact with experts from various fields especially the field in education. During the pandemic when education system switched to the online mode, Our institution organized many technology related sessions, webinars, courses from the experts to help us during this online mode of internship to enable us to become tech savy.
13. Institute arranges certificate courses for students which are very beneficial.
14. Placement program happens in college wherein many well-known institutions come in with offers.
15. Resources like computer lab and library are up to date and well maintained.
16. The environment and the aura of the Institute is very positive and supportive.
17. Creativity is encouraged and supported.
18. Celebration of feasts and festivals keeps the environment happy and students friendly.
19. Teachers and principal are always very supportive and encouraging. Guidance of professors whenever required. Very knowledgeable faculty and the teachers are very knowledgeable and always ready to help students and the college has very good and principal ma'am is also very helpful she always tries her best to solve Student's problem and I can say that this is the best college in my life which I have ever seen. Because in my life I never got this type of Teachers who are always ready to help students, motivate students and their teaching style is best. The highly qualified teaching staff at STIE is very supportive and always motivates teacher-trainees to be updated with recent Educational trends and new knowledge in the Educational field. The biggest strength of the college is the excellent and well qualified teaching faculty of the college. A good quality of teaching, support and assistance is provided by them. One thing that my institution does better than other institution is that the faculty of the Institution which has dedication and qualified teacher that look after us as motherhood during this covid-19

pandemic phase also by nurturing, caring, by being Kind, by giving support and helping us to progress in our life.

20. During the pandemic the college arranged webinars on how to use technology for teaching and that helped us grow a lot.

21. The institute has an excellent faculty, a good student support system in terms of even the

22. office staff. It provides for opportunities and courses to up our skills.

23. This institute has amazing quality education and prepares you well for the future.

24. My institute is a well-known institute and has worked a lot for us. It has kept updated us with all the information needed. St. Teresa's Institute of Education, Mumbai is considered as one of the best institutes for B.Ed. course. The institute is well-known in Mumbai for the quality education and training provided for teacher-trainees.

25. The institute gives the opportunity to complete Extension Activity by DLLE, University of Mumbai, where we get the chance to work for community. The Project such as PhoneShaala provided the opportunity to help the underprivileged children to continue their education during lockdown situation.

26. The institute adapts the curriculum as per the need and requirement. The opportunity provided by the institute for completing the school internship through online mode has helped us to be comfortable with the shift from conventional mode of teaching to online mode of teaching. We are trained for being reflective-practitioners in the teaching field.

27. I really liked the talent search show that was arranged initially. We were provided with all study materials which is not common among other colleges I suppose, especially at the time of pandemic that literally diminished our burden on that terms. We have been supported by all our teachers anytime and they are always loving and caring towards us which is something very important, especially in such a heavy course like B. Ed. Our sister always motivates us whenever we are in distress due to course saying "Take one at a time" and it will reduce your burden. We also have library and computer room facilities that we can make use of whenever we want. Our lessons have been explained very well and clearly by our teachers. Evaluation is also very well done. And also our infrastructure is very well built and maintained.

28. Biggest strength of the college is the discipline followed by the college where everything is carried out in a systematic manner abiding to the rules and regulations given by the university. The environment at St. Teresa's college where students' problems are understood and taken care of and a healthy positive environment is nurtured.

29. The Institution conducts many courses for benefit of the students. TFT course was very useful for the practice teaching along with programmes like Heartfulness. The community work done by college - Phoneshaala project helped the underprivileged during this lockdown. Even the tetra pack collection was one of the efforts of the college to protect environment.

30. There are various strengths when it comes to STIE. I would note down a few below. STIE covers the curricular, co - curricular as well as extra-curricular in a very organized manner. There are various activities planned throughout the year which helps the student teacher to get a lot of insights. Also, professors make sure that every student teacher participates in various activities and because of this every student teacher understands how to plan any event which is very useful for the future. Every student is well supported by all the members of STIE. The overall environment is very nice. The teaching learning methodology where our professors continuously encourage us and motivate us is commendable. Also, everyone is constantly motivated and pushed to come out of their shell and become a person who can stand on their two feet. We are completely groomed, not only for being a teacher but for life.

31. My institution gives high priority to remembering God is all situations, setting aside time each morning to remember him and committing time to him.

32. The strengths that the institution possess is that they are very adaptable. The transition from the offline to online mode was a smooth one due to this nature of being adaptable. The lecturers

made us feel at ease with the online teaching and provided us with good extra courses through which we could learn many things and imbibe many skills that will be useful for us as future teachers. All the teachers are very approachable in nature, there is a very helpful environment built in the college where the teachers are also flexible and help students when they need. For instance, when we were choosing the assignments, all assignments were very innovative and there was a range to choose from so that we can display our individual talents.

33. Whenever students go with their grievances, they are always ready to help and come up with alternative solution which can be beneficial for us.

34. In STIE I came across the best faculty each one of them having their own unique qualities. The entire curriculum was smoothly executed that enhanced our skills to become good teachers. I particularly like all the extension programmes that our institute had for us. Tech fluent course in which we were taught by many resource personalities, I especially loved when our institute approached Dr. Agnes Dcosta, her sessions were simply amazing just like her. A deep sense of appreciation to Ma'am Giselle Dsouza and Ma'am Cindrella Dmello for organizing such course with an aim to make us tech fluent. The Phoneshaala venture of 6 months that helped me to contribute towards the betterment of the less fortunate children during lockdown by making audio lessons was truly blissful. I genuinely feel blessed to be a part of Phoneshaala and the credit for this goes Ma'am Giselle Dsouza. I also liked the IC3 course that gave us an exposure to the different higher education systems in the world, the talks by various dignitaries from different parts of the world was indeed wonderful, heartfelt appreciation to Ma'am Sheela Philip for making this possible. During the guidance and counselling lectures we had sessions / talks conducted by different personalities which helped us to know about how to practically apply the subject theory in real life situation. For this I really appreciate Ma'am Joan Lopes. The VENTEL course one of its kind to develop and enhance entrepreneur quality in us was indeed well planned and executed, I enjoyed doing all the activities and really grateful to Ma'am Joan Lopes and Ma'am Reshma Rodrigues for such an innovative activity. The Grammar course conducted by Ma'am Cerena Dcunha enhanced my knowledge regarding English language some of the concept I learnt for the first time! Also, the E - literacy course gave us access to NDLI, NLIST and also taught about many different things which are helpful for gaining information is something which I feel grateful. A big thank you to Ma'am Shakuntala Nighot for this. Last but not the least a warmth gratitude to our principal Sr. Tanuja Waghmare for always supporting and caring for each one of us.

35. I myself have gained a lot of confidence to present myself in public because of many different celebrations, events we had even during pandemic on virtual platform. The appreciation from our principal and teachers has boosted me a lot. May the college shine brighter in upcoming future!

36. *My institution is known for being one of the good colleges for B.Ed., with really supportive staff members. STIE is known to produce teachers with a difference because of the teaching strategies they impart to the trainee-teachers.*

WEAKNESSES

According to me everything is well and perfect in this institution. Only arrangement of proper canteen is required for students. I don't think this institute has any weaknesses
1. Sometimes there are many courses running simultaneously which makes it difficult to focus on one.
2.Clarity on assignments without waiting till due date just before exams.
3. Better computer lab facility using the latest in technology at college.
4.Preparation of competitive exams like CTET which is highly important in the teaching world

should be done in depth.

5.Can work on getting online job placements for students.

6.The institute must work on organizing their activities in a way that it doesn't become a burden at a given point either on the students or on themselves

7. More washrooms can be built. Also, canteen services can be started.

8.The institute can have an online portal with the individual account for all the students where we can get proper updates regularly regarding our time-table, attendance, lectures and other sessions. We can also submit our assignments and work on such common institute portal.

9. The institute can arrange sessions for providing information to teacher-trainees about the higher education options after B.Ed. for the professional growth in the teaching jobs.

10.The placements arranged from the institute should be considered for the regular follow-up from the schools and students to ensure the smooth functioning of the placement process.

11. A digital library of reference books would be beneficial to students who cannot afford or buy reference books due to the pandemic.

OPPORTUNITIES

1. Our institution can provide us with more opportunities for having first hand experience of teaching, like more internships, as the practical knowledge has a greater impact1.

2. Our institution can provide us with more opportunities for having first hand experience of teaching, like more internships, as the practical knowledge has a greater impact.

3. Network of alumni who are in the field to prep talk the next generation of teachers

4 Can start M.Ed. course, training for TET and CTET exams.

5. B.Ed. is going to be four years so that will be one opportunity for college in future.

6. The institute can collaborate with alumni for providing guidance to teacher-trainees about the higher education opportunities. The institute alumni can also have a committee to provide further support such as financial help to the institution if required.

7. The institute can collaborate with other institutes to provide distance education or open learning for other courses on educational field.

8. The institute can also arrange some visiting faculty lectures of experts in the educational field.

9. As Our Institute is already making the most of all the opportunities. Our Institute can collaborate with some organization and help the needy students with their studies.

10. Our institution could make use of the various online tech courses or the grammar courses etc which was introduced by our college and they could take it to an advanced level where they can involve other colleges as well. These courses even can be conducted after this lockdown period on a larger scale.

11. The institution can invite young teachers and people who are adopting new ways of teaching to help their trainees with teaching. Young instructors will present current issues and solutions which will help trainees in future endeavors. Session which teaches us how we can make subjects interesting can be conducted to enhance skills of teacher trainees.

12. I think the courses that the institution is currently conducting are fairly useful to students. More workshops for teaching aids: material and technological aids should be held by the institution as this will help the students in their future as teachers. There should also be sessions on Mental Health as we are collectively going through a difficult time. The institution should also have tie ups with agencies that work for the underprivileged. The lesson videos made by teachers should be given to schools who do not have access to quality education so that they can also reap the benefits of the lessons.

13. As St. Teresa's being well know institute it should approach more schools for in campus

placement of the second-year students so that more students get placed in good institute can be beneficial for students as well as college.

14. I want college to take up more courses to improve teacher-educators skills of teaching in their own pedagogy. These courses should focus on innovative ways of teaching for example Science subject for Math subject, etc.

15. The opportunity that the institute could use is as everything is online as of now, in the near future they could come up with digital fest which will let other institutes take part.

16. *The institution seems to be excellent at providing opportunities. Throughout our B.ED journey at STIE, we have learned many new things, got hands on experience from the collaborations that our college had. We have had a great learning experience. The courses offered, the co-curricular activities conducted, the talks organized at our college, all culminates into a good learning experience which will definitely help us as teachers and also as a human.*

Challenges

1. The pandemic time can be used by the institution to work together for a social cause (like phoneshaala that was introduced)

2. Strong faculty can serve as an asset when the B.Ed. course becomes a four-year integrated course.

3. Network of alumni who are in the field to prep talk the next generation of teachers.

4. Leverage on the investment Ade in technology this year. Eg: Using Google classroom to share notes and keep track of student assignments.

5. Institution can start M.Ed. course.

7. Institution can start training for TET and CTET exams

8. The institute could try to be more contemporary and try to embrace the change and be the pioneer of that much needed change.

9. Currently the biggest challenge is the pandemic and the subsequent online education. The external environment has changed to a point that it has brought out a completely new wave of educational opportunities. Added to this the new 4-year program is something novel. Although i truly believe that the faculty and the institute itself is well equipped to handle the changes. The question only remains of government and ample authority support for its success.

10. The integrated B.Sc-B.Ed/B.A-B.Ed courses will be introduced in the future may lead to decrease in the number of students in regular B.Ed. course. This will affect the functioning of the Institute in future. The institute might have to collaborate with other institutes as per future needs.

11. The external environment is changing constantly. Many changes are happening in online technology. The staff of STIE has to be updated with it and learn the new technology so that *students are also made aware about it.*

The major challenge the institute could face is the ever-changing way of teaching. However, I do not think the institution will succumb to it because the institution has amazing professors who change with the need of the hour. I am sure the institute will rise up from every challenge put forth before them.

Project PhoneShaala

CERTIFICATE OF COMMUNITY OUTREACH

Presented to

Larissa Dabre

Student of St. Teresa's Institute of Education, Santacruz, for the dedicated work as EduCreator for PhoneShaala by eArth Samvarta Foundation (eSF) & KDC from 1st August 2020 to 31st January 2021

As an EduCreator at PhoneShaala, Larissa created 19 lessons *(equivalent to 38 hours of community work)*, demonstrating the incredible teaching skills, creativity, empathy & above all the passion to help underprivileged children.
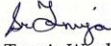
Larissa played the role of a COVID19 Warrior as the work for Project PhoneShaala, helped underprivileged children continue learning during the COVID19 lockdown.

Larissa demonstrated professionalism, self initiative and an immaculate work ethic. S/he was a true asset to the cause of education of the underprivileged.
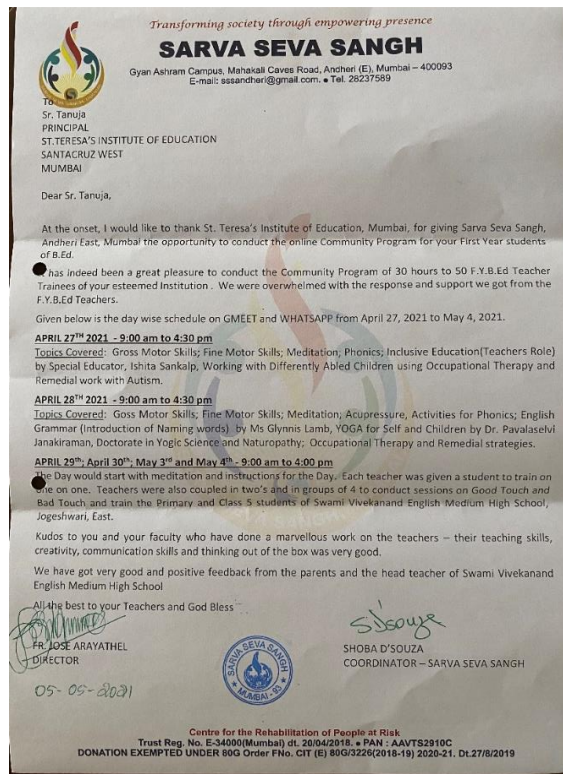
CHANDARPRABHA SHARMA
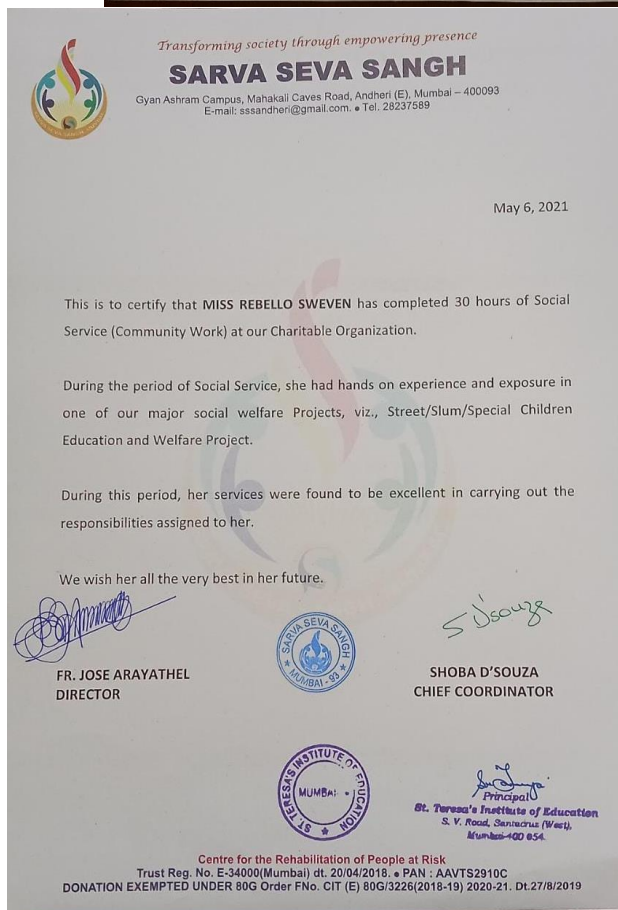*Chief Executive Officer, eSF*

eSF is a Nodal NGO for COVID-19 Relief under NITI Aayog
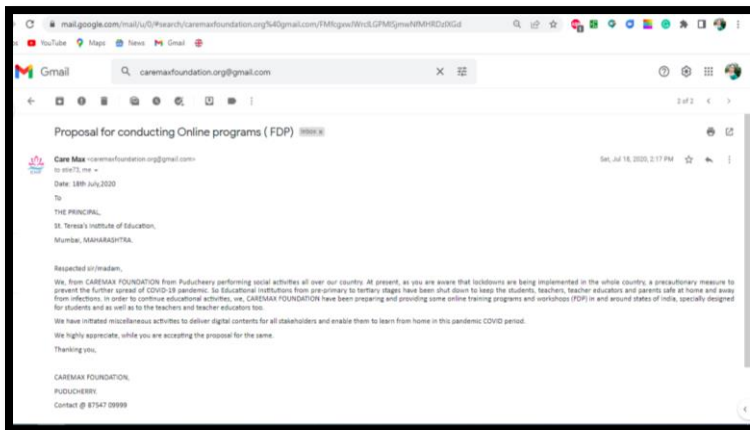
Dr. Sr. Tanuja Waghmare,
Principal

Transforming society through empowering presence

SARVA SEVA SANGH

Gyan Ashram Campus, Mahakali Caves Road, Andheri (E), Mumbai – 400093
E-mail: sssandheri@gmail.com. ● Tel. 28237589

To
Sr. Tanuja
PRINCIPAL
ST.TERESA'S INSTITUTE OF EDUCATION
SANTACRUZ WEST
MUMBAI

Dear Sr. Tanuja,

At the onset, I would like to thank St. Teresa's Institute of Education, Mumbai, for giving Sarva Seva Sangh, Andheri East, Mumbai the opportunity to conduct the online Community Program for your First Year students of B.Ed.

● has indeed been a great pleasure to conduct the Community Program of 30 hours to 50 F.Y.B.Ed Teacher Trainees of your esteemed Institution. We were overwhelmed with the response and support we got from the F.Y.B.Ed Teachers.

Given below is the day wise schedule on GMEET and WHATSAPP from April 27, 2021 to May 4, 2021.

APRIL 27TH 2021 - 9:00 am to 4:30 pm
Topics Covered: Gross Motor Skills; Fine Motor Skills; Meditation; Phonics; Inclusive Education(Teachers Role) by Special Educator, Ishita Sankalp, Working with Differently Abled Children using Occupational Therapy and Remedial work with Autism.

APRIL 28TH 2021 - 9:00 am to 4:30 pm
Topics Covered: Goss Motor Skills; Fine Motor Skills; Meditation; Acupressure, Activities for Phonics; English Grammar (Introduction of Naming words) by Ms Glynnis Lamb, YOGA for Self and Children by Dr. Pavalaselvi Janakiraman, Doctorate in Yogic Science and Naturopathy; Occupational Therapy and Remedial strategies.

APRIL 29th; April 30th; May 3rd and May 4th - 9:00 am to 4:00 pm
● The Day would start with meditation and instructions for the Day. Each teacher was given a student to train on one on one. Teachers were also coupled in two's and in groups of 4 to conduct sessions on Good Touch and Bad Touch and train the Primary and Class 5 students of Swami Vivekanand English Medium High School, Jogeshwari, East.

Kudos to you and your faculty who have done a marvellous work on the teachers – their teaching skills, creativity, communication skills and thinking out of the box was very good.

We have got very good and positive feedback from the parents and the head teacher of Swami Vivekanand English Medium High School

All the best to your Teachers and God Bless

FR. JOSE ARAYATHEL
DIRECTOR

05-05-2021

SHOBA D'SOUZA
COORDINATOR – SARVA SEVA SANGH

Centre for the Rehabilitation of People at Risk
Trust Reg. No. E-34000(Mumbai) dt. 20/04/2018. ● PAN : AAVTS2910C
DONATION EXEMPTED UNDER 80G Order FNo. CIT (E) 80G/3226(2018-19) 2020-21. Dt.27/8/2019

Transforming society through empowering presence

SARVA SEVA SANGH

Gyan Ashram Campus, Mahakali Caves Road, Andheri (E), Mumbai – 400093
E-mail: sssandheri@gmail.com. ● Tel. 28237589

May 6, 2021

This is to certify that **MISS REBELLO SWEVEN** has completed 30 hours of Social Service (Community Work) at our Charitable Organization.

During the period of Social Service, she had hands on experience and exposure in one of our major social welfare Projects, viz., Street/Slum/Special Children Education and Welfare Project.

During this period, her services were found to be excellent in carrying out the responsibilities assigned to her.

We wish her all the very best in her future.

FR. JOSE ARAYATHEL
DIRECTOR

SHOBA D'SOUZA
CHIEF COORDINATOR

Principal
St. Teresa's Institute of Education
S. V. Road, Santacruz (West),
Mumbai-400 054.

Dr. Sr. Tanuja Waghmare,
Principal

Centre for the Rehabilitation of People at Risk
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Charity Drive for CAREMAX FOUNDATION

ANNEXURE 8 (EIGHT)

ASSESSMENT OF REPORTS (F. Y.B. ED.)

1. Name of Faculty Assessing the Project Reports: **Dr. Shrima Banerjee**

2. Place: Mumbai   Date: October 01, 2021

3. Name of College reports assessed: **St. Teresa's Institute of Education, Santacruz West**

4. No. of Project Reports assessed: English- 50   Total - 50

5. Extension Activities of the assessed Project Reports

1. SWS

6. Average grade of the Project reports: A+

7. General Remarks: The teachers have guided the students properly and 50 **students** (**48 students of SWS and 2 SM) have submitted the reports successfully.

Shrima Banerjee
Dr. Shrima Banerjee
Signature of the Field Coordinator

Dr. Sr. Tanuja Waghmare,
Principal