

ST.TERESA'S INSTITUTE OF EDUCATION

COLLEGE DEVELOPMENT CELL ANNUAL REPORT 2021-22



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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. Upassana Sanghvi
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 2021-22 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 of teaching 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 of the Contextualized Curriculum followed for the different subjects has been provided in **Annexure II**.

2. Teaching-Learning and Evaluation

The curriculum at STIE is taught in a variety of ways to help each student become the best teacher of the 21st century.

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 workbased 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 2021- 22 has been provided in **Annexure III**.
- The results for the academic year 2020-21 are given below in tabular form

2021 -2022							
SEMESTER I							
O	A+	A	B				
02	32	14	02				
SEMESTER III				SEMESTER IV			
O	A+	A	B	O	A+	A	B
09	20	19	02	02	37	11	--

Internship Programme:

As the entire education field was struggling hard to get accustomed to online learning, 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 April 21, 2022.

Presenter	Title of the Research Paper
Dr. Cindrella D'mello	Family, Mass Media and Education: Agents of Political Socialization
Dr. Shakuntala Nighot	Citation Analysis of Ph.D. Thesis in Education
Chaired by Dr. Prashant Kale	

- 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. The beach clean-up drive brought the students face-to-face with the harsh existing reality of water as well as plastic pollution. They were able to physically see the quantity of plastic littering the beach and have a greater understanding of the effort required to remove plastic from the marine system where it endangers aquatic life. The event really made them aware of pollution and how they can prevent it.
2. DLLE project provided the opportunity to interact with women from different sections and understand their problems through conducting a survey. The information collected through the survey was analyzed. This helped in understanding the differences in the perspectives of women from different sections like- literate, literate, working, nonworking, rural, and urban as well as the problems faced by them.
3. Community work at different centers Sensitized the trainees toward underprivileged and special children. It provided them with the opportunity to understand their needs and utilize trainees' abilities to help these children learn. It made them aware of the issues related to inclusive classrooms.

Documentary Evidence for the Outreach Activities 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 of the 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 conducted by the Department of Life-long Learning and Extension (DLLE). All 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

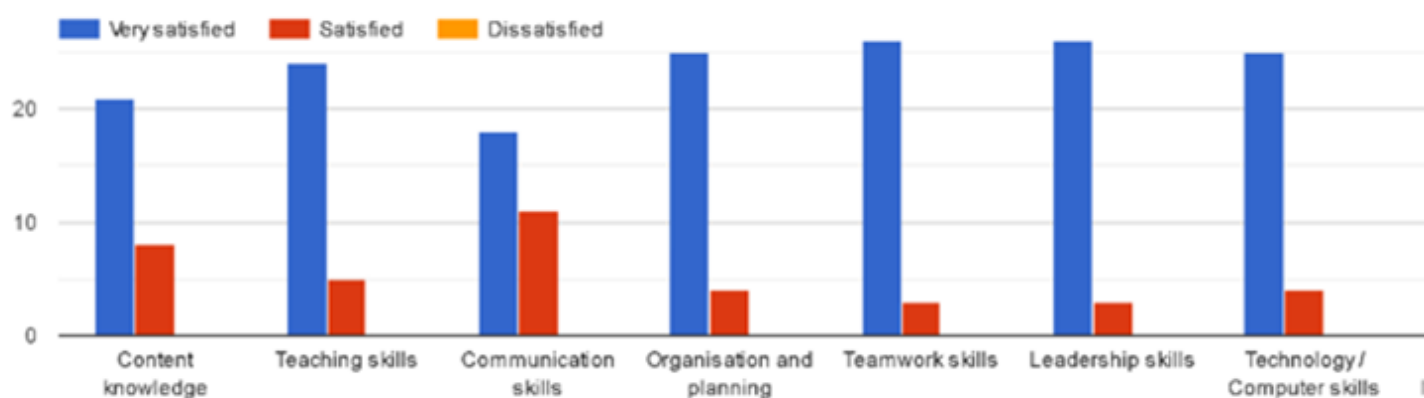
- CCTV Surveillance System facilitated in all the classrooms and library.
- iSLIM Library Management Software (2018)
- LAN in office and library
- WiFi (implemented Since 11.07.2012 and subscription renewed each year)
- 4 Internet routers and 1 dongal
- 65 Desktops
- Computers are frequently updated 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 responses to the Employer Satisfaction Survey demonstrate the student teachers' proficiency in the aforementioned field. The student-teachers were rated highly on almost all the aspects in the Employer satisfaction survey. The teacher trainees' overall performance was highly praised by employers. Communication skills was found to be rated average as compared to other parameters in the questionnaire.

Alumni Engagement

1. Mentoring By Alumni - Words of Wisdom (Live Lessons), alumni of STIE conducted a mentoring session. This session helped the student-teachers to gain insights on giving Live lessons in schools and tips to handle difficulties faced..

Another alumni mentoring session 'Mentoring By Alumni - Words of Wisdom' was conducted by our alumni Ms. Prajna Nayak, Ms. Angel Raj. This session was organized to encourage students to go

through the rigorous B.Ed. course, by giving real life examples of students who by beating the odds, successfully completed the course

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 Essay Writing and Inter Collegiate Poetry Competition.

Conducting workshops, and sessions -Alumni of STIE are invited as the resource persons for different workshops and sessions. A workshop on Orientation to E-Modules 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.

Alumni Mentoring: The Alumni of the college mentored the current batch students and guided them about giving online lessons, the working of various boards.

The resource persons for STEP Certificate course which oriented student-teachers to the curriculum, educational practices and teaching strategies followed by different Board Types were the alumni of the college.

- 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	1	1	50	50	June 22 - Oct 22

Sr. No	Year of signing MoU	Duration	List the actual activities under each MoU year wise	Number of students/teachers participated under MoUs
1	2018 (Shri Ambika Yoga Ashram)	5 years	Sessions on stress Management	50 students , 1 teacher
2	2021 (Bhopal School of Social Sciences, Bhopal)	1 year	Webinar on National Education Policy 2020: Restructuring Education for Enhancement	100 students, 8 teachers
3	Heartfulness Education Programe	1 year	Hearfulness Education programme	50 students, 2 teachers
4	VENTEL	1 year	VENETL Cell activities	50 students, 2 teachers
5	ARPAN	1 year	Community work and training	50 students, 2 teachers
6	Eco Friend Industries - E-Waste Collection	1 year	E- Waste Management recycling and disposal	100 students, 8 teachers and all the support staff

	Point			
7	Ekonnnect Knowledge Foundation & RUR Greenlife Pvt. Ltd.	1 year	Composting, training to the staff, workshop for the students.	100 students, 8 teachers and all the support staff
8	Sumpurn(e)arth Environmen Solutions private Limited	1 year	Sustainable waste management and recycling initiatives	100 students, 8 teachers and all the support staff
9	CCYM's Hashu Advani College of Special Education (HACSE)	5 Years	Inter Library Loan Service (ILL)	100 students, 8 teachers
10	Pushpanjali College of Education, Vasai	5 Years	Sessions for TFT course, Sessions on Profesional Growth of Teachers, Session on NEP 2020	100 students, 8 teachers

- 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

In keeping with SDG Goal 7- which focuses on affordable energy services and improvement in energy efficiency, the college undertook the following initiatives. The lecture hall has LED lights fitted to reduce power consumption and these are maintained/checked regularly to see that they are in good working condition. Reflectors are fitted in the tube lights which help to emit light over wider areas.

The normal induction fans are being replaced with energy saving fans which use Brushless Direct Current. Labeling switch boards and mounting sign boards instructing switching off of devices when not in use reduces unnecessary wastage of electricity. The three monthly Electricity bill attached, indicated that the usage of electricity was judicious. The stakeholders cautiously use electrical appliances like lights, fans, computers, printers, microwaves, LCDs and other digital resources. Considering the fact that the college is well ventilated, with spacious and airy rooms, the use of fans is marginal. Only the Computer Room and Conference room have air conditioners installed. The Energy Audit report shows a graph of the annual electricity usage to ensure that power consumption levels are adequately monitored and maintained. All suggestions made in the report as well as the Green Audit are duly implemented.

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

The Institution engaged in these endeavours:

1. The Big Five Talk-show: This International Online Symposium was conducted by a panel of 5 alumni holding prestigious positions in different school types both local and global.
2. Super Teacher Empowerment Program (STEP): This certificate course was conducted primarily by Alumni to orient trainees to the theory and pedagogical practices followed by schools affiliated to different boards of education.
3. Outreach: The students served at Community Work Centres to reach out to slow/ deprived learners and mentally challenged children. They were trained by the NGO ARPAN in Good touch/Bad touch and sexual abuse and later sensitized students of the Practice Teaching Schools to the same thus extending their service to community.
4. TET Course: This helped to orient and train pre-service and inservice teachers to the content of the Teacher Eligibility Test along with practical guidelines to prepare for it.
5. Curriculum Enrichment Activities: A series of online/offline sessions, workshops, courses and events were conducted by faculty/experts/resource persons hailing from reputed organizations in different areas of expertise from across the city and overseas.
6. Beach Clean-up drive: It was conducted by the teacher-trainees to clear up the ocean shores of debris and Ganesh idol remnants thereby safeguarding the environment.

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

Initiative	Origin of need	Objectives	Highlights
Super Teacher Empowerment program (STEP)	On acquiring the B.Ed Degree, many of the teacher trainees aspire to join schools affiliated to other boards as well such as I.C.S.E, C.B.S.E, I.G.C.S.E and I.B. They face a number of challenges in adapting their knowledge and skills to be successful in these schools. It was with this view in focus that St. Teresa's Institute of Education decided to launch the Super Teacher Empowerment Program.	<p>To orient student teachers to subject specific competencies and skills needed to excel as teachers in schools affiliated to the different Board types. ─</p> <p>To empower student teachers with the know-how and skills needed to teach in these schools. ─</p> <p>To enable student teachers to shadow a few lessons in their subjects of specialisation to offer a real-life experience and exposure to teaching in these schools. ─</p> <p>To help student teachers make a well informed decision when choosing a school for recruitment. ─</p> <p>To liaise with alumni who have reached successful positions in different schools to be resource persons in providing the required theoretical and practical inputs.</p>	<p>The student teachers successfully gained an insight into subject specific knowledge and competencies that are needed to perform in a given school type. ─</p> <p>The Program led to the effective development of the cognitive, psychomotor and affective domains of the student teachers. ─</p> <p>It enhanced creativity, ideation and skill development in the student teachers. ─</p> <p>The student teachers were able to make well informed choices about joining a given institution on completion of their B.Ed. ─</p> <p>It helped them to have a hands-on-experience in preparing lesson plans or ideating for subject-specific lessons.</p>
TEACH TO LEARN – LEARN TO EARN...A step forward in the life as an ENTREPRENEUR – VENTEL Programme	The necessary spotlight has been placed on vocational education as a result of the implementation of the National Education Policy (NEP) 2020. Looking at the need of the hour, St. Teresa's Institute of Education in collaboration with Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India conducted the VENTEL program.	<ul style="list-style-type: none"> • To create young entrepreneurs for the future. ─ • To introduce an element of earning while learning. ─ • To train student teachers in the use of vocational skills in classroom teaching. ─ • To analyse and spread awareness on the importance of experiential learning. 	<p>All enrolled student-teachers successfully completed the expectations the course framework had of them and were certified by the institution. • A repository of experiential learning plans and concept maps in subjects of English, History, Mathematics and Science was created. • The program was successful in sensitizing student-teachers about the importance of vocational skills and experiential learning, thus preparing them for their future journey as educators.</p>

Annexure I

ACADEMIC CALENDAR 2021-2022

ST. TERESA'S INSTITUTE OF EDUCATION
ACADEMIC CALENDAR 2021-22

DATES	EVENTS	
June		
	F.Y.B.Ed	S.Y.B.Ed
June 14, 2021	Orientation to semester II, Add-on course on Tech Fluent Teachers begins for F.Y.B.Ed.	
June 14, 2021	Lesson planning Workshop sessions begin. Lectures CC3- Learning and Teaching EC-2 Pedagogy of School Subject I (English, History, Science, Mathematics) IC2- Educational Management Audit Courses – Understanding the Self, Drama and Art in Education	
June 19,2021	Content Test 1	
June 21,2021	Orientation to Teaching Skills	
June 22,2021	Talent search	
June 25,2021	Student Council Elections	
July		
	F.Y.B.Ed	S.Y.B.Ed
July 02, 2021	Orientation to Project Based Course II (Internship Orientation)	
July 05,2021	Intership Begins	
	Lectures CC3- Learning and Teaching	

	EC-2 Pedagogy of School Subject I (English, History, Science, Mathematics) IC2- Educational Management Audit Courses – Understanding the Self, Drama and Art in Education	
July 15,2021	Celebration of Feast of Mount Carmel	
July 24,2021	Parents and grandparents Day Celebration.	
	DLLE Project Work	
August		
	F.Y.B.Ed	S.Y.B.Ed
Aug 07,2021	Poster Making Competition, DLLE Project submission.	
	Lectures CC3- Learning and Teaching EC-2 Pedagogy of School Subject I (English, History, Science, Mathematics) IC2- Educational Management Audit Courses – Understanding the Self, Drama and Art	
Aug 1,2021	Content test 2	
Aug 15,2021	Independence Day Celebration	
	First Round of Admissions	
	Essay, Mentoring Sessions	
September		
	F.Y.B.Ed	S.Y.B.Ed
SEPT 04, 2021	Teacher's Day celebration	
SEPT 06, 2021	DLLE second term field visit	
Sept 07, 2021	Understanding Child Sexual Abuse & Personal Safety Education Programme	
SEPT 11, 2021	Workshop on 'Being Safe in the Cyber Space' & Training session on MOOCs	
Sept , 2021	State level 5-day online workshop on Preparing for MH-TET	
Sept 10-14, 2021	Mid term Break	
	Second Round of Admissions	

Sept 20, 2021	VENTEL sessions begin	
	"Lectures CC3- Learning and Teaching EC-2 Pedagogy of School Subject I (English, History, Science, Mathematics) IC2- Educational Management Audit Courses – Understanding the Self, Drama and Art in Education"	
SEPT 17,2021	Workshop on 'Mindfulness'	
SEPT 18,2021	Sketchnoting: Making Learning Visible	
SEPT 25, 2021	Miss Education Contest Elimination Round	
October		
	F.Y.B.Ed	S.Y.B.Ed
Oct 01,2021	Gandhi Jayanti celebration	
	Second Term University Examination	
Oct 10,2021		English Language Day Celebration
Oct 11, 2021		EIL course begins
Oct 12,2021		Workshop on Unit Test Project
Oct 14,2021		St. Teresa's Feast celebrations , Miss Education Contest
Oct 16 2021		The Big Five Talk show
Oct 18,2021		Master class on Positive Intelligence
Oct 19,2021		Orientation to Semester 3 Internship, Vachan Prerna Divas Celebration.
		Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
Oct 25,2021		Internship begins
Oct 30,2021		Orientation to Theme based Lesson, Diwali celebration
		Intercollege poetry and essay writing competition
November		
	F.Y.B.Ed	S.Y.B.Ed
Nov 01-15, 2021		Diwali Vacation
Nov 6, 2021		Internship continued

Nov 13, 2021		STEP programme begins
Nov 20,2021		Session on 'Fascinating History of Indian Coins'
		VENTEL sessions
		Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
December		
	F.Y.B.Ed	S.Y.B.Ed
Dec 01,2021		STEP programme sessions
Dec 04,2021		Taining session by ARPAN NGO
		Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
Dec 11,2021		Session on 'Women: Marriage and Family Relationships'
Dec 23,2021		Christmas Party
		Semester 3 University Examination
January		
	F.Y.B.Ed	S.Y.B.Ed
Jan 03,2022		College re-opens
Jan 8, 2022		Orientation to Heartfulness Education Programme
Jan 18,2022		Heartfulness Education Programme sessions begin
Jan 26,2022		Republic Day Celebration
Jan 27,2022		National Voters day Celebration
Jan 29,2022		Session on 'Life Skills'
February		
	F.Y.B.Ed	S.Y.B.Ed
Feb 17,2022		Orientation to Action Research Project
Feb 18,2022		Semester 4 Orientation

Feb 21,2022		Semester 4 Internship begins
		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 24,2022		Heartfulness Education Programme sessions
Feb 26,2022		Orientation to Learning Resources
		Singing Competition
		Convocation Day
		Semester 4 Internship begins
March		
	F.Y.B.Ed	S.Y.B.Ed
Mar 2,2022	Content Enrichment Programme	
Mar 03,2022	Celebration of Marathi Bhasha Divas	
		EIL course sessions
Mar 03,2022	F.Y.B.Ed - Orientation to B.Ed course, Orientation to	
Mar 05,2022	EIL course begins,	Poster Making Competition
Mar 12,2022	Women's Day Celebration	
Mar 14,2022	Workshop on Waste Management	
Mar 15,2022	Library Orientation, Grammar course sessions begin.	
Mar 21,2022	Sensitization and Awareness Programme on Inclusion	
	Community Work	
March 26, 2022	Workshop on Street Play	
	Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT	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
April		
	F.Y.B.Ed	S.Y.B.Ed

	Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT	Lectures CC5- Contemporary India and Education EC-3 – Guidance and Counselling, environmental EducationIC4- Creating Inclusive Schools Ability Course – Reading and Reflecting on Texts Audit Courses – Understanding the Self, Drama and Art in Education
April 2, 2022		Session on NEP 2020
April 4, 2022	Students Council Elections	
April 9, 2022	Convocation Ceremony, Alumni Meet	
Apr 12,2022	Class test (F.Y.B.Ed. &S.Y.B.Ed.)	
		Observation of CAI Projects
Apr 15,2022	Valedictory Function	Action Research Viva-voce
Apr 18,2022		Workshop on Preparing for IEP
Apr 21,2022	Research Paper Reading Session	
Apr 23,2022	Singing Competition	
May		
	F.Y.B.Ed	S.Y.B.Ed
	Semester I University Examination	Semester IV University Examination

Annexure II
Teaching Strategies & Contextualization of Curriculum

St. Teresa's Institute of Education

S. V. Road, Santa Cruz West, Mumbai - 400 054 Reaccredited with Grade 'A' by NAAC (3rd Cycle)
Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System
TEACHING PLAN
(Academic Year: 2021-2022)

Name of Faculty: Dr. Cindrella D'Mello

Course: Core Course 1 – Childhood and Growing Up

Semester: I

Total Credits: 6

Work Load Allocation: 50%

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	Unit 1 Growth and Development	a) Meaning and principles of growth and Development and its difference.	Gaming Technique, Discussion, Sharing of experiences by students	Before-After Game, Discussion, PPT, Sharing of experiences by students	Completed
		b) Stages of growth and development (Later childhood and Adolescence)	Video clippings, Case studies	Videos on children in different stages of development, Case studies, PPT	Completed

	of a Child	c) Role of school in growth and development of a child.	Brainstorming, Discussion	Brainstorming session on role of school in growth and development and activities., PPT	Completed
	Unit 3 Context of Development	a) Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)	Simulation (Game), Discussion, PPT, Interviewing students	Swayamwar at STIE, Discussion, PPT, Interviewing students.	Completed
		b) Impact of different parenting styles on child development (4)	PPT, Pictures, Discussion, Quiz	PPT, Pictures, Discussion, Quiz	Completed
		c) Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.	PPT, Discussion	PPT, Discussion	Completed
	Unit 4 Methods and Approaches of Studying Human development	a) Methods: Observation (Participatory and Non- Participatory)	PPT, Observation activity	PPT, Observation activity	Completed
		b) Experimental & Clinical.	Case studies, PPT	Case studies, PPT	Completed
		c) Approaches: Cross Sectional, Cross Cultural, Longitudinal	Illustrations, Discussion, PPT	Illustrations, Discussion, PPT	Completed

St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System **TEACHING PLAN**

Academic Year: 2021 - 2022

Name of Faculty: Associate Professor Dr. Giselle D'souza

Course: Childhood and Growing Up Semester: I

Total Credits: 6

Work Load Allocation: 50% of workload (3 Units)

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 – Process of Human Development	Unit 2- Developmental Process	a – Genetic Background and Development	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Gaming➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Gaming➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	100% Complete
		b – Trends in Development (Developmental direction, Differentiation & Integration & Cumulative influence)	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Gaming➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Gaming➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	100% Complete
		c – Maturation	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Gaming➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Gaming➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	100% Complete
	Unit 5 – Theoretical Perspectives	a – Piagets Theory of cognitive development	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Video Clips➤ Movie Clips➤ Ads➤ Gaming	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Video Clips➤ Movie Clips➤ Ads	100% Complete

			<ul style="list-style-type: none"> ➤ Case studies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Gaming ➤ Case studies ➤ Lecture Method 	
		b – Kolhbergs& Erick Erikson's Theory	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads ➤ Gaming ➤ Case studies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads ➤ Gaming ➤ Case studies ➤ Lecture Method 	100% Complete
		c – Urie Brofenbrenner Theory on Ecological Systems	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads ➤ Gaming ➤ Case studies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Movie Clips ➤ Ads ➤ Gaming ➤ Case studies ➤ Lecture Method 	100% Complete
	Unit 6 – Self and Emotions	a – Formation of self (Self-concept, Self-esteem, Self-efficacy)	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Gaming ➤ Workshop on Self-concept ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Gaming ➤ Workshop on Self-concept ➤ Lecture Method 	100% Complete
		b – Emotions: Goleman's theory of Emotional Intelligence	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Gaming ➤ Situation Analysis ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Gaming ➤ Situation Analysis ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
		c – Marcian theory	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Gaming ➤ Situation Analysis ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Gaming ➤ Situation Analysis ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete

St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle) Programme: Bachelor Degree of Education 2 - Years Credit Based Choice

System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr. Cerena D'Cunha

Course: Interdisciplinary Course (CC2) : Knowledge and Curriculum

Semester: I

Total Credits: 6

Work Load Allocation: 50% of workload (3 Units)

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Methodology / techniques / resources	Comple tion Status
MODULE 1: UNDERS TANDING KNOWLE DGE AND ITS RELATION	Unit1: Persp ectives of Knowl edge and Education	a) Knowledge: 1. Meaning and characteristics of knowledge ii. Types of knowledge: Philosophical perspective (Personal,Propositional and Procedural) Educational	YouTube (music video, deliberations) / PowerPoint Presentations / narrations on origin / illustrations, analogies / WorkshopMode (Introduction to 'isms') / Interactive Engagement	YouTube (music video, deliberations) / PowerPoint Presentations / narrations on origin / illustrations, analogies / Workshop Mode (Introduction to 'isms') / Interactive	Complete

TO EDUCATI ON (2 Credits)		perspective: (Conceptual, Strategic and situational)		Engagement	
		b) Education: Meaning (etymological), definitions and characteristics of Education	YouTube (music videos, deliberations) /PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	YouTube (music videos, deliberations) / PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	Complete
		c) Epistemological basis of education: distinction between knowledge and information, teaching and training.	YouTube (music videos, deliberations) /PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	YouTube (music videos, deliberations) / PowerPoint Presentations / Inducto- Deductive Approach / Student Reflections	Complete
	Unit2: Basis of Modern Child- Centred Education (Concept, Basis and Educational Significance)	a) Activity Method (M.K. Gandhi)	Flipped Classroom /PowerPoint Presentation / YouTube / Student Reflections	Flipped Classroom / PowerPoint Presentation / YouTube / Student Reflections	Complete
		b) Discovery Method (John Dewey)	Blended Learning / Quiz/ Student Seminar Presentations	Blended Learning / Quiz/ Student Seminar Presentations	Complete

		c) Dialogue Method (Paulo Freire)	Student Seminar Presentations	Student Seminar Presentations	Complete
Unit3: Socialand Cultural Context of Education	a) Changes in education due to industrialisation, democracy and individual autonomy.	Student Reflections / Collaborative Learning	Student Reflections / Collaborative Learning	Complete	
	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	Narration / Appreciation, Making value judgements, student testimonies, Comprehending Core Values [NCF 2005] / Learning Circles	Complete	
	c) Interrelationship of education with	YouTube videos, Documentaries, interviews,Krishnamurti Foundation India, Shantiniketan, Vishwa Bharati, Sri Niketan,	YouTube videos, Documentaries, interviews, Krishnamurti Foundation India, Shantiniketan, Vishwa	Complete	

		reference to Nationalism (Krishnamurti and Secularism (Tagore)	PowerPoint Presentation/	Bharati, Sri Niketan, PowerPoint Presentation/	
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St. Teresa's Institute of Education

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

**Reaccredited with Grade 'A' by NAAC (3rd Cycle) Programme: Bachelor Degree of Education 2 - Years Credit Based
Choice**

System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr. Joan Lopes

Course: Interdisciplinary Course (CC2) : Knowledge and Curriculum

Semester: I

Total Credits: 6

**Work Load Allocation: 50% of
workload (3 Units)**

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e- resources	Metho dology / techni ques / resourc es	Comple tion Status
MODULE 2: DEVELO	Unit4: Curric	a) Curriculum Meaning and Concept of curriculum, Relationship with Curriculum Framework, Syllabus and Textbooks .	Preparation of Figurative Memory Graphs (FMGs)	As planned	Complete

PMENT OF CURRIC ULUM AND ITS RELATIO N To EDUCATI ON (2 Credits)	ulum Conce pt, Types and Deter mina nts	b) Determinants of Curriculum (Philosophical, Psychological, Sociological. Political)	Case Studies		Complete
		c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum and enacted curriculum)	Contextualised Learning (Constructivist Approach)		Complete
	Unit5: Curric ulum Devel opme nt	a) Principles of curriculum development	wrt John Dewey and NCF 2005 (Mnemonics)		Complete
		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, Collaborative Learning (Constructivist Approach)		Complete
		c) Participatory approach to curriculum development: Representation of Social groups in curriculum construction.	wrt Babasaheb Ambedkar and Paulo Freire		Complete
	Unit6: Curric ulum Imple ment ation and	a) Teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims (ii) contextualisation of learning; (iii) varied learning experiences(iv) learning resource	Contextualised Learning, Collaborative Learning (Constructivist Approach)		Complete
		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		Complete

	Evaluation	c) Role of MHRD and NCERT in curriculum reform	Deliberations, Preparation of Figurative Memory Graphs (FMGs)		Complete
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St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr Reshma Rodrigues

Course: Interdisciplinary Course 1 - Gender, School and Society

Semester: I

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 - 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	Power point presentations, YouTube videos, Case Study, Discussion, News Articles	Completed
		b - Gender related concepts: patriarchy, feminism, equity and equality, sexuality	Power point presentations, YouTube videos, Case Study, News Articles, Research Articles, Advertisements, Poster Analysis	Power point presentations, YouTube videos, Case Study, News Articles, Research Articles, Advertisements, Poster Analysis	Completed

		c - Emergence of gender specific roles: sociological and psychological perspectives	Power point presentations, YouTube videos, Movie Clippings, Discussion	Power point presentations, YouTube videos, Movie Clippings, Discussion	Completed
	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	Power point presentations, YouTube videos, Case study, Discussion, Advertisement Reviews, Movie Reviews, Print Media Reviews, Essay on My Role in framing positive gender identity	Completed
		b - Gender bias: health and nutrition, education and employment	Power point presentations, YouTube videos, Analysis of statistical data, Self-study to know Government Initiatives to eliminate gender bias	Power point presentations, YouTube videos, Analysis of statistical data, Self-study to know Government Initiatives to eliminate gender bias	Completed
		c - Gender stereotyping	Reviewing movie posters, Power point presentations, YouTube videos, Role Plays, Essay on My Experiences on gender bias and stereotyping	Reviewing movie posters, Power point presentations, YouTube videos, Role Plays, Essay on My Experiences on gender bias and stereotyping	Completed
	Unit 3 - Gender Issues and Provisions	a - Gender related issues in society: dowry system, work place discrimination	Power point presentations, Case study, Role Play, Analysis of evil societal customs after husband's death, YouTube videos, Discussion	Power point presentations, Case study, Analysis of evil societal customs after husband's death, YouTube videos, Discussion	Completed
		b - Sexual abuse, cyber bullying	Power point presentations, YouTube videos, Case study, Awareness Programme on prevention from cyber bullying and sexual abuse and legal measures to be taken by victims, Discussion	Power point presentations, YouTube videos, Case study, Awareness Programme on prevention from cyber bullying and sexual abuse and legal measures to be taken by victims, Discussion	Completed

		c - National Policy for Empowerment of Women	Power point presentation, Lecture Method	Power point presentation, Lecture Method	Completed
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	Short films on gender challenges, Video clippings, Discussion, Textbook analysis, PPT	Completed
		b - Construct of gender in national curriculum framework	Comparison of NCF 2005 with earlier NCFs, Discussion, PPT	Comparison of NCF 2005 with earlier NCFs, Discussion, PPT	Completed
		c - Contemporary women role models in India: urban and rural	Case studies of successful women entrepreneurs from urban and rural areas, Fashion Show on Women Empowerment, Video clippings, Discussion	Case studies of successful women entrepreneurs from urban and rural areas, Fashion Show on Women Empowerment, Video clippings, Discussion	Completed
	Unit 5 - Gender Jurisprudences in Indian Context	a - Prenatal Diagnostic Technique Act, 1994	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Completed
		b - Domestic Violence Act, 2005	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Completed
		c - Protection of from Sexual Offences (POCSO) Act, 2012	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Case studies, YouTube videos, Group discussions, PPT, Expert talk	Completed
	Unit 6 - Strategies for Gender	a - The role of NGOs and Women's Action Groups in striving towards gender equity	Case studies, Each One Teach One Activity, Video clippings, PPT	Case studies, Each One Teach One Activity, Video clippings, PPT	Completed
		b - The United Nations Entity Equality and the Empowerment of Women for Gender - UN Women	Video clippings, Lecture cum discussion, PPT	Video clippings, Lecture cum discussion, PPT	Completed

	Empowerment	c - Millennium Development Goal: Promoting gender equality and empowerment	Statistical data presentation, Analysis of the data, Video, Discussion, PPT	Statistical data presentation, Analysis of the data, Video, Discussion, PPT	Completed
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St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr Cindrella Dmello

Course: Interdisciplinary Course 1 –ABILITY COURSE 1

Critical Understanding of ICT

Semester: I Total

Credits: 3

Work Load Allocation: 50%

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 -	Unit 1 - Understanding of ICT in Education	a – Information and Communication Technology	Lecture Method with the PPTs	Lecture Method with the PPTs	Completed
		b – Role of teacher in ICT enabled education	Videos, PPTs and Explanation	Videos, PPTs and Explanation	Completed
		c – Legal and ethical issues in the use of ICT- Hacking Violating of Copyright, Plagiarism	Videos, Examples and Discussion	Videos, Examples and Discussion	Completed

	Unit 2 – Designing Technology Integrated Learning Experiences	a -Instructional Design Develop ADDIE Model Instructional Design based on School topic	Explanation with the Videos	Explanation with the Videos	xpla
		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	Cooperative Learning- Think -Pair -Share	Completed
		c – Learning Management System (LMS): Concept, Features and Applications	Videos and Explanation	Videos and Explanation	Completed

St. Teresa's Institute of Education

**S. V. Road, Santa Cruz West Mumbai - 400 054 Reaccredited with Grade 'A' by NAAC (3rd
Cycle)**

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year 2021-2022

Name of Faculty: Cerena D'Cunha

Course: ABILITY COURSE 1 Critical Understanding of ICT

Semester: I

Total Credits: 3

Workload Allocation: 50 %

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e-resources	Teaching methodology/ techniques/activities and resources/e-resources used	Completion Status
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Module -2	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 with Demonstration, You Tube Video	Group Discussion with Demonstration, You Tube Video	Completed
		b – Social Learning- Concept Use of web 0.2 tools for learning (Social networking site, Blog, Chat, Video Conferencing, Discussion forum)	Explanation with the Discussion, You Tube Video	Explanation with the Discussion, You Tube Video	Completed
		c – Open Educational Resources, Creative Common, Massive Open Online Courses, MOOCs - Concept and Applications	Session by Guest Speaker	Session by Guest Speaker	Completed
	Unit 4 –Use of ICT in Evaluation, Administration and Research	a – e-portfolio-Concept and development	Videos and PPTs Explanation	Videos and PPTs Explanation	Completed
		b – ICT for Research -Online Repositories and Online Libraries	Lecture and discussion	Lecture and discussion	Completed
		c –Online and offline assessment tools-Online survey tools or Test generators- Concept and development	Discussion and activity	Discussion and activity	Completed

St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022

Name of Faculty: Dr. Cerena D'Cunha

Course: Core Course 3 – Learning and Teaching

Semester: II

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 LEARNING	Unit 1: Concept of Learning	a) Learning & Teaching: Meaning ,Characteristics & Process	Power point presentation, Discussion, videos	Power point presentation, Discussion, videos	Completed
		b) Factors affecting Learning: Attention (Meaning, Types & Educational Implications) Motivation (Meaning, Types & Educational Implications), Maslow’s Theory of Hierarchy of Needs	Power point presentation, Youtube videos, Analogies	Power point presentation, Youtube videos, Analogies	Completed
		c) Learning Styles (Kolb’s Classification) & Multiple Intelligences (Gardener’s	Games, activites, 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	Games, activites, Power point presentation, Youtubevideos, Discussion, Psychological test - To demonstrate the Multiple intelligences in individuals. Use of Kolb’s learning style Inventory to make students aware of their own learning styles	

	Classification): Concept & Educational Implications	their own learning styles		Completed
Unit 2: Theories of Learning: (Principles & Educational Implications)	a) Behaviorist Theories: Classical & Operant Conditioning	Power point presentation, Youtube videos, Case study,	Power point presentation, Youtube videos, Case study,	Completed
	b) Cognitive Theories: Bruner & Ausubel	Activites/Experiments, Power point presentation, Analogies	Activites/Experiments, Analogies	Completed
	c) Social Learning Theories: Bandura & Vygotsky	Activity, Power point presentation, Analogies and Case Studies, YouTube Videos	Activity, Power point presentation, Analogies and Case Studies, YouTube Video	Completed
	Unit 3: Expanding Horizons of Learning:	a) Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & HighRoad or Procedural	Power point presentation, Discussion, Analogies	Completed

		Transfer) & Promoting Transfer			
		b) Group Dynamics, Sociometry and educational Implications	Activity, Power point presentation, Discussion and Charting of Dynamics in classroom and classroom Sociometry	Activity, used Power point presentation, Discussion and Charting of Dynamics in classroom and classroom Sociometry	Completed
		c) Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher	Activity, Power point presentation, Discussion, YouTube videos	Activity, Power point presentation, Discussion, YouTube videos	Completed
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 case of: • Learners with learning disabilities • Learners with Hyperactivity & Attention Disorders • Gifted Learners	Power point presentation, Discussion and Case studies, YouTube Videos	Power point presentation, Discussion and Case studies, YouTube Videos	Completed
		b) Differentiated Instruction: Concept, Characteristics / Key Features & Strategies	Power point presentation, Discussion and Case studies, YouTube Videos	Power point presentation, Discussion and Case studies, YouTube Videos	Completed
		c) Multi-Cultural Education: Concept, James Bank's Five Dimensions of MCE, Implications of MCE in the Indian Context	Activities, Power point presentation and discussion, YouTube Videos	Activities, used Power point presentation and discussion, YouTube Videos	Completed

	Unit 5: Teaching for Effective Learning	a) Reflective and Critical Thinking: Meaning & Educational Implications	Activities, Power point presentation, Expository and Interactive techniques, Workshop by a Resource Person	Activities, Power point presentation, Expository and Interactive techniques, Workshop by a Resource Person	Completed
		b) Creativity and Problem Solving: Meaning, Process & Promoting	Activities, Power point presentation, Expository and Interactive techniques, Workshop by a Resource Person	Activities, Expository and Interactive techniques, Workshop by a Resource Person	Completed
		c) Meta-cognition: Meaning, Components & Strategies	Activity, Power point presentation, Expository and Interactive techniques,	Activity, Power point presentation, Expository and Interactive techniques	Completed
	Unit 6: Teaching as a Profession	a) Professionalism in Teaching: Concept & Principles; and Importance of Academic Freedom	Analogies, Power point presentation, Discussion	Analogies, Power point presentation, Discussion	Completed
		b) Evolving Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher	Analogies, Power point presentation, Discussion and Co- operative learning technique- Jigsaw Method & Student Seminar presentations	Analogies, Power point presentation, Discussion and Student Seminar presentations	Completed
		c) Professional Competencies for Classroom Management: Prevention, Intervention & Remediation: 1. Prevention: (Establishing & Maintaining Effective Learning Environment), 2. Intervention: (Rules and	Power point presentation, Discussion and Co-operative	Conducted session on Google Meet platform, used Power point presentation, Discussion	

		Consequences of Stopping	learning technique- Jigsaw Method		Completed
		Misbehaviour, the Need to Stop & Train), 3. Remediation: (Developing Student Responsibility & Self-Control, Remediating chronic Behavioural Problems, Gordon Model of Self-discipline			

St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022

Name of Faculty: Dr. Cerena D'Cunha

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

Semester: II

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: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines and English	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
		b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types)	Power point presentations, Lecture method	Conducted session on Google Meet platform, used Power point presentations, Lecture method	Completed
		c) Place of English in the present school curriculum.	Power point presentations, Discussion, Youtube videos	Conducted session on Google Meet platform, used Powerpoint presentations, Discussion, Youtube videos	Completed
	Unit 2: Role of English Language	a) Nature of Language	Power point presentations, Case study, Discussion	Conducted session on Google Meet platform, used Powerpoint presentations, Case study, Discussion	Completed
		b) Language and Society – Importance of English language in day-to-day life	Power point presentations, Brainstorming, Youtube videos	Conducted session on Google Meet platform, used Power point presentations, Brainstorming, Youtube videos	Completed

		c) Language and School - • Concept & types of language registers • Role of English Language in a multilingual Class room	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
	Unit 3: Pedagogical Approaches & Techniques	a) Constructivist Approach (7E's), Communicative Approach (Concept & procedure) Inductive-deductive Approach	Power point presentation, Discussion, Socratic Method	Conducted session on Google Meet platform, used Power point presentation, Discussion, Socratic Method	Completed
		b) Techniques of teaching-expository (narration, dramatization, concept mapping) & Interactive techniques (discussion, questioning, brainstorming)	Power point presentations, Expository and Interactive techniques	Conducted session on Google Meet platform, used Power point presentations,	Completed
			Co-Operative learning technique Flipped Classroom	Expository and Interactive techniques Co-Operative learning technique Flipped Classroom	
		c) Ways of appreciation of poems	Power point presentation, Flipped Classroom	Conducted session on Google Meet platform, used Power point presentation, Flipped Classroom	Completed
		a) Aims and objectives of teaching English as first language and as second language.	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed

MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT	Unit 4: Pedagogical Bases	b) Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
		c) Maxims of teaching	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
	Unit 5: Professional Development of Teacher	a) Challenges faced in class room by an English teacher in India.	Power point presentation, Brainstorming, Youtube videos	Conducted session on Google Meet platform, used Powerpoint presentation, Brainstorming, Youtube videos	Completed
		b) Need and Avenues of Continuous Professional Development	Power point presentation, Brainstorming	Conducted session on Google Meet platform, used Power point presentation, Brainstorming	Completed
		c) Contribution by personalities –Chomsky & R.K Narayan	Power point presentation, Flipped Classroom	Conducted session on Google Meet platform, used Power point presentation, Flipped Classroom	Completed
		a) Learning Resources • Library as a learning resource • E-resources (blogs, e-books, social networking sites) and CALL	Student Seminar presentations & Discussion	Conducted session on Google Meet platform, used Student Seminar presentations & Discussion	Completed

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

St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System

TEACHING PLAN
Academic Year: 2021-2022 Name of Faculty: Dr. Reshma Rodrigues

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

Semester: II

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 – 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	Lecture method, 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	CAM Method, Career Exhibition, PPT, YouTube Video	CAM Method, Career Exhibition, PPT, YouTube Video	Completed
		c – Place of Social Sciences in the present school curriculum	Debate cum discussion, PPT, Analysis of Educational Policies and Curricular Frameworks	Debate cum discussion, PPT, Analysis of Educational Policies and Curricular Frameworks	Completed

	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	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	Completed
		b – Objectives of teaching History and Political Science at the secondary level	Inquiry Training Model, PPT	Inquiry Training Model, PPT	Completed
		c – Values of teaching History & Political Science	Discussion, Poster Making using CANVA, PPT	Discussion, Poster Making using CANVA, PPT	Completed
	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	Each One Teach One technique, Workshop on textbook analysis, Discussion cum debate, PPT, Research articles	Completed
		b – Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)	Seminar Presentations, PPT	Seminar Presentations, PPT	Completed
		c – Field trips, Museum	Virtual field trip to a place of historical significance and a museum, Use of Fact Files, PPT	Virtual field trip to a place of historical significance and a museum, Use of Fact Files, PPT	Completed
Module 2 – Transacting History and	Unit 4 – Essentials of Curriculum	a – Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)	Demonstration of micro lessons, Lesson Plan writing, PPT	Demonstration of micro lessons, Lesson Plan writing, PPT	Completed

Political Science Curriculum	transaction in History & Political	b – Correlation of History & Political Science: Internal and external (Literature, Science, Mathematics, Geography, Economics, Craft)	Jigsaw method, Lesson Plan Writing, PPT	Lecture method, Lesson Plan Writing, PPT	Completed
	Science	c – History as a concept driven subject: Concept based and generalization-based learning	Model lessons, Group work on lesson planning and execution, PPT	Model lessons, Lecture method, PPT	Completed
	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	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	Completed
		b – Contemporary pedagogy: Project-based Learning, Social Enquiry	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Completed
		c – Cooperative learning pedagogy: Think pair share, Round robin, Buzz	Jigsaw, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning, PPT	Lecture Method, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning using flipped method, PPT	Completed
		a – Qualities of a History teacher	Mock Interviews, Discussion, PPT	Mock Interviews, Discussion, PPT	Completed

	Unit 6 – The History Teacher	b – Professional growth of a History teacher – Need and Avenues for professional development	Analyzing students' experiences of Project based course 1, Discussion on the importance of professional growth, Self-study work of searching platforms for professional growth, PPT	Analyzing students' experiences of Project based course 1, Discussion on the importance of professional growth, Self-study work of searching platforms for professional growth, PPT	Completed
		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	Interviewing a history teacher by an individual student and then analyzing the data, Discussion, PPT	Completed

St. Teresa's Institute of Education

S. V. Road, Santa Cruz West, Mumbai - 400 054 Reaccredited with Grade

'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System

TEACHING PLAN (Academic Year: 2021-2022)

Name of Faculty: Dr. Cindrella D'Mello

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

Semester: II, 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: FUNDAMENTAL SOF MATHEMATICS	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:	Lecture method,	Online Lecture, discussion,	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 Development of 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, Pythagoras	Seminar presentations, PPT	Seminar presentations, PPT	Completed

St. Teresa's Institute of Education

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Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System **TEACHING PLAN**

Academic Year: 2021 - 2022

Name of Faculty: Associate Professor Dr. Giselle D'souza

Course: Pedagogy of School Subject Science Semester: II

Total Credits: 6

Work Load Allocation: 100% of workload (6 Units)

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 Science Education	Unit 1- Basics of Academic Disciplines	a – Meaning of Academic disciplines, relationship between academic disciplines and Science subject	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method➤ Handout, reflection and group discussion	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method➤ Handout, reflection and group discussion	100% Complete
		b – Classification of academic disciplines: Becher Biglan typology with emphasis on nature of knowledge in each type.	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method➤ Brainstorming	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Videos clips➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method➤ Brainstorming	100% Complete
		c – Place of Science subject in the School Curriculum	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Cooperative learning strategies (think-pair-share)➤ Lecture Method	100% Complete
	Unit 2 – Place of Science in the Curriculum and life	a – Meaning and Nature of Science, Science process Skills-	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Lecture Method➤ Video clip	<ul style="list-style-type: none">➤ PowerPoint Presentations➤ Lecture Method➤ Video clip	100% Complete

		Basic and			
		integrated			
		b. Aims and objectives of Teaching Science at upper primary, secondary and higher secondary level (NCF 2005)	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Group discussion 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Group discussion 	100% Complete
		c. Values of teaching Science in socio-cultural context.	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Flipped classroom Approach ➤ Word cloud 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Flipped classroom Approach ➤ Word cloud 	100% Complete
	Unit 3 – Organisation of Science curriculum	a – Maxims of Teaching Science	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Gaming ➤ Co-operative learning strategy numbered heads together ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Gaming ➤ Co-operative learning strategy ➤ Lecture Method 	100% Complete
		b – Co-relation of science in the Curriculum- Internal and External	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Padlet 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Padlet 	100% Complete
		c – i. Infusing global perspectives in the Science Curriculum ii. Curriculum Organisation- Concentric and Topical Approach	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Seminar presentations 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Seminar presentations 	100% Complete

Module 2 – Transacting Science Curriculum	Unit 4 – Science Teaching: Methods, approaches and Tools	a – Methods of teaching: Lecture cum demonstration method, Project method, Problem solving method	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Student presentations with actual demo of lesson using that method ➤ Orientation to the P2BL approach proposed by NEP 2020 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Student presentations with actual demo of lesson using that method ➤ Orientation to the P2BL approach proposed by NEP 2020 	100% Complete
		b – Approach: Inducto-deductive approach	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Student presentations with actual demo of lesson using that method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Student presentations with actual demo of lesson using that method 	100% Complete
		c. Concept Mapping: Meaning, Steps, Significance, PEOR	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Hands-on experience on concept Mapping ➤ PEOR VTR worksheet 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Hands-on experience on concept Mapping ➤ PEOR VTR worksheet 	100% Complete
	Unit 5 – Learning Resources and Activity	a – Science Textbook, characteristics of a Science Textbook	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Book review of a Science Textbook by students 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Book review of a Science Textbook by students 	100% Complete
		b – Science Club and Science Field visit	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Organisation of a Science Club activity ‘Eureka Dhamaka’ 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Organisation of a Science Club activity ‘Eureka Dhamaka’ 	100% Complete
		c. Improved apparatus and e-resources	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Use of online simulation apps ➤ Orientation to Olabs ➤ Self-exploration of e-resources such as Khan Academy, DIKSHA, Brainly 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Use of online simulation apps ➤ Orientation to Olabs ➤ Self-exploration of e-resources such as Khan Academy, DIKSHA, Brainly 	100% Complete
	Unit 6 – Science Teacher	a – Need and avenues of Professional Growth	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Brainstorming ➤ SWOT analysis 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Brainstorming ➤ SWOT analysis 	100% Complete

		b – Science Laboratory-Planning and Maintenance, Laboratory Method	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Videos ➤ Student presentations with actual demo of lesson using that method 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Lecture Method ➤ Videos ➤ Student presentations with actual demo of lesson using that method 	100% Complete
		c. Diagnostic Testing and Remedial Teaching in Science	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Case studies 	<ul style="list-style-type: none"> ➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Case studies 	100% Complete

St. Teresa's Institute of Education

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Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Joan Lopes

Course: Interdisciplinary Course 2 – Educational Management

Semester: II

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 -	Unit 1 - Concept of Educational Management	a - Concept of Educational Management-Meaning, objectives, Importance			Videos, PPTs and Explanation	Videos, PPTs and Explanation	Completed
		b – Principal of Management by Henry Fayol and Its Application to Educational Management			Lecture Method with the PPTs	Lecture Method with the PPTs	Completed
		c – Concept of System Thinking and System Approach to Educational Management			Videos, Examples and Discussion	Videos, Examples and Discussion	Completed

	Unit 2 – Educational Institution Organizational Perspective	a -Concept of Organizational Culture and Organizational Climate and difference between -Concept of Organizational Culture and Organizational Climate			School Visit and Report Writing based on Internship	School Visit and Report Writing based on Internship	Completed
		b – Functions of Management- Planning, Organizing, Staffing, Directing and Controlling			Game: Guess Who Am I?	Game: Guess Who Am I?	Completed
		c – Peter Senges Model of Learning Organization			Videos and Explanation	Videos and Explanation	Completed
	Unit 3 – Organizational Management	a – Quality of Management			Group Discussion	Group Discussion on Google meet	Completed
		b – Human Resource Management: Meaning, Need, Process					Completed
		c – Change Management: Meaning, Need, Process			Changing the classroom environment and asking students' observation-Discussion	Changing the classroom environment on the screen and asking students observation	Completed
	Unit 4 – Human Resource Management	a – Concept and Functions of Leadership			Videos and PPTs	Videos and PPTs	Completed
Module 2 -		b – Leadership Styles: transnormal Leadership, Situational Leadership, Team Leadership (Meaning, Characteristics, Merits and			Cooperative Learning-Think -	Cooperative Learning-Think- Pair -Share online	Completed

		Demerits)			Pair -Share	mode	
		c – Leadership Skills: Grievance Management, Decision Making, Crisis Management (meaning and need)			Round Robin Brainstorming	Round Robin Brainstorming online	Completed
	Unit 5 - Educational Administration	a – Time Table: Importance, Types, and Principals of Time Table Construction			Sharing Internship Experiences and Discussion	Sharing Internship Experiences and Discussion	Completed
		b – Staff Meeting: Need, Types and Process			Observation and Role Play	Dicussion	Completed
		c – Absenteeism: Causes and Measures (Staff and Students)			Sharing Internship Experiences and Discussion	Sharing Internship Experiences and Discussion	Completed
	Unit 6 – Educational Administration in India	a – Educational Administration set- up in India			Videos and Lecture Method	Videos and Lecture Method	Completed
		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 and Reflection	Big Five Talk Show at College Level Reflection	Completed
		c -Different governing bodies in Education Function of NCERT, MSCERT			Questioning and Explanation	Questioning and Explanation	Completed

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System **TEACHING PLAN**

Academic Year: 2021 - 2022

Name of Faculty: Associate Professor Dr. Giselle D'souza

Course: Assessment for Learning Semester: 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 – Fundamentals of Assessment	Unit 1: Concept of Assessment	a – Meaning, Nature, Functions of Assessment	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
		b – Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
		c – Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic & Summative)	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
	Unit 2: Essential of Assessment	a – Aims and Objectives – Meaning, Relationship	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming➤ Cooperative learning	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Gaming	100% Complete

		between aims and objective, and Criteria for writing statements of objectives.	strategies <ul style="list-style-type: none"> ➤ Workshop on the writing of objectives and specifications ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Cooperative learning strategies ➤ Workshop on the writing of objectives and specifications ➤ Lecture Method 	
		b – Learning outcomes – meaning, relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Gaming ➤ Cooperative learning strategies ➤ Workshop on the writing of objectives and specifications ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Gaming ➤ Cooperative learning strategies ➤ Workshop on the writing of objectives and specifications ➤ Lecture Method 	100% Complete
		c – Assessment of Cognitive Affective and Psychomotor domains of learning	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Gaming ➤ Cooperative learning strategies ➤ Workshop on the writing of objectives and specifications ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Gaming ➤ Cooperative learning strategies ➤ Workshop on the writing of objectives and specifications ➤ Lecture Method 	100% Complete
	Unit 3: Trends & Issues of Assessment	a – Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ The BIG 5 Talk show ➤ Debates ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ The BIG 5 Talk Show ➤ Debates ➤ Lecture Method 	100% Complete
		b – Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Debates ➤ Workshop on different techniques of Internal / External Assessment ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Debates ➤ Workshop on different techniques of Internal / External Assessment ➤ Lecture Method 	100% Complete

		c - Psycho-social	➤ Power Point Presentations	➤ Power Point	100%
		concerns of Assessment (Implications) ➤ No detention policy (RTE Act, 2009) ➤ Competitive ranking of schools ➤ Profiteering by Private Agencies	➤ Video Clips ➤ Cooperative learning strategies ➤ Debates ➤ Case studies ➤ Lecture Method	Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Debates ➤ Case studies ➤ Lecture Method	Complete
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	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method	100% Complete
		b- Tools and Techniques of Assessment (Meaning, Guidelines of Development & Uses): 1. Checklist 2. Rating Scale 3. Rubrics 4. Anecdotal Records	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Gaming ➤ Seminar Presentations ➤ Role Plays ➤ Lecture Method	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Gaming ➤ Seminar Presentations ➤ Role Plays ➤ Lecture Method	100% Complete
		c-Achievement Tests: 1. Performance Tests 2. Written Test 3. Open Book Examination and Online Examination (Merits & Limitations)	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Gaming ➤ Seminar Presentations ➤ Role Plays ➤ Lecture Method	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Gaming ➤ Seminar Presentations ➤ Role Plays ➤ Lecture Method	100% Complete

	Unit 5: Differentiated Assessment Strategies	a-Meaning and purpose of Teacher assessment, Self-Assessment and peer Assessment	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
		b-Criterion Referenced tests and Norm referenced Tests (Meaning, Characteristics)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
		c-Records used in Assessment (Meaning, Guidelines of development & Uses) 1. Cumulative Records 2. Student Portfolio 3. Learner Profile 4. Reflective Journal	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Workshop on preparation of E-Portfolios ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Workshop on preparation of E-Portfolios ➤ Lecture Method 	100% Complete
	Unit 6: Differentiated Assessment Strategies	a -Feedback & Criteria of Constructive Feedback.	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
		b -Reporting (Meaning and Types of Reporting)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Orienting the students to different types of reports through practical exposure ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Orienting the students to different types of reports through practical exposure ➤ Lecture Method 	100% Complete

		c- Statistical Application for Interpretation and Reporting: 1. Calculation and Interpretation of Mean and Median 2. Interpretation of Standard Deviation with reference to	➤ Power Point Presentations ➤ Cooperative learning strategies ➤ Lecture Method	➤ Power Point Presentations ➤ Cooperative learning strategies ➤ Lecture Method	100% Complete
		Normal Probability Curve 3. Interpretation of Percentile and Percentile Rank			

St. Teresa's Institute of Education

S. V. Road, Santa Cruz WestMumbai - 400 054

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice SystemTEACHING PLAN

Academic Year: 2021-2022

Name of Faculty: Dr. Cerena D'Cunha

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

Semester: 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: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS	Unit 1: Basics of Academic Disciplines	a) Meaning of academic disciplines, Relationship between academic disciplines and English	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
		b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types)	Power point presentations, Lecture method	Conducted session on Google Meet platform, used Power point presentations, Lecture method	Completed

		c) Place of English in the present school curriculum.	Power point presentations, Discussion, Youtube videos	Conducted session on Google Meet platform, used Powerpoint presentations, Discussion, Youtube videos	Completed
Unit 2: Role of English Language		a) Nature of Language	Power point presentations, Case study, Discussion	Conducted session on Google Meet platform, used Powerpoint presentations, Case study, Discussion	Completed
		b) Language and Society – Importance of English language in day-to-day life	Power point presentations, Brainstorming, Youtube videos	Conducted session on Google Meet platform, used Power point presentations, Brainstorming, Youtube videos	Completed
		c) Language and School - • Concept & types of language registers • Role of English Language in a multilingual Class room	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
	Unit 3: Pedagogical Approaches & Techniques	a) Constructivist Approach (7E's), Communicative Approach (Concept & procedure) Inductive-deductive Approach	Power point presentation, Discussion, Socratic Method	Conducted session on Google Meet platform, used Power point presentation, Discussion, Socratic Method	Completed
		b) Techniques of teaching-expository (narration, dramatization, concept mapping) & Interactive	Power point presentations, Expository and Interactive techniques	Conducted session on Google Meet platform, used Power point presentations,	Completed

		techniques (discussion, questioning, brainstorming)	Co-Operative learning technique Flipped Classroom	Expository and Interactive techniques Co-Operative learning technique Flipped Classroom	
		c) Ways of appreciation of poems	Power point presentation, Flipped Classroom	Conducted session on Google Meet platform, used Power point presentation, Flipped Classroom	Completed
MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT	Unit 4: Pedagogical Bases	a) Aims and objectives of teaching English as first language and as second language.	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
		b) Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
		c) Maxims of teaching	Power point presentations, Discussion	Conducted session on Google Meet platform, used Power point presentations, Discussion	Completed
	Unit 5: Professional Development of Teacher	a) Challenges faced in class room by an English teacher in India.	Power point presentation, Brainstorming, Youtube videos	Conducted session on Google Meet platform, used Powerpoint presentation, Brainstorming, Youtube videos	Completed

		b) Need and Avenues of Continuous Professional Development	Power point presentation, Brainstorming	Conducted session on Google Meet platform, used Power point presentation, Brainstorming	Completed
		c) Contribution by personalities –Chomsky & R.K Narayan	Power point presentation, Flipped Classroom	Conducted session on Google Meet platform, used Power point presentation, Flipped Classroom	Completed
	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	Student Seminar presentations & Discussion	Conducted session on Google Meet platform, used Student Seminar presentations & Discussion	Completed
		b) Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing /Composition)	Student Seminar presentations & Discussion	Conducted session on Google Meet platform, used Student Seminar presentations & Discussion	Completed
		c) Use of ICT in assessment	Student Seminar presentations & Discussion	Conducted session on Google Meet platform, used Student Seminar presentations & Discussion	Completed

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Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr. Joan Lopes

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

Semester: 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 – 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	Lecture method, 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	CAM Method, Career Exhibition, PPT, YouTube Video	CAM Method, Career Exhibition, PPT, YouTube Video	Completed
		c – Place of Social Sciences in the present school curriculum	Debate cum discussion, PPT, Analysis of Educational Policies and Curricular Frameworks	Debate cum discussion, PPT, Analysis of Educational Policies and Curricular Frameworks	Completed

	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	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	Completed
		b – Objectives of teaching History and Political Science at the secondary level	Inquiry Training Model, PPT	Inquiry Training Model, PPT	Completed
		c – Values of teaching History & Political Science	Discussion, Poster Making using CANVA, PPT	Discussion, Poster Making using CANVA, PPT	Completed
	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	Each One Teach One technique, Workshop on textbook analysis, Discussion cum debate, PPT, Research articles	Completed
		b – Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)	Seminar Presentations, PPT	Seminar Presentations, PPT	Completed
		c – Field trips, Museum	Virtual field trip to a place of historical significance and a museum, Use of Fact Files, PPT	Virtual field trip to a place of historical significance and a museum, Use of Fact Files, PPT	Completed
Module 2 – Transacting History and	Unit 4 – Essentials of Curriculum	a – Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)	Demonstration of micro lessons, Lesson Plan writing, PPT	Demonstration of micro lessons, Lesson Plan writing, PPT	Completed

Political Science Curriculum	transaction in History & Political	b – Correlation of History & Political Science: Internal and external (Literature, Science, Mathematics, Geography, Economics, Craft)	Jigsaw method, Lesson Plan Writing, PPT	Lecture method, Lesson Plan Writing, PPT	Completed
	Science	c – History as a concept driven subject: Concept based and generalization-based learning	Model lessons, Group work on lesson planning and execution, PPT	Model lessons, Lecture method, PPT	Completed
	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	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	Completed
		b – Contemporary pedagogy: Project-based Learning, Social Enquiry	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Model lesson, use of current affairs using newspaper articles, creating history projects, Project Method, PPT	Completed
		c – Cooperative learning pedagogy: Think pair share, Round robin, Buzz	Jigsaw, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning, PPT	Lecture Method, Lesson planning and execution using mentioned techniques, Video on the concept and importance of cooperative learning using flipped method, PPT	Completed
		a – Qualities of a History teacher	Mock Interviews, Discussion, PPT	Mock Interviews, Discussion, PPT	Completed

	Unit 6 – The History Teacher	b – Professional growth of a History teacher – Need and Avenues for professional development	Analyzing students' experiences of Project based course 1, Discussion on the importance of professional growth, Self-study work of searching platforms for professional growth, PPT	Analyzing students' experiences of Project based course 1, Discussion on the importance of professional growth, Self-study work of searching platforms for professional growth, PPT	Completed
		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	Interviewing a history teacher by an individual student and then analyzing the data, Discussion, PPT	Completed

St. Teresa's Institute of Education

S. V. Road, Santa Cruz West, Mumbai - 400 054 Reaccredited with Grade

'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System

TEACHING PLAN (Academic Year: 2021-2022)

Name of Faculty: Dr. Cindrella D'Mello

Course: ELECTIVE COURSE 1 (EC 2) PEDAGOGY OF SCHOOL SUBJECT:

MATHEMATICS

Semester: 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: 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 Development of 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- Aryabhata, Ramaujan, Euclid, Pythagoras	Seminar presentations, PPT	Seminar presentations, PPT	Completed

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr. Cindrella Dmello

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

Semester: III

Total Credits: 6

Work Load Allocation: 100%

Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e- resources	Metho dology / techniq ues/ resourc es	Comple tion status
MODULE 1: FUNDAMENTA LS 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 Concept Maps, Student deliberations, Inferences and Justifications by students	Teachi ng execut ed as per plan	Comple te
		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 Mind Maps, 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 Concept Maps		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	Unit 4: Science Teaching:	a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving	Gamification, Collaborative Learning, Student reflections		Complete

CURRICULUM (2 Credits)	Methods, Approaches and Tools	b) Approach : Inducto-deductive Approach	Illustration		Complete
		c) Concept Mapping Meaning, Steps and Significance, PEOR (i.e. Predict, Expla,, Observe & React)	Learning by Doing		Complete
	Unit 5: Learning Resources and Activity	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
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St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle) Programme: Bachelor Degree of Education 2 - Years Credit

Based Choice

System TEACHING PLAN

Academic Year: 2021-2022

Name of Faculty: Dr. Sr Tanuja Waghmare

Course: Interdisciplinary Course (IC3) : Language Across Curriculum

Semester: III

Total Credits: 6

Work Load Allocation: 50%

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: Multilingualism and its Implications in the Indian Classroom/ Context	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
	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
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Reaccredited with Grade 'A' by NAAC (3rd Cycle) Programme: Bachelor Degree of Education 2 - Years Credit

Based Choice

System TEACHING PLAN

Academic Year: 2021-2022

Name of Faculty: Dr. Reshma Rodrigues

Course: Interdisciplinary Course (IC3) : Language Across Curriculum

Semester: III

Total Credits: 6

Work Load Allocation: 50%

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 2 TRANSACTIONING LANGUAGE	Unit 4: The Nature of Classroom	a) Class room discourse, nature and its types	Video clippings of different classroom techniques, PPT	Video clippings of different classroom techniques, PPT	Completed

ACROSS DISCIPLINES/ CURRICULUM	Discourse, Oral Language	b) Importance of oral language in the classroom	YouTube Videos, Discussion, PPT	YouTube Videos, Discussion, PPT	Completed
	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

	Unit 6: Language across Curriculum	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
		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

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**S. V. Road, Santa Cruz West, Mumbai - 400 054 Reaccredited with
Grade 'A' by NAAC (3rd Cycle)**

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System

TEACHING PLAN (Academic Year: 2021-2022)

Name of Faculty: Dr. Cindrella D'Mello

Course: CONTEMPORARY INDIA AND EDUCATION (CC5)

Semester: IV

Total Credits: 6

Work Load Allocation: 50%

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
	Unit 2.Addressing Inequality of Indian society: Nature, Challenges and Role of Education	a) Stratification of Indian Society with reference to Caste, Class and Gender	Lecture method, discussion, questioning.	Online Lecture, discussion, questioning.	Completed
		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

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**S. V. Road, Santa Cruz West, Mumbai - 400 054 Reaccredited with Grade 'A' by
NAAC (3rd Cycle)**

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System

TEACHING PLAN (Academic Year: 2021-2022)

Name of Faculty: Dr. Cerena Dcunha

Course: CONTEMPORARY INDIA AND EDUCATION (CC5)

Semester: IV

Total Credits: 6

Work Load Allocation: 50%

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 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, YouTube videos	Analogies, illustrations, discussion, brainstorming, PPT, YouTube videos	Completed
		b) RTE Act 2009 and Universalization of Education	Discussion, brainstorming,PPT, YouTube videos	Discussion,brainstorming, PPT, YouTube videos	Completed

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

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System **TEACHING PLAN**

Academic Year: 2021 - 2022

Name of Faculty: Associate Professor Dr. Giselle D'souza

Course: Environmental Education Semester: 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	Completion status
Module 1 – Fundamentals of Environmental Education	Unit 1: Concept of Environment, Eco System and Ecology	a – Environment: Meaning, Components (Biotic and Abiotic)	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Animated songs➤ Online Quizzes➤ Worksheets➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Animated songs➤ Online Quizzes➤ Worksheets➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
		b – Concept of Eco System & Types of Eco System	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Animated songs➤ Online Quizzes➤ Worksheets➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Animated songs➤ Online Quizzes➤ Worksheets➤ Gaming➤ Cooperative learning strategies➤ Lecture Method	100% Complete
		c – Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), Food Web & Ecological	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Animated songs➤ Online Quizzes➤ Worksheets	<ul style="list-style-type: none">➤ Power Point Presentations➤ Video Clips➤ Animated songs➤ Online Quizzes➤ Worksheets	100% Complete

		Energy Dynamics	<ul style="list-style-type: none"> ➤ Gaming ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Gaming ➤ Cooperative learning strategies ➤ Lecture Method 	
	Unit 2: Major Environmental issues: Meaning, Causes, effects and Remedies	a – Climate Change & Loss of Biodiversity.	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ 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 	100% Complete
		b – Bio magnification and Eutrophication	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs ➤ Online Quizzes ➤ Worksheets ➤ Gaming ➤ Case studies ➤ Newspaper Cut outs and Discussions ➤ Flipped Classroom Approach ➤ Study Circles 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs ➤ Online Quizzes ➤ Worksheets ➤ Gaming ➤ Case studies ➤ Newspaper Cut outs and Discussions ➤ Flipped Classroom Approach ➤ Study Circles 	100% Complete

			<ul style="list-style-type: none"> ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Cooperative learning strategies ➤ Lecture Method 	
		c – Genetic Engineering & Urban Sprawl	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs ➤ Online Quizzes ➤ Worksheets ➤ Gaming ➤ Case studies ➤ Newspaper Cut outs and Discussions ➤ Flipped Classroom Approach 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs ➤ Online Quizzes ➤ Worksheets ➤ Gaming ➤ Case studies ➤ Newspaper Cut outs and Discussions ➤ Flipped Classroom Approach 	100% Complete
			<ul style="list-style-type: none"> ➤ Study Circles ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Study Circles ➤ Cooperative learning strategies ➤ Lecture Method 	
	Unit 3: Development of Environmental Education	a – Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Study Circles ➤ Brainstorming ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Study Circles ➤ Brainstorming ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete

		b – Environmental Education: Meaning, Objectives, Principles & Significance	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Study Circles ➤ Brainstorming ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Study Circles ➤ Brainstorming ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
		c – Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Study Circles ➤ Brainstorming ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Study Circles ➤ Brainstorming ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
Module 2: Environmental Education for Sustainable Development	Unit 4: Initiatives for Environment Assessment	a- Environmental Impact Assessment: (Meaning, Steps & significance)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies 	100% Complete
		b- Environmental Management and Protection Need for environmental management function and characteristics of	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies 	100% Complete

		environmental	➤ Lecture Method		
		management			
		c – Environmental Audit (Definition; Features and types of environmental auditing)	➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method	➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies	100% Complete
	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	➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method	100% Complete

		b- Sustainable Environmental Practices: Rain water Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
		c- Indigenous Technical Knowledge as a sustainable Practice.	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Cooperative learning strategies ➤ Lecture Method 	100% Complete
	Unit 6: Environmental Initiatives, Projects and Laws	a –Movements: Tarun Bharat Sangh, Narmada Bachao Andolan	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Study circles ➤ Crosswords ➤ Seminar Presentations ➤ Cooperative learning 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Study circles ➤ Crosswords ➤ Seminar Presentations ➤ Cooperative learning 	100% Complete
			strategies <ul style="list-style-type: none"> ➤ Lecture Method 	strategies <ul style="list-style-type: none"> ➤ Presentations 	

		b – Projects: Tiger Project, Ganga Action Plan	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Study circles ➤ Crosswords ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Study circles ➤ Crosswords ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Presentations 	100% Complete
		c- Laws of Conservation & Protection: Wild-life Protection Act 1972, Environment Protection Act, 1986 and Noise Pollution Act - 2000.	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Study circles ➤ Crosswords ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Lecture Method 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Online Quizzes ➤ Gaming ➤ Brainstorming ➤ Study circles ➤ Crosswords ➤ Seminar Presentations ➤ Cooperative learning strategies ➤ Presentations 	100% Complete

St. Teresa's Institute of Education

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

Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr. Joan Lopes

Course: Elective Course 3 – Guidance and Counselling

Semester: 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	Completion status
Module 1 - FUNDAMENTALS OF GUIDANCE	Unit 1 - Concept of Guidance	a Concept (Meaning, Characteristics) Principal, Functions, Need			Videos, PPTS, Explanation	Videos, PPTS, Explanation	Completed
		b – Types of Guidance- Educational, Vocational and Personal			Guess who Am i? - Game	Guess who Am I? and lecture method	Completed
		c – Agencies of Guidance- Home, School			Situational Discussion	Situational Discussion	Completed
	Unit 2 – Strategies and Devices for Guidance (Uses and Limitations)	a- Strategies For Guidance- Individual and Group			Brain storming	Brain Storming on Google meet, made 5 groups of 10 students	Completed
		b – Test for Guidance- Aptitude, Interest and Personality			Co-operative Learning	Co-operative Learning	Completed
		b- Non-Testing Devices -case study, Interview, and Checklist			Role play	Took an Interview, asked questions on Online mode	Completed

	Unit 3 -Career Guidance	a -Sources of Career Information			Career Exhibition	Asked students to collect the information and explain	Completed
		b – Ginsburg’s Theory of Vocational Choice, Factors influencing Vocational Choice			Videos and Lecture Method	Videos and Lecture Method	Completed
		c – Concept and Factors affecting Job Satisfaction			Sharing Experiences of Internship Programme	Sharing Experiences of Internship Programme on Online mode	Completed
Module 2 - Fundamentals of Counselling	Unit 4 - Concept of Counselling	a -Meaning and Characteristics of Counselling			PPTs and Explanation	PPTs and Explanation	Completed
		b-Types of Counselling: Directive, Non-Directive and Eclectic			Explanation with PPTs	Explanation with PPTs	Completed
		c -Process of Counselling: Initial Disclosure, In-Depth exploration and Commitment to action			Explanation with PPTs	Explanation with PPTs, showed videos	Completed
	Unit 5 – Counselling and Innervation	a – Skills required for counselling Rapport Building, Listening, Questioning, Responding			Questioning cum explanation	Questioning cum explanation	Completed
		b -Approaches of Counselling Cognitive – Behavioral Albert Ellis REBT AND Humanistic Person-Centered Counselling- Carl Rogers			Seminar Presentations	Seminar Presentations	Completed

		c -Counselling for Adolescent Issues Addiction Substance abuse and Technology introduced social networking, academic stress			Case study	Case Study	Completed
	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.	Completed
		b – Professional ethics of a counsellor			Discussion	Discussion	Completed
		c -Functions, qualities. And qualification of Counsellor			Discussion	Discussion	Completed

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022

Name of Faculty: Dr. Reshma Rodrigues

Course: Interdisciplinary Course 4 – Creating An Inclusive School

Semester: 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	Completion status
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	Completed
		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, PPT	Completed
		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, PPT	Completed
	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	Completed

		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	Complete
		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	Complete
	Unit 3 – Policies Promoting Inclusion	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	Complete
		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	Complete
		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	Complete
	Module 2 – Addressing Learners’ Diversity	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	Complete
		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	Complete

		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	Complete
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	Complete
		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	Complete
		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	Complete
	Unit 6 – Functionaries in 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	Complete
		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	Complete
		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	Complete

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Reaccredited with Grade 'A' by NAAC (3rd Cycle)

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN

Academic Year: 2021-2022

Name of Faculty: Dr. Reshma Rodrigues

Course: Ability Course 2 (AB 2)					
Reading and Reflecting on Texts					
Semester: 4					
Total Credits: 3					
Workload Allocation: 100%					
Module	Unit	Sub-unit	Planned teaching methodology/ techniques/activities and resources/e- resources	Metho dology / techni ques / resourc es	Comple tion status
MODU LE 1: REVISIT ING READI NG (1 Credit)	Unit 1 Diversity of Text Meanin g, Significa nce and	a) Understanding Diverse Text Forms- Expository, Narrative, Persuasive, Scientific and Technical.	Workshop Method	Teaching execut ed as per plan	Complete
		b) Diversity of Texts related to Education Expository, narrative, technical, documentaries, policies, historical and ethnographies.	Workshop Method		Complete

	Reflection	c) Socio-cultural Diversity and Texts : i) Influence of individual diversity (Language, culture, caste, gender) on texts. ii) Influence of group on understanding texts(Communicative Reader)	PPT, Videos	
	Unit 2: Reading for Understanding Strategies and Steps of Reading	a) Davis Nine Component Skills of Comprehension.	Inducto-Deductive Approach, Task Assigned	
		b) Reading strategies: Previewing, Infer and Predicting, Skimming, Scanning and Paraphrasing.	Workshop Method	
		c) Reflecting through stages of Reading: Pre-reading, During Reading and Post Reading.	Case study	
MODULE 2: REFLECTIVE READING AND WRITING (1 Credit)	Unit 3: Reading for Writing	a) Recreating Texts : Rewriting texts from new perspectives	Task assigned	
		b) Critical Analysis of a text	Task assigned	
		c) Reflective journal writing	Orientation to the art of 'Reflective Writing'	
	Reading beyond Texts- Making Connections	a) Making connections to the Text: Text to self, Text to text, Text to World.	Workshop Method, Flipped classroom	
		b) Reading Images and Seeing Texts: Visual to Word and Word to Visual.	Task assigned	
		c) Reading for Change: Understanding educational documents.	wrt National Curriculum Framework, National Education Policy, Right To Education Act, 76th Amendment of the Indian Constitution	

Programme: Bachelor Degree of Education 2 - Years Credit Based Choice SystemTEACHING PLAN

Academic Year: 2021-2022 Name of Faculty: Dr. Joan Lopes

Course: Audit Course 1 (AC) 1 Drama and Art

in EducationSemester: (To be certified by the

Institute in Semester 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	Completion status
MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION	Unit 1: Introduction to Concepts of Drama and Art	a) Forms of Drama and Art – Visual and Performing	Power point presentations, Youtube videos, Workshop	Conducted session on Google Meet platform, Power point presentations, Youtube videos	Completed
		b) Elements of Drama and Art	Talk by a Resource person and Workshop	Talk by a Resource person on Google Meet platform and Workshop	Completed
		c) Understanding stagecraft and audience etiquettes - (set designing, costumes, props, lights, and special effects) and audience etiquettes	Power point presentations, Youtube videos	Conducted session on Google Meet platform, Power point presentations, Youtube videos	Completed
		a) Functions of Drama and Art - Information, Instructive, Persuasive, Educative, Entertainment, Development	Power point presentations, Youtube videos	Conducted session on Google Meet platform, Power point presentations, Youtube videos	Completed
	Unit 2: Application of Drama and Art in Academics	b) Integration of Drama and Art in the school curriculum	Power point presentations, Youtube videos, Discussion	Discussion and Conducted session on Google Meet platform, Power point presentations, Youtube videos	Completed

		c) Developing aesthetic sensibility through Drama and Art	Talk by a Resource person	Conducted session on Google Meet platform, Power point presentations, Youtube videos	Complete
MODULE 2: DRAMA AND ART AS A MEDIUM FOR COMMUNICATION	Unit 3: Drama and Art for Pedagogy	a) Drama and Art for self-realization	Talk by a Resource person and discussion	Conducted session on Google Meet platform, Power point presentations, Youtube videos	Complete
AND SOCIALCHANGE		b) Drama and Art for children with special needs			Complete
		c) Drama and Art for creative expression			Complete
	Unit 4: Drama and Art for Social Intervention	a) Understanding social and environmental issues through drama and art	Discussion and lecture method	Conducted session on Google Meet platform, Power point presentations, Youtube videos	Complete
		b) Understanding local culture through drama and art			Complete
		c) Understanding global culture through drama and art			Complete

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice SystemTEACHING PLAN

Academic Year: 2021 - 2022

Name of Faculty: Associate Professor Dr. Giselle D'souza

Course: Understanding the SelfSemester: I, II, III & IV

Total Credits: 3

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 – The World within the Self	Unit 1: Exploring the Self	a – Exploring self-identity and self-image	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Meditation ➤ Self-reflection ➤ Peer sharing ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Meditation ➤ Self-reflection ➤ Peer sharing ➤ Lecture Method (Online) 	100% Complete
		b – Analysis of strengths, weaknesses, opportunities and challenges (SWOC)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Worksheets ➤ SWOC Analysis ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Worksheets ➤ SWOC Analysis ➤ Lecture Method (Online) 	100% Complete
		➤ c – Techniques of Self-reflection (Reflective diary, Creative imagery, Reflective dialogue and discussion, Social Media blog and Online communication)	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Reflective diary ➤ Creative imagery ➤ Reflective dialogue and discussion ➤ Social Media blogging ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Reflective diary ➤ Creative imagery ➤ Reflective dialogue and discussion ➤ Social Media blogging ➤ Lecture Method (Online) 	100% Complete
	Unit 2: The Evolving Self	a – Development of self-esteem and self- confidence	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Animated songs ➤ Worksheets 	100% Complete
			<ul style="list-style-type: none"> ➤ Worksheets ➤ Gaming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on self-love and self-concept 	<ul style="list-style-type: none"> ➤ Gaming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on self-love and self-concept 	

		b – Management of Emotions	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on Emotional Intelligence 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on Emotional Intelligence 	100% Complete
		c – Positive Thinking	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on the Power of Positive Thinking ➤ Prescription of Self-help books for reading to build the habit of Positive Thinking 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on the Power of Positive Thinking ➤ Prescription of Self-help books for reading to build the habit of Positive Thinking 	100% Complete
Module 2 – Self and the World	Unit 3: The Emerging Self	a- Personal Mastery through Self compassion, Spirituality and Value System	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Meditation exercises ➤ Lecture Method (Online) ➤ Workshop on Personal Mastery through Self compassion, 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Meditation exercises ➤ Lecture Method (Online) ➤ Workshop on Personal Mastery through Self compassion, Spirituality and Value System ➤ Prescription of Self-help books for reading to 	

			Spirituality and Value System ➤ Prescription of Self-help books for reading to develop Self- Compassion	develop Self- Compassion	
		b- Harmony and Peace with Self through Mindfulness	➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Mindfulness exercises ➤ Lecture Method (Online) ➤ Workshop on Harmony and Peace with Self through Mindfulness ➤ Prescription of Self-help books for reading to develop Mindfulness	➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Mindfulness exercises ➤ Lecture Method (Online) ➤ Workshop on Harmony and Peace with Self through Mindfulness ➤ Prescription of Self-help books for reading to develop Mindfulness	10 Com
		c- Development of Resilience	➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on developing Resilience ➤ Prescription of Self-help books for reading to develop Resilience ➤ Sharing of Success Stories of people who have faced challenges in life	➤ Power Point Presentations ➤ Inspirational Videos ➤ Worksheets ➤ Gaming ➤ Situation Analysis ➤ Lecture Method (Online) ➤ Workshop on developing Resilience ➤ Prescription of Self-help books for reading to develop Resilience ➤ Sharing of Success Stories of people who have faced challenges in life	10 Com

	Unit 4: The Caring Self	a- Empathetic Listening and Sensitivity	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Cooperative Learning Strategies ➤ Role Playing 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Inspirational Videos ➤ Cooperative Learning Strategies ➤ Role Playing ➤ Lecture Method (Online) 	10 Com
			<ul style="list-style-type: none"> ➤ Lecture Method (Online) ➤ Workshop on developing Empathetic listening skills 	<ul style="list-style-type: none"> ➤ Workshop on developing Empathetic listening skills 	
		b- Assertive Self Expression	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on developing Assertiveness 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Brainstorming ➤ Cooperative learning strategies ➤ Lecture Method (Online) ➤ Workshop on developing Assertiveness 	10 Com
		c – Conflict Resolution	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Situation Analysis ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) 	<ul style="list-style-type: none"> ➤ Power Point Presentations ➤ Video Clips ➤ Situation Analysis ➤ Brainstorming ➤ Case studies ➤ Cooperative learning strategies ➤ Lecture Method (Online) 	10 Com

Annexure III

Curricular and Co-curricular Activities

Sr. No	Date	Activity to develop deeper understanding of the field of Teacher Education.	Area of knowledge enrichment
1	19th June 2021	Prati Din Vaachan Din Talk in Association with Gandhi Shikshan	Importance of reading and knowledge enrichment through books.
2	25th September 2021	Workshop on 'Teaching for Effective Learning'	<ul style="list-style-type: none"> • Application of the skills like problem solving, critical thinking, decision making etc. • Importance of Human Emotions to one's life. • Importance of positive mind set.
3	21st Oct 2021	Celebration of Vachan Prerana Din with Mind Mapping and Speed Reading Workshop and Best Library User Award	Students were oriented to mind mapping techniques for rapid reading.
4	30th October 2021	Orientation to E-Module	The student teachers were oriented to the importance of E-Modules and creative strategies which could be useful to prepare informative, interesting and impressive E-Modules in order to sensitize and create awareness about various social and environmental issues.
5	17th September 2021	Workshop on Mindfulness	<p>The workshop oriented student teachers to the importance of being mindful.</p> <p>The trainees engaged in different exercises to practice mindfulness. It made everyone feel accepted with all their flaws and shortcomings.</p> <p>It also propagated the fact that it is better to take a pause and then move ahead rather than speeding towards the goal and reaching nowhere.</p>
6	5th March 2022	National Digital Library of India Orientation for FYBED Students of STIE	Students were oriented to accessing various resources available on National Digital Library of India
7	11/12/2021	Session on 'Role of Women	Students were sensitized about

		in Marital conflicts'	women's issues after marriage and ways to overcome.
8	November 20, 2021	Fascinating History of Indian Coins	Students gained information about Ancient History of Indian Coins thus elevating their knowledge
9	31/03/2022, 18/04/2022, 19/04/2022	Guidance and Counselling Lecture Series	<ul style="list-style-type: none"> • 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.
10	April 06, 2022	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
11	May 9, 2022	Talk on "Education - A Dynamic Process"	Students were enlightened to the value and dynamisms of education through an expert talk
12	31 st March 2022	Webinar on Formal Language for Research Writing	Develop understanding about Research writing skills Students developed an understanding about research methodology and techniques related to sampling procedures, analysis etc.
13	20th November 2021	Group Mentoring by Alumni - Words of Wisdom (Live Lessons)	Gain insights on giving Live lessons in schools and tips to handle difficulties faced.
14	9 th April 2022	Group Mentoring by Alumni – Words of Wisdom	Students were empowered by the alumni to face the challenges they may encounter during their B.Ed. Course and thereafter.
15	April 21, 2022	Research Paper Reading Session	Students gained rich insights on research and innovations in education.
16	Aug 17, 2021	Session on Stress Management	Student teachers were made aware of techniques of stress management

17	Jan 29, 2022	Session on Life Skills	Students gained an understanding about ways to manage stress and hacks for relieving stress
18	April 9, 2022	Session on Intellectual Property Rights	Students were made aware of Intellectual Property Rights.
19	April 09, 2022	Session on Financial Planning	Students were oriented on Financial Planning and how to best use resources for a planned future
20	April 23, 2022	Session on Gender Jurisprudences in Indian Context	Student-teachers were oriented to the importance of awareness of gender jurisprudence and informed about various laws and regulations.
21	May 07, 2022	National Webinar 'NEP 2020 Restructuring Education for Quality Enhancement'	<p>Informed about the reforms and objectives of the NEP 2020.</p> <p>Appraised the stakeholders about the new features of National Education Policy in comparison with previous policies and practices.</p> <p>Delivered first-hand knowledge to the teachers and assess the parameters of the New Education Policy (NEP) 2020.</p> <p>Identified likely issues in the implementation of the New Education Policy.</p> <p>Analyzed the strategies of implementation and implications of NEP 2020 in Higher Education.</p>
22	Jan 31, 2022	Session on financial Planning	Students were oriented on Financial Planning and how to best use resources for a planned future
23	September 19, 2022	Session on Mindfulness	<p>The session to the importance of being mindful.</p> <p>The trainees engaged in different exercises to practice mindfulness.</p> <p>It made everyone feel accepted with all their flaws and shortcomings.</p> <p>It also propagated the fact that it is better to take a pause and then move ahead rather than speeding towards the goal and reaching nowhere.</p>
24	September 21, 2022	Session on Battling the Odds	Student-teachers were sensitized to ensure emotional wellbeing and

			sustenance.
25	September 23, 2022	Session on 'Waste it or Invest it'	Student-teachers were made aware about recycling of waste and its benefits.
26	August 27, 2022	Workshop on Teaching for Effective Learning	<ul style="list-style-type: none"> • Application of the skills like problem solving, critical thinking, decision making etc. • Importance of Human Emotions to one's life. • Importance of positive mind set.
27	September 19, 2022	Workshop on Mental Health and Wellness	Student-teachers increased in their awareness about self-love, self-care etc. and its importance in life to ensure wellbeing.
29	September 24, 2022	Alumni Mentoring: Orientation to ICSE and IG Boards of Education	Student-teachers gained a comprehensive understanding of different boards.
30	October 10, 2022	Book Display: Mahatma Gandhi	Students were made aware of the rich Indian Literature and the books available in the college library pertaining to national importance.
31	October 13, 2022	Celebration of Vachan Prerna Diwas	Importance of reading and knowledge enrichment through books.
32	October 18, 2022	Movie Screening and Book and Chart Display: Dr. Kalam	Students were made aware of the rich Indian Literature and the books available in the college library pertaining to national importance.
33	October 15, 2022	Webinar on Academic Integrity	Student-teachers were oriented to ways to ensure integrity in Academic writing.
34	October 31, 17, 2022	Rashtriya Ekta Divas, Hindi Book Exhibition	Students were made aware of the rich Indian Literature and the books available in the college library pertaining to national importance.
35	October 15, 2022	Talk on Learning Disabilities & Developmental Issues in Children	Student-teachers developed sensitivity to the issues faced by the disabled children and were oriented to ways to effectively handle such children.
36	October 17, 2022	Talk on Innovative Strategies of Pedagogy	Student-teachers were oriented to use of innovative pedagogies in the classroom
37	October 1, 2022	Visit to Mani Bhavan	Students developed an appreciation for the culture of the nation

Sr. No.	Date	Capacity building activities to ensure procedural knowledge	Competencies gained
1	March to August 2022	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	18th November 2021 to 22 January 2022	Super Teacher Empowerment Program (STEP)	Student teachers were oriented to the theoretical and practical aspects of pedagogical practices in schools affiliated to different board types
3	March 4, 2022 - March 31, 2022	English Grammar Pro – Beginner to Advanced	<ul style="list-style-type: none"> • 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
4	Oct-April 2021-22	Electronic Information Literacy (EIL) Course (S.Y.B.Ed.)	<ul style="list-style-type: none"> • 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.
5	July 2022 to Oct 2022.	Tech Fluent Teachers Course (F.Y.B.Ed.)	<ul style="list-style-type: none"> • Equiped student teachers with technical know-how and skills • Instilled confidence in student teachers to transact online teaching-

			<p>learning in context of the present times</p> <ul style="list-style-type: none"> Added a technological dimension to Teacher Education
6	September 2021 - November 2021	Vocational Education Nai Talim Experiential Learning (VENTEL Programme)	<ul style="list-style-type: none"> Developed abilities to be young entrepreneurs of the future Introduced an element of earning while learning
7	January 2022 - April 2022	Heartfulness Education	<ul style="list-style-type: none"> 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.
8	16 th October 2021	Big Five Talk Show	Oriented student-teachers to the educational policies and practices of schools affiliated to the different Boards of Education.
9	August 22, 2021	Preparing for Teacher Eligibility Test	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.
10	Sept 10-14, 2021	5 Day Workshop on MH-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.
11	18th September, 2021	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.
12	March 28, 2022	Sensitization and Awareness Programme on Inclusion	Student-teachers were made aware of inclusive needs of special children and strategies used for mainstreaming and vocational training.
13	April 20, 2022	Workshop on Individualized Education Plan (IEP)	Student-teachers were trained to create Individualized Educational Plans for different topics pertaining to different needs

Sr. No	Date	Activities aimed at application of acquired competencies	Nature of work done
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1	March 21-26, 2022	<ol style="list-style-type: none"> 1. ANZA special school, Byculla 2. Snehasadan- Home for the Homeless Children, Andheri 3. Sarva Seva Sangh, Andheri 4. St. Elias High School, Khar in collaboration with ARPAN NGO 5. St. Louis High School, Dahisar in collaboration with ARPAN NGO 	Teaching-Learning and need based activities were conducted and knowledge imparted by the students of STIE for the children of various NGO.
2	All Semesters	Internship	<p>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.</p> <p>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</p> <p>Student-teachers administered a Unit test in school and thereafter analysed the results.</p>
3	18 th April 2022	E-Module Preparation	This year, the E-Module preparation focussed on current issues faced by society. Student-teachers were divided into internship groups and each group selected a topic. The E-modules prepared by student-teachers were evaluated by a panel of esteemed judges and the best E-modules were awarded.
4	On Going throughout the year	<p>Department of Lifelong Learning and Extension</p> <ol style="list-style-type: none"> 1) Career Project (CP) 2) Status of women in Society (SWS) 3) Annapoorna Yojna (APY) 	<ul style="list-style-type: none"> • 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 • Conducted a survey to determine the status of women

			<ul style="list-style-type: none"> 120 hours of work in extension activities related to Career Project and Status of Women in Society (SWS) project and Annapoorna Yojna (APY)
5	14th March 2022	Each One Teach One NDLI Activity	50 students of F.Y.B.Ed. became personalized NDLI tutors for 50 learners from the society.
6	September 26 to October 4, 2022	Community Work - NGO - Sarva Seva Sangh	Teaching-Learning and need based activities were conducted and knowledge imparted by the students of STIE for the children of Sarva Seva Sangh

Sr. No	Date	Activities aimed at skill/competency development	Skills/Competencies developed
1	05/4/2022 to 18/4/2022	MAD Week (Make A Difference)	<ul style="list-style-type: none"> Created sensitivity towards issues of environmental significance. Propagated 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.
2	April 04 & 05, 2022	Talent Search Programme	<ul style="list-style-type: none"> 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.
3	20th October 2021	Book Review Competition	Students developed the ability of reading cautiously and reviewing books critically.
4	15/10/2021	Celebration of Feast of St. Teresa of Avila & Miss Education Contest	<ul style="list-style-type: none"> Critical thinking: ability to thoughtfully answer questions in the contest. Communication Skills: Extemporaneous speaking, correct comprehension of questions
5	26/8/2022	Workshop on Drama and Art	<ul style="list-style-type: none"> Students developed the competencies of stagecraft and performance.
6	20/10/2021	Intra-Collegiate Essay Writing Competition	The broad theme of the Essay writing competition was, 'New Beginnings-A Post Pandemic India'. Students-teachers were encouraged to put forth their views on the sub-themes provided and the best essays

			were awarded.
7	21/10/2021	Inter College Poetry Competition	Students-teachers were encouraged to hone their creative skills and produce original poems.
8	10th March 2022	PHOTO-QUIZ: Garv Hai Bharat Ki Betiyon Par! गर्व है हमे भारत की इन बेटियो पर !	<p>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.</p> <p>Students were given opportunity to host the programmes, introduce and thank guests, participate in various cultural events, prepare online videos, brochures, ppts, quizzes, games etc. this honing their talents creating all round personalities.</p>
9	21st Oct 2021	Celebration of Vanchan Prerana Din with Mind Mapping and Speed Reading Workshop and Best Library User Award	
10	15/08/2021	Independence Day Celebration	
11	3/10/2021	Gandhi Jayanti Celebration	
12	23/10/2021	English Language Day Celebration	
13	30/3/2022	Workshop on Street Play	
14	July 24, 2021	Parents and Grandparent's Day	
15	9th March 2022	Information Retrieval Competition: NDLI Resources in HINDI	
16	4/9/2021	Teachers Day	
17	27/1/2022	National Voters Day	
18	30/3/2022	Workshop on Street Play	
19	3/03/2022	Celebration of Marathi Bhasha Divas	
20	12/03/21	International Women's Day Celebration	
21	Jan 14, 2022	National Youth Day Quiz (NDLI Club Activity)	
22	3rd March 2022	Marathi Rajabhasha Gaurav Din Quiz	
23	30/10/2021	Diwali Celebration	
24	23/12/2021	Christmas Celebration	
25	5/3/2022	Poster Making	

26	22/4/2022	Singing Competition	
27	May 4, 2022	Annual Sports Day	
28	12/7/2022	Inauguration of the Golden Jubilee Year of College	
29	11/09/2022	Beach Clean-up Drive	Students participated in the Beach Clean-up Drive at Shivaji Park which was organized in collaboration with Jay Foundation
30	16/9/2022	Celebration of the Science Day	<p>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.</p> <p>Students were given opportunity to host the programmes, introduce and thank guests, participate in various cultural events, prepare online videos, brochures, ppts, quizzes, games etc. this honing their talents creating all round personalities.</p>
31	28/7/2022	Workshop on Art and Craft	
32	25/6/2022	International Yoga Day	
33	6/6/2022	Celebration of Coronation of Shivaji Maharaj	
34	11/8/2022 to 17/8/2022	Azaadi Ka Amrit Mohotsav	
35	25/9/2022	Essay Writing Competition	
36	24/9/2022	Poster Making Competition	
37	8/9/2022	Celebration of Onam Festival	
38	24/9/2022	Celebration of Navratri Festival	
39	30/8/2022	Inter-College Poetry Competition	
40	31/8/2022	Inter-College Essay Writing Competition	
41	17/10/2022	Celebration of English Language Day	
42	6/10/2022	Charkha Making	
43	14/10/ 2022	Celebration of Feast of St. Teresa of Avila	
44	14/10/ 2022	Miss Education Contest	
45	18/10/2022	Diwali Celebration	

Annexure IV

Faculty Publications (2020-21)

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	National / international	Year of publication	ISBN number of the proceedings
2021-2022	Skill Sets of the 21st Century in Higher Education	Trending Key Performance Indicators in Higher Education	International	2021	978-0-557-94532-0
2021-2022	Skill Sets of the 21st Century in Higher Education	Creating Quality Administrators in the Light of Total Quality Management (TQM)	International	2021	978-0-557-94532-0
2021-2022	Skill Sets of the 21st Century in Higher Education	In Quest of Learner-Centric Education: Making Homework Fun!	International	2021	978-0-557-94532-0
2021-2022	Skill Sets of the 21st Century in Higher Education	Virtual Learning and Simulation in Education	International	2021	978-0-557-94532-0
2021-2022	Skill Sets of the 21st Century in Higher Education	Virtual Learning Engagements	International	2021	978-0-557-94532-0
2021-2022	Skill Sets of the 21st Century in Higher Education	E-Collection Development in Academic Libraries	International	2021	978-0-557-94532-0
2021-2022	Skill Sets of the 21st Century in Higher Education	Google Classroom: Learn at Ease	International	2021	978-0-557-94532-0
2021-2022	Education Beyond Face to Face Mode	Digital Technology - A revolution of Necessity	National	2021	978-81-947764-9-9

2021-2022	Galaxy Link , An International Multidisciplinary, Peer Reviewed, Refereed Journal Vol.10(2),	Moving from Traditional to Digital Learning: Are our Students Ready?	International	2022	ISSN 2319-8508
2021-2022	Galaxy Link , An International Multidisciplinary, Peer Reviewed, Refereed Journal Vol.10(2),	Effectiveness of Online Resources in Blended Learning Mode	International	2022	ISSN 2319-8508
2021-2022	Galaxy Link , An International Multidisciplinary, Peer Reviewed, Refereed Journal Vol.10(2),	Each One Teach One-Library Outreach for NDLI Orientation: NEP 2020 Implication	International	2022	ISSN 2319-8508
2021-2022	Galaxy Link , An International Multidisciplinary, Peer Reviewed, Refereed Journal Vol.10(2),	Online Quizzes: Expanding the reach of Classroom Learning	International	2022	ISSN 2319-8508
2021-2022	Galaxy Link , An International Multidisciplinary, Peer Reviewed, Refereed Journal Vol.10(2),	Education for All through a Toll Free Call: Designing Resilient Pedagogies	International	2022	ISSN 2319-8508
2021-2022	Galaxy Link , An International Multidisciplinary, Peer Reviewed, Refereed Journal Vol.10(2),	New Education Policy 2020: A Road map to India's Educational Transformation.	International	2022	ISSN 2319-8508
2021-2022	GENIUS: An International Mutlidisciplinary Half Yearly Research Journal	Role of Mass Media in Political Socialization of the Students.	International	2022	ISSN 2279 0489

2021-2022	Aarhat Multidisciplinary International Education Research Journal	Impact of Virtual Learning on Mental Health of Students.	International	2022	ISSN 2278 5655
2021-2022	Aarhat Multidisciplinary International Education Research Journal	Online Resources: A Treasure for Online Learning	International	2022	ISSN 2278 5656
2021-2022	Research Journal of Educational Sciences. Vol. 9 (1)	A study to explore the efficacy of the English Grammar course among B.Ed. student-teachers (pp 33-35)	International	August (2021)	ISSN 2321-0508
2021-2022	Scholarly Research Journal for Interdisciplinary Studies (PEER REVIEWED, REFEREED & QUARTERLY) Vol-9, Issue-74,	Attaining Sustainable Development Goals in India - Impact of education (pp 8-12)	International	May-June, 2022	Online ISSN 2278-8808
2021-2022	LangLit An International Peer Reviewed Open Access Journal	Student Centric Teaching Learning Environment: An important Factor in Raising Students' Self Concept	International	2022	ISSN:234 9-5189
2021-2022	Education and Social Work	Integration of Education and Social Work for Peace Building	National	2022	978-93-92491-04-7
2021-2022	Ajanta - Peer Reviewed Refereed - International Multidisciplinary Journal No - 40776 Volume – X, Issue – III, Page nos. 28 - 34	A Study of the Writing Problems of the Secondary School Students of the SSC Board	International	July – September – 2021	ISSN 2277 - 5730

2021-2022	Excellence in Education - Peer Reviewed Refereed - International Multidisciplinary Journal No - Volume – XI, Number 11, Page nos. 55 - 63	A Study of Students' Perception and Preferences regarding Transition from Online to Offline Education after COVID – 19 Pandemic	International	January – 2022	ISSN 2320 - 7019
2021-2022	Education Plus - Peer Reviewed Refereed - International Multidisciplinary Journal No - Volume – XII, Number – 2, Page nos 163 -175	A Study on the Impact of School Infrastructure and Environment on Student Satisfaction	International	April – June 2022	ISSN 2277 - 2405

Annexure V

MAD Week (5th to 18th April 2022)

MAD WEEK (Make A Difference)

Objectives (05 th – 18 th April, 2022)	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ➤ Organic Waste Composting ➤ Self-watering Eco-systems and Bio-pesticides ➤ Electronic Waste Management ➤ Paper Recycling ➤ Conservation of Bio-Diversity (Bird Feeders) ➤ Sustainable Fashion ➤ Plastic and Metal Waste Management



Annexure VI

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 to be 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
20-21	S.W.S.	2	41	50
	A.P.Y		7	
20-21	C.P.	2	48	50

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 Subscribes to NLIST resources since May 2011, which is part of e-Shodhasindhu. NLIST gives access to 10 e-book databases and 12 e-journal databases NLIST subscription is renewed for year 20-21. Its valid till 31. 3.2023 Access to fulltext Shodhganga resources is free for all	6000+	31st March 2023
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 2023
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 2023
4. Databases	22 databases are subscribed through NLIST, Registered for NLIST on 31-05-2011		22 databases through NLIST	31 st March 2023
5. Shodhganga	membership is not applicable to colleges		365874	NIL

Total Library Expenditure: 2020-21

NON-SALARY ACCOUNT					
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2022					
RECEIPTS	Rs.	Rs.	PAYMENTS	Rs.	Rs.
To Balance on 1.4.2021			By Rent		199,036.00
With Union Bank of India			* Audit Fees		47,790.00
On Savings Bank Account			* Professional Fees		13,550.00
A/c No. 31020310005567			* Travelling		14,069.00
Cash on Hand	3,720.00	349,090.00	* Electricity Charges		53,585.00
* Fees - First Year:			* Postage		2,483.00
Library Fees	54,345.00		* Telephone		1,640.00
Laboratory Fees	54,345.00		* Activity Expenses		17,725.00
Activity Fees	162,196.00		* Book Charges		1,716.00
Gymkhana Fees	54,345.00	324,625.00	* Internet Charges		5,000.00
			* Gifts		11,050.00
* Interest on:			* Supervision		300.00
Savings Bank Account			* Charity		1,500.00
		3,125.00	* Working Allowance		1,800.00
* Form Fees			* Library Journals		8,600.00
		10,000.00	* Library Nist Membership		11,800.00
* Stationery Grant			* Library Insurance		6,000.00
		14,000.00	* Workshop		2,333.00
* Transfer Certificate Charges			* Stationery:		
		2,300.00	Office	3,200.00	
* Transcripts			Printing	5,620.00	8,820.00
		7,650.00			
* Incentive			* Website Expenses		14,652.00
		200.00	* Petty Contingencies		4,079.00
* Fees 2020-2021:			* Repairs & Maintenance- Physical		150,293.00
Library	24,675.00		* Repairs & Maintenance- Academic		74,308.00
Laboratory Fees	24,675.00		* Hecserum Paid		11,530.00
Activity	98,700.00		* First Aid		785.00
Gymkhana Fees	24,675.00	172,725.00	* Admission		22,000.00
			* Admission Registration Fees		25,000.00
* M.A. in Education			* Affiliation Fees		20,000.00
Less: Expenses	14,520.00		* Registration		65.00
	11,820.00	2,700.00	* Examination Fees		81,650.00
* Loan from:			* University Fees Paid		
Seminar Account	2,000.00		Enrollment Fees Paid		17,500.00
Society Account	398,076.00	380,076.00			
			* Assets:		
			Electrical Equipment	9,337.00	
			Library Books	21,497.00	29,834.00
			* Transfer to:		
			Extension Education Account		30,000.00
			* Balance on 31.3.2022:		
			With Union Bank of India		
			On Savings Bank Account		
			A/c No. 31020310005567	115,686.90	
			Cash on Hand	4,556.00	120,642.90
TOTAL RUPEES:		987,691.80	TOTAL RUPEES:		987,691.80

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: 4th July 2022.

GA

ASHOK
MUMBAI
CHARTERED ACCOUNTANTS

C.A. ASHOK R. MELMANE
MEMBERSHIP NO: 30624

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	Stevina Andrades	Rustomji Cambridge International School,Dahisar 28942363/2939
2	Angel Christopher	Nirmala Memorial Foundation school ,Kandivali 02228545439
3	Kritika Ayare	National English school, Virar 29322231954
4	Bavighar Cinthiya Clement	Lourdes Convent School 02512314419
5	Lisa Correia	Canossa Convent School ,Andheri 02228215007
6	Riya Coutinho	D.G.Khetan international school, 02242571100
7	Ruchita Dcunha	Sardar Vallabhai Patel School ,Borivali 02228486630
8	Romany Dmello	BCG
9	Ruth D'mello	Ajmera Global School, Mumbai 02228332675
10	Simentha Dmello	St.Agnes High School,Mumbai 02223071422
11	DSOUZA ELVINA MISQUITA	Sacred Heart Convent School, Mumbai ,02224932651
12	Kanishka Dsouza	Our Lady Of Health High School, Andher 02226829003
13	Ramona Fernandes	Canossa Convent High School,02228215007
14	Pearl Gomes	Gems Legacy School,Dubai 97428240924090
15	Jenifa Jacob	Goldcrest HighSchool ,Vashi 02227892261
16	Salwa Jumai	Rustomjee International School (Dahisar), 02228924829
17	Steffi Denis Machado	Apostolic Carmel Junior College ,Bandra 02226428028
18	Simran Mendes	Aquinas International school ,Goregaon 07715061647
19	Liz Menezes	The Ambassador high school ,Vasai 07410079878
20	Sarah Murzello	Trinity International School ,Mumbai 24094344
21	Epsia Stephen Nadar	Gs Shetty international school Mumbai 02225665777
22	Srishti Nangalia	GEMS - U.A.E.9742824090
23	Neomi Nigrel	The J.B. Vachha High School,Mumbai 912224129595
24	Sailee Pawar	Veer Bhagat Singh International School ,Malad 08104279704
25	Aloysia Alban Pereira	St. George High School, Malad (E) 02228400244
26	Bruchelle Pereira	Jamnabai Narsee international school,Mumbai Juhu 26187575
27	Noriska Pereira	Learner's Academy , Bandra 02226431072
28	Seyana Pereira	Gloria Convent High School,Byculla 02223729120
29	Slavi Pereira	GEMS Our Own English High School, Dubai 9742824090

30	Sweven Allan Rebello	Dr. S. Radhakrishnan International School ,Borivali
31	Bianca Rodrigues	St Agnes High School ICSE ,Byculla 02223071422
32	Felicita Rodrigues	GEMS Our Own English High School- Dubai 9742824090
33	Valita Rodrigues	Rustomjee Cambridge International School,
34	Pearl Rozario	Obero International School,Mumbai 02242363199
35	Rohini Save	Rustomjee Cambridge International school ,Dahisar 02228924829
36	Shaikh Anam	GEMS Our Own English High School ,Dubai 9742824090
37	Sana Shaikh	Gandhi shikshan Bhavan, Juhu
38	Dhruti Sharma	Hiranandani Foundation School International (Powai) ,02225763002
39	Sujata Thopelya	St Louis Convent high school ,Andheri 02226355465
40	Rupal Tiwari	Obero International School,Mumbai 02242363199
41	Cheryl Viegas	City International School,Mumbai 02226390693

No. of Students pursuing higher studies

Year	Graduated from	Number of students progressed	Programme enrolled into	Name of institution joined
2020-21	PG	14	M.A Education, M.A. English, M.A. Mathematics, M.A. History	Institute of Distance and Open Learning, Mithibai College of Arts,Vileparle, Ramnirajan

Annexure IX

Links for Online Feedback

LINK FOR EXIT POINT QUESTIONNAIRE : 2021 – 22

<https://forms.gle/MLVybWRYvx1zB6pv6>

Part B Exit Point Questionnaire:

<https://forms.gle/YLipbC3kLuU2vPSRA>

LINK FOR ENTRY POINT QUESTIONNAIRE : 2021 – 22

<https://forms.gle/GWNGNXAaAaV6ikcK6>

Alumni Feedback Form:

https://docs.google.com/forms/d/e/1FAIpQLSdfROd-W6ceAp-UDaL4DGIXS26x804dsRgSuckozDT17zSQRa/viewform?usp=sf_link

Internship Feedback from students:

<https://forms.gle/EGznJay9fSdoTSe28>

Annexure X

List of schools selected for internship with address
<ul style="list-style-type: none">➤ Apostolic Carmel Convent High School, Bandra➤ Our Lady of Nazareth High School, Bhayander➤ 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. Thomas Academy High School, Goregaon West➤ St. Louis High School, Dahisar West➤ St. Teresa's Convent Girls High School, Santacruz

Internship letters with details of Orientation to school principal/teachers.

Semester 2 – Sample Internship Letter
https://drive.google.com/file/d/1x4h0z7-8HqB7CN0LcTFq1MT9fxgCoojk/view?usp=share_link
Semester 3 – Sample Internship Letter
https://drive.google.com/file/d/1QQJeZUou6eFYgnvFVMf0fSDp0A5uV-Q/view?usp=share_link
Semester 4 – Sample Internship Letter
https://drive.google.com/file/d/1N-6MJPH4MgPFind0cu7E9u74r6XZxMP8/view?usp=share_link

Annexure XI



St. Teresa's Institute of Education

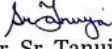
S.V. Road, Santa Cruz (West), Mumbai - 400 054.

Re - accredited 'A' Grade

Tel. : 022 26490252

Welfare measures provided by the Institution for the year 2021 - 22

- Employee's Provident Fund is deducted and along with the Employer's contribution it is deposited in the designated account.
- Gratuity was given to Dr. Sheela Philip who retired as on 31.08.2022.
- Causal Leave as per the norms is given to Teaching Staff.
- Earned leave and Causal Leave as per the norms is given to Non – Teaching Staff.
- Loan to Non-Teaching Staff
- Distribution of grains (Sugar Flour Oil etc.) to non-teaching staff & support staff


Dr. Sr. Tanuja Waghmare
Principal



Annexure XII

SWOC

The following listed are the Strengths, Weaknesses, Opportunities & Challenges of STIE by students of academic year 2021-2022.

Strengths

Sr No.	Responses
1	Resource people, extra sessions, competitions and programmes
2	Makes a teacher resourceful in all aspects. Encourages every talent.
3	1) Various informative workshops and seminars 2) Various valuable activities
4	All the activities have to be done by every individual this helps in their overall development as a teacher and gives them confidence. Extra sessions for better understanding of different things. The international campus interviews, co-operative, helping and loving faculty members, etc.
5	1) Inviting guest speakers 2) Strategically planned courses 3) Well equipped lecturers 4) Organising various co curricular activities.
6	The institution has provided us with many guest lectures and courses which were very much useful for us to incorporate a good teaching skills in ourselves
7	Provides job placements , workshops, webinars
8	My institution is very considerate and kind. The needs of the students are taken into consideration while setting up the activities for the academic year.
9	1. Great Campus Placements 2. Friendly Learning Environment 3. Fun Learning Workshops
10	Professors are very kind and understanding
11	1. Very patient and helpful teachers who go extra miles to bring out the best in us. 2. Organised and well planned activities.
12	The curriculum is taught in exceptionally interesting manner.

	<p>The teachers are always cooperative and helpful in all regards.</p> <p>The college goes out of way to include extra curricular activities and additional knowledge building through resource person, seminars, etc.</p> <p>The college encourages and motivates learners.</p>
13	We have a lot of workshops, professional training programmes, highly qualified speakers coming in to give talks. Besides all of this there is also hands on learning, good resources provided and good faculty members.
14	<p>1. Cooperation of teachers with students</p> <p>2. Flexibility to meet convenience of students (internal dates)</p>
15	Student support, guest lecturers, environment friendly, all round development
16	<p>1) Our institution build on to our personalities by have hands on learning experiences like VENTEL</p> <p>2) It is an environment friendly institute</p>
17	The evaluation techniques are so much better as there is guidance given on how we would be graded, but at the same time we are taught to be independent enough to include points that are not mentioned. The guidance given by my teachers is of supreme quality and that itself talks a lot about our development. The support received is of top notch, couldn't be any better than this. The library is my favourite place to be in!
18	Indepth learning of subjects, arranging of guest and alumni lectures, workshops such as step big 5 talk show, street play
19	The quality Education, The well equipped teachers, the outsiders resources alumini, the efforts to impart excellent education, eco-friendly steps taken, holistic evaluation.
20	Various sessions, Cultural events, Guests lectures, Ventel, Mad week, Big 5 talk shows, Library sessions
21	Teachers, Evaluation, Excellent faculty members, Helpful, Understanding, Teaching methods
22	Rapport is built with the students. Great level of encouragement. Content is easily made available.
23	<p>1) Seminars and workshops</p> <p>2) Grammar course which is free in our institution</p> <p>3) STEP course and Big 5 Symposium which is not a part of other institution's curriculum</p> <p>4) Campus placements from gulf countries.</p>
24	<p>1. Organisation of activities and workshops</p> <p>2. Provision of notes and reference material</p> <p>3. Conducting interesting activities during lectures</p> <p>4. Encouraging students to work together and providing a friendly environment</p>
25	<p>1. Great workshops</p> <p>2. Teaching style of each teacher and involvement of various resources and activities.</p> <p>3. Friendly environment</p> <p>4. Celebration of diversities.</p>

	5. Cooperative and understanding staff.
26	<p>1. Best teaching and non teaching staff.</p> <p>2. Understanding and helpful teachers.</p> <p>3. Teaching aids (ppt, computer lab, library etc)</p> <p>4. Good Infrastructure which includes facilities for specially abled.</p> <p>5. Other facilities (clean water, recycling bins, clean washrooms)</p> <p>6. Resource persons which are called to help us grow and give us opportunity to excel in different areas.</p> <p>7. Various activities, competitions held from time to time.</p> <p>8. PRINCIPAL.</p> <p>9. Opportunities are given to each student to come on stage and face their fears if any.</p> <p>10. No student is left behind this is what i love about this institution. All students are given equal amount of opportunities, respect, love and guidance.</p>
27	Gets work done fast. It is made sure that all the assignments, projects, everything is done in time. Various Co-curricular activities are organized. Cultural programs are held.
28	A reputed College, Professors are highly qualified, Second home, Well organized
29	When it comes to using Technologies for lectures the institution has done better. The other college does not encourage programmes like STEP, Heartfulness, Mad week though STIE has done it very well. Even in times like pandemic they have done various short courses which is commendable.
30	<p>Organises a spectrum Extra curricular activities, Seminars etc.</p> <p>Invitation to appropriate and suitable resource persons for creating awareness for current topics.</p> <p>Teachers are ready to provide feedback, assistance and solve doubts readily.</p> <p>Placement cell.</p>
31	Excellent faculty with enthusiastic, sporty, creative professors. Better infrastructure facilities. Best equipment are provided along with notes and extra guidance.
32	- All round development, -Co-curricular activities, -Guest Lectures, -MAD week, -Talent Hunt, -Big 5 show, -VENTEL
33	Getting to the level of every learner ., Giving valuable feedback take us out of dark well of negativity., The greenery around the building.
34	Excellent Faculty and Management, Infrastructure and Teaching methods. Assistance and Guidance given by teachers is formidable. Internship Programme, Various workshops and Placement Cell.
35	The institution has a very better way of teaching and preparing students to be perfect in their teaching career. The advantage of joining the institution is that there are many useful workshop and activities conducted for teacher trainees
36	<p>St. Teresa's Institute provides with a lot of extra curricular activities that help boost the confidence of the students.</p> <p>Everyone leaving this Institute is thoroughly prepared to be successful and efficient teachers in the educational world.</p>

	Here, various extra courses are provided like the Tech-fluent teacher course, step course, heartfulness teachers, VENTEL courses, etc that are not usually provided in other institutes. All of these aspects make this Institute stand different and at a higher place than others.
37	<ul style="list-style-type: none"> - 1. Eager and Responsive mindset of the students in attaining professional guidance to achieve higher goals. 2. Amiable and beneficent approach of the administration, faculty members and the non-teaching staff towards students. 3. Ideal atmosphere of inclusiveness, tolerance and togetherness, enhancing the unity, integrity and co-operation amidst diversity. 4. Complete dedication of the highly qualified faculty to the cause of the institution. Well-furnished library updated regularly with latest books and journals. 5. Modern IT laboratories in both campuses. Liberal environment of the institution, encouraging free flow of precious ideas and mutuality in interaction. 6. Good academic atmosphere in both campuses. 7. Collective endeavour of the employees to ameliorate the repute of the institution.
38	<ul style="list-style-type: none"> 1. Proficient teachers having thorough knowledge and understanding of the subject. 2. Organise various session and workshop where guest speakers are called in conducting various sessions for the benefit of the students at S.T.I.E.
39	Different learning aspects, effective sessions, inviting professional guests to give us glimpse of everything that we are going to face in future, acknowledging and inviting ex students to motivate present batch.
40	<p>The institute has all necessary infrastructural facilities. It always try to make a difference by organizing unique programs for students development. For example, this year we had</p> <p>Make A Difference Week, E Module competition etc. which has helped us a lot as an individual as well as a teacher trainee. The professors also make use of technology to keep us in trend or need of the time.</p>
41	<p>Conducting workshops, seminars to enhance our skills.</p> <p>Give us an experience of teaching in reputed institutions.</p> <p>Giving us time and now platform and opportunity to showcase our talents.</p> <p>Understanding us and our problems and being the best mentors always.</p>
42	<p>Holistic development in action.</p> <p>The various activities held helps to overcome shyness to present talents.</p> <p>All the courses makes us fluent in speaking and expression of thoughts.</p> <p>Being Tech-savvy</p> <p>Empathetic</p>
43	Many courses are organised. Teaching staff. Many activities are arranged which are beneficial for students.
44	<ul style="list-style-type: none"> 1) The institute has good connections with many resource persons who come to conduct sessions and workshops in the college to give us a practical knowledge and application aspects. 2) The college has an excellent teaching faculty with well qualified teaching staff who are well versed with the latest teaching pedagogies

	3) The college does have many programmes for student support which include appointment of mentors, guides, anti bullying and Anti ragging cell, grievance cell. 4) The institute has good infrastructural facilities and a well equipped library with clean hygienic washrooms, and well ventilated classrooms with computer labs and indoor games. It has a beautiful campus too.
45	1) Opportunities to participate in various events 2) Formation of groups for events, activities and internship in such a manner that we get to interact with most of our peers 3) STEP Program
46	To my experience the institution does the best in all the aspects of curriculum. The presentation of the subjects are very clear and easy. The advantages that I find is the students are trained to their level best. What others might be seeing the hidden curriculum that is instilled in the students of STIE. The value based knowledge is inculcated that the bookish knowledge.
47	The main strength of the college is the management. The teachers as well as the other support staff are very knowledgeable and extremely helpful. They are also very supportive and work very hard for ensuring our progress. The teaching learning methodologies and even the evaluation techniques are very student centred. The college uses a lot of innovative techniques to cover the academic content. Many seminars and workshops are organised for various curricular as well as Extra-curricular purposes.
48	Ensures comfort level of students, Has good lecturers' Teachers are cooperative and understanding
49	1. Unity among teachers, 2. Cooperation of teachers, faculty, Principal Sr. Tanuja ma'am.
50	Understanding and supportive teaching staff.

Weakness

Sr. No.	Responses
1	Orientation programmes for courses like e-module action research should be conducted just when the work is given. It should be orientation assign and submission n then moving to another one.
2	The multipurpose hall should have an AC , it's very difficult to sit in the summers and the internet should be a little faster in the computer lab ,rest is upto the mark. There is cleanliness ,there is clean water, clean bathrooms , library, computer labs ,all is great
3	The assignment submissions. Although due to the pandemic it wasn't really up to the institution to push the deadlines.
4	Improvements- Make arrangements for canteen. There should be more comfortable chairs to sit for longer period of time.
5	Internship flexibility, some students have had to travel very far for their internship schools. If provisions could be made for them

	to give internships in schools near their vicinity that would be of help to them. It consumes a lot of time travelling. Besides that they also have to prepare for the next days lessons.
6	1. Placement opportunities 2. Seating in classroom
7	I would like the college to improve and update the computers as we are moving to a digitised world. There are computers, but some are not functional. It will be beneficial for students who cannot afford home desktops or laptops.
8	Internships in other boards than SSC, Campus interviews, with more foreign schools, Leaves to go to schools & submit cvs, Washrooms
9	1. Encourage more participation from students' in extra curricular activities 2. Provide all students chances to undertake various tasks such as introducing the resource person and giving vote of Thanks at Workshops. 3. Not allowing students to leave early if lectures are over for the day. 4. Allocate more time towards lectures.
10	Canteen facility is the only requirement.
11	Sometimes there is time crunch and students don't get enough time to complete their tasks. Since there is lack of time, students lack the motivation to give their best in the assignments and projects.
12	I feel that STIE should increase in term of method. They should provide subjects like Hindi, Marathi or geography. Other B.Ed colleges have these options.
13	Space out assignment submission
14	Improve Mike System and other Electrical Appliances
15	While assigning school for internship look for the proximity of the students.
16	Workshops can be diversified. Washrooms can be improved in terms of infrastructure and computer lab needs to be improved and slow and non working computers especially need to be replaced with updated and working ones.
17	STIE has provided with best facilities offline as well as online. There is no specific weakness that i can find in the functioning of this Institute. However one change can be made. Assignment completion time can be made optional as not everybody has all their material to complete work in college.
18	1. May be cater to each student for them to grow independently. 2. Also could make use of the infrastructure present in our college campus. Organize sports competition, also some of us faced problems due to computers for our assignments that could also be modified and looked out etc.

Opportunities

Sr. No	Responses
1	More placement opportunities and interview preparation sessions
2	Intercollegiate activities should be increased and group participation should be availed.
3	Use of the skills every individual has. One get to learn from each other
4	The contacts with various institutions/schools can help the institution gain more prospects and open gates for students to be placed in good institutions.
5	1.Field Visits
6	Tie-up with Schools
7	Bring in good schools for campus placements. Inform the schools for recruitment and that all of the schools conduct the interviews.
8	Conduct recreational activities by peers
9	Additional co-curricular activities, community outreach, tie ups with other schools for cross learning
10	1) It provided us opportunity to work with disadvantaged people in community work which helped us grow personally 2) It brought us opportunities to learn to from experts through guest lecture sessions.
11	There are a lot of students with talents. Sending them for more state level championships in Elocution/singing etc will be very useful for the college.
12	Open canteen for students who can't make food in the morning, more time for assignments and exams, let us go home if nothing is scheduled as we waste a lot of time which can be used elsewhere, attendance criteria can be reduced
13	International placement, Different boards for internship, Lot of talent in the college more extra curricular activities & competition other than dance, art & singing
14	1. Outside classroom learning process. 2. Field visits.
15	STIE provides base for PHD by conducting various research programmes. It is the best opportunity of doing from STIE. The time management of STIE make it very special for me.
16	Demo on using technology in class. Smart Boards.
17	St. Teresa's Special School to create awareness among the society and to reach the unreached.
18	1. For internships, schools of various boards can be approached. 2. Placements: More schools from abroad can be enlisted.

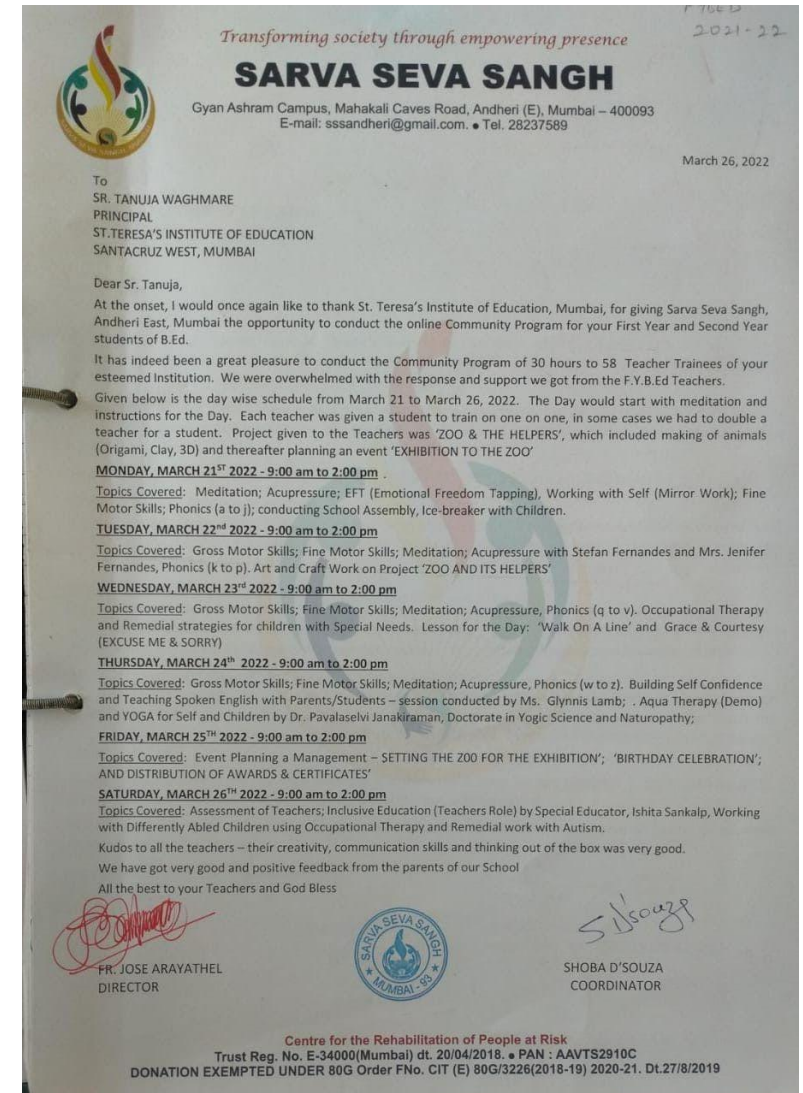
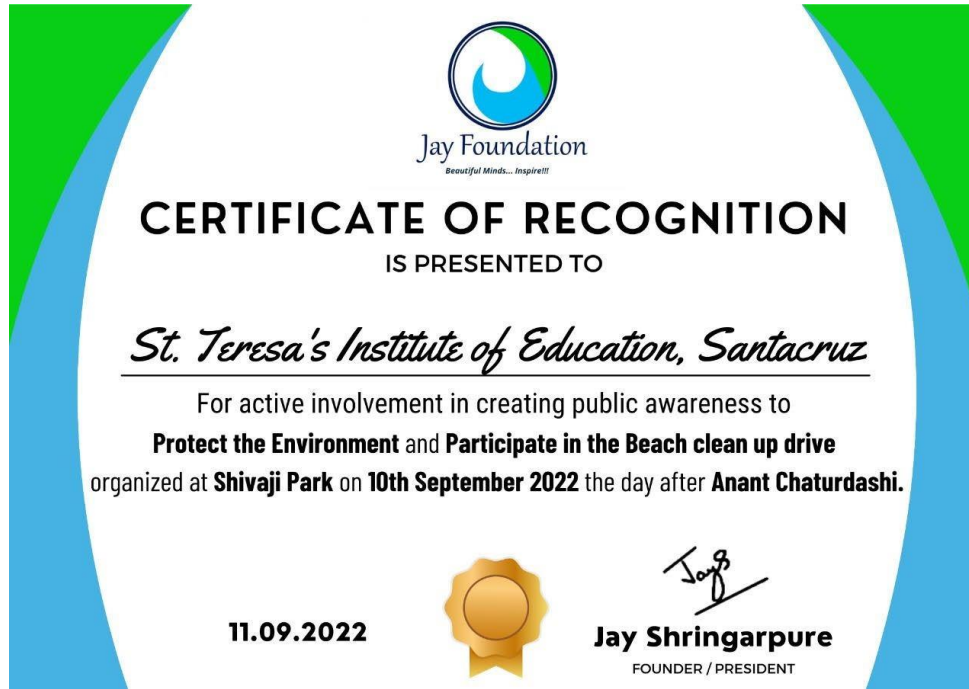
	3. With so much of talent around, intercollegiate festivals and completions can be arranged.
19	1. Students can avail proper guidance, support and encouragement to be a responsible prudent citizen. 2. Students go through motivational and professional mentorship to attain higher academic goal. 3. Inclusive form of education, essential for holistic development of students is provided. 4. A dynamic placement cell. 5. Social awareness among students through socio-cultural programmes & various cultural activities to encourage students to go for a career related to Arts and Culture.
20	1. Create more placement opportunities for all of us to grow as future teachers.
21	Today, there is a need of special education to cater to the CWSN. So, It will be very nice if B.Ed in special Education is also included in the courses offered by the institute. It will make the institute complete. I hope and wish this will happen soon.
22	1) The institute has already started the STEP course which gives us practical knowledge about the teaching methodologies across different boards. 2) The institute could also implement some practice lessons in inclusive schools to give us an idea about how teachers are trained to be inclusive.
23	1) Ensuring proper placements 2) They can make arrangements for giving atleast one lesson in schools other than SSC board as practice for the students.
24	As students of this college, we got ample of opportunities to excel in various aspects of our curricular as well as co-curricular sides. Various opportunities to portray our talents. Many internship lessons to improve our teaching practices, etc.

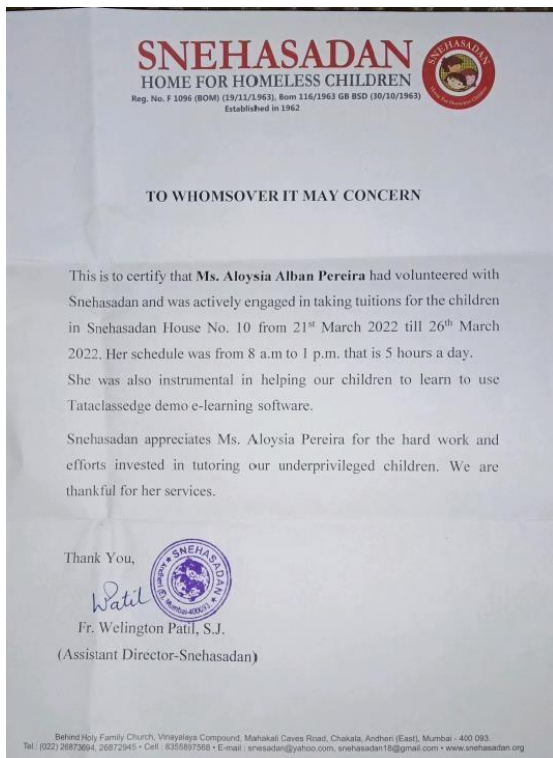
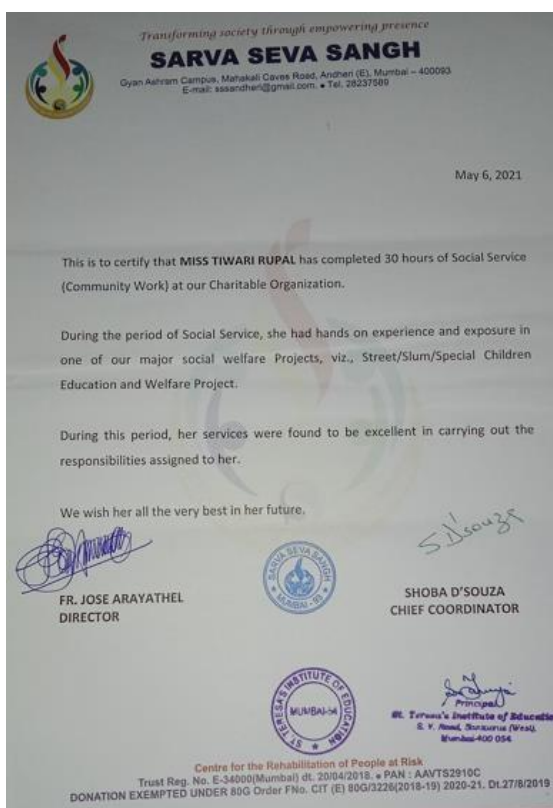
Challenges


Sr. No	Responses
1	Climate changes - (air conditioning is necessary)
2	Every year I see the next batch of students getting more rebellious. I think that will be a challenge in near future.
3	The change of offline to online and vice versa mode was a great challenge.
4	No challenges that I can think of. I think the college is well versed to take up challenges and compete.
5	1. Competing with technological advances 2. Provision of a Canteen facility 3. Provide more opportunities for Campus Placements.
6	1. Computer labs: for those students who cannot afford computers

	2. Canteen facility 3. Better tech support in each classroom 4. Xerox center in college
7	To strengthen the institution's effort in career counselling and placement of students.
8	I don't think there are any challenges that I can see the institute will face in the future. But I think it should keep itself technologically updated as we are in the era of technology. So, there are chances of replacement of offline education with online in total. So, just a suggestion.
9	Some of the challenges I faced were, at the internship schools, where the attitude of the teachers and the students weren't very good. It should at least reciprocate our attitude towards them. Also challenges with coping with the assignments and other work.

Appendix XIII







University of Mumbai
DEPARTMENT OF LIFELONG LEARNING AND EXTENSION
"EXTENSION WORK PROJECT REPORT"

Name of the Student: Fotedar Richa Kulbushen
Class: SV B.Ed. **Division:** **Roll No:** 16
Name and Address of the College: St Teresa's Institute of Education, SV Road, Santacruz West, Mumbai - 400054
Name of the Extension Work Project: Clinical Psychologist in India - Career & Potential

Signature of Extension Work Teacher **Signature of Field Co - Ordinator**

Signature of Principal & College Seal



Page 1 / 18



ANZA SPECIAL SCHOOL

ANTONIO DESOZA HIGH SCHOOL

P.T.A. Regd. No. E-1171 (Mumbai) Dt. 17/10/58
Order No. DIT (E)/MC/80G/1782/2009-10 Notification Nos. 48/2010 dated 9/07/2010 & 77/2010
Gloria Church, Sant Savla Marg, Byculla, Mumbai - 400 027. Tel. 2375 5480 E-mail: anza.sp184@gmail.com

Anza/BA Trainee/ Certificate/2021-2022/668

Dt. 25.03.2022

TO WHOM SO EVER IT MAY CONCERN

This to certify that **SHAIKH ANAM AHAD** has completed 26 hours of community work at our school from 21st March 2022 to 25th March 2022.

During this period of community work, she was committed to the work allotted to her. She helped the students by guiding them in completing their assignments, organized games for them and tried to connect with the children on individual levels too.

We at school were happy to have her and wish her all the best for her future.

Belleza Lobo
BELLEZZA LOBO
HEAD MISTRESS
ANZA SPECIAL SCHOOL
BYCULLA, MUMBAI-400 027.



Ref No. _____

ST. TERESA'S CONVENT SPECIAL SCHOOL

S.V. Road, Santa Cruz (West), Mumbai - 400 054
(School) Tel: 26000144 Res: 26048426
Email: stcspecialschool@gmail.com

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Ms. Anam Shaikh of St. Teresa's Institute of Education did her community work for 4 hours in St. Teresa's Convent Special School. She was hardworking and helpful.

We wish her all the very best in the future.

For St. Teresa's Convent Special School,

Sr. Vency Gudinho
Sr. Vency Gudinho,
Principal

St. Teresa's Convent Special School
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