

# **ST.TERESA'S INSTITUTE OF EDUCATION**

## **COLLEGE DEVELOPMENT CELL**

### **ANNUAL REPORT 2022-23**



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

Tel. 2649 02 52

Website: [www.sti-edu.in](http://www.sti-edu.in)

## Composition of the College Development Cell

Designation	Member
Chairperson of the Management	Sr. Wilma Mendes
Secretary of the Management	Sr. Lavinia Mascarenhas
Local Member : Education Field	Dr. Sunanyna Kadle
Local Member : Industry Field	Mr. Mandar Bhanushe
Local Member : Research Field	Dr. Pradnya Wakpainjan
Local Member : Alumnus	Sr. Delicia Fernandes
Principal of the College	Dr. Sr. Tanuja Waghmare
Head of Dept. nominated by the Principal	Dr. Giselle D'souza
IQAC Coordinator	Dr. Cindrella D'Mello
3 Teachers (elected)	Dr. Joan Lopes, Dr., Dr. Cerena D'Cunha, Dr. Reshma Rodrigues
General Secretary of the Student Council	Ms. Natasha Fernandes
Non-teaching staff (elected)	Mrs Sharmila Vaz

The events organized and the activities conducted by the college in the academic year 2022-23 have been documented under 7 criteria as prescribed by the National Assessment and Accreditation Council.

## Curricular Aspects

The **Academic Calendar** for the year 2022-23 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**.

## 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 work based course assignments is given immense significance in the teaching-learning process. Students are engaged in research activities to learn course content.

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

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

The schedule of Curricular and Co-Curricular Activities conducted through the academic year 2022- 23 has been provided in **Annexure III**.

The results for the academic year 2022-23 are given below in tabular form

2022 -2023							
SEMESTER I				SEMESTER II			
O	A+	A	B	O	A+	A	B
-	13	30	04	01	22	20	05
SEMESTER III				SEMESTER IV			
O	A+	A	B	O	A+	A	B
01	18	25	06	-	20	19	11

**Sem 1 – 1 failed, 1 Absent**

**Sem 2 – 2 Absent**

### **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. Most of the schools encouraged use of technology wherein student-teachers used online tools to conduct their lessons. This made students proficient in student teacher interaction, handling of technology and making educational resources in the form of lesson videos, online assessment strategies etc.

The principal and the supervisor of the selected schools were oriented on the internship programme through letters and conversations with the college teachers.

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**

## **Research, Innovations and Extension**

### **Research**

A Webinar on Academic Integrity was Organized on 15<sup>th</sup> October 2022. The session was conducted under the guidance of Dr. Shakuntala Nighot, librarian of St. Teresa's Institute of Education. In all there were 55 participants including the students and the faculty members. The details for the same are provided in Annexure IV.

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. Each One Teach One: STIE NDLI Club Outreach Activity:**

Objectives for conducting Activity: 1. To highlight and showcase the resourceful NDLI to society and promote life long learning. 2. To inspire, motivate and help the life long learners from the society to access and use the free resources from NDLI . 3. To reach out to and help

the information seekers from society in retrieving the information they are seeking for.

Outcome: All learners who were of different age group, soci-economic, professional and academic background and belonging to various languages they could register on NDLI, trace and use the resources from their subjects and languages in various forms on various subjects. STIE library could move out of its wall and reach out to lifelong learners or adults in the society to inculcate and boost reading habits in them, to quench their knowledge thirst or to fulfil their information needs. Students received the certificates for being NDLI Tutor

2. Community work at different centres 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.

COMMUNITY WORK in Collaboration with NGO SOSVA March 2023: Society for Service to Voluntary Agencies (SOSVA) is a non-profit support service organisation whose main objective is to enhance the effectiveness of field level voluntary agencies (VAs) operating in diverse areas of economic and social development. SOSVA provides training, public education, resource sharing, fund-raising ideas, encouraging the spirit of voluntarism. The students of St. Teresa's Institute of education volunteered to teach the underprivileged students in the academic year 2022-23. They visited the various community centres and taught the children. This endeavour helped them understand the needs of underprivileged children and sensitize them towards the same.

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.

Workshop on Sketchnoting (Conceptualised by Dr. Giselle D'souza): A two hour workshop was conducted to orient student teachers and faculty to the creative technique of Sketchnoting by providing them with the guidelines and steps for the same. Various samples were shared with them and thereafter they were provided with a hands-on experience of preparing Sketchnotes. Student teachers were also instructed about how Sketchnoting can be used as a creative tool for internal Assessment. Following the workshop the student teachers were allotted an assignment in the subject Assessment for Learning wherein they had to prepare a Sketchnote summarizing Educational Trends and Practices in the different Boards of Education.

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.

Survey of Status of Women (SWS) project undertaken by the students as a part of DLLLE Project (Extension Work) gave an opportunity to survey women and understand their status.. Career Exhibition organized in the internship schools as a part of Career project (CP) created awareness among school students about the different careers and the requirements of these careers

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 and encourage entrepreneurial skills.

Details of the activities opted for have been provided in **Annexure VI**.

## **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 Web OPAC 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

Desktops

Computers are frequently updated Antivirus and other required softwares. Institution has AMC with Cyber Ganesha and algorithms Consultants Pvt. Ltd.

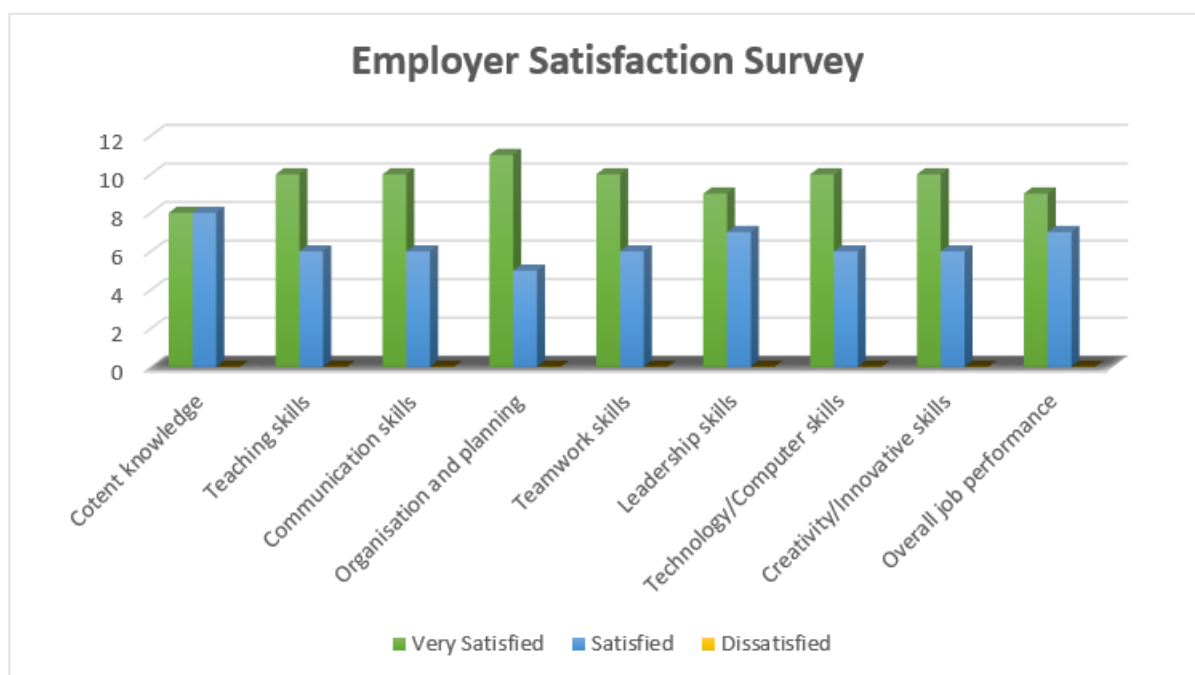
Significant investment has been made to upgrade classrooms to eclassrooms/ smart classrooms with facilities like Smart Boards, OHP Projectors, Computers with internet access etc.

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

## 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 show the competence of the teacher-trainees in the mentioned field. From the above graph, it is evident that most the employers were pleased with the skills and capabilities of teacher-trainees with respect to the aforementioned field. But a few of them had more expectations with respect to the same. The qualitative feedback received by the employers revealed that the employers were happy with the trainees of STIE. They commented on their readiness to work and organisation skills along with the teaching abilities. The positive feedback given by the employers revealed the success of training provided by the college in this direction. The overall performance of the trainee teachers was highly praised by employers.

### **Alumni Engagement**

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 Mentoring: The mentoring session for the F. Y. B. Ed students was organized at St. Teresa's Institute of Education. The speaker for the session was Mrs Collin Cardoza who was the general secretary of the batch 2002-2003. Another alumnus mentoring session was headed by Ms. Shaniah Rodricks where she shared about her experience of working overseas at the GEMS legacy school. Ms. Roshini Save put the students on tour the Cambridge curriculum providing valuable insights into the working of the schools, their integrated and holistic curriculum, and the interesting examinations through this mentoring session. The core aim of the session was guidance for the students in order to prepare interesting, creative lessons and to mentor them about how to plan and implement the lessons and provide guidance to be the best teachers in the future.

### **Alumni as Effective Support:**

The Alumni Association at STIE serves as a strong pillar of support and guidance for both current students and faculty. Identified by the Principal and faculty for their special talents, alumni are regularly invited to deliver enriching sessions and interact with present students. Their involvement extends to judging various competitions, including the Ms. Education Contest, singing competition, and Intercollegiate Essay Writing and Poetry Competitions, adding value and expertise to these events.

Moreover, alumni actively contribute to the academic environment by conducting workshops and sessions. For instance, an alumnus led a workshop on Orientation to E-Modules, while others shared insights in sessions for the add-on course Tech-Fluent Teachers, showcasing practical online tools and methods for effective teaching. Alumni also play a key role in Model Lessons, demonstrating exemplary teaching practices in subjects like History, English, Maths, and Science, inspiring student-teachers to hone their skills and talents.

Furthermore, the Alumni Association provides invaluable mentoring to current students, offering guidance on various aspects such as delivering online lessons and understanding the workings of different educational boards. Overall, the Alumni Association's engagement significantly enhances the academic and professional development of STIE's students and faculty.

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.

## 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 feedback summary procured have been given 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](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. 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 nonteaching 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 Page 68/83 07-05-2024 01:13:41 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**

Year	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, Vasai	2	1	100	31	1/11/2022 to 31/8/2023

Duration	List the actual activities under each MoU year wise	Number of students/teachers participated under MoUs
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1 Year (2017) 5 Years (2020-2025)	Inter Library Loan Service (ILL) -CCYM's Hashu Advani College of Special Education (HACSE)	100 students, 7 teachers
5 years (2018-2023)	AMBIKA YOGA ASHRAM- Yoga Certificate Course, Sessions on Women Health Issues, Sessions on stress Management	50 students, 1 teacher
1 year	MGNCRE, Dept. of Higher Education, Ministry of Education, Government of India- Vocational Education (Productive Work with Economic Value), Self-Reliance, Swachhta & Health and Community & Field Engagement along with the observation of three VENTEL related days to inculcate in faculty, students and community, the Culture and Values promoted by Gandhiji's Nai Talim.	50 students
1 year	HEARTFULNESS EDUCATION TRUST - Certificate course "HEARTFULNESS PROGRAM"	100 students,
1 year	Bhopal School of Social Sciences, Bhopal- Webinar on National Education Policy 2020: Restructuring Education for Enhancement	100 students, 8 teachers
1 year	ARPAN NGO- Community outreach work and training	50 students, 2 teachers
1 year	Eco Friend Industries - E-Waste Collection Point-E- Waste Management, recycling and disposal	100 students, 15 faculty
1 year	Ekonnect Knowledge Foundation & RUR Greenlife Pvt. Ltd.- Composting, training to the staff, workshop for the students.	100 students, 15 faculty
3 years	Sumpurn(e)arth Environmen Solutions private Limited- Sustainable waste management and recycling initiatives	100 students, 8 teachers and all the support staff
5 Years	Pushpanjali College of Education, Vasai- Faculty Exchange Programme, Sessions for in-service and pre-service teachers.	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**.

## **Institutional Values and Best Practices**

### **Institutional Values and Social Responsibilities**

In keeping with the SDG 12- 'Sustainable Consumption and Production Patterns', the institution framed the Waste Management Policy Document. It collaborated with Ekonnnect Knowledge Foundation for the Organic Composting Project on the Campus. Organic waste of the 4 Institutions was successfully composted and used to generate compost which was used as a fertilizer for the green cover. The 4 Bin Approach of waste management was adopted for the segregation of dry waste wherein the waste collected was donated to Sampurna (e)arth Environment Solutions Pvt. Ltd. and awarded green points in return. The EVS club organized 'Make a Difference' week wherein various eco-friendly activities for waste management were organized to alert stakeholders to their role in environmental conservation. The college is a 'Plastic Free' Campus and the indiscriminate use of plastic by stakeholders is strictly prohibited. E-waste is collected and donated to an NGO-Ecofriend Industries which engages in E-waste recycling. A waste management workshop titled 'Waste it or Invest it' was conducted by RUR Green Life Pvt. Ltd.

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

The Institution engaged in these endeavours:

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. Group Mentoring Sessions: This was conducted by Alumni to share their success stories and provide need-based and mentoring such as exams and multitasking. 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 the community. 4. Curriculum Enrichment Activities: A series of online/offline sessions, workshops and courses were conducted by experts/ resource persons hailing from reputed organizations in different areas of expertise from across the city and overseas. 5. Environment Initiatives: This included Beach Clean-up Drive, Make a Difference Week Celebrations and workshops on Green Themes such as 'Waste it or Invest it' and 'From Energy to Synergy'. 6. Certificate Courses: A number of these were conducted to orient and train pre-service and in-service teachers to the content of the TET, Language proficiency and Technology Skills and Digital literacy.

## Best Practices/New Initiatives for the Academic Year 2022-23

Initiative	Origin of need	Objectives	Highlights
English Grammar Pro - Beginner to Advanced.	Language of an individual serves as a mirror to one's thoughts, values and beliefs. Thus it plays a pivotal role in the overall development of an individual. English being an international language is given immense significance in curricula all over the globe. It thus becomes vital to learn this international language in its aptness. Grammar is the base of English language. It has an immense bearing on the skills of language namely, reading, writing, listening and speaking. Capability in communication involves the awareness and application of suitable grammar and language. Teachers play a key role to empower students with the skills of English language and to a great degree have an impact on improving pupils' language skills. It is of chief significance that teachers should have an optimum level of competency in English language. With this aim in view, St. Teresa's Institute of Education introduced and implemented the English Grammar Course: 'English Grammar Pro - Beginner to Advanced.	<p>To enable students to recognize and understand the meaning of targeted grammatical structures in written and spoken form. }</p> <p>To enable students to use targeted grammatical structures meaningfully and appropriately in oral and written production. }</p> <p>To enable students to self-correct when using targeted grammatical structures.</p>	The Course was conducted from January 5, 2023 to February 10, 2023 as a part of the Curriculum Enrichment Programme of St. Teresa's Institute of Education. This 40 hour English Grammar Course comprised of 20 modules pertaining to various grammatical structures; which were completed in 20 sessions. The course is designed using the Four Quadrant Approach consisting of e-Tutorial (Video Lectures), e-content (Self instructional material), Discussion Forum and Assessment (Assignments and quizzes). A Pre-test was conducted at the beginning of the course to analyze the Entry Point knowledge of student-teachers regarding the grammatical concepts and after completion of the course, a Post-test was conducted. Students were awarded the certificate of the Course based on satisfaction of all requirements viz. 100% submission of all assignments and quizzes, minimum 40% score on all quizzes and minimum 60% score on the Final Test.
Tech-Fluent Teachers (TFT) Course	Technological advancements have infiltrated into every arena of life and the educational field is no exception.	<p>To appreciate the different technological advancements that can be used in online teaching-learning. }</p> <p>To use various technological tools, applications and software available</p>	St. Teresa's Institute of Education conducted the Tech Fluent Teachers course sessions from 11th July, 2022 to 22nd

	<p>While professionals in other disciplines have braced themselves for this change, the teaching fraternity needs to be empowered to cope with this wave of technological transformation, to cater to the pedagogical needs of GenNext. Teachers across the globe need to equip themselves with technological skills and hone their confidence to make online teaching an enjoyable, efficient and engaging experience for every student. To achieve this goal, it is highly imperative that exposure to technology and the various online tools, applications, and software available for use in the teaching learning process, begins at the grassroot level itself. It is with this objective in focus that a course aimed at empowering student-teachers to become tech-savvy professionals be introduced during the B.Ed. course itself, for the enrichment of the existing curriculum.</p>	<p>for online teaching-learning. } To apply the knowledge gained to create technology-based lessons in the Pedagogy of School Subjects. } To evolve creative ideas to enhance lesson quality with tech-based applications. } To emerge into Tech Empowered Teachers.</p>	<p>September, 2022. TFT is a 30 hour Certificate course carrying 3 credits aimed at helping student-teachers become aware of the plethora of educational apps and software available to them to make teaching-learning a fun-filled and interactive experience. Its objective is to orient and train teacher trainees in the use of technology in the classrooms. The 15 sessions were conducted by 7 resource persons.</p>
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# Annexure I

## ACADEMIC CALENDAR 2022-2023

	ST. TERESA'S INSTITUTE OF EDUCATION	
ACADEMIC CALENDAR 2022-23		
DATES	EVENTS	
June		
	F. Y. B. Ed.	S. Y. B. Ed.
June 23,2022	College Re-opens - F.Y.B.Ed (Sem 1) University Examination begins	
June 25,2020	International Yoga Day Celebration	
July		
	F. Y. B. Ed.	S. Y. B. Ed.
Jul 02,2022	Content Enrichment Programme begins	
Jul 04,2022	Orientation to Teaching Skills, Content Test 1	
	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	
Jul 08,2022	Inauguration mass for Golden Jubilee Year	
Jul 09,2022	Networking with the Internship Schools	
Jul 11,2022	ADD-on Course on TECH-FLUENT TEACHERS begins	
Jul 14,2022	Content Test 2	
Jul 18,2022	Semester 2 Internship begins	
Jul 28,2022	Workshop on Flower Making	
	DLLE project work	
August		
	F. Y. B. Ed.	S. Y. B. Ed.
Aug 04, 2022	Mentoring session, DLLE Project work	
	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	
Aug 15, 2022	Independence Day -Amrit Mahostav Celebration	

Aug 31, 2022	Inter-collegiate Essay writing and poetry competition	
Aug 31- Sept 04 , 2022	Mid Term Break	
<b>September</b>		
	<b>F. Y. B. Ed.</b>	<b>S. Y. B. Ed.</b>
	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 05, 2022	Teachers Day Celebration	
Sept 14, 2022	Beach Clean Up Drive	
Sept 10, 2022	World Hindi Divas Celebration	
Sept 16, 2022	Science Day Celebration	
Sep 26, 2022	Session on Drama and Art	
	VENTEL programme begins	
<b>October</b>		
	<b>F. Y. B. Ed.</b>	<b>S. Y. B. Ed.</b>
Oct 03, 2022	Gandhian Week Celebration	
Oct 10, 2022	English Language Day Celebration	
	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	
Oct 14, 2022	Miss Education contest Final	
Oct 14, 2022	Workshop on Techniques of Vedic Mathematics	
Oct 15, 2022	St. Teresa's Feast Celebration	
Oct 18, 2022	Vachan Prerna Divas	
Oct 18, 2022	Diwali Celebration	
	Semester II University Examination	
	Diwali Vacation	
<b>November</b>		
	<b>F. Y. B. Ed.</b>	<b>S. Y. B. Ed.</b>
Nov 09, 2022		Heartfulness Education Programme begins
Nov 12- 13, 2022		Ecofest- Planit-E
Nov 19, 2022		Big Five Talk Show
Nov		Children's Day Celebration

14,2022		
Nov 16,2022		Networking with the Internship Schools
Nov 17,2022		Explanation of the Unit Test Project & Preparation of Blue Print
Nov 17,2022		Workshop on TET
Nov 18,2022		Orientation to Project Based Course III (Internship Orientation)
Nov 18,2022		Orientation to theme of the year and theme lessons
Nov 21,2022		Semester 3 Intership begins
Nov 26,2022		Celebration of Constitution Day by History Club
		Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
December		
	F. Y. B. Ed.	S. Y. B. Ed.
	F.Y.B.Ed.	S.Y.B.Ed.
	DLLE Project Work	
Dec 10,2022	Sports Day	
Dec 05,2022	English Grammar Pro – Beginner to Advanced course sessions begin	Semester 3 Internship
Dec 10,2022	Human Rights Day	
	Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT	Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
Dec 22,2022	Maths Day Celebration	
Dec 23,2022	Christmas Celebration	
	Chirstmas Outreach Programme	
January		
	F. Y. B. Ed.	S. Y. B. Ed.
Jan 02,2023	College-reopens	
	Lectures: CC1- Childhood and Growing up CC2- Knowledge and Curriculum IC1- Gender School and Society Ability Course – Critical Understanding of ICT	Lectures: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
Jan 05,2023		Tree Lanscaping
Jan 09,2023	Add-on course on Yoga in collaboration with Ambika Yogashram begins	TET Preparartion Course Begins
Jan	EIL Course begins	Campus interviews ( S.Y.B.Ed.)

14,2023		
		Workshop for preparation of Educational kits
Jan 19, 2023	History Day	
Jan 26,2023	Republic Day Celebration	
February		
	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: CC-4 Assessment for Learning EC-2 Pedagogy of School Subject II (English, History, Science, Mathematics /Peace Education) IC3- Language Across Curriculum Audit Courses - Understanding the Self, Drama and Art in Education
Feb 04, 2023	Singing Competition	
Feb 27, 2023	Celebration of Marathi Bhasha Divas (27th February)	
Feb 16, 2023	International Seminar by Alumni Cell	
Feb 25, 2023		E-module Competition
	Class Test	
		Semester 4 University Examination
March		
	F. Y. B. Ed.	S. Y. B. Ed.
Mar 01,2023	Add-on course on Tech Fluent Teachers begins	Orientation to CAI
	Semester I University Examination	
	MAD Week	
Mar 04,2023	Session on Formal Language for Research Writing	
Mar 06,2023	Semester 2 Internship	Semester 4 Internship
Mar 16,2023	Research Paper Reading Session	
	Essays	Essays

	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	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 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	Lectures CC5- Contemporary India and Education EC-3 – Guidance and Counselling, environmental Education IC4- Creating Inclusive Schools Ability Course – Reading and Reflecting on Texts Audit Courses – Understanding the Self, Drama and Art in Education
Apr 8,2023	Annual Day	
Apr 10,2023	Street Play Workshop	
Apr 12,2023	Workshop on Drama & Art in Education	
Apr 15,2023	Valedictory Function	
	Class Test	
	DLLE Project submission	
May		
	F. Y. B. Ed.	S. Y. B. Ed.
	Semester II 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: 2022-2023)  
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 of a Child	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
		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

	<b>Unit 3</b> 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
	<b>Unit 4</b> 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: 2022 - 2023

Name of Faculty: 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
<b>Module 1 – Process of Human Development</b>	<b>Unit 2- Developmental Process</b>	a – Genetic Background and Development	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b – Trends in Development (Development al direction, Differentiation & Integration & Cumulative influence)	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c – Maturation	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
	<b>Unit 5 – Theoretical Perspectives</b>	a – Piagets Theory of cognitive development	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Movie Clips</li> <li>➤ Ads</li> <li>➤ Gaming</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Movie Clips</li> <li>➤ Ads</li> </ul>	<b>100% Complete</b>



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

		c – Marcian theory	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
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Reaccredited with Grade 'A' by NAAC (3rd Cycle) Programme:

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System

TEACHING

PLAN

Academic Year: 2022-2023 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)

<b>Module</b>	<b>Unit</b>	<b>Sub-unit</b>	<b>Planned teaching methodology/ techniques/activities and resources/e-resources</b>	<b>Methodology / techniques / resources</b>	<b>Completion Status</b>
MODULE 1: UNDERSTANDING KNOWLEDGE AND ITS RELATION	Unit1: Perspectives of Knowledge and Education	a) Knowledge: 1. Meaning and characteristics of knowledge ii. Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational	YouTube (music video, deliberations) / PowerPoint Presentations / narrations on origin / illustrations, analogies / Workshop Mode (Introduction to 'isms') / Interactive Engagement	YouTube (music video, deliberations) / PowerPoint Presentations / narrations on origin / illustrations, analogies / Workshop Mode (Introduction to 'isms') / Interactive	Complete

TO EDUCA TION (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 EducationalSignifi cance)	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

			Student Seminar Presentations		Complete
		c) Dialogue Method (Paulo Freire)	Student Seminar Presentations		
	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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System

TEACHING

PLAN

Academic Year: 2022-2023 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)

<b>Module</b>	<b>Unit</b>	<b>Sub-unit</b>	<b>Planned teaching methodology/ techniques/activities and resources/e- resources</b>	<b>Metho dology / techniq ues / resourc es</b>	<b>Comple tion Status</b>
MODUL E 2: DEVELO	Unit 4: Curric	a) Curriculum Meaning and Concept of curriculum, Relationship with Curriculum Framework, Syllabus and Textbooks .	Preparation of Figurative Memory Graphs (FMGs)	As planned	Comple t e

<p>IMPLEMENTATION OF CURRICULUM AND ITS RELATION TO EDUCATION (2 Credits)</p>	<p>Curriculum Concepts, Types and Determinants</p>	<p>b) Determinants of Curriculum ( Philosophical, Psychological, Sociological. Political )</p>	<p>Case Studies</p>		<p>Complete</p>
		<p>c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum and enacted curriculum)</p>	<p>Contextualised Learning (Constructivist Approach)</p>		<p>Complete</p>
	<p>Unit 5: Curriculum Development</p>	<p>a) Principles of curriculum development</p>	<p>wrt John Dewey and NCF 2005 (Mnemonics)</p>		<p>Complete</p>
		<p>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</p>	<p>Contextualised Learning, Collaborative Learning (Constructivist Approach)</p>		<p>Complete</p>
		<p>c) Participatory approach to curriculum development: Representation of Social groups in curriculum construction.</p>	<p>wrt Babasaheb Ambedkar and Paulo Freire</p>		<p>Complete</p>
	<p>Unit 6: Curriculum Implementation and</p>	<p>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</p>	<p>Contextualised Learning, Collaborative Learning (Constructivist Approach)</p>		<p>Complete</p>
		<p>b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.</p>	<p>Student Reflections / Collaborative Learning</p>		<p>Complete</p>

	Evaluation	c) Role of MHRD and NCERT in curriculum reform	Deliberations, Preparation of Figurative Memory Graphs (FMGs)		Complete
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 Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING  
 PLAN  
 Academic Year: 2022-2023 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 Empowerment	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
		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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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING  
PLAN  
Academic Year: 2022-2023 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

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN  
Academic Year 2022-2023  
Name of Faculty: Cerena D'Cunha

Course: ABILITY COURSE 1Critical 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
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

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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: 2022-2023 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
		a) Learning & Teaching: Meaning ,Characteristics & Process	Power point presentation, Discussion, videos	Conducted session on Google Meet platform Power point presentation, Discussion, videos	Completed

MODULE 1: UNDERSTANDING LEARNING	Unit 1: Concept of Learning	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	Conducted session on Google Meet platform Power point presentation, Youtube videos, Analogies	Completed
		c) Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardner's Classification): Concept & Educational Implications	Power point presentation, Youtube videos, Discussion, Psychological test - To demonstrate the Multiple intelligences in individuals. Use of Kolb's learning style Inventory to make students aware of their own learning styles <b>Attention:</b> <a href="https://www.youtube.com/watch?v=78eiLtQjmss">https://www.youtube.com/watch?v=78eiLtQjmss</a> Attention Game: 3 games conducted Gardner's theory: Mapping personal intelligences... using intelligence test inventory	Conducted session on Google Meet platform Power point presentation, Youtube videos, Discussion, Psychological test - To demonstrate the Multiple intelligences in individuals. Use of Kolb's learning style Inventory to make students aware of their own learning styles	Completed
	Unit 2: Theories of	a) Behaviorist Theories: Classical & Operant Conditioning	Power point presentation, Youtube videos, Case study,	Conducted session on Google Meet platform Power point presentation, Youtube videos, Case study,	Completed

	Learning: (Principles & Educational Implications)	b) Cognitive Theories: Bruner & Ausubel	Power point presentation, Analogies 1. Bruner's Discovery Learning: Experiment –beans for Prime Numbers / Experiment – water surface tension 2. Asubel's theory: Experiment picking up a coin from under the plate without touching the plate or Experiment liquid flows in the place of low pressure area (glass, coloured liquid, plate, candle)	Conducted session on Google Meet platform Power point presentation, Analogies	Completed
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		c) Social Learning Theories: Bandura & Vygotsky	Power point presentation, Analogies and Case Studies 1. Bandura's Theory: Experiment... reinforcement on correct behavior- shaping (student performs the correct action, gets rewarded. Incorrect action, no positive reinforcement.) Materials- cup, sweets 2. Vygotsky: Analogies ...videos	Google classroom to conduct test and Google Meet platform to teach, Power point presentation, Analogies and Case Studies	Completed
	Unit 3: Expanding Horizons of Learning:	a) Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & HighRoad or Procedural Transfer) & Promoting Transfer	Power point presentation, Discussion, Analogies	Conducted session on Google Meet platform, used Power point presentation, Discussion, Analogies	Completed
		b) Group Dynamics, Sociometry and educational Implications	Power point presentation, Discussion and Charting of Dynamics in classroom and classroom Sociometry Group dynamics activity <a href="https://www.youtube.com/watch?v=HvRKLjzW250">https://www.youtube.com/watch?v=HvRKLjzW250</a>	Conducted session on Google Meet platform, 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	Power point presentation, Discussion, Youtube videos Activity: <a href="https://www.youtube.com/watch?v=mjRX2HZ7ZXs">https://www.youtube.com/watch?v=mjRX2HZ7ZXs</a>	Conducted session on Google Meet platform, used 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: <input type="checkbox"/> Learners with learning	Power point presentation, Discussion and Case studies	Conducted session on Google Meet platform, used Power point presentation, Discussion and Case studies	Compl eted
		disabilities <input type="checkbox"/> Learners with Hyperactivity & Attention Disorders <input type="checkbox"/> Gifted Learners			
		b) Differentiated Instruction: Concept, Characteristics / Key Features & Strategies	Power point presentation, Discussion and Case studies	Conducted session on Google Meet platform, used Power point presentation, Discussion and Case studies	Compl eted
		c) Multi-Cultural Education: Concept, James Bank's Five Dimensions of MCE, Implications of MCE in the Indian Context	Power point presentation and discussion  Differentiated instruction video- <a href="https://www.youtube.com/watch?v=Kg38A1ggYiE">https://www.youtube.com/watch?v=Kg38A1ggYiE</a>  MCE- Caste discrimination vid- Movie- <a href="https://www.youtube.com/watch?v=WSXmkzypFWs">https://www.youtube.com/watch?v=WSXmkzypFWs</a> Current scenario- <a href="https://www.youtube.com/watch?v=kZcwyGTIlul&amp;t=4s">https://www.youtube.com/watch?v=kZcwyGTIlul&amp;t=4s</a> <a href="https://www.youtube.com/watch?v=rdfoUXRfqAc">https://www.youtube.com/watch?v=rdfoUXRfqAc</a>	Conducted session on Google Meet platform, used Power point presentation and discussion	Comple ted
	Unit 5: Teaching for Effective Learning	a) Reflective and Critical Thinking: Meaning & Educational Implications	Power point presentation, Expository and Interactive techniques, Workshop by a Resource Person CT- <a href="https://www.youtube.com/watch?v=m2eINI4WXkc">https://www.youtube.com/watch?v=m2eINI4WXkc</a> PS- <a href="https://www.youtube.com/watch?v=2CGQ1Ejx5gk">https://www.youtube.com/watch?v=2CGQ1Ejx5gk</a>	Conducted session on Google Meet platform, used Power point presentation, Expository and Interactive techniques, Workshop by a Resource Person	Compl eted

		b) Creativity and Problem Solving: Meaning, Process & Promoting	Power point presentation, Expository and Interactive techniques, Workshop by a Resource Person	Conducted session on Google Meet platform, used Power point presentation, Expository	Completed
				and Interactive techniques, Workshop by a Resource Person	
		c) Meta-cognition: Meaning, Components & Strategies	Power point presentation, Expository and Interactive techniques <a href="https://www.youtube.com/watch?v=grSw_n0xZUk">https://www.youtube.com/watch?v=grSw_n0xZUk</a>	Conducted session on Google Meet platform, used 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	Power point presentation, Discussion	Conducted session on Google Meet platform, used Power point presentation, Discussion	Completed
		b) Evolving Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher	Power point presentation, Discussion and Co-operative learning technique- Jigsaw Method & Student Seminar presentations	Conducted session on Google Meet platform, used 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 Consequences of Stopping Misbehaviour, the Need to Stop & Train), 3. Remediation: (Developing Student Responsibility & Self-	Power point presentation, Discussion and Co-operative learning technique- Jigsaw Method	Conducted session on Google Meet platform, used Power point presentation, Discussion	Completed



		Control, Remediating chronic Behavioural Problems, Gordon Model of Self- discipline			
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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: 2022-2023 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: FUNDAMENTAL S 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 Power	Completed

				point presentations, Discussion, Youtube videos	
Unit 2: Role of English Language	a) Nature of Language	Power point presentations, Case study, Discussion	Conducted session on Google Meet platform, used Power point 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 Co-Operative learning technique Flipped Classroom	Conducted session on Google Meet platform, used Power point presentations, Expository and Interactive techniques Co-Operative learning technique Flipped Classroom	Completed	
	c) Ways of appreciation of poems	Power point presentation, Flipped Classroom	Conducted session on Google Meet platform, used Power	Completed	

				point presentation, Flipped Classroom	
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 Power point 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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S. V. Road, Santa Cruz West Mumbai  
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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: 2022-2023 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 Political Science 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
		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
	Unit 6 – The History Teacher	a – Qualities of a History teacher	Mock Interviews, Discussion, PPT	Mock Interviews, Discussion, PPT	Completed
		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
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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: 2022-2023)

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
<b>MODULE 1:</b> FUNDAMENTALS OF MATHEMATICS EDUCATION	<b>Unit 1</b> 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- Aryabhatta, Ramaujan, Euclid, Phythagoras	Seminar presentations, PPT	Seminar presentations, PPT	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: 2022-2023  
Name of Faculty: Prof. 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
<b>Module 1 – Fundamentals of Science Education</b>	<b>Unit 1- Basics of Academic Disciplines</b>	a – Meaning of Academic disciplines, relationship between academic disciplines and Science subject	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> <li>➤ Handout, reflection and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> <li>➤ Handout, reflection and group discussion</li> </ul>	<b>100% Complete</b>
		b – Classification of academic disciplines: Becher Biglan typology with emphasis on nature of knowledge in each type.	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> <li>➤ Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Videos clips</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> <li>➤ Brainstorming</li> </ul>	
		c – Place of Science subject in the School Curriculum	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Cooperative learning strategies (think-pair-share)</li> <li>➤ Lecture Method</li> </ul>	
	<b>Unit 2 – Place of Science in the Curriculum and life</b>	a – Meaning and Nature of Science, Science process Skills- Basic and integrated	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Video clip</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Video clip</li> </ul>	<b>100% Complete</b>
		integrated			

		b. Aims and objectives of Teaching Science at upper primary, secondary and higher secondary level (NCF 2005)	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Group discussion</li> </ul>	<b>100% Complete</b>
		c. Values of teaching Science in socio-cultural context.	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Flipped classroom Approach</li> <li>➤ Word cloud</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Flipped classroom Approach</li> <li>➤ Word cloud</li> </ul>	<b>100% Complete</b>
	<b>Unit 3 – Organisation of Science curriculum</b>	a – Maxims of Teaching Science	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Gaming</li> <li>➤ Co-operative learning strategy numbered heads together</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Gaming</li> <li>➤ Co-operative learning strategy</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b – Co-relation of science in the Curriculum- Internal and External	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Padlet</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Padlet</li> </ul>	<b>100% Complete</b>
		c – i. Infusing global perspectives in the Science Curriculum ii. Curriculum Organisation- Concentric and Topical Approach	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Lecture Method</li> <li>➤ Seminar presentations</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Lecture Method</li> <li>➤ Seminar presentations</li> </ul>	<b>100% Complete</b>
<b>Module 2 – Transacting Science Curriculum</b>	<b>Unit 4 – Science Teaching: Methods, approaches and Tools</b>	a – Methods of teaching: Lecture cum demonstration method, Project method, Problem solving method	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Student presentations with actual demo of lesson using that method</li> <li>➤ Orientation to the P2BL approach proposed by NEP 2020</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Student presentations with actual demo of lesson using that method</li> <li>➤ Orientation to the P2BL approach proposed by NEP 2020</li> </ul>	<b>100% Complete</b>

		b – Approach: Inducto-deductive approach	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Student presentations with actual demo of lesson using that method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Student presentations with actual demo of lesson using that method</li> </ul>	<b>100% Complete</b>
		c. Concept Mapping: Meaning, Steps, Significance, PEOR	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Lecture Method</li> <li>➤ Hands-on experience on concept Mapping</li> <li>➤ PEOR VTR worksheet</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Lecture Method</li> <li>➤ Hands-on experience on concept Mapping</li> <li>➤ PEOR VTR worksheet</li> </ul>	<b>100% Complete</b>
	<b>Unit 5 – Learning Resources and Activity</b>	a – Science Textbook, characteristics of a Science Textbook	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Book review of a Science Textbook by students</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Book review of a Science Textbook by students</li> </ul>	<b>100% Complete</b>
		b – Science Club and Science Field visit	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Organisation of a Science Club activity ‘Eureka Dhamaka’</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Organisation of a Science Club activity ‘Eureka Dhamaka’</li> </ul>	<b>100% Complete</b>
		c. Improvised apparatus and e-resources	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Lecture Method</li> <li>➤ Use of online simulation apps</li> <li>➤ Orientation to Olabs</li> <li>➤ Self-exploration of e-resources such as Khan Academy, DIKSHA, Brainly</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Video Clips</li> <li>➤ Lecture Method</li> <li>➤ Use of online simulation apps</li> <li>➤ Orientation to Olabs</li> <li>➤ Self-exploration of e-resources such as Khan Academy, DIKSHA, Brainly</li> </ul>	<b>100% Complete</b>
	<b>Unit 6 – Science Teacher</b>	a – Need and avenues of Professional Growth	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Brainstorming</li> <li>➤ SWOT analysis</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Brainstorming</li> <li>➤ SWOT analysis</li> </ul>	<b>100% Complete</b>
		b – Science Laboratory-Planning and Maintenance, Laboratory Method	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Videos</li> <li>➤ Student presentations with actual demo of lesson using that method</li> </ul>	<ul style="list-style-type: none"> <li>➤ PowerPoint Presentations</li> <li>➤ Lecture Method</li> <li>➤ Videos</li> <li>➤ Student presentations with actual demo of lesson using that method</li> </ul>	<b>100% Complete</b>

		c. Diagnostic Testing and Remedial Teaching in Science	➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Case studies	➤ PowerPoint Presentations ➤ Video Clips ➤ Lecture Method ➤ Case studies	<b>100% Complete</b>
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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: 2022-2023 Name  
of Faculty: Dr 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, Impotence			Videos, PPTs and Explanation	Videos, PPTs and Explanation	Completed
		b – Principal of Management by Henry Fayol an 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 Senge's 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
Module 2 -	Unit 4 – Human Resource Management	a – Concept and Functions of Leadership			Videos and PPTs	Videos and PPTs	Completed
		b – Leadership Styles: transnormal Leadership, Situational Leadership, Team Leadership (Meaning, Characteristics, Merits and Demerits)			Cooperative Learning-Think - Pair -Share	Cooperative Learning-Think- Pair -Share online mode	Completed

		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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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: 2022 - 2023

Name of Faculty: 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
<b>Module 1 – Fundamentals of Assessment</b>	<b>Unit 1: Concept of Assessment</b>	a – Meaning, Nature, Functions of Assessment	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b – Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c – Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic & Summative)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
	<b>Unit 2: Essentials of Assessment</b>	a – Aims and Objectives – Meaning, Relationship	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> </ul>	<b>100% Complete</b>
		between aims and objective, and Criteria for writing statements of objectives.	<ul style="list-style-type: none"> <li>➤ strategies</li> <li>➤ Workshop on the writing of objectives and specifications</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cooperative learning strategies</li> <li>➤ Workshop on the writing of objectives and specifications</li> <li>➤ Lecture Method</li> </ul>	



		b – Learning outcomes – meaning, relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Workshop on the writing of objectives and specifications</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Workshop on the writing of objectives and specifications</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c – Assessment of Cognitive Affective and Psychomotor domains of learning	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Workshop on the writing of objectives and specifications</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Workshop on the writing of objectives and specifications</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
	<b>Unit 3: Trends &amp; Issues of Assessment</b>	a – Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ The BIG 5 Talk show</li> <li>➤ Debates</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ The BIG 5 Talk Show</li> <li>➤ Debates</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b – Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Debates</li> <li>➤ Workshop on different techniques of Internal / External Assessment</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Debates</li> <li>➤ Workshop on different techniques of Internal / External Assessment</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c - Psycho-social	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point</li> </ul>	<b>100%</b>
		concerns of Assessment (Implications) <ul style="list-style-type: none"> <li>➤ No detention policy (RTE Act, 2009)</li> <li>➤ Competitive ranking of schools</li> <li>➤ Profiteering by Private Agencies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Debates</li> <li>➤ Case studies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Debates</li> <li>➤ Case studies</li> <li>➤ Lecture Method</li> </ul>	<b>Complete</b>

<b>Module 2: Instruments of Assessment and Reporting of Result</b>	<b>Unit 4: Instrument s of Assessment</b>	a- Characteristics of a good measuring instrument	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b- Tools and Techniques of Assessment (Meaning, Guidelines of Development & Uses): 1. Checklist 2. Rating Scale 3. Rubrics 4. Anecdotal Records	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Gaming</li> <li>➤ Seminar Presentations</li> <li>➤ Role Plays</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Gaming</li> <li>➤ Seminar Presentations</li> <li>➤ Role Plays</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c- Achievement Tests: 1. Performance Tests 2. Written Test 3. Open Book Examination and Online Examination (Merits & Limitations)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Gaming</li> <li>➤ Seminar Presentations</li> <li>➤ Role Plays</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Gaming</li> <li>➤ Seminar Presentations</li> <li>➤ Role Plays</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
	<b>Unit 5: Differentiat ed Assessment Strategies</b>	a-Meaning and purpose of Teacher assessment, Self- Assessment and peer Assessment	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b-Criterion Referenced tests and Norm referenced Tests (Meaning, Characteristics)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>

		c- Records used in Assessment (Meaning, Guidelines of development & Uses) 1. Cumulative Records 2. Student Portfolio 3. Learner Profile 4. Reflective Journal	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Workshop on preparation of E-Portfolios ➤ Lecture Method	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Workshop on preparation of E-Portfolios ➤ Lecture Method	<b>100% Complete</b>
	<b>Unit 6: Differentiated Assessment Strategies</b>	a -Feedback & Criteria of Constructive Feedback.	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Lecture Method	<b>100% Complete</b>
		b -Reporting (Meaning and Types of Reporting)	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Orienting the students to different types of reports through practical exposure ➤ Lecture Method	➤ Power Point Presentations ➤ Video Clips ➤ Cooperative learning strategies ➤ Orienting the students to different types of reports through practical exposure ➤ Lecture Method	<b>100% Complete</b>
		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	<b>100% Complete</b>

		Normal Probability Curve 3. Interpretation of Percentile and Percentile Rank			
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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: 2022-2023 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: FUNDAMENTAL S 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 Power	Completed

				point presentations, Discussion, Youtube videos	
Unit 2: Role of English Language	a) Nature of Language	Power point presentations, Case study, Discussion	Conducted session on Google Meet platform, used Power point 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 Co-Operative learning technique Flipped Classroom	Conducted session on Google Meet platform, used Power point presentations, Expository and Interactive techniques Co-Operative learning technique Flipped Classroom	Completed	
	c) Ways of appreciation of poems	Power point presentation, Flipped Classroom	Conducted session on Google Meet platform, used Power	Completed	

				point presentation, Flipped Classroom	
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 Power point 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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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING  
PLAN  
Academic Year: 2022-2023 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 Political Science 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
		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
	Unit 6 – The History Teacher	a – Qualities of a History teacher	Mock Interviews, Discussion, PPT	Mock Interviews, Discussion, PPT	Completed
		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
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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: 2022-2023)  
 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
<b>MODULE 1:</b> FUNDAMENTAL S OF MATHEMATICS EDUCATION	<b>Unit 1</b> 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: TRANSACTIN G MATHEMATIC S 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, Phythagoras	Seminar presentations, PPT	Seminar presentations, PPT	Completed

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING  
PLAN  
Academic Year: 2022-2023 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	Methodology / techniques/ resources	Completion status
MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION (2 Credits)	Unit 1: Basics	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	Teaching executed as per plan	Complete
	of Academic Disciplines	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) i) 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		Complete
			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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Reaccredited with Grade 'A' by NAAC (3rd Cycle) Programme:  
Bachelor Degree of Education 2 - Years Credit Based Choice  
System  
TEACHING  
PLAN  
Academic Year: 2022-2023  
Name of Faculty: Dr. Reshma Rodrigues

Course: Interdisciplinary Course (IC3) : Language Across Curriculum 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 – 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	Completed



				presentation, Discussion	
		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	Completed

				presentations, Discussion, Analogies	
		c) The Deficit Theory	Power point presentations, Discussion, Analogies	Conducted session on Google Meet platform, used Power point presentations, Discussion, Analogies	Completed
MODULE 2 TRANSACTIONAL LANGUAGE ACROSS DISCIPLINES/ CURRICULUM	Unit 4: The Nature of Classroom Discourse, Oral Language in the Classroom	a) Class room discourse, nature and its types	Video clippings of different classroom techniques, PPT	Video clippings of different classroom techniques, PPT	Completed
		b) Importance of oral language in the classroom	YouTube Videos, Discussion, PPT	YouTube Videos, Discussion, PPT	Completed
		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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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING  
PLAN (Academic Year: 2022-2023)  
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 stratification and marginalization	Lecture method, explanation, PPT	Online Lecture, explanation, PPT	Completed

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING PLAN  
(Academic Year: 2022-2023)  
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: 2022 - 2023

Name of Faculty: 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
<b>Module 1 – Fundamentals of Environmental Education</b>	<b>Unit 1: Concept of Environment, Eco System and Ecology</b>	a – Environment: Meaning, Components (Biotic and Abiotic)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> <li>➤ Online Quizzes</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> <li>➤ Online Quizzes</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b – Concept of Eco System & Types of Eco System	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> <li>➤ Online Quizzes</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> <li>➤ Online Quizzes</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c – Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), Food Web & Ecological	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> <li>➤ Online Quizzes</li> <li>➤ Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> <li>➤ Online Quizzes</li> <li>➤ Worksheets</li> </ul>	<b>100% Complete</b>
		Energy Dynamics	<ul style="list-style-type: none"> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gaming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	
	<b>Unit 2:</b>	a – Climate Change	<ul style="list-style-type: none"> <li>➤ Power Point</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point</li> </ul>	<b>100%</b>



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

	<b>Unit 3: Development of Environmental Education</b>	a – Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Study Circles</li> <li>➤ Brainstorming</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Study Circles</li> <li>➤ Brainstorming</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b – Environmental Education: Meaning, Objectives, Principles & Significance	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Study Circles</li> <li>➤ Brainstorming</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Study Circles</li> <li>➤ Brainstorming</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c – Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Study Circles</li> <li>➤ Brainstorming</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Study Circles</li> <li>➤ Brainstorming</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
<b>Module 2: Environmental Education for Sustainable Development</b>	<b>Unit 4: Initiatives for Environment Assessment</b>	a- Environmental Impact Assessment: (Meaning, Steps & significance)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> </ul>	<b>100% Complete</b>
		b- Environmental Management and Protection Need for environmental management function and characteristics of environmental	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> </ul>	<b>100% Complete</b>
		management			

		c – Environmental Audit (Definition; Features and types of environmental auditing)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> </ul>	<b>100% Complete</b>
	<b>Unit 5: Sustainable Environmental Management</b>	a- Sustainable Development: Meaning, Need Guiding Principles	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		b- Sustainable Environmental Practices: Rain water Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
		c- Indigenous Technical Knowledge as a sustainable Practice.	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<b>100% Complete</b>
	<b>Unit 6: Environmental Initiatives, Projects and Laws</b>	a –Movements: Tarun Bharat Sangh, Narmada Bachao Andolan	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Study circles</li> <li>➤ Crosswords</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Study circles</li> <li>➤ Crosswords</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning</li> </ul>	<b>100% Complete</b>

			<ul style="list-style-type: none"> <li>➤ strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ strategies</li> <li>➤ Presentations</li> </ul>	
		b – Projects: Tiger Project, Ganga Action Plan	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Study circles</li> <li>➤ Crosswords</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Study circles</li> <li>➤ Crosswords</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Presentations</li> </ul>	<b>100% Complete</b>
		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"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Study circles</li> <li>➤ Crosswords</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Online Quizzes</li> <li>➤ Gaming</li> <li>➤ Brainstorming</li> <li>➤ Study circles</li> <li>➤ Crosswords</li> <li>➤ Seminar Presentations</li> <li>➤ Cooperative learning strategies</li> <li>➤ Presentations</li> </ul>	<b>100% Complete</b>

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: 2022-2023 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: 2022-2023  
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	Completed
		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	Completed
	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	Completed
		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	Completed
		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	Completed
Module 2 – Addressing Learners’ Diversity	Unit 4 – Curricular Issues	a – Curriculum adaptation/ modifications - Disability wise curricular adaptations / modifications in Instructions	Analogies, Case study presentation of rural schools who are including and training disabled students, Group activity using Jigsaw on disability wise curricular adaptations and modifications, PPT	Analogies, Case study presentation of rural schools who are including and training disabled students, Group activity on disability wise curricular adaptations and modifications, PPT	Completed
		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	Completed

		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	Completed
	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	Completed
		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	Completed
		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	Completed
	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	Completed
		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	Completed
		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	Completed

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Programme: Bachelor Degree of Education 2 - Years Credit Based Choice System TEACHING  
PLAN  
Academic Year: 2022-2023  
Name of Faculty: Dr. Reshma Rodrigues

<b>Course: Ability Course 2 (AB 2)</b>					
<b>Reading and Reflecting on Texts</b>					
<b>Semester: 4</b>					
<b>Total Credits: 3</b>					
<b>Workload Allocation: 100%</b>					
<b>Module</b>	<b>Unit</b>	<b>Sub-unit</b>	<b>Planned teaching methodology/ techniques/activities and resources/e- resources</b>	<b>Methodology / techniques / resources</b>	<b>Completion status</b>
MODULE 1: REVISITING  READING (1 Credit)	Unit 1 Diversity of Text Meaning	a) Understanding Diverse Text Forms- Expository, Narrative, Persuasive, Scientific and Technical.	Workshop Method	Teaching executed as per plan	Complete
	g. Significance and	b) Diversity of Texts related to Education Expository, narrative, technical, documentaries, policies, historical and ethnographies.	Workshop Method		Complete

	Reflecti on	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		Comple t e
	Unit 2: Reading for Underst anding Strategi es and Steps of Reading	a) Davis Nine Component Skills of Comprehension.	Inducto-Deductive Approach, Task Assigned		Comple t e
		b) Reading strategies: Previewing, Infer and Predicting, Skimming, Scanning and Paraphrasing.	Workshop Method		Comple t e
		c) Reflecting through stages of Reading: Pre-reading, During Reading and Post Reading.	Case study		Comple t e
MODU LE 2: REFLE CTIVE READI NG AND WRITI NG (1 Credit)	Unit 3: Reading for Writing	a) Recreating Texts : Rewriting texts from new perspectives	Task assigned		Comple t e
		b) Critical Analysis of a text	Task assigned		Comple t e
		c) Reflective journal writing	Orientation to the art of 'Reflective Writing'		Comple t e
	Reading beyond Texts- Making Connect ions	a) Making connections to the Text: Text to self, Text to text, Text to World.	Workshop Method, Flipped classroom		Comple t e
		b) Reading Images and Seeing Texts: Visual to Word and Word to Visual.	Task assigned		Comple t e
		c) Reading for Change: Understanding educational documents.	wrt National Curriculum Framework, National Education Policy, Right To Education Act, 76th Amendment of the Indian Constitution		Comple t e

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PLAN  
Academic Year: 2022-2023 Name of  
Faculty: Dr. Joan Lopes

**Course: Audit Course 1 (AC) 1 Drama and Art in Education**  
**Semester:** (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: UNDERSTANDIN G 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
	Unit 2: Application of Drama and Art in Academics	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
		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	Completed
	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	Completed
MODULE 2: DRAMA AND ART AS A MEDIUM FOR COMMUNICATION					

AND SOCIAL CHANGE		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			Completed

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

Academic Year: 2022 - 2023

Name of Faculty: Professor Dr. Giselle D'souza

Course: Understanding the Self Semester: 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
<b>Module 1 – The World within the Self</b>	<b>Unit 1: Exploring the Self</b>	a – Exploring self- identity and self- image	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Meditation</li> <li>➤ Self-reflection</li> <li>➤ Peer sharing</li> <li>➤ Lecture Method (Online)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Meditation</li> <li>➤ Self-reflection</li> <li>➤ Peer sharing</li> <li>➤ Lecture Method (Online)</li> </ul>	<b>100% Complete</b>
		b – Analysis of strengths, weaknesses, opportunities and challenges (SWOC)	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Worksheets</li> <li>➤ SWOC Analysis</li> <li>➤ Lecture Method (Online)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Worksheets</li> <li>➤ SWOC Analysis</li> <li>➤ Lecture Method (Online)</li> </ul>	<b>100% Complete</b>

		<ul style="list-style-type: none"> <li>➤ c – Techniques of Self-reflection (Reflective diary, Creative imagery, Reflective dialogue and discussion, Social Media blog and Online communication )</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Reflective diary</li> <li>➤ Creative imagery</li> <li>➤ Reflective dialogue and discussion</li> <li>➤ Social Media blogging</li> <li>➤ Lecture Method (Online)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Reflective diary</li> <li>➤ Creative imagery</li> <li>➤ Reflective dialogue and discussion</li> <li>➤ Social Media blogging</li> <li>➤ Lecture Method (Online)</li> </ul>	<b>100% Complete</b>
	<b>Unit 2: The Evolving Self</b>	a – Development of self-esteem and self-confidence	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Animated songs</li> <li>➤ Worksheets</li> </ul>	<b>100% Complete</b>
			<ul style="list-style-type: none"> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on self- love and self-concept</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gaming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on self-love and self-concept</li> </ul>	
		b – Management of Emotions	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on Emotional Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on Emotional Intelligence</li> </ul>	<b>100% Complete</b>
		c – Positive Thinking	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on the Power of Positive Thinking</li> <li>➤ Prescription of Self-help books for reading to build the habit of Positive Thinking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on the Power of Positive Thinking</li> <li>➤ Prescription of Self-help books for reading to build the habit of Positive Thinking</li> </ul>	<b>100% Complete</b>



<b>Module 2 – Self and the World</b>	<b>Unit 3: The Emerging Self</b>	a- Personal Mastery through Self compassion, Spirituality and Value System	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Meditation exercises</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on Personal Mastery through Self compassion,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Meditation exercises</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on Personal Mastery through Self compassion, Spirituality and Value System</li> <li>➤ Prescription of Self-help books for reading to</li> </ul>	
			Spirituality and Value System <ul style="list-style-type: none"> <li>➤ Prescription of Self-help books for reading to develop Self- Compassion</li> </ul>	develop Self- Compassion	
		b- Harmony and Peace with Self through Mindfulness	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Mindfulness exercises</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on Harmony and Peace with Self through Mindfulness</li> <li>➤ Prescription of Self-help books for reading to develop Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Mindfulness exercises</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on Harmony and Peace with Self through Mindfulness</li> <li>➤ Prescription of Self-help books for reading to develop Mindfulness</li> </ul>	<b>100% Complete</b>

		c- Development of Resilience	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on developing Resilience</li> <li>➤ Prescription of Self-help books for reading to develop Resilience</li> <li>➤ Sharing of Success Stories of people who have faced challenges in life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Worksheets</li> <li>➤ Gaming</li> <li>➤ Situation Analysis</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on developing Resilience</li> <li>➤ Prescription of Self-help books for reading to develop Resilience</li> <li>➤ Sharing of Success Stories of people who have faced challenges in life</li> </ul>	<b>100% Complete</b>
	<b>Unit 4: The Caring Self</b>	a- Empathetic Listening and Sensitivity	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Cooperative Learning Strategies</li> <li>➤ Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Inspirational Videos</li> <li>➤ Cooperative Learning Strategies</li> <li>➤ Role Playing</li> <li>➤ Lecture Method (Online)</li> </ul>	<b>100% Complete</b>

			<ul style="list-style-type: none"> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on developing Empathetic listening skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Workshop on developing Empathetic listening skills</li> </ul>	
		b- Assertive Self Expression	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on developing Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Brainstorming</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method (Online)</li> <li>➤ Workshop on developing Assertiveness</li> </ul>	10 Com
		c – Conflict Resolution	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Situation Analysis</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method (Online)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power Point Presentations</li> <li>➤ Video Clips</li> <li>➤ Situation Analysis</li> <li>➤ Brainstorming</li> <li>➤ Case studies</li> <li>➤ Cooperative learning strategies</li> <li>➤ Lecture Method (Online)</li> </ul>	10 Com

### **Annexure III**

#### **Curricular and Co-curricular Activities**

<b>Sr. No</b>	<b>Date</b>	<b>Activity to develop deeper understanding of the field of Teacher Education.</b>
1	3rd June 2022	Education: A Dynamic Process-Session
2	5th - 11th - 13th - 14th July 2022	Macro & Micro Teaching Skill Of Set Induction
3	27th August 2022	Teaching for Effective Learning
4	19th September 2022	Mindfulness
5	19th September 2022	Mental Health & Wellness For Educators
6	21st September 2022	Fighting The Odds
7	23rd September 2022	Waste It Or Invest It: Session
8	1st October 2022	Visit To Mani Bhavan
9	6th October 2022	Geogebra Tool
10	15th October 2022	Learning Disabilities & Developmental Issues In Children
11	15th October 2022	Academic Integrity Webinar
12	17th October 2022	Innovative Strategies Of Pedagogy
13	18th October 2022	Spiritual Enrichment Program
14	1st January 2023	Flipped Classroom
15	19th January 2023	Financial Planning
16	3rd March to 10th October 2023	Digital Efficacy Enhancement Programme
17	11th March 2023	Curriculum Development
18	16th March 2023	Gender Jurisprudence In The Indian Context
19	6th May 2023	International Webinar On 'Revisiting Education- Holistic Development Through Empowered Minds.'

Sr. No.	Date	Capacity building activities to ensure procedural knowledge	Competencies gained
1	January to August 2023	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	17th January - 27th February 2023	Certificate Course in Yoga	Student teachers were oriented to the theoretical and practical aspects of pedagogical practices in schools affiliated to different board types
3	January 5, 2023 - February 10, 2023	English Grammar Pro – Beginner to Advanced	<ul style="list-style-type: none"> <li>Students could recognize and understand the meaning of targeted grammatical structures in written and spoken form.</li> <li>Students developed capacity to use targeted grammatical structures meaningfully and appropriately in oral and written production.</li> <li>Students were able to self-correct when using targeted grammatical structures.</li> <li>Refinement in spoken and written English</li> </ul>
4	July 2022- March 2023	Electronic Information Literacy (EIL) Course (S.Y.B.Ed.)	<ul style="list-style-type: none"> <li>Trained in several online information search techniques</li> <li>Acquainted with the evaluation parameters/criteria to check authenticity of online information</li> <li>Able to use formal language for writing action research report.</li> <li>Developed consciousness for research and academic ethics.</li> <li>Students became proficient in Effective Web Search Techniques to retrieve most authentic and relevant sources in least time which is need of the hour.</li> <li>Students learnt the concept of plagiarism and could develop Citation Managed and Plagiarism free academic writing skills.</li> </ul>
5	July 2022 to Oct 2022.	Tech Fluent Teachers Course (F.Y.B.Ed.)	<ul style="list-style-type: none"> <li>Equipped student teachers with technical know-how and skills</li> <li>Instilled confidence in student teachers to transact online teaching-learning in context of the present times</li> <li>Added a technological dimension to Teacher Education</li> </ul>

6	September 2022 – June 2023	Vocational Education Nai Talim Experiential Learning (VENTEL Programme)	<ul style="list-style-type: none"> <li>Developed abilities to be young entrepreneurs of the future</li> <li>Introduced an element of earning while learning</li> </ul>
7	October 2022 - March 2023	Heartfulness Education	<ul style="list-style-type: none"> <li>Exposed students to the 21st century styles of learning and their implementation in the classroom</li> <li>Students gained an experience of Heartfulness techniques, and how to teach them to others.</li> </ul>
8	7th January 2023	Big Five Talk Show	Oriented student-teachers to the educational policies and practices of schools affiliated to the different Boards of Education.
9	started on August 20, 2022	Preparing for Teacher Eligibility Test	Hands-on experience was given to answer the competitive exam, thus boosting the confidence of the students
11	2nd January 2023	Workshop on The Magic of Creativity through Sketchnoting	Students were effectively oriented about the benefits of visual learning and assessing creativity and ingenuity of students by giving hands-on experience.

Sr. No	Date	Activities aimed at application of acquired competencies	Nature of work done
1	All Semesters	Internship	<p>Student-teachers participated in various school related activities and celebrations.</p> <p>Theme based lessons were given by student-teachers to sensitize the school students about the theme of SDGs 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>
2	April 2023	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.
3	On Going throughout the year	Department of Lifelong Learning and Extension 1) Career Project (CP) 2) Status of women in	<ul style="list-style-type: none"> <li>Interviewed two professional from the field</li> <li>Prepared four e-posters</li> <li>Prepared a video for Career Exhibition</li> </ul>

		Society (SWS) 3) Annapoorna Yojna (APY)	<ul style="list-style-type: none"> <li>Prepared the e-brochure for further dissemination of information gathered on the selected career</li> <li>Conducted a survey to determine the status of women</li> <li>120 hours of work in extension activities related to Career Project and Status of Women in Society (SWS) project and Annapoorna Yojna (APY)</li> </ul>
4	26th Sept-4th October 2022	Community Work - Outreach Program 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	18th April - 2nd May 2023	MAD Week (Make A Difference)	<ul style="list-style-type: none"> <li>Created sensitivity towards issues of environmental significance.</li> <li>Propogated awareness about the need for environmental conservation.</li> <li>Oriented student-teachers and faculty to different eco-friendly practices.</li> <li>Instilled values of environmental protection in student-teachers at large.</li> </ul>
2	19th January 2023	TALENT SEARCH PROGRAMME	<ul style="list-style-type: none"> <li>Student teachers were provided with opportunities participate in various activities they were skilled at including acting, dancing, singing, creation of videos, ppts etc.</li> <li>The competition was executed in groups thus fostering development of communication skills, emotional intelligence, creativity, critical thinking, collaboration etc.</li> </ul>
3	12th May 2023	Workshop on Drama and Art	<ul style="list-style-type: none"> <li>Students developed the competencies of stagecraft and performance.</li> </ul>
4	12/7/2022	Inauguration of the Golden Jubilee Year of College	
5	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
6	16/9/2022	Celebration of the Science Day	All the celebrations were aimed at creating sensitivity regarding various issues, diversity in Indian culture, unity in diversity, regard for
7	28/7/2022	Workshop on Art and Craft	

8	25/6/2022	International Yoga Day	India's rich cultural heritage, honouring languages and contribution of Indians to various scientific, mathematical and historic fields.
9	6/6/2022	Celebration of Coronation of Shivaji Maharaj	
10	11/8/2022 to 17/8/2022	Azaadi Ka Amrit Mohotsav	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.
11	25/9/2022	Essay Writing Competition	
12	24/9/2022	Poster Making Competition	
13	8/9/2022	Celebration of Onam Festival	
14	24/9/2022	Celebration of Navratri Festival	
15	30/8/2022	Inter-College Poetry Competition	
16	31/8/2022	Inter-College Essay Writing Competition	
17	17/10/2022	Celebration of English Language Day	
18	6/10/2022	Charkha Making	
19	14/10/ 2022	Celebration of Feast of St. Teresa of Avila	
20	14/10/ 2022	Miss Education Contest	
21	18/10/2022	Diwali Celebration	
22	15/03/2023	Visual Art Technique on Emotional Well-being of Women	
23	19th May 2023	Annual Sports Day	



# Annexure IV

## Faculty Publications (2022-23)

Year	Title of paper	Name of the author/s	Name of journal	Year of publication	ISBN/ISSN number
2022-23	An Experimental Study of Effectiveness of English Grammar Course among the Student – Teachers	Dr. Cerena D'Cunha	Research and Reflections on Education, Vol. 21 No. 1, Jan-Mar 2023	Jan-Mar 2023	ISSN 0974 - 648 X(P)

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

Year	Name of the faculty	Title of the book/chapters published	Title of the paper	National / international	Year of publication	ISBN number of the proceedings
2022-23	Dr. Cindrella D'Mello	EduCreator Research Journal Peer Reviewed Referred Journal VOLUME– X, ISSUE– III	Perceived Stress and Anxiety among School Students due to Virtual Learning	International	MAY – JUNE 2023	ISSN : P - 2455 -0515 E– 2394 - 8450
	Dr. Cindrella D'Mello	IDEAL An International Peer Reviewed Refereed Multidisciplinary Half Yearly Research Journal, Volume-XI, issue-01- Impact Factor- 6.008	Virtual Learning: An Avenue for Digital Literacy	National	Sept-Feb 2022-23	ISSN- 2319-359X
	Dr. Shakuntala Nighot	Educator Research Journal (Peer Reviewed Refereed ) 10(3), May June 2023 IF 8.182 Pg. 101-106	EIL Course Effectiveness: Pre and Post Evaluation Study at STIE	International	MAY – JUNE 2023	ISSN : P - 2455 -0515 E– 2394 - 8450
	Prof. Dr. Giselle D'souza	International Journal of Emerging Technologies and Innovative Research, Open access, peer-reviewed, refereed International Journal, Volume 9, Issue 8 August 2022 (Pgs. c54-c58), Impact Factor 7.95	Project PhoneShaala: Where Education is Just a Call Away	International	August 2022	ISSN: 2349-5162

	Prof. Dr.Giselle D'souza	International Journal of Emerging Technologies and Innovative Research,Open access, peer- reviewed, refereed International Journal Volume 10, Issue 3, (Pgs. g490-g496), Impact Factor 7.95	Dealing with Delay: Keeping Academic Procrastination at Bay	International	March 2023	ISSN: 2349- 5162
	Prof. Dr.Giselle D'souza	EPRA International Journal of Multidisciplinary Research (IJMR), Peer-reviewed, Refereed & Indexed International Journal Volume 9, Issue 6, (Pgs. 318 - 322), Impact Factor 8.224	From Deadlines To Timelines: The Meaningful Transition On The Academic Landscape	International	March 2023	ISSN: 2455- 3662
	Dr. Cerena D'Cunha	IDEAL An International Peer Reviewed Refereed Multidisciplinary Half Yearly Research Journal, Volume-XI, issue- 01- Impact Factor- 6.008	Significance of Academic Self- Concept and Students' Preferred Learning Styles in the light of NEP 2020	National	Sept-Feb 2022-23	ISSN- 2319- 359X
	Dr. Cerena D'Cunha	EduCreator Research Journal Peer Reviewed Referred Journal VOLUME– X, ISSUE– III	Online v/s Traditional Education – A Study of Student Preferences	International	MAY – JUNE 2023	ISSN : P - 2455 -0515 E– 2394 - 8450 Pee
	Dr. Reshma Rodrigues	IDEAL An International Peer Reviewed Refereed Multidisciplinary Half Yearly Research Journal, Volume-XI, issue- 01- Impact Factor- 6.008	Online Education vs Offline Education: A Post Pandemic Study Pg. Nos.142 – 147	National	Sept-Feb 2022-23	ISSN- 2319- 359X
	Dr. Reshma Rodrigues	AJANTA – An International Multidisciplinary Quarterly Research Journal, Volume XI, Issue III	Addressing Post Pandemic Problems of Students Pg. Nos. 51-58	International	July – Septemb er 2022	ISSN 2277- 5730
	Dr. Reshma Rodrigues	GENIUS – An International Multidisciplinary Half Yearly Research Journal, Volume XI, Issue I	Post Pandemic Effects on Retention and Memorization Skills of Students Pg. Nos. 152-161	International	August – January 2022-23	ISSN 2279- 0489

	Dr. Joan Lopes	EduCreator Research Journal Peer Reviewed Referred Journal VOLUME– X, ISSUE– III	Google Meet: A Remote Communication Tool for the Digital Age. Pg. Nos 135-138	International	MAY – JUNE 2023	ISSN : P - 2455 -0515 E– 2394 - 8450 Pee
	Dr. Sr. Tanuja Waghmare	Royal - Peer Reviewed Refereed - International Multidisciplinary Journal No - 47037 Volume – XI, Issue – 1, Page nos. 34 - 42	A Study of Interest and Motivation Levels of Secondary School Students, Post Pandemic	International	June – November – 2022	ISSN 2278 -8158

## Annexure V

### The Big 5 Talk Show 2022-2023

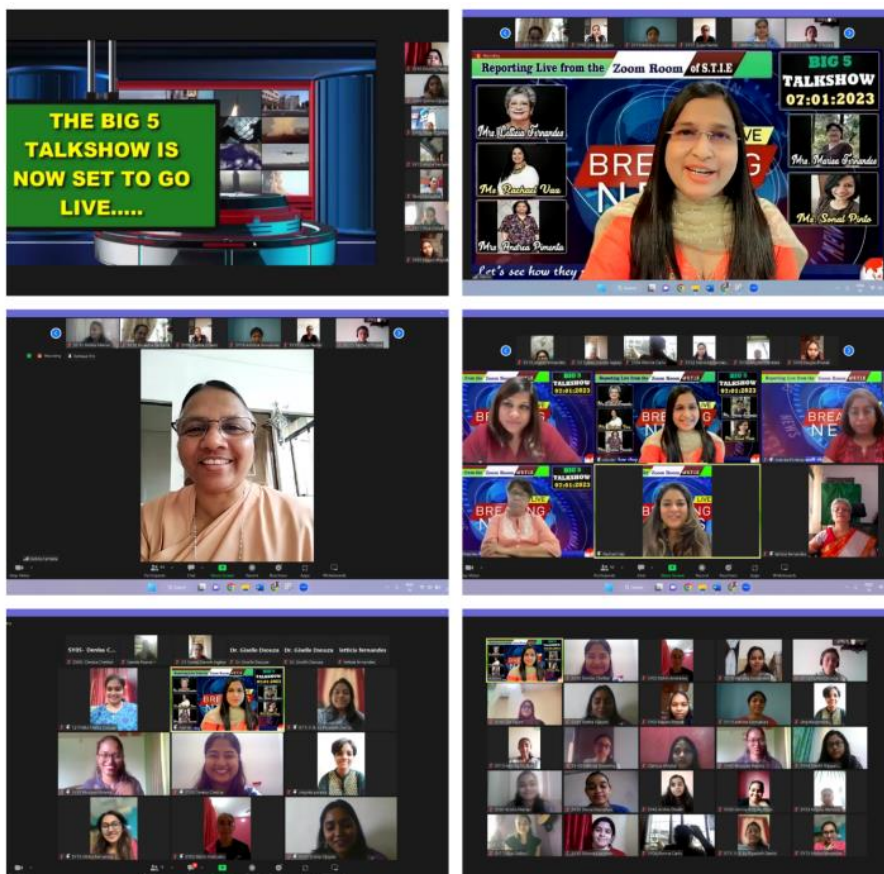


The most awaited event of the year ‘The Big 5 Talk Show 2022-2023’ was organized by St. Teresa’s Institute of Education on 7<sup>th</sup> January 2023 for the students of SY. B. Ed who will soon be entering the amazing world of teaching. The Coordinator for the Symposium was none other than our very own senior faculty, Prof. Dr. Giselle D’Souza who with her immense efforts, zeal, and hard work made this symposium a meaningful and fruitful learning experience. The Resource panelists for the symposium were our dearest Alumni Mrs. Marisa Fernandes, Mrs. Letticia Fernandes, Mrs. Andrea Pimenta, Ms. Rachael Vaz, and Ms. Sonal Pinto who were students from each decade of our college as we celebrated the 50 Golden years of Excellence in Education.

The session began at 8.30 am with the blessings of the Almighty God through a beautiful prayer. Followed by a beautifully composed Shaayari which set the tone of the symposium. Our hosts Ms. Melita D’Souza and Dr. Giselle D’Souza introduced the resource speakers of the day and took us through a time machine to learn about the various educational boards of the education system which was the main objective of the online symposium. Our Principal, Dr. Sr. Tanuja Waghmare spoke a few words of gratitude to our Alumni.

After each panelist had shared their perceptions, the hosts opened the forum for the ‘Question Hour’ where the S.Y.B.Ed. students put forward their questions and got their doubts cleared. The session ended with a formal Vote of Thanks and left the minds of the students with some clarity and precision as to which board they would want to begin their teaching careers in.





## Workshop on Sketchnoting

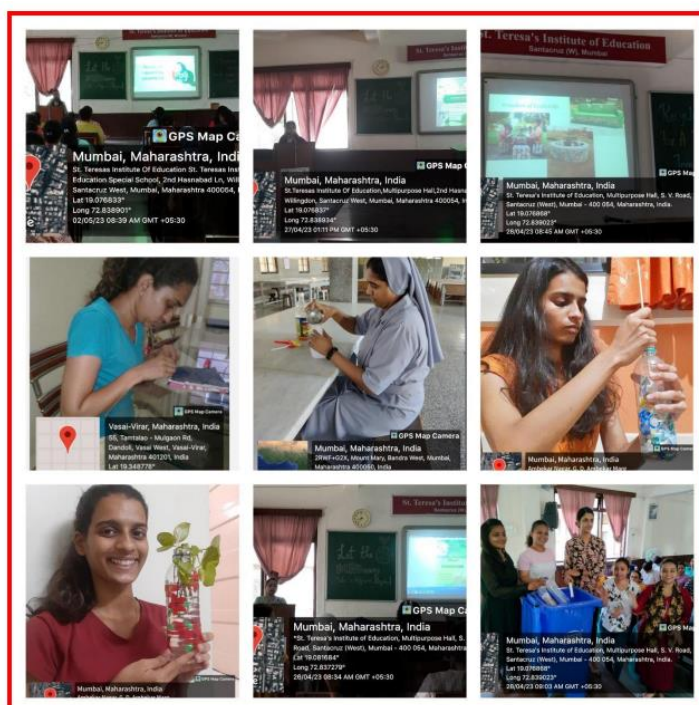


## Make a Difference Week 2022 - 2023

### I ) Basic Details

**Name of the Activity: M.A.D (Make A Difference) WEEK**

Date	Faculty	Department/Committee	Co-ordinator Name
18/04/2023 To 02/05/2023	Arts	Education	Dr. Giselle D'souza
Time	Venue	Activity for Class/Group with Total Number of Attendees	Nature: Indoor/Outdoor
8.30 am to 9.00 am	Multipurpose Hall, STIE	98 ( 48 - FY's & 50 - SY's)	Indoor
Name & details of Resource Person		Names of Staff Members who supported	Names of Students who Supported
		Dr.Sr.Tanuja Waghmare Dr.Joan Lopes Dr.Cinderella D'mello Dr. Cerena D'cunha Dr.Reshma Rodrigues	SY EVS students (26 students)



## **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.

#### **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.

**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.

### **Details of the students enrolled for Extension Education in the year 2022 – 2023**

<b>Batch</b>	<b>Activity</b>	<b>No. of Student Managers</b>	<b>No. of Students</b>	<b>Total No. of Students</b>
22-23	S.W.S.	2	35	48
	A.P.Y.		11	
22-23	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
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. 3.2024	6000+
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
3. e-books	12 e-book databases are subscribed through NLIST for which membership is taken on 31-05-2011		1,99,500+
4. Databases	22 databases are subscribed through NLIST, Registered for NLIST on 31-05-2011		22 databases through NLIST
5. Shodhganga	membership is not applicable to colleges		365874

### Library Expenditure: 2022-23

Sr. No.	Perticulars	Rs.
1	Books	25371
2	Journals	22340
3	Bound Volumes (Maintenance)	3200
4	NLIST	5900
5	iSLIM Maintenance	35312
	Total	92123



Sr. No.	Library Statistics as on 31 <sup>st</sup> March 2023	
1	Total No. of Books	12317
2	No. of Titles	9760
3	Books Purchased (April 2022- Mar 23)	133
4	School Text Books	2047
5	Book Bank Books	627
6	Books from UGC Grant	1101
7	B. Ed. and Reference Books (UGC+Non Sal+BB+Gratis)	10268
8	Printed Periodicals	19
	● National Journals	9
	● International Journals	5
	● Peer Reviewed Journals	8
	● Refereed Journals	3
	● Magazines	5
9	Bound Volumes of Periodicals	672
10	Theses	21
11	Dissertations	31
12	Newspapers	3
13	E-Resources (Through NLIST). -	
	● E Books	1,99,500+
	● E-Journals	6000+
14	CAI Modules	1049
15	CDs	240
16	Action Research	703
17	Evaluation Projects	79
18	Articles Indexed	9967
19	Seminar Proceedings	65
20	Book Bank Transactions	
	● Beneficiaries	88
	● Transactions	134
21	Foot Fall	2898
22	Av. Library Transactions/Month	367
23	NLIST Page views	2060
24	Library Membership	123
	*Numbers are inclusive of withdrawn documents	

### Printed Periodicals Subscribed: 2023

Sr. no.	Title	Scope	Periodicity
1	Teenager Today	Magazine	Monthly

2	Journal of Education Planning and Administration	National Journal	Quarterly
3	Resonance	International Journal, Peer Reviewed	Monthly
4	EDUTRACKS	National Journal	Monthly
5	Journal of Community Guidance & Research	National Journal	Quarterly
6	International Journal of Education in Digital Age	International Journal, Peer Reviewed, Refereed	Yearly
7	International Journal of Educational Administration and Management	International Journal, Peer Reviewed	Yearly
8	Eduworld: International Journal of Education	International Journal, Peer Reviewed, Refereed	Yearly
9	Journal of Education Technology & Research	International Journal	Yearly
10	Education and Society	UGC Care listed	Quarterly
11	Science Reporter	Magazine with e-access	Monthly
12	University News	National Journal	Weekly
13	Journal of Educational Research and Extension	National Peer Reviewed Journal	Quarterly
14	Quest in Education	National Journal, Peer Reviewed Journal	Quarterly
15	Inspirational Quote	Magazine	Monthly
16	Down to Earth	Magazine	Monthly
17	Meri Journal of Education	National Journal, Peer Reviewed Journal, Refereed	Bi-Annual
18	Contemporary Education Dialogue	UGC Care listed, Peer Reviewed	Bi-Annually
19	New India Samachar	Magazine	Forthnightly

## Total Library Expenditure: 2022-23

**Rao & Ashok**  
Chartered Accountants  
Registration No. 119932W

SUBRA RAO P.  
ASHOK R. MELHARE  
KIRAN MEHRANI

TEL. : 6666 30403 FAX: 24474816  
UNIT 111, 1ST FLOOR,  
HARIN LIGHT INDUSTRIAL PREMISES,  
408, WOGHUL LANE, WAHER, MUMBAI - 40.  
WWW.RAOASOK.COM

**ST. TERESA'S INSTITUTE OF EDUCATION, SANTACRUZ, MUMBAI.**  
NON-SALARY ACCOUNT  
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2023.

RECEIPTS		PAYMENTS	
Rs.	Rs.	Rs.	Rs.
To Balance on 01.04.2022 :		By Rent	198,056.00
With Union Bank of India		* Audit Fees	30,000.00
On Savings Bank Account		* Professional Fees	7,650.00
A/c No. 319202010005567	115,686.90	* Travelling	15,947.00
Cash on Hand	4,956.00	* Electricity Charges	52,400.00
		* Postage	979.00
* Fees 2022-2023 :		* Telephone	4,671.00
Library Fees	85,840.00	* Activity Expenses	56,580.00
Laboratory Fees	85,840.00	* Bank Charges	1,347.98
Activity Fees	290,026.00	* Internet Charges	4,000.00
Gymkhana Fees	85,840.00	* Gifts	15,183.00
		* Garden Expenses	260.00
* Interest on :		* Charity	5,200.00
Savings Bank Account	3,219.00		1,800.00
* Form Fees	10,000.00	* Library Journals	22,340.00
* Transfer Certificate Charges	2,200.00	* Library-Nist Membership	3,900.00
* Transcripts	6,100.00	* Reading Material	2,960.00
* Fine Money	925.00	* Workshop	2,500.00
* Fees 2020-2021 :		* Food Expenses	8,646.00
Library	1,050.00	* Poon Uniform	4,800.00
Laboratory Fees	1,050.00	* Stationery	29,971.00
Activity	4,200.00	* Office Printing	56,552.00
Gymkhana Fees	1,050.00		86,503.00
* Remuneration from University	9,500.00	* Picnic Expenses	10,200.00
		* Website Expenses	20,768.00
* Loans from :		* Petty Contingencies	26,215.00
Trust Account	536,056.00	* Repairs & Maintenance- Physical	179,550.00
* Fees 2021-2022 :		* Repairs & Maintenance- Academic	78,541.00
Activity	113,610.00	* Computer Repairs	4,650.00
Gymkhana Fees	28,655.00	* Honorarium Paid	14,000.00
Laboratory Fees	28,655.00	* First Aid	880.00
Library Fees	28,655.00	* Admission	20,000.00
		* Remuneration B.Ed	7,429.00
* Fees 2019-2020 :		* Seminar	3,950.00
Activity	2,000.00	* Affiliation Fees	40,000.00
Gymkhana Fees	500.00	* Examination Fees	77,050.00
Laboratory Fees	500.00		
Library Fees	500.00	* University Fees Paid	179,796.00
		* Enrollment Fees Paid	28,400.00
			208,196.00
		* Assets :	
		Electrical Equipment	7,000.00
		Library Books	55,571.00
		Acron Machine	25,000.00
			57,571.00
		* Transfer to :	
		Extension Education Account	20,000.00
		Miscellaneous Account	100.00
			20,100.00
		* Balance on 31.03.2023 :	
		With Union Bank of India	
		On Savings Bank Account	
		A/c No. 319202010005567	140,017.99
		Cash on Hand	5,457.00
			145,474.99
<b>TOTAL RUPEES:</b>	<b>1,448,393.90</b>	<b>TOTAL RUPEES:</b>	<b>1,448,393.90</b>

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: 7th June 2023.

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

For Rao & Ashok,  
Chartered Accountants.  
Partner.  
CA ASHOK R. MELHARE  
MEMBERSHIP NO : 30024

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

## Library Automation 2022-23

- Inventory of library resources is updated time to time in iSLIM Library Software.
- 100% Collection is barcoded for faster transaction.
- Regular Updating of Library Blog : <http://stie73library.blogspot.com> is done. Library page <https://www.sti-edu.in/library.php> is enhanced with links to information and resources.

### Plans Implemented in 2022-23

- Worked towards making the institutional Website and Facebook page more comprehensive.
- Worked on Criterion 4 of NAAC 4<sup>th</sup> Cycle.

### Events Organised 2022-23

- July 2022-March 2023: Electronic Information Literacy (SYBEd 21-23)
- 11.08.2022 - 17.08.2022: Azadi Ka Amrit Mohotsav Celebration
- 10.2022-18.10.2022: Books Display : Dr. APJ Abdul Kalam; Charts Display: Importance of Reading
- 10.10.2022-18.10.2022: Book Display: Mahatma Gandhi
- 13.10.2022: Vachan Prerana Din Celebration
- 14.10.2022-18.10.2022: Book Display-St. Teresa's of Avila
- 15.10.2022: Webinar- Academic Integrity by Dr. Sujata Rajpurkar
- 17.10.2022-18.10.2022: Hindi Book Display (on Acc. of Rashtriya Ekta Diwas)
- 01. 01. 2023: NDLI Orientation Program for FYBEd (22-24 Batch)
- 20 Jan 2023, 3,4,7 Feb 2023: NLIST and NDLI Orientation Program for FYBEd (22-24 Batch)
- 11th January 2023: Know your Library: STIE Library Orientation Program for FYBEd
- 14th-27th Jan 2023: Marathi Bhasha Pandharwada Celebration with organization of various cultural activities and competitions.
- 20.01.23-5.01.23: Each One-Teach One: STIE NDLI Club Outreach Activity
- 17.10.2022: Book Review Competition

### Future Plans for 2023-24

- To bring the donated collection in the main stream and making it available for readers.
- To conduct a National Webinar for Librarians on the Topic Artificial Intelligence and Machine Learning Tools
- To make institutional website and library page more comprehensive.

### Augmentation of Infrastructure and Learning Resources: 2022-23

Sl. No.	Items of infrastructure augmented (1.04.21-31.03.22)	Expenditure (Rs)	Expenditure (Lakhs)
1	16 Channel DVR Hikvision, Dvr Setup (29.7.22)	12800	0.128
2	Library UPS (29.4.22)	3127	0.03127
3	Library server (13.10.22)	50750	0.5075
4	2 Mikes (8.10.22)	6000	0.06
5	Printer Cannon (7.2.23)	25000	0.25
6	Library Scanner (2.3.23)	3000	0.03
7	Board of Honor (29.3.23)	9440	0.0944
8	Subscription for Periodical	22340	0.2234
9	Books	25,371	0.25371
Year Total		157828	<b>1.57828</b>

## Annexure VIII

### Campus Placement Programme

Sr. No	Name of the student placed	Name of the employer with contact details
1	Rhea D'costa	Gems Legacy School, Dubai +971 4 282 4090
2	Slavia Savio Dmello	National English High School, 9322231954
3	Sneha Vijayan	Dubai Scholars Private School, +971 4 706 9000
4	Melita Dsouza	GEMS LEGACY (UAE), +971 4 282 4090
5	Denisa Kolandairaj Chettiar	GEMS Legacy School, Dubai +971 4 282 4090
6	Natasha Peter Fernandes	St. Anne's High School, Fort Mumbai - 400001
7	Sharon Arnold D'Souza	Singapore International School, Mumbai, 22 2828500
8	Harshita Rajesh Sharma	Shri Chandulal nanavati School, 9987181238
9	Diona Dixon Gonsalves	Shree Chandulal Nanaval Vinay Mandir, 9987181238
10	Amisha Alfred Dsilva	National English High School, 9322231954
11	Blossom Ezidor Pereira	Shree Chandulal Nanavati Vinay Mandir, Vileparle, 9987181238
12	Vanisha Anthony Fernandes	St.Mary's ICSE school, 2377 8264
13	Zia Sayed	Nanavati School, 9987181238
14	Nadar Rupa	Shree Chandulal Nanavati Vidya Mandir, 9987181238
15	Riya Malvin Dsilva	Gems Legacy, Dubai +971 4 282 4090
16	Ashlina Moses Gonsalves	Iris International School and J. or College of Science and Commerece, 8928387202
17	Divona Denis Machado	National English High School, 9322231954
18	Sanida Hillary Nunes	Iris International School and J. or College of Science and Commerece, 8928387202
19	Piyadath Dantis	GEMS Education, Dubai +971 4 282 4090
20	Virja Naidu	D.G. Khetan, 242571100
21	Umme Kulsum Ashraf Khan	GEMS Legacy School, Dubai +971 4 282 4090
22	Gonsalves Prinal	Ajmera Global School, Mumbai 02228332675
23	Shaikh Arshia	St.Agnes High School,Mumbai 02223071422
24	Kuruvilla Snehamol	Sacred Heart Convent School, Mumbai ,02224932651
25	Nakhwa Amrita	Our Lady Of Health High School, Andher 02226829003
26	Mirajkar Mrunal	Goldcrest HighSchool ,Vashi 02227892261
27	Ahmad Asfa	Aquinas International school ,Goregaon 07715061647
28	Menezes Angela	The Ambassador high school ,Vasai 07410079878
29	Jacob Ryall	St. George High School, Malad (E) 02228400244
30	Kittykal Clarissa	Gloria Convent High School,Byculla 02223729120
31	Tiexira Drizel	Dr. S. Radhakrishnan International School ,Borivali
32	Maniar Krisha	St Agnes High School ICSE ,Byculla 02223071422
33	Bhutak Nayna	Gandhi shikshan Bhavan, Juhu 022 2620 2589
34	Dsouza Rachel	Hiranandani Foundation School International (Powai) ,02225763002
35	Colaso Saniya	St Louis Convent high school ,Andheri 02226355465

36	Nadar Chelsia Belsi	Nirmala Memorial Foundation school ,Kandivali 02228545439
37	Rajguru Siddhi	National English school,Virar 29322231954
38	Kottakali Lourdes Sheejo	Lourdes Convent School 02512314419
39	Carlo Rienna	D.G.Khetan international school, 02242571100
40	Manisha Kandaswamy	Sardar Vallabhai Patel School ,Borivali 02228486630
41	Siddiqui Iram	Trinity English School,Bhayandar 28964150
42	Jain Karishma	KB Patil International School, 28685831
43	Khan Mahek	JB Vachha School for Parsi Girls ,Dadar 24129595
44	Noronha Mildred	Holy Mary English High School 9220653599
45	Fernandes Binaisha	St.John The Evangelist School,Andheri 28341146
46	Andrades Eldrin	DG Khetan International School ,Malad 242571100
47	Fernandes Alisha	Divine Child High school. 022 2840 9758
48	Jagtap Dianne	Don Bosco High School, Matunga 02 2414 5228
49	Pereira Virginia Patsy	St. Blaise high school , Andheri ( w) 022 2677 2940

**No. of Students pursuing higher studies**

Year	Graduated from	Number of students progressed	Programme enrolled into	Name of institution joined
2022-23	PG	16	MA (Education), MA (English), MA(History), MSC (Maths) and M.Ed	Pune University , University of Mumbai, IDOL, University of Mumbai, Guru Krupa College of education, Kalyan, ICLES' Motilal Jhunjunwala College of Arts, Science & Commerce

## Annexure IX


### Analysis of Student Feedback

The feedback of students of batch 2021-2023 was taken by administering the Exit Point Questionnaire to assess all curricular and co-curricular teaching-learning activities conducted during the Two Year B.Ed. course.

It is evident from the feedback obtained from the students that they are satisfied with the teaching of all Core-Courses, Interdisciplinary Courses, Elective Courses, Audit Courses and Ability Courses in terms of comprehensive coverage of the syllabus, use of innovative strategies and making the courses relevant and interesting. The students have favourably rated all the innovative initiatives taken by the institution like Green Initiatives which were aimed at creating awareness and a sense of responsibility towards the environment, Community Outreach Programme held at NGO Sarva Seva Sangh which was aimed at creating a sense of interconnectedness and a sense of responsibility toward the community. Community work in collaboration with SOSVA and Each one teach one: NDLI Club Outreach were also favourably rated..

It is evident from the feedback obtained, that various activities, talks, seminars and workshops held during the course of two years have received a positive response from students; indicating that the activities organized for the overall development of the students have contributed effectively and lived up to the expectations of the students. Feedbacks were obtained for the nine courses conducted during the course of two years. Feedbacks obtained for all courses suggest that students were satisfied with the content and benefits derived from the courses.

It can be noted that a majority of students are satisfied with the practice teaching schools and the campus interview programme. The lacunae if any are individually addressed through the feedbacks obtained after every activity or programme and are worked upon to ensure effective management and handling of the programmes next time.

  
Dr. Sr. Tanuja Waghmare,  
Principal



## Analysis of Alumni Feedback

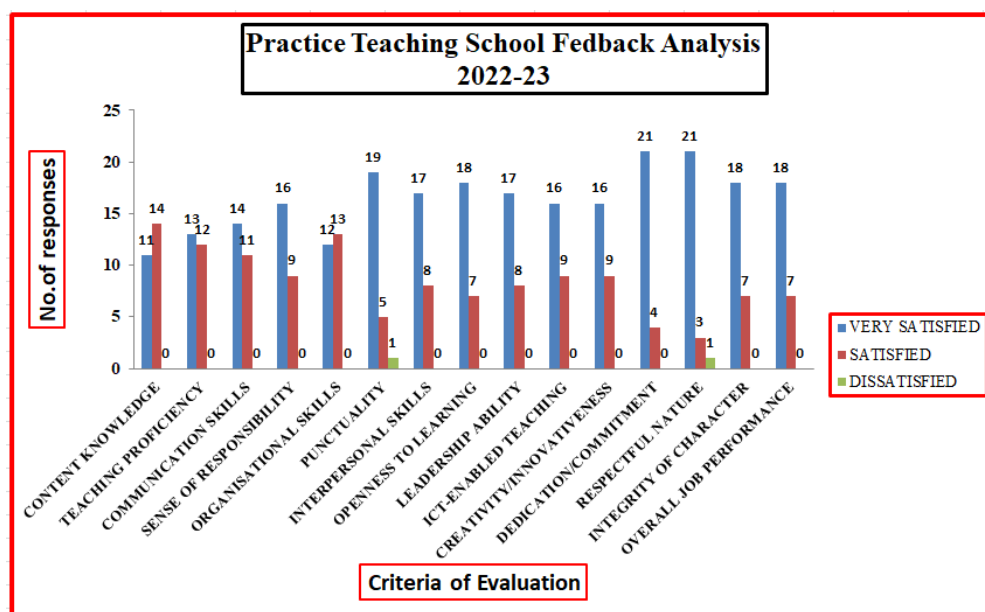


The graphs regarding the feedback of students about the college suggest a high pride of students to be associated with the college as alumni. A vast majority of students depicted eagerness in contributing to the development of the college and would suggest the college to their friends and relatives. This indicates that the students are highly satisfied with the efficiency of the college and the contribution in their development as effective teachers.

The feedback about academics and faculty also suggest a high level of satisfaction indicating appreciation of students regarding the student-teacher relations, co-operation by faculty members, activities organized by the college for overall development and knowledge gained by the students.

Notable suggestions for improvement are indicated in the following snapshots of suggestions by students:

## Practice Teaching Schools Feedback Analysis



### Analysis of the Graph:

The Feedback Analysis shared by the Practice Teaching Schools indicates the performance evaluation of the



student teachers based on 15 different criteria. It can be noted that their sense of responsibility, punctuality, leadership ability and dedication and commitment in terms of tasks assigned to them, respectful nature and integrity of character were remarkably high as the college provides the student teachers with abundant opportunities to hone and develop these skills/values through the conducting and organising of several events and activities such as the value based assemblies organised right through the year which had contributed to their all-round development of head, hand and heart. Strict adherence to the Code of Conduct at the college and grooming students before they embark on any internship had also played an important role in their consistent and laudable behaviour. They ranked high on soft skills such as interpersonal relationships, leadership ability and openness to learning which they had developed as a result of several add-on courses conducted for them during the B.Ed. Programme

### Analysis of Teacher Feedback



3. The college provides support to me to achieve my professional goals.

6 responses



● Strongly Agree  
● Agree  
● Disagree  
● Strongly Disagree

4. The college encourages and facilitates collaboration among the teaching staff.

6 responses



● Strongly Agree  
● Agree  
● Disagree  
● Strongly Disagree

5. It is easy to get resources I need to teach effectively.

6 responses



● Strongly Agree  
● Agree  
● Disagree  
● Strongly Disagree

6 I have academic freedom to execute the teaching-learning activities.

6 responses



● Strongly Agree  
● Agree  
● Disagree  
● Strongly Disagree

7 I feel safe teaching at this college.

6 responses



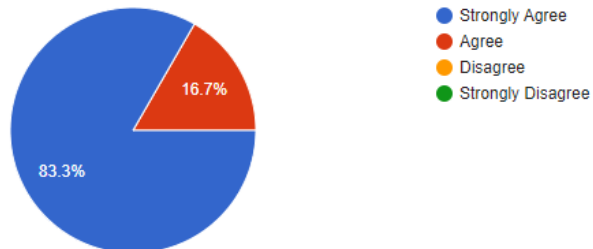
8 I am given regular and useful feedback by the principal.

6 responses



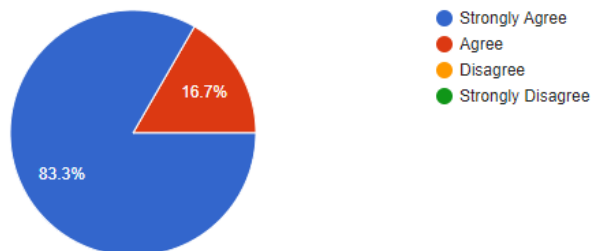
9 I love to be inventive and believe in experimenting and using new techniques of teaching.

6 responses



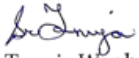
10 I ensure to foster the spirit of innovation in my students by conducting various novel activities and discussions to transact my curriculum.

6 responses



The Teacher Feedback collected for the year indicates that all the teachers affirm that they are knowledgeable about the content that they are assigned to teach and that they receive adequate support from the college regarding their professional growth. It is also evident from the feedback that the college facilitates collaboration among the teaching staff, provides resources to teach effectively and allows optimum academic freedom and safety in all aspects.

All of the teachers believe in being inventive and experimenting to use new techniques of teaching and fostering spirit of innovation in students by conducting novel activities.



Dr. Sr. Tanuja Waghmare,  
Principal



Seal

## Annexure X

List of schools selected for internship with address	
➤	Isaac Newton High School (CBSE), Vasai.
➤	St Thomas High School, Goregaon.
➤	Carmelite Convent High School, Vasai.
➤	St. Charle's High School, Vakola.
➤	St. Elias High School, Khar.
➤	Divine Child High Shool, Andheri.
➤	Our Lady Of Health High School, Sahar .
➤	St. Thomas Academy, Goregaon.
➤	Nazareth High School, Bhyandar.
➤	St Louis High School, Dahisar.
➤	Apostolic Carmel Junior College, Bandra.
➤	Canossa Convent High School, Mahim.

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

<b>Semester 2 – Sample Internship Letter</b>



## St. Teresa's Institute of Education

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

Re - accredited 'A' Grade

Tel. : 022 26490252

To,

The Principal,  
St. Thomas High School,  
Goregaon

Respected Sir/Madam,

I am deeply grateful to you for permitting our B. Ed. trainees to complete their internship in your school in the past. In this connection, we would be happy if you could grant us permission for the internship of **B.Ed Semester II** at your esteemed institution from \_\_\_\_\_ for the duration of **4 weeks**.

While at your institution our students would be assisting in all capacities that they could be of help to you. Also, kindly grant them the permission to deliver **5 lessons per day** in the subjects English/History/Science/Mathematics which will be observed by their peers as part of Peer Observation.

Students would also spend the first week in shadowing one of the school teachers assigned to them by you in the subjects mentioned above. Each teacher trainee would thus observe 5 lessons of a single school teacher across the spectrum of standards V to IX.

To conclude, **Internship Activities in a Nutshell**

Sr.No.	Activity
1.	5 lessons per day in English/History/ Mathematics & Science.
2.	Shadowing school teachers.
3.	Observation of school activities.

We are grateful to you and thank you in anticipation for the help you will be offering us.

Thanking you,

Yours faithfully,

Dr. Sr. Tanuja Waghmare,  
Principal



*Dr. Sr. Tanuja Waghmare*  
28/10/22

## Semester 3 – Sample Internship Letter



## St. Teresa's Institute of Education

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

Re - accredited 'A' Grade

Tel. : 022 26490252

The Principal,  
Apostolic Carmel High School & Junior College  
Bandra, Mumbai - 400 050

Respected Principal,

Greetings and Blessings from St. Teresa's Institute of Education!

We wish to express our gratitude to you for consenting to permit us to network with your school for the Internship of this semester. We intend beginning this internship from 5<sup>th</sup> December 2022 to 21<sup>st</sup> January 2023 and it would last for approximately six working weeks, excluding **Thursdays and Saturdays** as they have to attend college lectures on those days. We would need to place 10 B.Ed. student-teachers for this Internship in your esteemed institution, of which 5 will be giving lessons in the school and the other 5 would be giving some lessons at the Junior college.

During the period of internship each of our students will be required to give approximately 8 lessons each. The lessons can be allocated by you entirely according to your discretion and convenience of your teachers. Apart from this, each trainee would be required to give 1-2 co-teaching lessons with your school teachers. As part of this internship each student is expected to administer a small test of 20 marks in one subject to any one class. The evaluation of these lessons will be done by our college supervisors. During this internship period, you may also feel free to engage our students to assist in whichever school activities you feel are appropriate and suitable for them.

This being the Golden Jubilee year of the college, we would be deeply grateful if you could permit our students to conduct an activity of social / environmental relevance in your school to mark the occasion. Details of this will be communicated to you shortly.

Please communicate the contact details of the faculty member who the college supervisor could contact to discuss the roadmap ahead and take this internship program further. Looking forward to an enriching and rewarding collaboration with your esteemed organization. Thanking you.

Dr. Sr. Tanuja Waghmare,  
Principal



*Received*  
*28/10/2022*





## St. Teresa's Institute of Education

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

Re - accredited 'A' Grade

Tel : 022 26490252

To,  
The Principal,  
St. Xavier's High School,  
...Dahisar...Mumbai.

Respected Principal,


Greetings and Blessings from St. Teresa's Institute of Education!

We wish to express our gratitude to you for consenting to permit us to network with your school for the Internship of this semester. We intend beginning this internship from 23<sup>rd</sup> January to 25<sup>th</sup> February 2023 and it would last for approximately six working weeks, excluding Thursdays and Saturdays as they have to attend college lectures on those days. We would need to place 10 B.Ed. student-teachers in your school for this Internship.

During the period of internship each of our students will be required to give approximately 8 lessons each. The lessons can be allocated by you entirely according to your discretion and convenience of your teachers. Apart from this, each trainee would be required to give 1-2 co-teaching lessons with your school teachers. As part of this internship each student is expected to administer a small test of 20 marks in one subject to any one class. The evaluation of these lessons will be done by our college supervisors. During this internship period, you may also feel free to engage our students to assist in whichever school activities you feel are appropriate and suitable for them.

This being the Golden Jubilee year of the college, we would be deeply grateful if you could permit our students to conduct an activity of social / environmental relevance in your school to mark the occasion. Details of this will be communicated to you shortly.

Please communicate the contact details of the faculty member who the college supervisor could contact to discuss the roadmap ahead and take this internship program further. Looking forward to an enriching and rewarding collaboration with your esteemed organization. Thanking you.

  
Dr. Sr. Tanuja Waghmare,  
Principal.





## Semester 4 – Sample Internship Letter



## St. Teresa's Institute of Education

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

Re - accredited 'A' Grade

Tel : 022 26490252

To,  
The Principal,  
St. Thomas High School,  
Goregoan East,  
Mumbai.

Respected Principal,

Greetings and Blessings from St. Teresa's Institute of Education! We trust and pray that you are well. I wish to express our gratitude to you for consenting to permit us network with your school for the practice teaching for this semester.

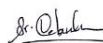
In this regard, we would need to place 10 S.Y.B.Ed student-teachers in your school for this internship from 6<sup>th</sup> March to 8<sup>th</sup> April 2023 (excluding all Thursdays and Saturdays to enable them attend their college lectures) for a period of 5 working weeks. During the period of internship our students will be required to give approximately 4/5 lessons per day. The break-up of their subjects has been mentioned in the table below. These lessons can be allocated by you entirely according to your discretion and convenience of your teachers.

During this internship period, you may also feel free to engage our students to assist in whichever school activities you feel are appropriate and suitable for them.

While at your institution our students would be required to engage in the following activities.

Sr. No.	Activity
1.	4/5 lessons per day in English/History/ Mathematics & Science which will be delivered by the trainees either singly or in pairs.
2.	Organising Co-curricular activities.
3.	Action Research Project.
4.	Any other curricular or co-curricular activities that the school may desire to assign to the trainees.

Received on  
06/03/2023  
at 9:05 am







## St. Teresa's Institute of Education

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

Re - accredited 'A' Grade

Tel. : 022 26490252

The observations and analysis made by us will be kept strictly confidential and used only for the purpose of training related reflections. Given below please find the list mentioning the names of the students who will be placed at your school along with their subjects, as well as the contact details of the Staff in charge of the group for further communication and co-ordination in this regard.

Name of the Student	Subjects	
Bhutak Nayna	Maths	Science
Gonsalves Prinal	English	History
Dcosta Rhea	Maths	Science
Fernandes Vanisha	Science	English
Misquitta Nivia	English	History
Khan Mahek	Maths	Science
Shalkh Arshia	History	English
Nadar Chelsia Belsi	English	History
Jain Karishma	History	English
Jagtap Dianne	Science	English


Faculty Member In-charge: Dr. Cindrella D'Mello

Contact No. 9890436358

We would be grateful if you could please communicate the contact details of the faculty member in your school who the college supervisor could contact to discuss the roadmap ahead and take this internship program further.

Looking forward to an enriching and rewarding collaboration with your esteemed organization.

Thanking you with warm regards,

  
Dr. St. Tanuja Waghmare,  
Principal.





## Annexure XI

### ST. TERESA'S INSTITUTE OF EDUCATION

#### List of welfare measures provided by the Institution 2022 - 2023

##### 1. Child Care Leave

- Dr. Shakuntala Nighot availed the child care leave from 13.02.2023 - 11.03.2023.

##### 2. On-duty leave /Earned Leave

- Causal Leave as per the norms given to Teaching Staff.
- Earned Leave and Causal Leave as per the norms is given to Non-teaching Staff.

##### 3. Staff development programmes

Various staff development programmes like Seminars, workshops, webinars, conferences, talks, etc are organised throughout the year to help the faculty develop professionally.

##### 4. Free participation for the events organized by STIE

All the seminars, workshops, conferences, and paper publications opportunities by the institution are provided free of cost to the faculty.

##### 5. Appreciation for outstanding achievements:

The faculty is felicitated for their achievements by the principal and the management.




#### 6. Medical leave

- Dr. Sr. Tanuja Wghmare was sanctioned Medical Leave from 20.09.2022 - 24.09.2022.
- Dr. Reshma Rodrigues was sanctioned Medical Leave from 9.11.2022 - 11.11.2022
- Dr. Cindrella D'Mello was sanctioned Medical Leave from 08.02.2023 - 10.02.2023
- Mr. Laxman Garje was sanctioned Medical Leave from 04.07.2022-8.07.2022, 27.09.2022 - 01.10.2022

#### Provident fund

- Employees provident Fund is deducted and along with the Employer's contribution it is deposited in the designated account.



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

## Annexure XII

### SWOC

The following listed are the Strengths, Weaknesses, Opportunities & Challenges of STIE by students of academic year 2022-2023.

Strengths
The values that are instilled by the teachers not only help to become a good teacher but a great human being too.
STIE has a very systematic way of doing things like seminars, webinars, workshops, teaching of lessons, class tests, essay tests and campus interviews. The strengths of STIE would be the faculty of STIE in terms of the Principal who always motivated us and corrects us to become better versions of ourselves, the teaching and non-teaching staff always there for any help needed, the internship schools which gave profound experience and exposure, well connected contacts for workshops which helped us learn very valuable things as well as the organization of activities for the year. Beautiful campus. Amazing library facilities.
The strengths of the institution are: Mentoring sessions Well themed Webinars and Seminars Community Outreach Programmes E-Content Development Facilities Co-curricular and extra curricular activities Tree Plantation Drives
The institute is the best 1. Teaching is excellent 2. Use of technology is excellent 3. Teaching strategies and methods are systematic and excellent 4. Very appropriate level of language and teaching and age and trend appropriate teaching 5. Clean and hygienic and spacious infrastructure 6. Very professional and equally simple environment 7. Perfect college for teacher training and being a professional in the field of teaching 8. Excellent Guidance provided to students undergoing training in internship schools and otherwise 9. Perfect guidance and ideas provided to students to be excellent educators 7. Use of latest technological tools in current world is provided and is up to date 8. Appropriate co curricular activities conducted for student teachers 9. Teachers and staff of the college are very understand supportive and college manages to conduct beautiful activities and lessons despite time restrictions and updations by university.
1. Good professors, who teach well, make lessons interesting and actively I feel like attending, Many are kind and considerate as well. You understand all the concepts well. 2. Greenery in campus it is calming to the eyes and mind. 3. Govt. Aided, so slightly lesser fees (The main reason why I joined) 4. Dubai school placement, so you get opportunity to apply internationally as well.
With all the activities and workshops the institution brings an all round development among the

students
1)Experienced and well qualified faculty.
2)Use of technology in teaching.
3)Library with adequate and efficient resources.
4)Organization of informative and useful workshops and sessions.
5)Well equipped facilities like computer lab, confere room, projectors, etc
Excellent Student-Teacher rapport with emphasis on mentoring and guidance. Well trained dedicated and energetic teachers. Supportive non teaching staff.
This institution gives a lot of exposure to it's students. It caters to the all round development of the students. Trains them to multitask and brings the best out of them. All these aspects makes this institution different from others.
Qualified faculty, enthusiastic staff, Healthy relationships amongst the faculty
Exposure to students in different fields apart from academics like organising various seminars and webinars at international level, engaging students in community work etc
My institute provides very strong bonds. There is acceptance for every individual. The principal, teaching and non teaching staff are very co-operative and kind towards each other and the students.
The institution organizes add on courses to learn more and get hands on experience about new technologies. Very systematic and organized way to complete lectures and internships.
Our institutions takes alot of efforts to keep many sessions which is useful for us in future. Apart from sessions related to syllabus there are various workshops which takes place that help us in boost our interest and learn new things. As our institution holds a brand name, we get good schools for internships and amazing personalities to put up workshops.
Our institutions prime strength is definitely the amazing staff and management that we have, with the utmost enthusiasm and perseverance that goes into each of our lessons conducted by our amazing professors is our most important strength, the unity that we have as a whole is also one of our strength. Our evergreen campus is our strength. The activities that are conducted throughout the year which reaches out to so many more is definitely one strength
Here we are well trained to be teachers. Participation in extra circular along with circular activities is compulsory. Hence makes students an all-rounder and confident in all fields.

<b>Weaknesses</b>
The things that can be improved are the washroom facilities. Lift facility for people having problems to climb the stairs. Ramp till the second floor for practicing Inclusion.
The Technical difficulties faced at times, the lack of a canteen
Need to improve: 1. Encourage study and life balance. 2. Encourage more mentoring to students
Internship schools are given only in Western line (Dadar can be a good place for students from all other lines)

<p>1)Limited choice of pedagogies / Limited specialization options.</p> <p>2)University driven curriculum which is restricting the institute from adapting to their own content to be integrated into curriculum.</p> <p>3)Internships only in SSC board and CBSE board and not in all 5 Education boards schools.</p> <p>4)Limited Financial Resources.</p> <p>5) No lifts or ramps upto 2nd floor to accommodate and make education accessible for candidates with special needs.)</p>
Institution can install AC in Multipurpose Hall.
It would really be grateful if this college had good canteen. Also, the number of washrooms should be increased.
<p>1. The washrooms could be better maintained to accommodate the large number of students using them.</p> <p>2. The computer software requires to be updated to the latest version, to enable it to support other applications.</p>
I believe that our college students should participate more in inter collegiate competitions but I understand that this could be the result of post covid.
The sound system and computers could be newly installed

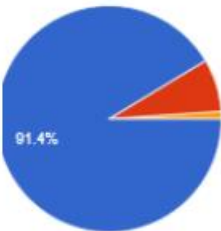

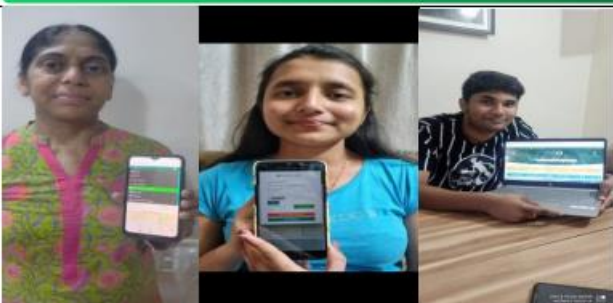
<b>Opportunities</b>
Chances like participating in more inter-collegiate competitions as well as more outreach like the Beach cleanup for the betterment of the environment.
Having other boards along with SSC for internships.
<p>1. Allow the use of campus space by students</p> <p>2. The institute can make use of time by up-skilling teachers in short weekly course instead of day workshop for music and dancing, painting and craft for each student as it gets very handy as teacher to know these in school.</p>
<p>1. Hybrid mode of learning, times are changing and a good professor can teach through a screen just as effectively (All my professors are very capable and effective in their ways of teaching, so this is definitely possible) and It will reduce the load on student's energy and time.</p> <p>2. Beautiful Campus can be enjoyed during lunch break if there is a Canteen and arrangements to sit and eat outside. (But it should not be a compulsion to eat outside)</p>
<p>1) Partnerships with international institutions for student and faculty exchange programs.</p> <p>2) Integration of Special education into the current program.</p> <p>3) Collaboration with IB, ICSE and IGCSE boards schools for internship and placements.</p> <p>4) Introducing distance learning programs by the institute.</p>

5) Becoming autonomous so as to open the door to integrate efficient concepts into the curriculum on their own.
The institution would work great if we do some inter-collegiate competitions. And also if we tie-up with NGOs (saving the environment) because we follow all sustainable teachings.
Collaboration with St Teresa's special school to make others aware about special students and their needs. So a joint function of a day or two can be organised.
The college should approach more schools and junior colleges for in campus placement of the second-year students so that more students get placed.
As we have computer lab with enough computers we can provide courses which are hand on. We can also make use of multipurpose hall by engaging intercollegiate competition.
Student exchange programs with other Bed colleges

<b>Challenges</b>
The institution is extremely progressive and adapts the dynamic environment always. So I don't think so it will face any challenges as they already work extremely hard to keep up with the changing atmosphere.
The attitude towards teaching as a profession in the younger generation. AI applications. The curriculum and the timing of the course beginning and ending bring panic in the students in terms of job security. Which in turn affects the institution
1. Rules from higher bodies of education are every changing and updating, as a college it is challenging to follow systematically since it gets very hectic for staff as well as non teaching 2. Changing attitudes of women (women college) women students study great things but are not able to actually put it to practice 3. Ever updating rules of boards and universities brings many clashes in this teaching course and time management is tough
1. Like other colleges, STIE should have hybrid mode of learning.  2. Local placements are few and mostly from Western line schools only. There should be variety of schools from different locations.
1)Adapting to changes and reforms in the educational system which will come into action after implementation of NEP 2020.
2)Number of students applying for B.Ed is gradually decreasing over the years.
Now this Institute is an Aided college; once when it becomes an autonomous Institute it would become more difficult for the students as well as the faculty members to cope with the fees and salaries. Also, with the curriculum and overall spending for every activity and sessions from outsiders will require more money.

## Appendix XIII



Learner's Feeling after Each One Teach One	Feedback from Learner
 <ul style="list-style-type: none"> <li>Happy to know about free resources</li> <li>Neutral</li> <li>Not so happy to explore or about free digital library resources</li> </ul>	<p>I am Clarissa Fernandes. I am studying in seventh std. I am feeling happy to know regarding National Digital Library of India ( ndli) , and how to use it. It is very useful for me in my studies.</p> <p>My students name is Sharon , she is an teacher and she teaches English for the Secondary school .She was very surprised an amazed to see and use NDLI as there are very few platforms which provides so much of free acces to knowledge . Since she is an English literate graduate now she can read or watch many videos on her course and this will polish her knowledge and provide more advance knowledge to the students.</p> <p>Joseph Barboza is a retired ramp Manager who worked at the airport. He is 54 years of age and is an avid reader. He loves reading theological and philosophical books. Joseph's hobbies includes reading, reflective studies and debates. Hence on learning about this website he was super excited to give a read to some new genres as well.</p>
Some Happy Learners	
	



## COMMUNITY WORK in Collaboration with NGO SOSVA

March 2023

